



Native American/Native Hawaiian Museum Services Program

Sample Application MN-00-19-0007-19

Hula Preservation Society

Amount awarded by IMLS:	\$97,680
Amount of cost share:	\$54,140

Attached are the following components excerpted from the original application.

- Abstract
- Narrative
- Schedule of Completion

Please note that the instructions for preparing applications for the FY2020 Native American/Native Hawaiian Museum Services grant program differ from those that guided the preparation of FY2019 applications. Be sure to use the instructions in the [FY2020 Notice of Funding Opportunity](#) for the grant program and project category to which you are applying.

Hula Preservation Society

Abstract – *Ka Pua Ilohia... The Shining Light*

Lead Applicant & Partners: The lead applicant is the non-profit Hula Preservation Society. Consulting partners include Cataloging Advisor Ruth Horie, Content Expert Sarah Keahi, and Videographer Gene Kois of Specific Video.

Need: Hula Preservation Society proposes to steward 955 total items in five distinct subsets of the vast Nona Beamer Collection in the Archive. Nona Kapuailohia Beamer (1923-2008) was a shining light among 20th century Hawaiian leaders, and her Collection is in need of focus and effort to greatly expand the scope of materials ready for research and publicly accessible.

Timeframe & Activities: The project period is August 1, 2019 – July 31, 2021 (24 months), and the primary activities are:

- 1) By the end of the 14th month, complete review, inventory, and cataloging of 955 items into the *Kauhola* content management database
- 2) By the end of the 20th month, complete digitization of 955 items
- 3) By the end of the 23rd month, implement a 110-piece subset of the larger Collection for direct public access

Benefits:

- HPS will benefit through increased experience in collections stewardship and in our continuing efforts to build capacity for ongoing and future collections care and sharing
- Native Hawaiians will benefit through increased access to primary source materials from the life's work of an extraordinary 20th-century Hawaiian leader

Intended Results: Address the need to steward and expand access to a large subset of materials in the sizable Nona Beamer Collection at HPS.

Measuring Success:

- Number of collection items processed, added to *Kauhola*, & digitized (Target: 955)
- Number of archival resources directly accessible via *Kauhola Hou* public module (Target: 100)
- Number of video pieces publicly accessible via HPS's Vimeo (Target: 10)
- Results broadly shared via on and off-line means

Hula Preservation Society

Project Narrative: *Ka Pua Ilohia... The Shining Light*

Proposed Project: Hula Preservation Society (HPS) proposes to steward five distinct subsets within the largest elder collection in the Archive – that of HPS’s late Founder, Nona Kapuailohia Beamer (1923-2008). She was a hula master, composer, author, activist, community leader, and teacher of thousands. It is hard to overstate the influence she had on Hawaiians in the 20th century, as her life was dedicated to sustaining and lifting up the youth of our community to take pride in and perpetuate our heritage, culture, and Hawaiian ways. These distinct sets of materials are tangible resources in need of attention, care, and access.

1. Project Justification

The Hawai’i of Nona Beamer’s birth: Hula master Beamer’s great-grandmother, Isabella Hale’ala Miller Desha (1864-1949), was secretly trained in a traditional hula school, far from recently arrived missionaries who sought to ban such cultural practices. Beamer’s grandmother, renowned composer and hula master, Helen Desha Beamer, was born in 1882 in the Hawaiian Kingdom with Hawaiian as her first language. Nona’s parents, Keali’inohono Beamer and Louise Leiomalama Walker, were born after the illegal overthrow in 1893. By then, Hawaiian language had been banned. By 1923, young Nona was met by two Hawai’i’s...one which was Westernizing and where Hawaiians were looked down upon, and the other the Hawai’i of her ancestors and her elders who nurtured her. These extreme changes happened for Hawaiians in our homeland in a very short amount of time. As Jan Dill states in his paper, *Thriving in the Midst of a Culture of Shame – Part II*, “One could be Hawaiian by ethnicity, but not Hawaiian by traditional values and practices.” (see [Supportingdoc2.pdf](#) for full article)

Noke Nō! Persevere!: Young Nona was *hiapo*, the first of 13 grandchildren to her “Sweetheart Grandma,” the endearing family name of Helen Desha Beamer. Helen was the single biggest influence on her eldest *mo’opuna* (grandchild), and young Nona received a strong foundation in her Hawaiian-ness, and in the culture, stories, language, music, and hula of the indigenous people of Hawai’i. She was a natural leader, and obstacles she encountered along the way to living her life and being Hawaiian, she either crumbled or found a way through. “*Noke nō!*” was her personal motto, which means to persevere. As she always said, “No matter what obstacles come to Hawai’i, *noke nō! Persevere!*” And she did. As is evident in the attachments, she was to become a “...champion of authentic and ancient Hawaiian culture...”, “...well known for her great contributions to Hawaiian education, music, storytelling, and civic leadership,...”, and someone who “...crusaded to improve the education and social conditions of Native Hawaiians.” (see [Supportingdoc2.pdf](#) for Nona Beamer articles – National Public Radio story, Honolulu Star-Bulletin obituary, and Wikipedia page)

The Shining Light..the Visionary: By the time she was 12, young Nona was an accomplished dancer, chanter, and expert in “things Hawaiian,” and she had begun composing songs and teaching in her mother’s hula studio in Waikīkī. A short time later, she was expelled from the Kamehameha Schools for dancing hula. While it was a school for Native Hawaiian children, hula was banned because Western ways were the priority. She helped break that ban in 1966. There were many impactful moments in her young life that lit a fire under a determined Nona, and she spent the rest of her days helping Hawaiians be able to know their culture and be their authentic selves with pride, heart, and intention. Career-wise, she taught Hawaiian

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youth for 37 years at Kamehameha, planting seeds that have come into full bloom in 2018. As Archivist (MLISc) Stacy Naipo of Kamehameha says in her support letter, “Students, who remained by her side in that time of turmoil [when they worked to break the school’s hula ban], have gone on to become the Native Hawaiian community’s leaders of today in hula, language, traditional practices, and Hawaiian rights. Her influence is immeasurable.” (*see Supportingdoc1.pdf for support letter*) “Auntie Nona” was beloved on many levels- as teacher, storyteller, author, composer, hula master, leader, and inspiration. Just as her name says, “Kapuailohia,” she was a shining light to thousands individually, and to our community as a whole.

Nona Beamer & HPS: In 1999, Auntie Nona and Maile Loo became joined through the Hawaiian practice of *hānai* or adoption. Auntie acknowledged Maile as her daughter and protégé in hula and life through a *hānai* ceremony held in Kāne’ohe, O’ahu, Hawai’i. In 2000, they founded HPS as a non-profit and began documenting conversations between Auntie and her peers. In subsequent years, she gifted her extensive life’s materials to HPS for posterity. To this day, they comprise the single largest elder collection at HPS with thousands of photographs, scrapbooks, published and unpublished teaching materials, stories & scripts, newspapers, hula studio notes and documented routines from Beamer family teachers, cultural artifacts, costumes, Hawaiian artwork, Native Hawaiians Study Commission materials, audio cassettes, and videotapes of different historical formats. HPS began as an oral history organization, yet through this large contribution and those made by other elders in HPS’s first decade, we expanded to include a physical archive that went hand in hand with the interviews as tangible reflections of the conversations and discussions.

In 2012, HPS received its first grant (from IMLS!) to do an initial sort of the dozens of raw boxes of Nona Beamer materials, build in-house capacity in content management and archival processing, and establish necessary policies and procedures needed to open and operate an archive. Six years later, so much has been accomplished! HPS is widely respected as an independent archive set apart in its materials and approach. As Denise Miyahana, State Foundation on Culture and the Arts Specialist in Culture & Outreach states in her support letter, “HPS stands alone in the cultural heritage resources it has built in the last 18 years... a most unique and important repository in all of Hawai’i.” (*see Supportingdoc1.pdf for support letter*)

Our strong desire - and a primary focus here - is to catalog, document, and digitize additional materials from this large collection to expand the quantity available for research and learning, thereby increasing access to 1st-person accounts of history, traditional knowledge, and cultural heritage from the viewpoint of Hawaiians.

Five Distinct Subsets: This proposal focuses on stewardship, including digitization, of five specific sets of content within the vast Nona Beamer Collection. Total number of items to be focused on: 955

- 1) **NEWSPAPERS** – the earliest newspaper dates to 1903, is made of kapa (barkcloth), and is in Hawaiian. Most, however, are traditional paper clippings in English that continue to deteriorate naturally with time. In Auntie Nona’s early teaching career, Hawaiian-focused textbooks were a rarity, so newspapers filled a void as Hawaiians wrote and published. The Archive contains 4 document boxes; 4.03 linear feet of newspaper materials. Target: 500 articles

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- 2) HULA TEACHING NOTES – Auntie descends from hula masters, going back to at least her great-grandmother Isabella. HPS has been working to assemble a set of teaching materials from different family teachers going back nearly a century. There are 9 binders of papers. Target: 100 songs/chants
- 3) STORIES/SCRIPTS – Auntie Nona was a prolific writer, and while she was a published author, many pieces remain unpublished. She also produced tableaux, and none of those scripts have been available publicly. The Archive contains 1 cabinet drawer; 1.36 linear feet of such materials. Target: 15 unique works *
** The target number is lower because most of the drawer contains raw materials that were eventually published; Only the non-published works will be considered for here, but the entire drawer has to be processed*
- 4) NATIVE HAWAIIANS STUDY COMMISSION – Auntie Nona was appointed to this important federal commission by President Reagan in the early 1980s, and while the final reports are part of government record, she preserved her personal notes and working documents from the nearly 2-year process. The Archive contains 1 cabinet drawer; 1.30 linear feet of manuscripts. Target: 300 sheets
- 5) HISTORICAL VIDEO – The Collection contains 65 VHS tapes dating back to 1975 including documentation of classes, performances, lectures, awards, and public gatherings. Target: 40 unique works

Need and Opportunity: Nona Beamer is a shining light among Hawaiian leaders born in the early 1900s. The Nona Beamer Collection reflects the broad scope and impact she had, and HPS endeavors to greatly expand the extent of materials comprehensively stewarded and accessible for research and learning.

What/Who Benefits?: IN-HOUSE: HPS will benefit through increased experience in collections stewardship, and in our continuing efforts to build in-house capacity in the years ahead. COMMUNITY: Nearly half of Hawaiians live outside of Hawaii, so online initiatives are necessary to increase public access. (See *Supportingdoc2.pdf for population data*) This project benefits Native Hawaiians wishing to learn more about our 20th-century history, foundational culture and ways, and core traditions through broadened access to primary source materials from the life's work of a pivotal Hawaiian leader.

How the Project will Strengthen HPS's Museum Services: HPS is looked to as an important resource by Native Hawaiians spread across the diaspora, as well as others in learning communities across the nation. In three recent public programs on the islands of Hawai'i and Moloka'i, we asked via written audience surveys, "Do you consider HPS's oral histories and other materials to be valuable resources for teaching and learning?" 100% of the nearly 250 respondents answered Yes. HPS's museum services will be strengthened as: *We will have an additional 955 items processed, digitized, and readied for research from 5 distinct subsets in the core Beamer collection; *Our searchable content management database *Kauhola* will be expanded with these new contributions; *110 items will be directly publicly accessible, including 10 historic videos.

This project supports the third agency-level goal regarding increased public access (through digitization and expanded online presence) to museum collections that reflects the cultural and historical foundations of our heritage. This project offers the opportunity to sustain heritage, culture, and knowledge through stewarding this collection of a distinguished Hawaiian visionary.

2. Project Work Plan

This proposal is designed to 1) Steward five distinct subsets of materials in HPS's Nona Beamer Collection, totaling 955 pieces. Stewardship includes reviewing, inventorying, and cataloging raw pieces into HPS's content management system *Kauhola*, 2) Digitize each of the 955 items according to best practices, and 3) Make available online for the first time 110 items for direct public access. These three overarching activities (shown as Phases 1-3 on the Schedule of Completion) comprise a scaling project, as this work will increase the items available in the content management database and the public access module by 40% and will be the second largest set of materials made public through the public module, named *Kauhola Hou*.

The Team: The team has two Content Experts – Project Director Maile Loo because of her close relationship with Auntie Nona, and Consultant Sarah Keahi, who taught with Auntie at Kamehameha for twenty years. Materials processing will be led by Collections Manager Keau George who's gained tremendous experience in content management, databasing, cataloging, digitizing, and inventorying in the last six years. We have a highly respected Cataloging Consultant in Ruth Horie who has helped integrate Hawaiian terms into the Library of Congress. Gene Kois of Specific Video will lead all work on the historical video for the project. Finally, we have included monies for Native Hawaiian Student Interns to gain hands-on experience in cataloging, inventorying, documenting, digitizing, and creating database records in *Kauhola*. Project Director Loo will also manage timeline, budget, and reporting on the admin side. (See *Resumes.pdf* and *Supportingdoc1.pdf* for resumes and letters of commitment)

Objectives and Specific Activities:

NOTE: Team members for each Objective/Phase are noted on the schedule of Completion

Objective #1 –

By the end of the 14th month, complete Phase 1 on all five sets of collection materials

*Specific activities include: * Reviewing and inventorying collection materials * Cataloging each with the help of Content Experts * Entering item and associated meta-data into Kauhola content management system*

Objective #2 –

By the end of the 20th month, complete Phase 2 on all five sets of collection materials

*Specific activities include: * Digitizing materials according to best practices for the particular formats * Adding digital thumbnail connection to Kauhola record*

Objective #3 –

By the end of the 23rd month, complete Phase 3 on all five sets of collection materials

*Specific activities include: * Identifying a subset for direct access from each of the 5 sets for a total of 110 items; * Breakdown is NEWSPAPERS: 50, TEACHING NOTES: 10, STORIES/SCRIPTS: 2, NATIVE HAWAIIANS STUDY COMMISSION: 38, and HISTORICAL VIDEO: 10; * Test & implement the 110 items for public access*

Evaluation and Performance Measures: The project was designed with 3 specific and quantifiable objectives that allow for immediate and accurate assessment by project's end. For #1 – completion of inventory and cataloging of 955 items. For #2 – completion of digitization of 955 items. For #3 – completion of public access for 110 items – 100 in *Kauhola Hou* module and 10 video pieces on HPS's Vimeo site.

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Risks to Project: This is a low-risk project. The HPS Team has grown and learned together over the last six years and built the HPS Archive into the respected repository it is today. The three consultants have all worked with HPS before and are committed to this project and the work of the organization.

Resources Required: Total budget is: \$151,820 with HPS's request being \$97,680 (64%) with a cost-share of \$54,140 (36%). 55% of grant request for HPS team & interns, 31% for consultant services, 8% for travel, and 6% for environmental improvements. Cost-share is primarily provided by HPS (*see BudgetJustification.pdf*)

Timeline: The project is proposed to begin on August 1, 2019, for a period of 24 months, concluding on July 31, 2021. See Schedule of Completion for detailed breakdown of work-flow, tasks, and team assignments.

Tracking Progress: Each objective of this proposal is readily quantifiable. Numbers and timeframes for each of the five subsets to be stewarded are pre-determined for ready monitoring and tracking. The overarching number goals for processing are 955 for *Kauhola*, and 110 for access through *Kauhola Hou* and HPS's Vimeo.

Sharing Project Results: HPS employs many ongoing means of sharing, including in public programs on all islands, via our strong social media presence, and through distribution of Press Releases, mass emailings, and snail mailings to our elders and donors. We readily share through all means available to us, on and off-line.

Applicant Capabilities and Project Management: In its 18 years, HPS has successfully executed over 65 grants from local and national foundations, community charities, private foundations and organizations, and Federal and State agencies. We have designed and carried out a multitude of grant projects according to submitted proposals, and that leadership and extensive experience will continue to serve us well.

3. Project Results

Project's Intended Results: This project is intended to address the need to steward and expand access to a large subset of materials in the single largest individual collection at HPS, that of our founder Nona Beamer.

Change in Knowledge & Attitudes: The primary audience for this project is Native Hawaiians. The opportunity to learn more about Nona Kapuailohia Beamer, a shining light who dedicated her life to teaching Hawaiian youth, is made possible through this project. Nearly 1,000 primary source materials will be comprehensively stewarded and made available for the first time. Such efforts can increase knowledge of our cultural heritage, socio-economic challenges, and shared history.

Tangible Products: Measurable, quantifiable targets with readily-assessable results include:

- Number of collection items processed, added to *Kauhola*, & digitized (Target: 955)
- Number of archival resources to be made directly accessible via *Kauhola Hou* public module (T: 100)
- Number of video pieces publicly accessible via HPS's Vimeo (Target: 10)

Sustainability:

Kauhola is a long-term sustainability tool for HPS, and the team will be reinforced by working with it through this project; The number of items in *Kauhola Hou* will increase by 40%; The professional development fostered through attendance at ATALM will help solidify the core team, ensuring the learning continues outside our walls. In summary, stewarding this vast collection will continue to benefit HPS and Native Hawaiians for years to come. *Mahalo nui (thank you kindly) for the opportunity. We greatly appreciate your consideration.*

Hula Preservation Society: *Ka Pua Ilohia... The Shining Light*
Schedule of Completion: August 1, 2019 – July 31, 2020 (Year 1 of 2)

<i>Month:</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
	2019					2020						
TASKS	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JULY
Meet w/team; confirm timeline & work plan												
Confirm consultants (3)												
NEWSPAPERS: Phase 1												
TEACHING NOTES: Phase 1												
Qtly monitoring/assessment												
HISTORICAL VIDEO: Phase 1												
NATIVE HAWAIIANS STUDY COMMISSION: Phase 1												
Qtly monitoring/assessment												
STORIES/SCRIPTS: Phase 1												
Qtly monitoring/assessment												
NEWSPAPERS: Phase 2												

Ordered activities for each of 5 distinct sets of collection materials:

Phase 1: Review, inventory, catalog into *Kauhola* (content mgmt system) NOTE: *Kauhola* means to “open, unfold, or expand, as a flower in bloom”

[Content Experts, Collections Manager, Cataloging Advisor, Videographer (for video work)]

Phase 2: Digitize each item [Collections Manager, Native Student Interns]

Phase 3: Select subset for *Kauhola Hou* (public access module), test, & implement (for Video, HPS’s Vimeo is public access avenue)

[Content Experts, Collections Manager, Videographer (for video work)]

NOTE: social media postings run throughout project

Hula Preservation Society: *Ka Pua Ilohia... The Shining Light*
Schedule of Completion: August 1, 2020 – July 31, 2021 (Year 2 of 2)

<i>Month:</i>	<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>	<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>
	2020					2021						
TASKS	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JULY
Assess Year 1 with full team												
STORIES/SCRIPTS: Phase 1 (cont.)												
NEWSPAPERS: Phase 2												
TEACHING NOTES: Phase 2												
NATIVE HAWAIIANS STUDY COMMISSION: Phase 2												
HISTORICAL VIDEO: Phase 2												
Qtly monitoring/assessment												
STORIES/SCRIPTS: Phase 2												
Qtly monitoring/assessment												
NATIVE HAWAIIANS STUDY COMMISSION: Phase 3												
NEWSPAPERS: Phase 3												
TEACHING NOTES: Phase 3												
STORIES/SCRIPTS: Phase 3												
HISTORICAL VIDEO: Phase 3												
Project wrap-up; Reporting; Assessment, Financials												

NOTE: See bottom of Year 1 Schedule for ordered activities for each of 5 distinct sets of collection materials (breakdown of Phases 1-3)

NOTE: Social media postings run throughout project