

Journal #2586 from sdc 5.8.12

Stand for Human Rights for Indigenous Peoples and Renounce the 'Doctrine of Discovery'

“ARCHAEOLOGY OF THE SOUTHERN SIERRA”

Vermont first state in nation to ban fracking for oil and gas

News from NATHPO

Japan Shuts Off Nuclear Power as Thousands Celebrate

Teaching Me About Teaching

PARTNERSHIPS FOR STUDENT ACHIEVEMENT

Rising Sea Levels: The View from a Canoe

Debra Harry

Moana Jackson will be one of the opening session panelists speaking on the Doctrine of Discovery. Over 2000 registered to attend the Permanent Forum and they are only issuing 500 passes after the opening session. It's going to be a very interesting day at the UN.

Stand for Human Rights for Indigenous Peoples and Renounce the 'Doctrine of Discovery'

www.huffingtonpost.com

The Doctrine of Discovery is the basis for all Indian land law in this country, and it has imposed similar burdens on indigenous peoples all over the world. More than 500 million indigenous peoples around the globe live today with the effects of the Doctrine's oppressive racism.

Guyrene Ben's Photos

Our UN Delegation with Moana Jackson! Ready for the week!

By: **Guyrene Ben**

On Tuesday, May 8 from 11:00 AM 12:30 PM ET, the Corporation will host a meeting of Sequoia National Forest and Sequoia & Kings Canyon National Parks Announcement

5th Annual DATA SHARE

“ARCHAEOLOGY OF THE SOUTHERN SIERRA”

A Joint Venture to Learn More

Sequoia National Forest and Sequoia & Kings Canyon National Parks Cultural Resources Programs invites you to its fifth data share to meet and discuss archaeology in the Southern Sierra Nevada.

When: May 12-13, 2012, Saturday and Sunday, 9am to 4pm.

Where: Sequoia National Forest Supervisors Office, 1839 South Newcomb Street, Porterville, CA 93257

Audience: Archaeological Professionals (Federal, and State Agencies, Contract Archaeologists), Tribal Members, Academic Archaeologists, Archaeology Students, and anyone interested in the Archaeology and History of the Southern Sierra Nevada.

Agenda

Saturday, May 12, 2012, 9:00 am – 4:00pm

9 am - Opening Remarks:

Kevin Elliott, Forest Supervisor, Sequoia National Forest and Giant Sequoia National Monument
Tom Burge, Park Archaeologist, Sequoia and Kings Canyon National Parks
Linn Gassaway, North Zone Archaeologist, Sequoia National Forest,

9:30-9:45 – Introductions

9:45-10:00 – Presentation: Mary Gorden – Native American names in the Porterville area

10:00-10:15 – Presentation: Tom Burge – Reish Site Salvage, Springville, CA

10:15-10:30- Presentation: Jeanne Binning - Lithic Analysis of Hot Spring Work Center Site

10:30-10:45 – Open Discussion

10:45-11:00 - Break

11:00 – 11:15 – Presentation: Karen Miller – Historic Roads and Trails

11:15-11:30 - Presentation: Beth and Chris Padon: California Site Steward Program

11:30 -12:15 – Presentation: Linn Gassaway – Site Protection and Stabilization in 2011

12:15-12:30 pm – Open Discussion

12:30-1:30 – Lunch – On your Own

1:30-2:15 – Presentation: Mary Gorden – Native American Plant Utilization

2:15 -2:45 – Presentation: Anna Patterson and Anna Higgins - Did Native Americans significantly alter forest structure in California? A paleoecologic reconstruction of vegetation and fire history from two different ecosystems

2:45-3:00 – Presentation: TBA

3:00-3:15 - Break

3:00 - 4:00 pm - Open Discussion

Sunday, May 13, 2012, 9 am – Noon

9:00- 9:30 - Carpool and other arrangements

9:30-??– Field trip Exeter Rocky Hill

Linn Gassaway, Zone Archaeologist, Giant Sequoia National Monument, Hume Lake and Western Divide Ranger Districts, Sequoia National Forest

Phone: 559-338-2251 ext. 396 Cell: 559-310-9621 Fax: 559-338-2131

Email: lgassaway@fs.fed.us

Address: Hume Lake Ranger District, 35860 East Kings Canyon Road, Dunlap, CA 9362

____ **Attachments:** [image002.jpg](#) [image004.jpg](#) [image003.jpg](#) [image001.png](#)

[2012_Datashare_Agenda.pdf](#) [2012_SSierra_Datashare.pdf](#)

[Vermont first state in nation to ban fracking for oil and gas](#) vtdigger.org

There is reason to believe that natural gas may be sequestered in Utica shale deposits thousands of feet below the surface in the northwest part of the state.

CALENDAR - thanks to NATHPA)

May 9-10, 2012 46th Annual Meeting of the NPS National NAGPRA Review Committee
La Fonda Hotel on the Plaza Santa Fe, New Mexico
<http://www.cr.nps.gov/nagpra/REVIEW/ANNOUNCEMENTS.htm>

May 9-10, 2012 Advisory Council on Historic Preservation Meeting
Caucus Room, Russell Senate Office Building Washington, DC www.achp.gov

May 23, 2012 (must register by May 7, 2012) Second Consultation Planning Meeting for Indian Tribes
National Register of Historic Places / National Historic Landmarks Program, National Park Service
National Register Bulletin, Guidelines for Evaluating and Documenting Traditional Cultural Properties
For more information, send email message to nr_info@nps.gov or call (202) 354-2236

June 14-15, 2012 Culturally Responsive Language Assessment
American Indian Language Development Institute, Tucson, Arizona www.aildi.arizona.edu

June 18-22, 2012 Indigenous Knowledge and Science Education for K-14
American Indian Language Development Institute, Tucson, Arizona www.aildi.arizona.edu

September 10-12, 2012 14th Annual NATHPO Meeting (National Conference)
Suquamish, Washington www.nathpo.org (updates to be posted as available)

REGULATORY

National NAGPRA Program, U.S. Department of the Interior:

On April 18, 2012, the Department of the Interior published a proposal to address "minor inaccuracies or inconsistencies" in regulations implementing the Native American Graves Protection and Repatriation Act (NAGPRA). The proposals address issues related to delegation of the Secretary of the Interior's responsibilities; museum and Federal agency responsibilities to notify and consult with lineal descendants; ownership or control of cultural items removed from Federal or tribal land; repatriation; disposition of culturally unidentifiable human remains; assessment of civil penalties; and applicability of the Administrative Procedures Act to NAGPRA decisions. The proposal also would remove examples of the various notifications from the regulations. Comments on the proposed can be submitted to <http://www.regulations.gov> and must be received by Monday, June 18, 2012. Link to Federal Register announcement: <http://www.gpo.gov/fdsys/pkg/FR-2012-04-18/pdf/2012-9228.pdf>

NEWS ARTICLES

Dispute erupts over ancient human remains found at UCSD

UC San Diego has found itself at the center of a legal battle over the future of two of the oldest human skeletons ever found in the New World. Twelve Kumeyaay Indian tribes in San Diego County filed suit in federal court earlier this month seeking to have the university turn over the nearly 10,000-year-old remains of a young adult male and a slightly older female to them for traditional burial.

<http://www.utsandiego.com/news/2012/apr/24/dispute-erupts-over-ancient-human-remains-found/>

Tribes Sue University for Human Remains

SAN DIEGO (CN) - Twelve Indian tribes, known as the Kumeyaay, sued The University of California in Federal Court, seeking repatriation of 9,000-year-old human remains excavated from the school's San Diego campus in 1976. <http://www.courthousenews.com/2012/04/17/45671.htm>

Ancient American Skeletons Safe From Reburial, But Only for the Moment

A federal court judge in San Francisco granted a temporary restraining order Friday to prevent the University of California, San Diego (UCSD), from handing over 9000-year-old human bones to Native Americans, in the latest twist in an unusual custody battle for two human skeletons that are among the earliest found in the Americas. Three University of California professors filed a lawsuit last week to prevent UCSD from transferring the bones, which have been described as better preserved than those of the Kennewick Man, another ancient skeleton that has been the center of debate and lawsuits. <http://news.sciencemag.org/scienceinsider/2012/05/ancient-american-skeletons-safe.html?ref=ra>

THPO NEWS

There are now 131 THPOs located throughout the United States, including Alaska. For current list, go to <http://www.nathpo.org> and click on Find a THPO.

Japan Shuts Off Nuclear Power as Thousands Celebrate [Read the Article at ABC News](#)

Teaching Me About Teaching

By CHARLES M. BLOW

Op-Ed Columnist nyt

Published: May 4, 2012

Next week is National Teacher Appreciation Week, and, as far as I'm concerned, they don't get nearly enough.

On Tuesday, the United States Department of Education [is hoping](#) that people will take to Facebook and Twitter to thank a teacher who has made a difference in their lives. I want to contribute to that effort. And I plan to thank a teacher who never taught me in a classroom but taught me what it meant to be an educator: my mother.

She worked in her local school system for 34 years before retiring. Then she volunteered at a school in her district until, at age 67, she won a seat on her local school board. Education is in her blood.

Through her I saw up close that teaching is one of those jobs you do with the whole of you — trying to break through to a young mind can break your heart. My mother cared about her students like they were her own children. I guess that's why so many of them dispensed with "Mrs. Blow" and just called her Mama.

She wasn't just teaching school lessons but life lessons. For her, it was about more than facts and figures. It was about the love of learning and the love of self. It was the great entangle, education in the grandest frame, what sticks with you when all else falls away. As Albert Einstein once said: "Education is what remains after one has forgotten what one has learned in school."

She showed me what a great teacher looked like: proud, exhausted, underpaid and overjoyed. For great teachers, the job is less a career than a calling. You don't become a teacher to make a world of money. You become a teacher to make a world of difference. But hard work deserves a fair wage.

That's why I have a hard time tolerating people who disproportionately blame teachers for our poor educational outcomes. I understand that not every teacher is a great one. But neither is every plumber, or every banker or every soldier. Why then should teachers be demonized so much?

I won't pretend to have all the policy prescriptions to address our country's educational crisis, but beating up teachers isn't the solution. We must be honest brokers in our efforts to fix a broken system.

Do we need teacher accountability? Yes.

Must unions be flexible? Yes.

Must new approaches be tried? Yes.

But is it just as important to address the poverty, stress and hopelessness that some children bring into the classroom, before the bell rings and the chalk screeches across a blackboard? Yes.

Do we need to take a closer look at pay and incentives for teachers? Yes.

Do we need to lift them up a bit more than we tear them down? A thousand times, yes!

A big part of the problem is that teachers have been so maligned in the national debate that it's hard to attract our best and brightest to see it as a viable and rewarding career choice, even if they have a high aptitude and natural gift for it.

A 2010 McKinsey & Company report entitled "Closing the Talent Gap: Attracting and Retaining Top-Third Graduates to Careers in Teaching" found that top-performing nations like Singapore, Finland and South Korea recruit all of their teachers from the top third of graduates and then even screen from that group for "other important qualities." By contrast, in the United States, "23 percent of new teachers come from the top third, and just 14 percent in high poverty schools, which find it especially difficult to attract and retain talented teachers. It is a remarkably large difference in approach, and in results."

According to the report, starting teacher salaries in 2010 averaged \$39,000 a year. Let's assume that federal, state and local taxes eat up a third. That would leave a take-home pay as low as \$26,000. However, according to [the Project on Student Debt](#) by the Institute for College Access and Success, a college senior graduating that year carried an average of \$25,250 in student loans. The math just doesn't work out.

Furthermore, jobs in education were slashed substantially from August 2008 to August 2011. According to an October White House report: "Nearly 300,000 educator jobs have been lost since 2008, 54 percent of all job losses in local government."

If we want better educational outcomes, we need to attract better teachers — and work to retain them. A good place to start is with respect and paychecks. And a little social media appreciation once a year wouldn't hurt either.

So, on Tuesday, I plan to send this message on Twitter: To the teacher who taught me what it means to be a teacher: My mama. Everybody's mama.

What will you tweet?

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I invite you to join me on [Facebook](#) and follow me on [Twitter](#), or e-mail me at [chblow@nytimes.com](mailto:chblow@nytimes.com).

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## **PARTNERSHIPS FOR STUDENT ACHIEVEMENT**

The mission of Partnerships for Student Achievement (PSA) is to increase student academic achievement in Washington County public K-12 schools. PSA has an annual budget of \$500,000, employs one full-time director, and supervises 20 PSA AmeriCorps members who serve full-time for 11 months, August through July. Member activities vary from school to school but include the following PSA objectives:

- To provide tutoring and mentoring activities to low-achieving and at-risk students with a special emphasis on literacy and math;
- To develop, implement and lead extended school-day activities, particularly those that combine recreation, academic enrichment and tutorial activities;
- To recruit, train, and coordinate new parent/community volunteers;
- To provide outreach to parents of low-achieving and at-risk students.

## **DUTIES & RESPONSIBILITIES**

- Recruit, place, and enroll AmeriCorps members in Washington County K-12, public schools.
- Supervise 20 AmeriCorps members. Provide professional and personal support and guidance, be available for problem-solving. Hold members accountable to PSA and AmeriCorps' policies, procedures, and contract requirements.
- Monitor and track member performance, timesheets, member evaluations, national performance measure documentation, service hours and progress towards meeting goals.
- Conduct performance reviews and observations of members.
- Coordinate trainings/presentations and lead regular AmeriCorps Team Meetings (bi-monthly) as well as community service projects (monthly). Provide leadership opportunities, develop a sense of teamwork for AmeriCorps members.
- Coordinate with Pacific University instructor to provide graduate-level instruction and appropriate record-keeping.
- Collaborate with and serve as primary contact between PSA and sponsor schools to ensure overall program goals and objectives are met.
- Create annual Request for Proposal (RFP) for Washington County schools. Coordinate the scoring of and selection of PSA sponsor schools.
- Conduct orientation and training for the selected sponsor schools.
- Monitor sponsor school activities, ensuring PSA and AmeriCorps contract compliance through site visits, in-kind reporting, member evaluations, and academic achievement documentation.
- Review and adhere to federal regulations, provisions, CNCS policy updates, state laws and AmeriCorps administrative requirements to formulate appropriate policies, procedures and interpretation to guide successful implementation of the program.
- Implement the PSA evaluation plan to ensure congruency with the objectives outlined in the AmeriCorps grant requirements and national performance measures. Make program adjustments and enhancements as appropriate.
- Create and manage annual budget and raise funds to support the program.

- Create and maintain appropriate tracking/monitoring systems to meet grant compliance requirements
- Submit grant requirements including quarterly progress reports, monthly and quarterly financial reports, and other reporting as required by Oregon Volunteers.
- Prepare and submit AmeriCorps grant application for program funding annually.
- Develop PR strategies for highlighting PSA program success, recruiting AmeriCorps members. Create an annual report for PSA. Maintain and update program web page.
- Represent AmeriCorps and PSA at professional conferences and public events.
- Develop and expand partnerships with community organizations, schools, government agencies, businesses, and community members.
- Lead PSA advisory committee bi-annually.

### **REQUIRED SKILLS & QUALIFICATIONS**

- College degree in education, non-profit administration, social work, or related field.
- Two-year minimum of supervisory/administrative experience; strong administrative/managerial skills required.
- Experience serving with and/or leading an AmeriCorps or national service program.
- Experience managing volunteers, developing and managing a budget, fundraising, grant writing, grant management and reporting.
- Demonstrated ability and experience in teaching/leading young adults, team building, training, program development, problem solving.
- Experience working with youth, teaching, tutoring, and knowledge of public school system.
- Computer experience in word processing, data base management, and spreadsheets. (Experience with Adobe Acrobat professional, InDesign, and Microsoft Publisher helpful)
- Ability to establish positive relationships and lead meetings with diverse groups of people.
- Strong oral and organizational skills. Exceptional written communication skills.
- Personal enthusiasm for national and community service as well as a personal ethic of service.
- Ability to work collaboratively with a variety of program stakeholders.
- Current driver's license and reliable transportation.

### **TERM OF EMPLOYMENT**

Starting date is June 19, 2012. This is a 1.0 FTE grant-funded position. This position is contingent upon grant funding for 2012-13. Continuation of employment beyond the end of the funding cycle is dependent upon renewed funding. Some weekend duties and travel are required.

### **COMPENSATION**

\$38,000 - \$42,000 annually. DOE. Benefits include health insurance, dental, short/long term disability coverage, personal leave and paid holidays.

### **TO APPLY**

Send a cover letter and resume to Amarylis Morrow; Forest Grove School District, 1728 Main Street, Forest Grove, OR 97116 or you may e-mail [amorrows@fgsd.k12.or.us](mailto:amorrows@fgsd.k12.or.us) with PSA Program Director in the subject line and documents attachments in either word or pdf format. Other formats not accepted. Phone calls and drop-ins not accepted. Materials must be RECEIVED no later than the application close date, Friday, May 25. Additional program information can be found at <http://www.fgsd.k12.or.us/>, click *Partnerships*, click *Partnerships for Student Achievement*.

Amarylis Morrow, Program Director, Partnerships for Student Achievement, AmeriCorps

1728 Main Street, Forest Grove, OR 97116  
P: 503-359-8110 ext. 4568 | F: 503-359-2520

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## **Rising Sea Levels: The View from a Canoe**

By Sena Christian

Haunani Kane rises from the hulls of Hokule‘a, the legendary double-hulled Hawaiian canoe. She stretches her back, stiff from squatting in the tight space where she’s been sanding fiberglass. She removes her protective gear and scrunches up her face. “It gets so sticky,” says the 24-year-old. The old Hawaiian proverb *komo mai kau mapuna hoe* means “dip your paddle in” or join the effort, and Kane is one of a dozen volunteers gathered on this warm August evening at the Marine Education Training Center outside downtown Honolulu to restore a boat that rewrote history.

In 1976, Hokule‘a’s voyage to Tahiti helped prove that ancient Polynesians were not drifters who accidentally discovered the Hawaiian Islands, but expert navigators. The boat launched a cultural revival in Hawai‘i. But when she was dry-docked last year on O‘ahu and stripped down to her shell, she was rotten from sailing 140,000 nautical miles.

Kane is part of a group called *Kapu Na Keiki*—meaning “to hold the children sacred”—young voyagers who are now helping repair and restore Hokule‘a with the hope of taking her on a four-year worldwide journey beginning in 2013.

A handsome middle-aged man in mismatched flip-flop sandals, a torn polo shirt, and cuffed jeans surveys the volunteers’ work. This is Nainoa Thompson, who was part of Hokule‘a’s first crew and, in 1980, became the first Hawaiian on record in hundreds of years to navigate a voyaging canoe using traditional wayfaring, relying on the ocean swells, waves, sun, moon, stars, and seabirds to cross the open seas. Thompson’s lifelong work has been to demonstrate to Hawaiians how vital, resilient, and strong their traditions are.

Now as the generation originally shaped by Hokule‘a grows older, Thompson sees the 2013 journey as an important step to help Hawai‘i’s youth define their identity and face threats to Hawaiian culture and economy, such as climate change. Thompson believes Hawai‘i can become a model for sustainability and the canoe can serve as a classroom for examining climate change. He says his organization, the Polynesian Voyaging Society, has mandated that 40 percent of the worldwide crew be under the age of 30.

Thompson is both exacting and ambitious with his young crew because he knows what a powerful force wayfaring has been in his life and for Hawaiian culture.

## **Hokule‘a’s Lessons**

In 1973, artist Herb Kane, anthropologist Dr. Ben Finney, and researcher Tommy Holmes set out to show that ancient Polynesians were skilled sailors and knowledgeable navigators who purposefully explored and settled small bodies of land, including the most isolated archipelago on Earth, the Hawaiian Islands.



They designed Hokule‘a and named her after the “Star of Gladness”—Arcturus in Western astronomy—a guiding zenith star that helps sailors find Hawai‘i. They formed the Polynesian Voyaging Society and developed a training program to test the abilities of hundreds of people who hoped to be part of Hokule‘a’s 2,400-mile inaugural voyage from Maui to Tahiti. Mau Piailug, a master navigator from the tiny Micronesian atoll of Satawal, would be at the helm. They selected 24 additional men and women, including Thompson, who would join the return crew, which would fly to Tahiti and sail the canoe back to Hawai‘i.

Thompson had spent all his life on the ocean, fishing as a child in east Honolulu and paddling outrigger canoes in Waikiki after graduating high school. Hokule‘a merged the fractured elements of Thompson’s life: his love of the ocean, his heritage, his culture. He sensed this voyage would be deeply important.

The crew set off from Maui on May 1, 1976, and arrived in Tahiti 34 days later. Thousands of Tahitians greeted Hokule‘a and dozens of children swam out to board the vessel on its arrival. The canoe’s return to Hawai‘i prompted celebrations and major media coverage.

The 1976 voyage touched off a movement to revive Hawaiian culture and played a key role in the Hawaiian Renaissance as people learned about their ancestors’ accomplishments. Over the next several years, public schools began requiring the teaching of Hawaiian art, hula, lifestyle, and geography. Native communities founded language immersion schools to revive the Hawaiian language.

Meanwhile, Hokule‘a’s first journey stirred renewed interest in sailing and wayfaring. Mau Piailug returned to Micronesia, and the Polynesian Voyaging Society attempted to learn wayfaring on their own by reading and experimenting. But in 1978, tragedy forced them to re-examine their methods. A big-wave surfer named Eddie Aikau joined Hokule‘a’s crew, and in March of that year, the voyagers attempted another sail to Tahiti. But Hokule‘a capsized.

Aikau insisted on paddling for help. He strung some oranges around his neck, grabbed a portable strobe light, tied a life jacket around his waist, and set off. By midnight, the U.S. Coast Guard had rescued his friends after a pilot saw flares and requested aid. Aikau was never found.

The death of a beloved crewmember taught the Polynesian Voyaging Society something: They needed skills that could not merely be reconstructed from books. Thompson traveled to Micronesia to ask Piailug to teach him traditional wayfaring. Piailug agreed but not without a fight. At the age of 1, he had been chosen by his grandfather to become a sailor and he was sailing by age 5. He told the crew—who were in their 20s—they were too old and if they wanted someone to learn they should send their sons.

Eventually, Piailug relented. The crew spent two years studying under Piailug, learning how the navigator looks for the position of the sun and stars and observes wind directions and swell patterns, which have different heights, lengths, shapes, and speeds that alter the course of a canoe.

Since their studies with Piailug, not one member of Hokule‘a’s crew has been lost at sea. In 1980, Piailug’s training allowed Thompson to lead Hokule‘a on a successful voyage to Tahiti and

back—and the crew became the first Hawaiians in generations to regain the traditional knowledge of navigating the oceans over long distances. In speeches since then, Thompson has credited wayfaring with renewing native Hawaiian pride.

The deep sense of cultural dignity, the capacity to envision what lies ahead, the connection with the natural world—these will be essential skills as Hawai‘i faces an uncertain economic and ecological future. That’s why Thompson feels it is so important to pass on navigation skills to the young members of Kapu Na Keiki.

Thompson came up with the idea for the 2013 worldwide voyage after Hokule‘a’s 1992 trip to the Cook Islands. As he journeyed home, he spoke by satellite phone with NASA astronaut and Hawaiian native Lacy Veach, who was orbiting Earth on a space shuttle. Thompson invited the astronaut to join the crew on a sail. The astronaut told Thompson of looking out of the space shuttle over Hawai‘i.

“He saw the islands and the planet in one vision—that planet Earth was just an island like Hawai‘i, in an ocean of space, and that we needed to take care of them both if the planet was to remain a life-giving home for humanity,” Thompson says in a statement for the Polynesian Voyaging Society.

Thompson and his father later discussed how native Hawaiian -knowledge and values had enabled islanders to care for their land and seas for nearly 2,000 years. Through careful management of natural resources, Hawai‘i sustained a large, thriving, self-sufficient population until the arrival of Western explorers. The men felt they should share those values with the world.

For Thompson, getting to the deepest levels of navigation means looking inside himself and visualizing his own journey. He trusts his ancestors to show him the way in the hardest of times. He knows that sometimes when out at sea he will understand how to respond to a situation without knowing why. These are the intangible lessons he must pass on to future navigators and the lessons he hopes all young Hawaiians learn. Hokule‘a shaped and defined the lives of its older crew members, and Thompson believes it can do the same for their children.

“We want to give them the canoe and help them with their dreams, not ours,” Thompson says.

### **Making Connections**

Kaina Holomalia dropped out of high school to “screw around,” influenced by the drugs and alcohol around him—until he met Nainoa Thompson a decade ago and enrolled in the Myron B. Thompson Academy, a charter school where students learn math and science while sailing canoes. He soon joined Hokule‘a’s crew.

In 2009, Holomalia went on one of Hokule‘a’s roughest sails. Rain poured down. Clouds covered the sun and stars. Eighteen-foot swells lashed the canoe.

“It was a big lesson of how deep are you connected?” Holomalia, now 27, says. “When you cannot see the stars, you go into a different way of navigation from feeling, from heart.”

In a brief clearing, navigator Bruce Blankenfeld spotted the position of two stars and visualized the whole astronomical map in his head. They arrived at their destination safely.

“We broke everything we could’ve broken and repaired it. We got hurt and mended each other,” says Holomalia, a robust man who wears his hair in a ponytail and is now a captain. “I’ve had a hard life. These canoes got me out of it. The values and love we share, our bond on the canoe is what makes these canoes *voyaging* canoes. On these canoes, you find fate, hope, and love.”

Fate because they’re living out what their ancestors taught them, hope for Hawai‘i’s future, and love for those onboard. When you are surrounded by nothing but water, Holomalia says, you take care of each other no matter what.

“We are always trying to figure out how to live forever,” he says. “A way to live forever is when you pass away and what you’ve taught lives on through your students. We had great leaders; now we’re losing a lot of them. It’s time for us to step up.”

Although Holomalia is only a few years older than the youth of Kapu Na Keiki, they see him as a mentor who can teach them about navigating whatever challenges lie ahead. The youth seek his guidance, although their own challenges may differ.

Kapu Na Keiki also works together to confront more than personal struggles. Member Haunani Kane, for instance, directs her focus to the threat of rising sea-level, which she considers the biggest threat facing her island home. She attends the University of Hawai‘i and is writing her master’s thesis on this topic.

“This is very important because most of Hawai‘i’s coastal areas are characterized not only by large, flat, coastal plains but also by high populations,” Kane says. “Many of the coastal areas also hold high cultural and ecological significance.”

Scientists predict global sea level will rise a meter or more by the end of this century, drowning coastal communities such as Waikiki, displacing residents, and threatening the tourism industry. As fossil fuels become increasingly more expensive and difficult to extract, and as unpredictable weather disrupts global food and agriculture production, Hawai‘i will need to become more self-reliant. Hawai‘i currently imports 90 percent of its food, according to several recent reports.

As part of Kapu Na Keiki, Kane encourages people to change their behaviors for the sake of the islands’ future. She helps lead schoolchildren on short sails, teaching them about trade winds and how to make a star compass.

“We have been looking at how we can use the canoe to address the issues of sustainability and climate change,” she says. “Sailing on a canoe with limited supplies and provisions forces everyone to be sustainable and conserve food, water, and other resources. You really get a better appreciation for those things.”

Kane hopes to be part of the crew that sails around the world.

## The Journey Ahead

As the handful of young voyagers work in the dry dock and the sun sets over the Pacific Ocean, Lehua Kamalu of Kapu Na Keiki works on her laptop computer, using Google Earth to plan statewide sails in 2012. The group is using these trips to prepare for the worldwide voyage and to identify the culturally, educationally, and environmentally important sites they'll visit in 2013. Thompson used to handwrite the sail plans. Now, the crew relies on a hybrid of traditional and modern methods.

"This is our young influence," Kamalu says, pointing to her computer.

Like the other members of Kapu Na Keiki, Kamalu is committed to sustainable energy. The 25-year-old college student studies mechanical engineering and is considering a career in renewable energy. For now she often expresses her passion for sustainability by clearing trash from the beach or swimming a mile out into the water to snag a floating piece of garbage.

During the worldwide voyage, Hokule'a's crew will share curriculum about conservation, coral reef ecology, and native plants with educators they meet in places like Australia, the Galapagos Islands, and Rapa Nui. They are discussing how to make the journey itself more sustainable—for instance, using an escort vessel that has the capability to sail or run on solar-powered engines.

Volunteers, including those from Kapu Na Keiki, have logged some 15,000 hours refurbishing Hokule'a since September 2010. Kane returns weekly to sand fiberglass.

"I am not too sure if it is because of voyaging or if it's just who we are, but I know that we all really value our culture, our family, our land, and our ocean," Kane says as Hokule'a's repairs near completion. "I hope our generation is able to give our children a better Hawai'i than what we have today."

*Sena Christian wrote this article for [9 Strategies to End Corporate Rule](#), the Spring 2012 issue of YES! Magazine. Sena is a writer and newspaper reporter. A Sacramento native, she writes about social justice, feminism, green living, and youth.*

This article was published at NationofChange at: <http://www.nationofchange.org/rising-sea-levels-view-canoe-1336142233>.

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