

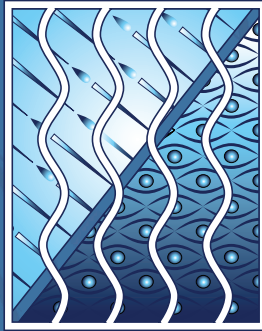


ka puke 'Ikepili o nā 'ōiwi hawai'i  
2011 NATIVE HAWAIIAN DATA BOOK

mo'omeheu  
CULTURE

- OHA Public Opinion Survey
- Population Survey/Needs Assessment Final Report





He meheuheu mai na kūpuna.  
*Habits acquired from ancestors.*

## 6

MO'OMEHEU  
CULTURE

*Mo'omeheu (Culture): To strengthen identity, Native Hawaiians will preserve, practice and perpetuate their culture.*

Defining culture is a difficult and complex issue in Hawai'i. What are the criteria for determining culture? Can these criteria be utilized equally among the diverse Pacific, Asian, and Western peoples? Where are the lines drawn in a modern multicultural environment, where cultural practices and values of different peoples have been inter-mixing for centuries? Some cultural beliefs and practices have been held by some people for so long that they have been assimilated as part of their culture. The common resolution is to describe the culture in Hawai'i as "local." But, being "local" is not sufficient if one is seeking to preserve "Native Hawaiian Culture."

Defining Native Hawaiian culture is an issue which has been arduous, at times controversial and divisive. The issue becomes more complex as one looks at "traditional" Native Hawaiian culture and "contemporary" Native Hawaiian culture. There have been many proposals on what is "Native Hawaiian Culture." But, there is no consensus. How to measure something that has no definition has been a dilemma for a length of time. One solution is not to have a set definition, but let individuals determine for themselves what is Native Hawaiian Culture and let their beliefs determine how they respond to issues and questions concerning Native Hawaiian Culture.

While there have been works on "Native Hawaiian Culture," population based studies on cultural practices and beliefs of individuals have been few. This chapter looks at two studies which focused on this issue. The responses provide some insight to peoples beliefs and practices. Though, both of these studies are old, they will have to bear until newer research is conducted.

The first study is the 1999 OHA Public Opinion Survey. The survey was conducted by OHA in 1999 to measure awareness for organizations that help and serve native Hawaiians; quantify evaluation of OHA; collect opinions on issues relating to Hawaiian sovereignty, blood quantum requirement, ceded lands; measure awareness of historical facts; gauge media usage pertinent to Hawaiian issues; and collect demographic data.

The second is the Population Survey/Needs Assessment Final Report, conducted by OHA in 1986. This study was the first comprehensive survey of Native Hawaiians using a statewide stratified random sample. This methodology ensured that the results were more representative of the Hawaiian community than past surveys. The study addressed a wide-range of issues: education, work, Hawaiian rights, land, culture, community affairs, and use of public and private social services.

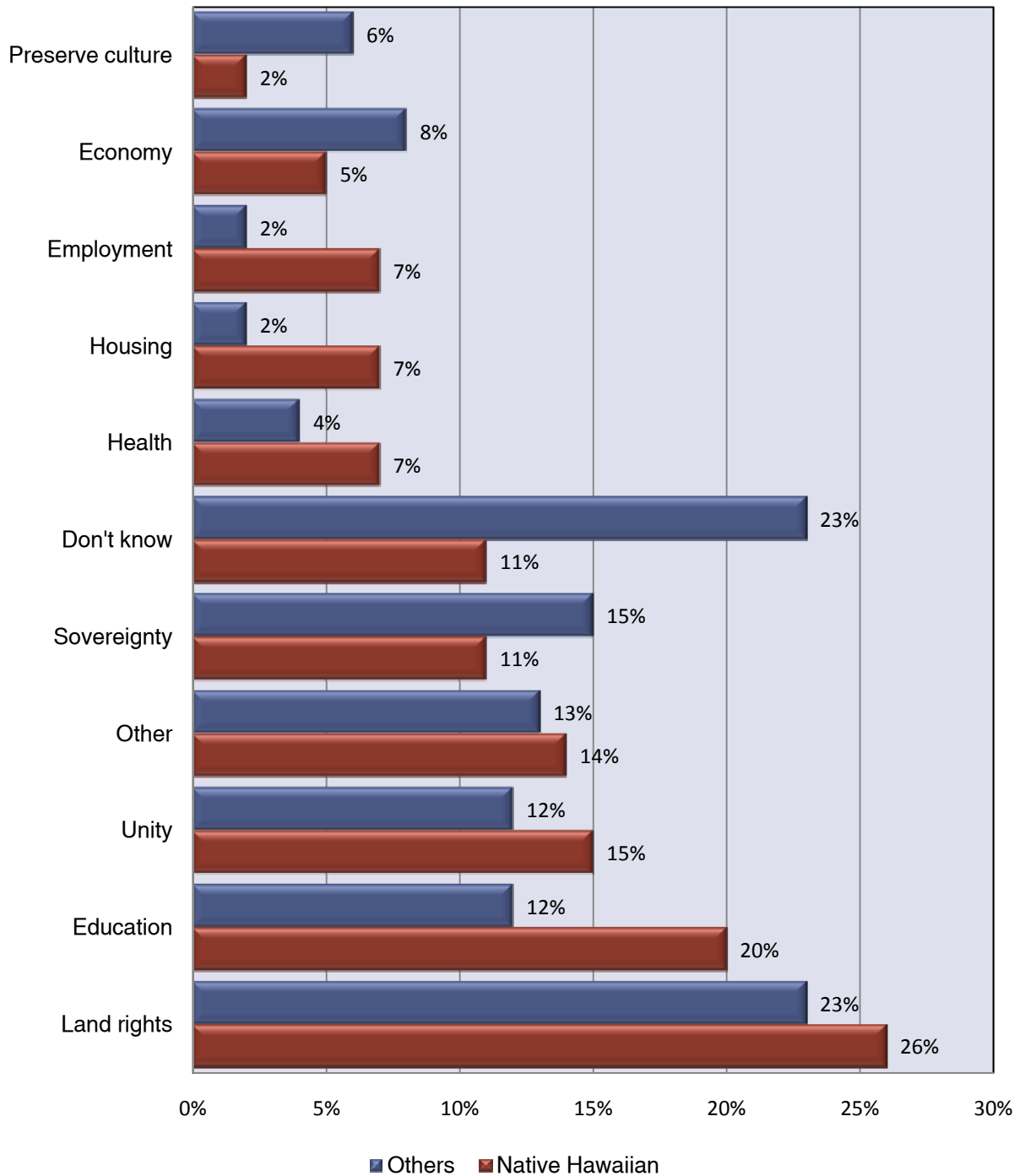
### NATIVE HAWAIIAN ISSUES

<b>Issues</b>	<b>Native Hawaiian</b>	<b>Others</b>
Land Rights	26%	23%
Education	20%	12%
Unity	15%	12%
Other	14%	13%
Sovereignty	11%	15%
Don't Know	11%	23%
Health	7%	4%
Housing	7%	2%
Employment	7%	2%
Economy	5%	8%
Preserve Culture	2%	6%

Source: Hawai'i State, Office of Hawaiian Affairs, 1999 OHA Public Opinion Survey. (Honolulu, 1999)

- “According to the 1999 OHA survey, the most important issue facing the Hawaiians is land. Hawaiians (26.2%) and other state residents (23.2%) agree that land issues such as land rights and homelands were of particular concern. Hawaiians felt that education was also important issue facing Hawaiians (19.6%). In contrast non-Hawaiians felt sovereignty was more of priority for Hawaiians (14.5%). All citizens recognized that unity (14.8% of Hawaiians and 12.0% of non-Hawaiians) was a problem in the Hawaiian community that needed attention. Unity was voiced in several ways. In most cases the idea was for Hawaiians to work towards agreement among its peoples, agencies, policies, and philosophies.” — 1999 OHA Public Opinion Survey
- In the 1999, of all the issues presented in the survey, only 2% thought that the preservation of Hawaiian culture was an important issue.

**Figure 6.01 "What Are the Most Important Issues Facing Hawaiians Today?" : 1999**



Source: Hawai'i State, Office of Hawaiian Affairs, 1999 OHA Public Opinion Survey. (Honolulu, 1999).

## NATIVE HAWAIIAN ISSUES

**Table 6.02** | “OHA Trustees Should Focus On . . .”

Focus	Hawaiian	Not Hawaiian
Education for Children	28.4%	20.4%
Land, Ceded Lands, Homestead land	22.9%	16.1%
Unity within OHA, Stop Fighting	7.9%	5.9%
Jobs, Training, Adult Education	6.9%	5.9%
Help Hawaiians, Eliminate Self-interest	5.8%	2.1%
Get Hawaiians into Homes	5.2%	5.9%
Bring Hawaiians Together	4.1%	6.2%
Health and Medical Issues	3.3%	0.4%
Get Hawaiians What they Deserve	2.8%	0.6%
Sovereignty	2.7%	3.1%
Preserve Language, Culture	1.3%	1.1%
Get Hawaiians off Welfare	0.9%	2.0%
Better Distribute Money	0.6%	2.5%
Public Education, OHA's Role	0.5%	1.0%

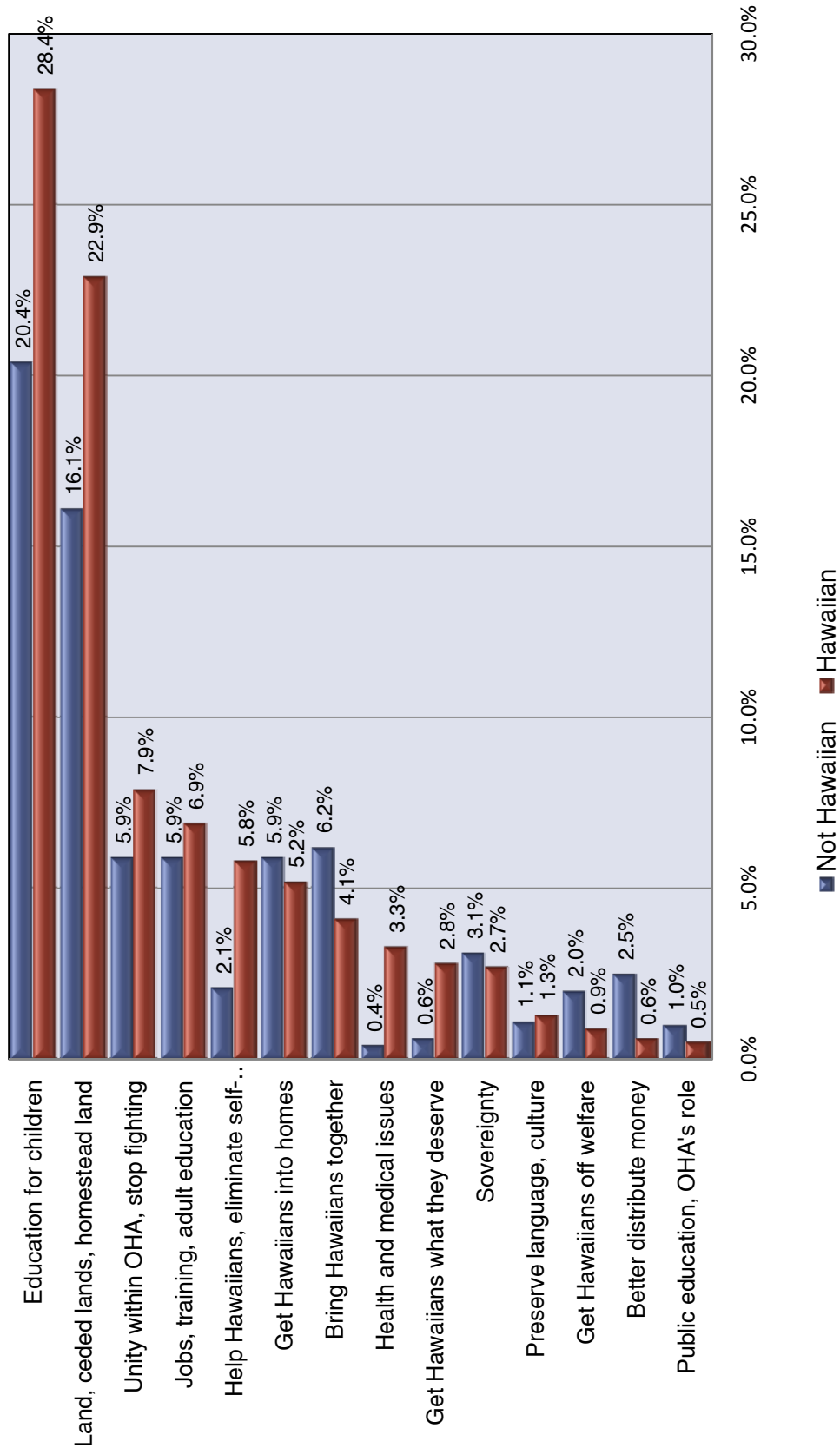
Source: Hawai'i State, Office of Hawaiian Affairs, 1999 OHA Public Opinion Survey. (Honolulu, 1999)

- “Respondents were not only adamant of how well OHA is doing but also what it should be doing for its beneficiaries. Among the population of Hawai'i many felt that Trustees should be focusing on education. Almost one-quarter of adults (24.4%) mentioned that OHA should address education in Hawaii, such as education for Hawaiian children, vocational education for adults and training for displaced workers. Many Hawaiian beneficiaries (15.7%) specifically mentioned education and schooling for Hawaiian children. Another important issue for Trustees to address were the problems with lands such as ceded lands, homesteads and homelands. Land issues were explicitly mentioned by 22.9 percent of Hawaiians and 16.1% of non-Hawaiians.

Unity was an important theme among respondents. For Hawaiians, unity meant focusing on “unity within OHA” and stopping the in-fighting (7.9% of Hawaiians). On the other hand, non-Hawaiians saw OHA was needed to provide unity among Hawaiians and to bring Hawaiians together (6.2% of non-Hawaiians).” — 1999 OHA Public Opinion Survey

- Only 1.3% of the Native Hawaiian respondents thought that the OHA Board of Trustees should focus on preserving Native Hawaiian language and culture.

**Figure 6.02 "OHA Trustees Should Focus On . . .": 1999**



Source: Hawai'i State, Office of Hawaiian Affairs, 1999 OHA Public Opinion Survey. (Honolulu, 1999).



## NATIVE HAWAIIAN LIFESTYLE

**Table 6.03** | **Have a Hawaiian Lifestyle and Definition: 1984.**

Definition	Not Have a Hawaiian Lifestyle	Have a Hawaiian Lifestyle	Total
Easy Going, Generous	26.0%	19.5%	21.5%
Live Off Land, Sea	10.5%	20.9%	17.7%
Traditional Respect for Elders	41.8%	39.4%	40.1%
Hawaiian Language, Culture, Food, Religion	16.5%	10.2%	12.2%
Close to Family, Friends	2.1%	2.3%	2.3%
Other	3.1%	7.7%	6.3%
<b>Total</b>	<b>31.0%</b>	<b>69.0%</b>	<b>100.0%</b>

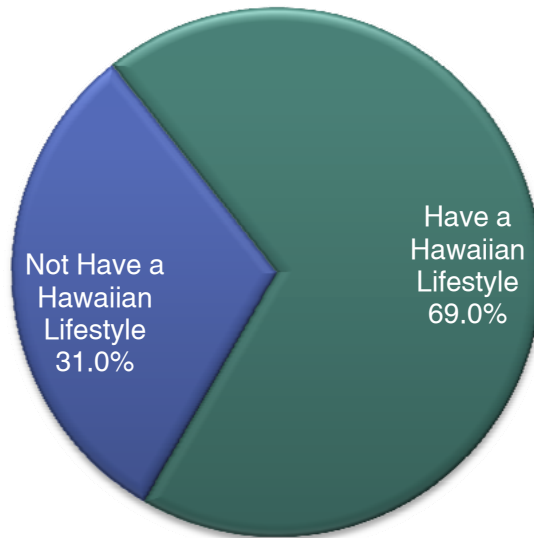
Source: Hawai'i State, Office of Hawaiian Affairs, Population Survey/Needs Assessment Final Report. (Honolulu, 1986)

- This question focused on a “person’s perceptions regarding whether they have a Hawaiian lifestyle and how they define a Hawaiian lifestyle. Each adult was asked if they have a Hawaiian lifestyle, and how they define a Hawaiian lifestyle. Whatever the person said regarding a definition of a Hawaiian lifestyle was recorded, then these responses were grouped.”

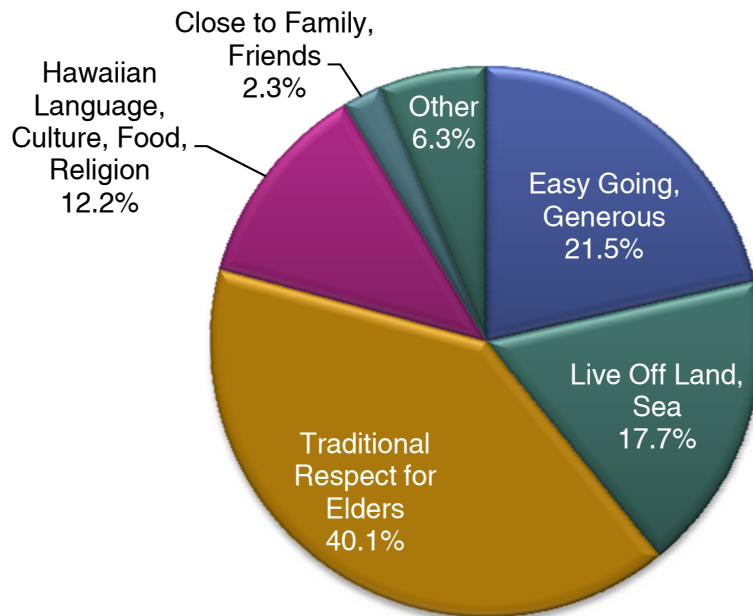
In the study, “69% of persons responding to the question said they think they have a Hawaiian lifestyle and only 31% said they did not. If we look at the respondent’s definition of a Hawaiian lifestyle, we see that both those who feel they do and those who feel they don’t have a Hawaiian lifestyle most often said that a Hawaiian lifestyle is having traditional respect for elders. Those who said they did not have a Hawaiian lifestyle defined a Hawaiian lifestyle as being easy going and generous second, using Hawaiian language, culture, food and religion third, and living off the land or sea fourth most frequent. Those who said they have a Hawaiian lifestyle, said living off the land or sea and being easy going or generous were second and third most frequent and using Hawaiian language, culture, food and religion was fourth. Thus we see some, but not a great difference in how Hawaiians define a Hawaiian lifestyle based upon whether they feel they have one or not.” — Population Survey/Needs Assessment Final Report.



**Figure 6.03a Have a Hawaiian Lifestyle:  
1984**



**Figure 6.03b Definition of a Hawaiian Lifestyle:  
1984**



## NATIVE HAWAIIAN LIFESTYLE

**Table 6.04** | **Would Like to Eat More of Certain Foods: 1984.**

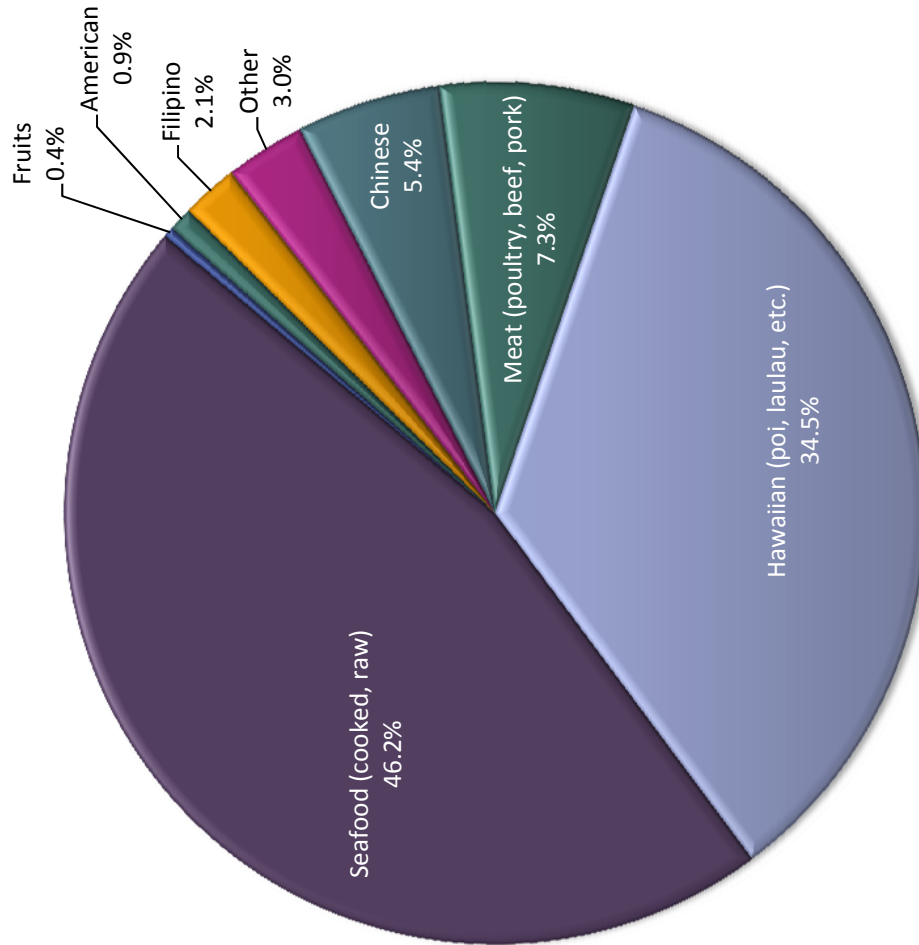
Kinds of Food	Percent
Seafood (cooked, raw)	46.2%
Hawaiian (poi, laulau, etc.)	34.5%
Meat (poultry, beef, pork)	7.3%
Chinese	5.4%
Other	3.0%
Filipino	2.1%
American	0.9%
Fruits	0.4%
<b>Total</b>	<b>99.8%</b>

Total may not sum to 100 percent due to rounding.

Source: Hawai'i State, Office of Hawaiian Affairs, Population Survey/Needs Assessment Final Report. (Honolulu, 1986)

- “Part of any lifestyle is food. Persons were asked if they would like to eat more of certain foods. Table 8.2 illustrates the distribution of their answers. Seafood, both cooked and raw, was most frequently mentioned, with Hawaiian food, such as poi, laulau, etc. mentioned second most frequently. Third was Meat, such as poultry, beef or pork. Interestingly, these choices superseded foods of specific nationality groups, such as Chinese, Filipino and Americans.” — Population Survey/Needs Assessment Final Report.

**Figure 6.04 Would Like to Eat More of Certain Foods: 1984**



Source: Hawai'i State, Office of Hawaiian Affairs, Population Survey/Needs Assessment Final Report. (Honolulu, 1986).



## NATIVE HAWAIIAN RIGHTS

**Table 6.05** | **What Rights do you Feel you Have as a Hawaiian? : 1984.**

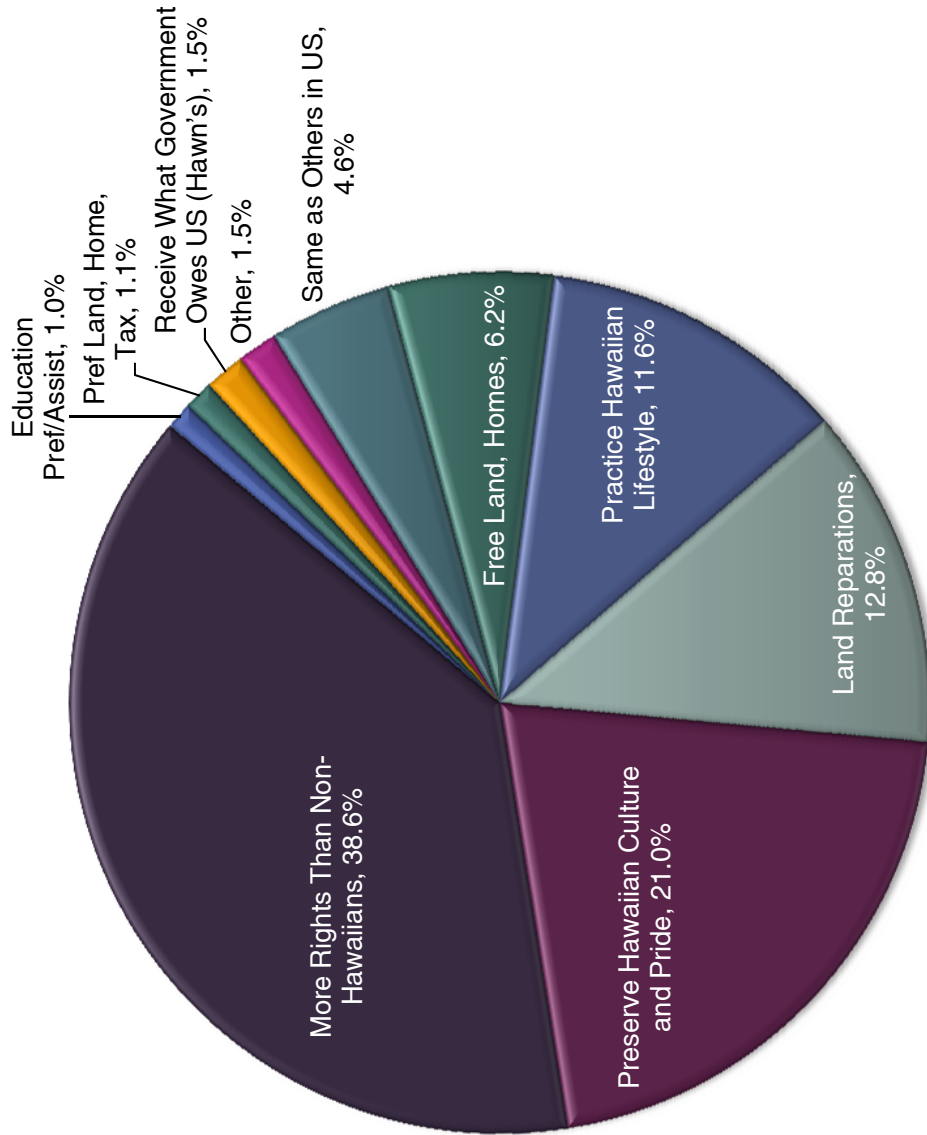
Hawaiian Rights	Basis for Hawaiian Rights				Total	
	Hawaiians Here First	Laws, Citizenship	Other			
Same as Others in US	75.9%	0.0%	24.1%	100.0%	R%	
				4.6%	C%	
Free Land, Homes	26.9%	0.0%	73.1%	100.0%	R%	
				6.2%	C%	
Preference Land, Home, Tax	4.7%	95.3%	0.0%	100.0%	R%	
				1.1%	C%	
Land Reparations	84.7%	0.5%	10.5%	100.0%	R%	
				12.8%	C%	
Preserve Hawaiian Culture and Pride	91.4%	0.0%	8.6%	100.0%	R%	
				21.0%	C%	
Practice Hawaiian Lifestyle	97.6%	0.0%	2.4%	100.0%	R%	
				11.6%	C%	
Education Preference/Assistance	100.0%	0.0%	0.0%	100.0%	R%	
				1.0%	C%	
More Rights Than Non-Hawaiians	90.6%	3.2%	6.2%	1.0%	R%	
				38.6%	C%	
Receive What Government Owes Hawaiians	100.0%	0.0%	0.0%	100.0%	R%	
				1.5%	C%	
Other	100.0%	0.0%	0.0%	100.0%	R%	
				1.5%	C%	
<b>Total</b>	<b>85.6%</b>	<b>2.9%</b>	<b>11.5%</b>	<b>100.0%</b>	<b>R%</b>	

Source: Hawai'i State, Office of Hawaiian Affairs, Population Survey/Needs Assessment Final Report. (Honolulu, 1986)

- Each person was asked to respond to two questions about Hawaiian rights; 'What rights do you feel you have as a Hawaiian?' and, 'What is the basis or source of these rights?' Table 6.5 illustrates the distribution of responses. "If one looks at the right hand side (Total column) one will see the column percentages which show how the rights are distributed. We can see that the most often cited right is 'more than nonHawaiian' (38.6%), meaning that Hawaiians should have more rights than others in Hawai'i because of their being here first. Next is to 'preserve Hawaiian culture and pride' (21.0%). Third is "Land reparations" (12.8%), and fourth is 'practice Hawaiian lifestyle' (11.6%). These four rights accounted for some 84% of the responses." —Population Survey/Needs Assessment Final Report.



**Figure 6.05 What Rights do you Feel you Have as a Hawaiian?: 1984**



Source: Hawai'i State, Office of Hawaiian Affairs, Population Survey/Needs Assessment Final Report. (Honolulu, 1986)



## NATIVE HAWAIIAN RIGHTS

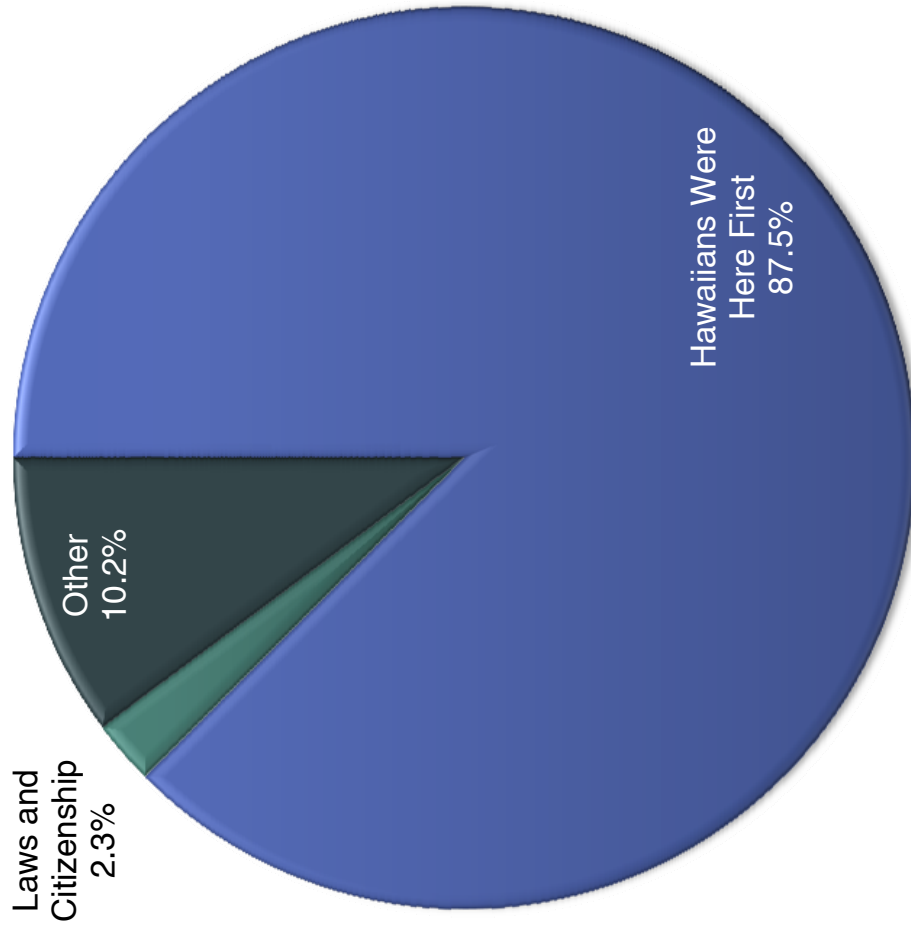
**Table 6.06** | **What is the Basis or Source of these Rights?: 1984.**

Basis	Percent
Hawaiians Were Here First	87.5%
Laws and Citizenship	2.3%
Other	10.2%
<b>Total</b>	<b>100.0%</b>

Source: Hawai'i State, Office of Hawaiian Affairs, Population Survey/Needs Assessment Final Report. (Honolulu, 1986)

- Table 6.6 shows that the most often cited basis for rights was that “Hawaiians were here first” (87.5%), next was “other,” which included how the person felt with 10.2% and “Laws and citizenship” (2.3%) was third. — Population Survey/Needs Assessment Final Report

**Figure 6.06 What is the Basis or Source of these Rights?:  
1984**



Source: Hawai'i State, Office of Hawaiian Affairs, Population Survey/Needs Assessment Final Report. (Honolulu, 1986)



## NATIVE HAWAIIAN CULTURE

**Table 6.07** | **Preserve Hawaiian Culture: 1984.**

Reason	Percent
Not Preserve Hawaiian Culture	0.1%
Should Preserve All Culture	5.5%
Preserve Heritage, History	17.2%
Value/Benefit Now/Next Generation	39.8%
It's Beautiful, Best, We Love	2.9%
Other Reasons/Yes, Not Specific	14.3%
Yes, But No Reason Given	20.1%
<b>Total</b>	<b>99.9%</b>

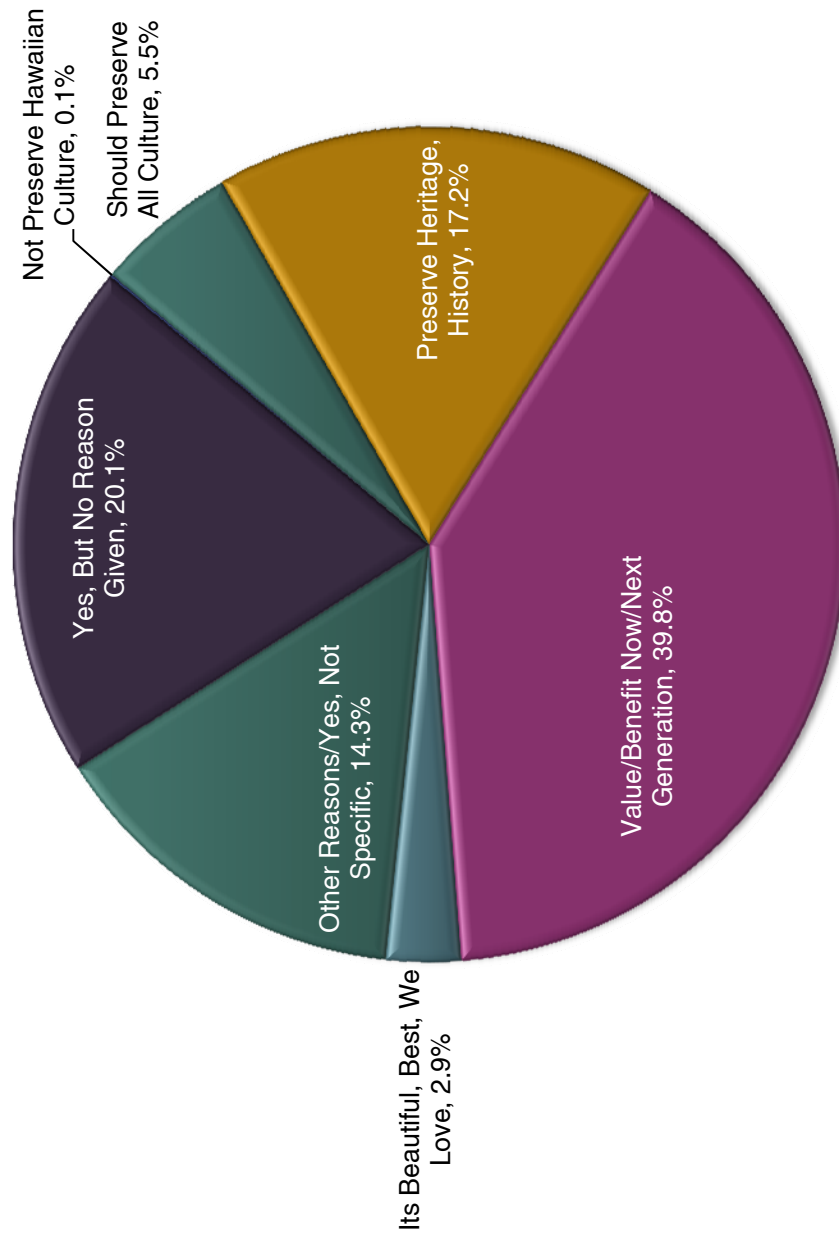
Total may not sum to 100 percent due to rounding.

Source: Hawai'i State, Office of Hawaiian Affairs, Population Survey/Needs Assessment Final Report. (Honolulu, 1986)

The question asked was whether the person wants to preserve Hawaiian culture. Table 6.7 “shows that only a fraction of one percent felt Hawaiian culture should not be preserved. This table also shows why the culture should or shouldn't be preserved. The most common reason was that the Hawaiian culture is ‘of value or benefit now and in the future’ (39.8%), next was that Hawaiian culture should be preserved for purposes of ‘history and to preserve Hawaiian heritage’ (17.2%), then ‘all cultures should be preserved’ (5.5%), including Hawaiian culture.” — Population Survey/Needs Assessment Final Report



**Figure 6.07 Reason to Preserve Hawaiian Culture: 1984**



Source: Hawai'i State, Office of Hawaiian Affairs, Population Survey/Needs Assessment Final Report. (Honolulu, 1986)

## NATIVE HAWAIIAN CULTURE

**Table 6.08a** Most Important Cultural Aspects, How to Preserve or Develop: 1984.

Cultural Aspect to Preserve	How to Preserve or Develop					All Ways to Preserve Develop
	Education: School, Class, Teach	Program: Recreation, Culture	Media: Mail, TV, Radio, Newspaper	Build Restore Maintain Preserve	Work Together Cooperate	
Arts	R% 50.6%	0.0%	43.4%	6.1%	0.0%	100.1%
Education (system, skills)	R% 54.4%	15.3%	17.5%	6.8%	6.1%	100.1%
Family Life (togetherness)	R% 61.9%	19.1%	19.0%	0.0%	0.0%	100.0%
Food Production, Preparation	R% 75.8%	7.7%	11.9%	3.0%	1.6%	100.0%
Health (mental, physical)	R% 0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
History, Places, Artifacts, Knowledge	R% 65.1%	8.1%	22.3%	3.2%	1.2%	99.9%
Land Rights, Distribution	R% 90.5%	4.1%	5.4%	0.0%	0.0%	100.0%
Language (speak, write, read)	R% 83.8%	4.0%	9.3%	2.9%	0.0%	100.0%
Music	R% 76.0%	8.3%	11.2%	0.9%	3.6%	100.0%
Navigation, Transportation	R% 81.8%	4.1%	10.4%	2.7%	0.9%	99.9%
Occupational Skills, Crafts	R% 55.1%	23.0%	19.6%	2.2%	0.0%	99.9%
Religion, Beliefs	R% 71.8%	8.9%	17.0%	0.0%	2.3%	100.0%
Way of Life/ Feeling	R% 71.2%	18.3%	9.1%	1.1%	0.3%	100.0%
All Aspects	R% 75.2%	7.4%	13.2%	2.3%	2.0%	100.1%

Total may not sum to 100 percent due to rounding.

Source: Hawaii State, Office of Hawaiian Affairs, Population Survey/Needs Assessment Final Report. (Honolulu, 1986)

## NATIVE HAWAIIAN CULTURE

**Table 6.08b** | Most Important Cultural Aspects, How to Preserve or Develop: 1984

Cultural Aspect to Preserve	How to Preserve or Develop						
	Education: School, Class, Teach	Program: Recreation, Culture	Media: Mail, TV, Radio, Newspaper	Build Restore Maintain Preserve	Work Together Cooperate	All Ways to Preserve Develop	
Arts	C%	2.5%	0.0%	12.0%	9.7%	0.0%	3.7%
Education (system, skills)	C%	2.2%	6.3%	4.0%	9.0%	9.4%	3.0%
Family Life (togetherness)	C%	1.8%	5.7%	3.2%	0.0%	0.0%	2.2%
Food Production, Preparation	C%	15.0%	15.4%	13.5%	19.4%	12.2%	14.9%
Health (mental, physical)	C%	0.0%	0.0%	0.0%	0.0%	12.2%	0.2%
History, Places, Artifacts, Knowledge	C%	0.3%	7.8%	12.0%	10.0%	4.4%	7.1%
Land Rights, Distribution	C%	3.4%	1.6%	1.1%	0.0%	0.0%	2.8%
Language (speak, write, read)	C%	0.3%	11.0%	14.4%	26.1%	0.0%	20.4%
Music	C%	30.2%	33.4%	25.4%	12.0%	54.3%	29.9%
Navigation, Transportation	C%	10.3%	5.3%	7.5%	11.3%	4.4%	9.5%
Occupational Skills, Crafts	C%	1.0%	4.2%	2.0%	1.3%	0.0%	1.4%
Religion, Beliefs	C%	2.2%	2.8%	3.0%	0.0%	2.7%	2.3%
Way of Life/ Feeling	C%	2.5%	6.6%	1.8%	1.3%	0.4%	2.7%
All Aspects	C%	100.0%	100.1%	99.9%	100.1%	100.0%	100.1%

Total may not sum to 100 percent due to rounding.

Source: Hawaii'i State, Office of Hawaiian Affairs, Population Survey/Needs Assessment Final Report. (Honolulu, 1986)

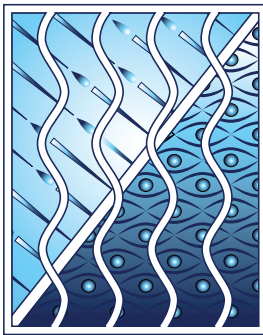
- A follow-up question focused on what cultural aspects were most important and how the person would preserve or develop them. Tables 6.8a and 6.8b show the percentage distribution of responses to these questions.

In Table 6.8b, “the most common cultural aspect to preserve is ‘Music’ (29.9%, See C% in All Ways Column) which includes singing, dancing, chanting, making and playing musical instruments. Second is ‘Hawaiian language’ (20.4%), including speaking, writing and reading. Third is ‘food production and preparation’ (14.9%), which includes growing and gathering food, catching fish, hunting as well as culinary arts and techniques and luau. Fourth is ‘navigation and transportation’ (9.5%), which includes primarily sea transportation or canoes and their navigation. Next is ‘history, places, artifacts and knowledge’ (7.1%). These five categories of cultural aspects account for over 80% of responses.”

Table 6.8a illustrates “the ways in which these various cultural aspects should be preserved or developed. Hawaiian language is seen as best preserved through educational means. Music is seen as best preserved and developed through educational classes and teaching along with some recreational and cultural programs. Food production and preparation is best preserved and developed through educational classes and teaching.”

The same is true for navigation and transportation and history, places, artifacts and knowledge. Reviewing “the ‘all aspects’ row at the bottom of the table we will see that far and away the most common way to preserve Hawaiian culture is through ‘education’ (75.2%, See R% in All Aspects row), including classes and teaching. Education in the context of this question is broader in meaning than simply formal, academic schooling. It may include academic schooling and also education in the family and community, both formal and informal. Education includes classroom as well as apprenticeship training. A distant second are ‘media’ (13.2%) which includes mailings, TV, radio and newspapers.” — Population Survey/Needs Assessment Final Report





## LOKO I'A

Using Hawaiian fishponds were among the highest cultural activities people participated in, in 1984.

*Source: Hawai'i State, Office of Hawaiian Affairs, Population Survey/Needs Assessment Final Report. (Honolulu, 1986)*

## NATIVE HAWAIIAN CULTURE

**Table 6.09** | Cultural Activities Participation in: 1984.

Cultural Activity	Frequency of Participation			Total	
	Frequently	Occasionally	Rarely	Row %	Col %
Canoe Building	23.9%	15.5%	60.7%	100.1%	0.8%
Canoe Paddling	6.8%	55.6%	37.5%	99.9%	3.9%
Hanai	39.2%	49.0%	11.8%	100.0%	1.4%
Hawaiian Chanting	15.5%	67.0%	17.5%	100.0%	2.2%
Hawaiian Dancing	16.6%	69.4%	14.0%	100.0%	6.1%
Hawaiian Feather Work	11.1%	46.8%	42.1%	100.0%	1.5%
Hawaiian Food Preservation	41.5%	50.5%	8.0%	100.0%	6.7%
Hawaiian Games	19.0%	37.1%	43.9%	100.0%	1.8%
Hawaiian Navigation	7.2%	59.2%	33.6%	100.0%	1.0%
Hawaiian Net Making	28.8%	42.4%	28.8%	100.0%	3.4%
Hawaiian Phys Healing	10.3%	63.6%	26.1%	100.0%	2.0%
Hawaiian Quilt (Kapa)	15.6%	52.8%	31.6%	100.0%	3.3%
Hawaiian Singing	26.3%	60.7%	13.0%	100.0%	10.4%
Hawaiian Weaving	14.7%	52.9%	32.4%	100.0%	2.0%
Hawaiian Wood Carving	18.5%	55.5%	26.0%	100.0%	1.2%
Ho'oponopono	28.0%	45.1%	26.9%	100.0%	1.4%
Lei Making	23.5%	59.1%	17.4%	100.0%	11.7%
Make Musical Instrument	15.5%	63.8%	20.7%	100.0%	1.7%
Martial Arts (Lua)	0.7%	64.1%	35.2%	100.0%	0.9%
Play Musical Instrument	32.8%	58.9%	8.3%	100.0%	7.5%
Poi Pounding	8.6%	29.2%	62.2%	100.0%	1.4%
Practice Hawaiian Religion	35.5%	33.2%	31.3%	100.0%	1.7%
Reading Hawaiian	26.2%	49.4%	24.4%	100.0%	4.6%
Speaking Hawaiian	35.5%	36.6%	27.9%	100.0%	4.8%
Star Charting	12.4%	2.5%	85.1%	100.0%	0.2%
Studying Hawaiian History	29.8%	45.8%	24.3%	99.9%	5.3%
Surfing	19.0%	46.7%	34.2%	99.9%	6.5%
Taro Growing	38.1%	44.1%	17.8%	100.0%	3.1%
Using Hawaiian Fishpond	54.1%	22.7%	23.2%	100.0%	1.4%
Other, Unspecified	68.4%	25.1%	6.5%	100.0%	0.1%
<b>Total</b>	<b>25.0%</b>	<b>52.3%</b>	<b>22.6%</b>	<b>99.9%</b>	

Total may not sum to 100 percent due to rounding.

Source: Hawai'i State, Office of Hawaiian Affairs, Population Survey/Needs Assessment Final Report. (Honolulu, 1986)

- The next question asked in conjunction with a list of cultural activities from which respondents were to select those in which they participated. They were also asked to indicate how frequently they participated in activities they selected. Table 6.9 shows the distribution of answers to this question.

“By looking at ‘Col%’ in the Total column we see the percentages of persons who participated in each activity listed in the table. We can see that ‘Lei making’ was the most common activity (11.7%), second was ‘singing Hawaiian songs’ (10.4%). Third most common was ‘playing musical instruments’ (7.5%), fourth was ‘Hawaiian food preservation’ (6.7%). Fifth was ‘surfing’ (6.5%) and sixth was ‘Hawaiian dancing’ (6.1%). Sixth was ‘study Hawaiian history’ (5.3%). Seventh was ‘speak Hawaiian’ (4.8%) and eighth was ‘read Hawaiian’ (4.6%). Ninth was ‘Hawaiian net making’ (3.4%) and tenth was ‘Hawaiian quilting’ (3.3%). ‘Taro growing’ (3.1%) was eleventh. It is apparent that the most common Hawaiian cultural activities being participated in are artistic/recreational, rather than practical.

If we look at the frequency of engaging in activities, overall the ‘occasionally’ category was most often selected followed by ‘Frequently,’ then ‘Rarely,’ although ‘Frequently’ and ‘Rarely’ were almost equally chosen.

Looking at how frequently each of the most commonly mentioned activities are engaged in we see that 59.1% of persons participating in ‘lei making’ said they did it occasionally and 23.5% said frequently. For ‘singing Hawaiian songs’ 26.3% said they did it frequently and 60.7% said occasionally. Those who said they ‘play musical instruments,’ 32.8% of respondents said they did it frequently and 59.9% occasionally. Of those engaged in ‘Hawaiian food, preservation,’ 41.5% said they do it frequently and 50.5% occasionally. ‘Surfing’ had only 19% doing it frequently and 46.7% occasionally. Of those doing ‘Hawaiian dancing’ only 16.6% said they did it frequently and 69.4% said occasionally. Of those who engaged in ‘Studying Hawaiian history’ 29.8% said frequently and 45.8% occasionally. Of those ‘Speaking Hawaiian language’ 35.5% said frequently and 36.6% occasionally. Of those who engaged in ‘Reading Hawaiian’ 26.2% said frequently and 49.4% occasionally. Of these most common cultural activities all but those who make leis, go surfing, and do Hawaiian dancing said ‘frequently’ more often than the overall average. This indicates that not only more people do these activities but those that do generally participate in them more frequently.” — Population Survey/Needs Assessment Final Report

**NATIVE HAWAIIAN CULTURE**

**Table 6.10** Problems Encountered with Cultural Activities: 1984.

Cultural Activity	Type of Problem					All Problems
	No Interest or Motivation	Health or Physical Inability	Need Schooling or Training	No Time or Conflicting Activities	No Place or Space	
Canoe Building	0.0%	15.3%	12.0%	0.0%	70.8%	1.4%
Canoe Paddling	1.4%	15.8%	66.8%	14.7%	1.4%	2.8%
Hawaiian Chanting	0.0%	0.0%	43.3%	35.3%	21.4%	1.3%
Hawaiian Dancing	0.0%	0.0%	53.1%	10.2%	36.7%	4.6%
Hawaiian Feather Work	1.7%	0.0%	14.4%	43.2%	40.6%	2.2%
Hawaiian Food Preservation	82.3%	0.0%	17.7%	0.0%	0.0%	1.2%
Hawaiian Games	0.0%	0.0%	100.0%	0.0%	0.0%	0.7%
Hawaiian Navigation	0.0%	0.0%	0.0%	0.0%	9.2%	0.7%
Hawaiian Net Making	11.0%	0.0%	48.2%	7.9%	19.7%	4.6%
Hawaiian Phys Healing	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%
Hawaiian Quilt (Kapa)	0.0%	0.0%	0.0%	78.2%	21.8%	2.8%
Hawaiian Singing	0.0%	0.0%	65.8%	20.8%	13.4%	4.0%
Hawaiian Weaving	0.0%	0.0%	33.6%	32.8%	33.6%	1.7%
Hawaiian Wood Carving	1.5%	0.0%	20.0%	0.0%	78.5%	2.5%
Ho'oponopono	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%
Lei Making	10.2%	0.0%	37.3%	9.8%	11.2%	5.1%

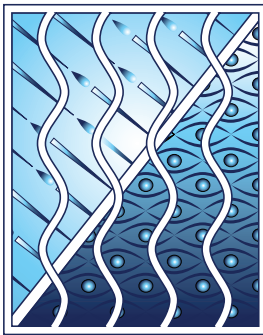
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Cultural Activity	Type of Problem							All Problems
	No Interest or Motivation	Health or Physical Inability	Need Schooling or Training	No Time or Conflicting Activities	No Place or Space	Other		
Martial Arts (Lua)	0.0%	17.1%	82.9%	0.0%	0.0%	0.0%	0.0%	1.0%
Play Musical Instruments	0.0%	0.0%	10.3%	28.1%	37.7%	23.8%	0.0%	2.3%
Poi Pounding	0.0%	4.7%	0.0%	61.3%	23.8%	10.3%	0.0%	0.8%
Practice Hawaiian Religion	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.2%
Reading Hawaiian	8.0%	12.3%	6.7%	5.1%	17.9%	50.0%	0.0%	12.4%
Speaking Hawaiian	6.9%	2.1%	14.0%	5.2%	27.5%	44.4%	0.0%	13.9%
Study Hawaiian History	16.2%	1.7%	27.8%	23.1%	21.2%	10.0%	0.0%	5.9%
Surfing	1.0%	28.3%	59.9%	9.8%	1.0%	0.0%	0.0%	7.6%
Taro Growing	0.0%	0.0%	61.5%	33.3%	0.0%	5.1%	0.0%	2.6%
Using Hawaiian Fishpond	0.0%	5.1%	94.9%	0.0%	0.0%	0.0%	0.0%	10.5%
All	0.0%	0.0%	60.6%	35.8%	0.6%	3.0%	0.0%	6.7%
<b>Total</b>	<b>5.1%</b>	<b>5.5%</b>	<b>39.7%</b>	<b>14.6%</b>	<b>17.7%</b>	<b>17.5%</b>	<b>0.0%</b>	

Source: Hawai'i State, Office of Hawaiian Affairs, Population Survey/Needs Assessment Final Report. (Honolulu, 1986)

- Each respondent was asked to indicate the kinds of cultural activities they experienced problems with and to indicate the kinds of problems they encountered. Table 6.10 “shows the distribution of problem activities. The most frequently mentioned activity was ‘speaking Hawaiian’ (13.9%) (See the All Probs column on the right side of the table.) Next in frequency was ‘reading Hawaiian’ (12.4%) then ‘using Hawaiian fishpond’ (10.5%) was next, and then ‘surfing’ (7.6%) then ‘study Hawaiian history’ (5.9%) and so on. The top five, i.e. Speak Hawaiian, Read Hawaiian, Using Hawaiian Fishponds, Surfing and Study Hawaiian history accounted for over half of the responses.”
- Next were the kinds of problems people were having in practicing these cultural activities. Table 6.10 “shows that the most frequent problem was the person felt they needed more schooling or training because they didn’t know how to do the activity (39.7%). The second most frequent problem was the lack of space or a place to engage in the cultural activity (17.7%). Third, was ‘other’ (17.5%). Fourth was the lack of time or having conflicting activities (14.6%). Poor health and/or physical inability to engage in the activity (5.5%) was fourth and fifth was having no interest or motivation (5.1%).
- The most frequent problem with speaking and reading Hawaiian language was ‘Other’ than those listed specifically. The second most frequent problem was having no place to practice, meaning the lack of a school or classroom. The third most frequent problem was needing school or training for speaking Hawaiian and poor health or inability for reading Hawaiian.
- The most frequent problem with using Hawaiian fishponds was needing schooling or training. The second most frequent problem was poor health or inability to do it.
- The most frequent problems encountered in studying Hawaiian history were: first, needing schooling or training; second not having enough time or having competing activities; third, no place to study it; and fourth, no interest or motivation.
- The most frequent problem with surfing was needing training and the second most frequent problem was poor health or inability to do it.” — Population Survey/Needs Assessment Final Report



## 'ŌLELO HAWAI'I

There is interest in learning the Hawaiian Language and other cultural activities.

*Source: Hawai'i State, Office of Hawaiian Affairs, Population Survey/Needs Assessment Final Report. (Honolulu, 1986)*



## NATIVE HAWAIIAN CULTURE

**Table 6.11** | Culture Activity Would like to Study, Learn, or take Classes: 1984.

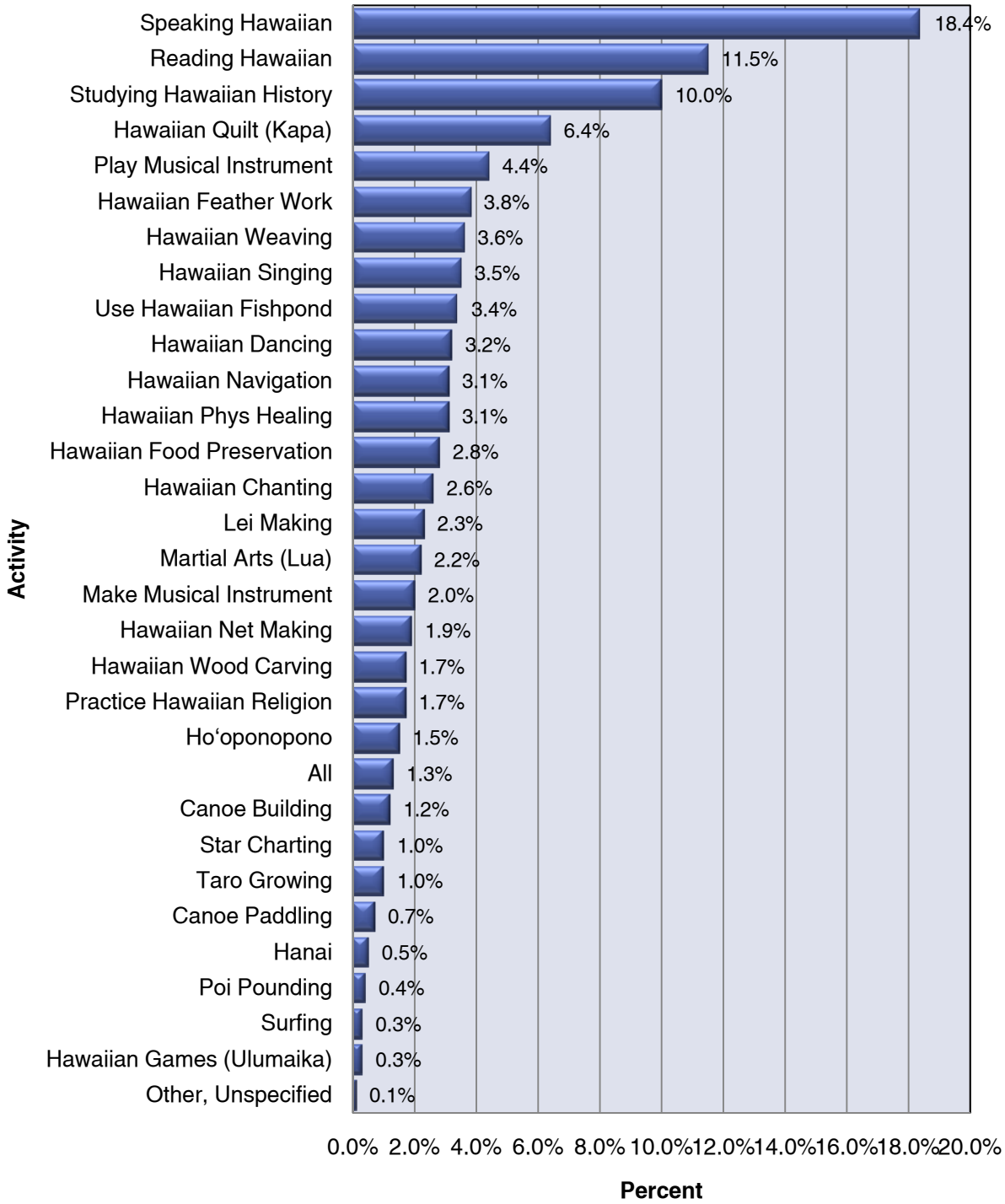
Cultural Activity	Percent
Speaking Hawaiian	18.4%
Reading Hawaiian	11.5%
Studying Hawaiian History	10.0%
Hawaiian Quilt (Kapa)	6.4%
Play Musical Instrument	4.4%
Hawaiian Feather Work	3.8%
Hawaiian Weaving	3.6%
Hawaiian Singing	3.5%
Use Hawaiian Fishpond	3.4%
Hawaiian Dancing	3.2%
Hawaiian Phys Healing	3.1%
Hawaiian Navigation	3.1%
Hawaiian Food Preservation	2.8%
Hawaiian Chanting	2.6%
Lei Making	2.3%
Martial Arts (Lua)	2.2%
Make Musical Instrument	2.0%
Hawaiian Net Making	1.9%
Practice Hawaiian Religion	1.7%
Hawaiian Wood Carving	1.7%
Ho'oponopono	1.5%
All	1.3%
Canoe Building	1.2%
Taro Growing	1.0%
Star Charting	1.0%
Canoe Paddling	0.7%
Hanai	0.5%
Poi Pounding	0.4%
Hawaiian Games (Ulumaika)	0.3%
Surfing	0.3%
Other, Unspecified	0.1%
<b>Total</b>	<b>99.9%</b>

Total may not sum to 100 percent due to rounding.

- Next, the respondents were asked which of the cultural activities on the list they would like to study, learn or take classes in. (See Table 6.11) “The most frequently mentioned ones were first, ‘speaking Hawaiian language’ (18.4%), second, ‘reading Hawaiian language’ (11.5%), and third ‘studying Hawaiian history’ (10%). These were among the top five cultural activities people said they had problems with. The problems were related in large part to not knowing how to do the activity, needing more training and/or needing classes, schools or teachers to teach them the activity. While these were the most frequently mentioned, there was a wide variety of cultural activities mentioned, which Hawaiians would like to learn more about.

It appears that there is a potential demand for more cultural learning programs, i.e. schools, classes and teachers, to teach various aspects of Hawaiian culture to Hawaiians. Perhaps some of these could be incorporated into the regular school system. Others might be special and could be provided by various organizations in the community, as well as in the family.” — Population Survey/Needs Assessment Final Report

**Table 8.11 Culture Activity like to Study, Learn, or take Classes: 1984**



Source: Hawai'i State, Office of Hawaiian Affairs, Population Survey/ Needs Assessment Final Report. (Honolulu, 1986)

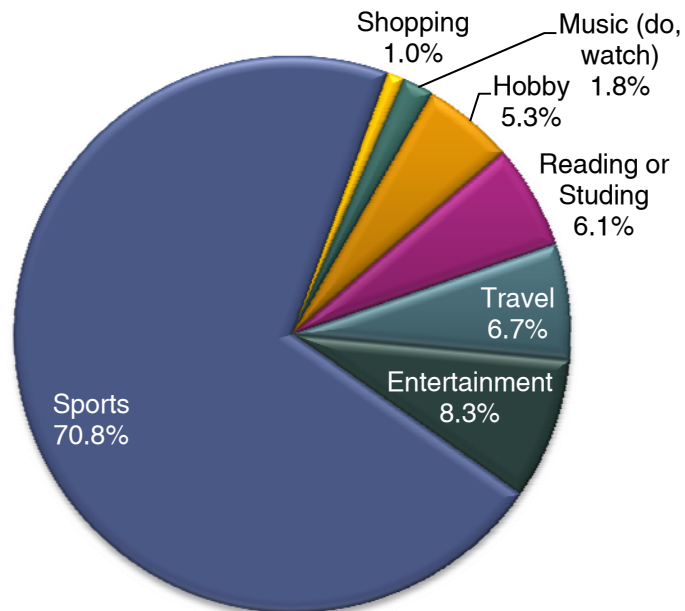
## NATIVE HAWAIIAN CULTURE

**Table 6.12** | Other Recreational or Relaxation Activities: 1984.

Activity	Percent
Shopping	1.0%
Music (do, watch)	1.8%
Hobby	5.3%
Reading or Studying	6.1%
Travel	6.7%
Entertainment	8.3%
Sports	70.8%
<b>Total</b>	<b>100.0%</b>

Source: Hawai'i State, Office of Hawaiian Affairs, Population Survey/Needs Assessment Final Report. (Honolulu, 1986)

**Table 8.12 Other Recreational or Relaxation Activities: 1984**



Source: Hawai'i State, Office of Hawaiian Affairs, Population Survey/Needs Assessment Final Report. (Honolulu, 1986)

## NATIVE HAWAIIAN CULTURE

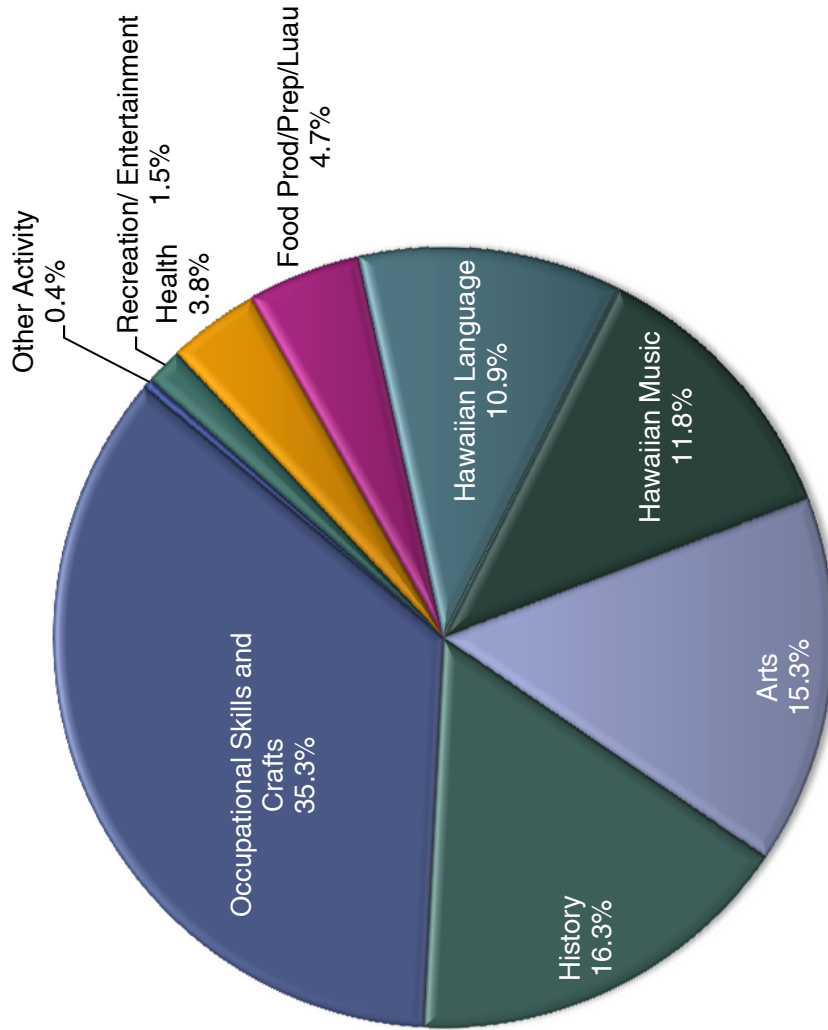
**Table 6.13** | **Activities or Events to Schedule in Communities which Hawaiian Cultural Activities could be Fostered: 1984.**

Activity	Percent
Other Activity	0.4%
Recreation/ Entertainment	1.5%
Health	3.8%
Food Prod/Prep/Luau	4.7%
Hawaiian Language	10.9%
Hawaiian Music	11.8%
Arts	15.3%
History	16.3%
Occupational Skills and Crafts	35.3%
<b>Total</b>	<b>100.0%</b>

Source: Hawai'i State, Office of Hawaiian Affairs, *Population Survey/Needs Assessment Final Report*. (Honolulu, 1986)

- “The next question asked was about the kinds of events persons would like to see scheduled in their communities in which Hawaiian cultural activities could be fostered, i.e. learned and practiced. The most frequently mentioned cultural activity to include in such a place was occupational skills and crafts’ (35.3%), then ‘history’ (16.3%) and arts’ (15.3%) and ‘Hawaiian music’ (11.8%). Fifth was ‘Hawaiian language’ (10.9%). These five activities accounted for almost 90% of those mentioned.” — Population Survey/Needs Assessment Final Report

**Table 8.13 Activities or Events to Foster Native Hawaiian Cultural Activities: 1984**



Source: Hawai'i State, Office of Hawaiian Affairs, Population Survey/Needs Assessment Final Report. (Honolulu, 1986)

## NATIVE HAWAIIAN CULTURE

**Table 6.14** | **Activities or Events Attended During Past Year: 1984.**

Activity	Percent
Occupational Skills and Crafts	40.6%
Arts	21.2%
History	13.1%
Hawaiian Music	10.9%
Hawaiian Language	6.6%
Food Prod/Prep/Luau	4.1%
Other Activity	1.8%
Recreation/ Entertainment	1.4%
Health	0.2%
<b>Total</b>	<b>99.9%</b>

Total may not sum to 100 percent due to rounding.

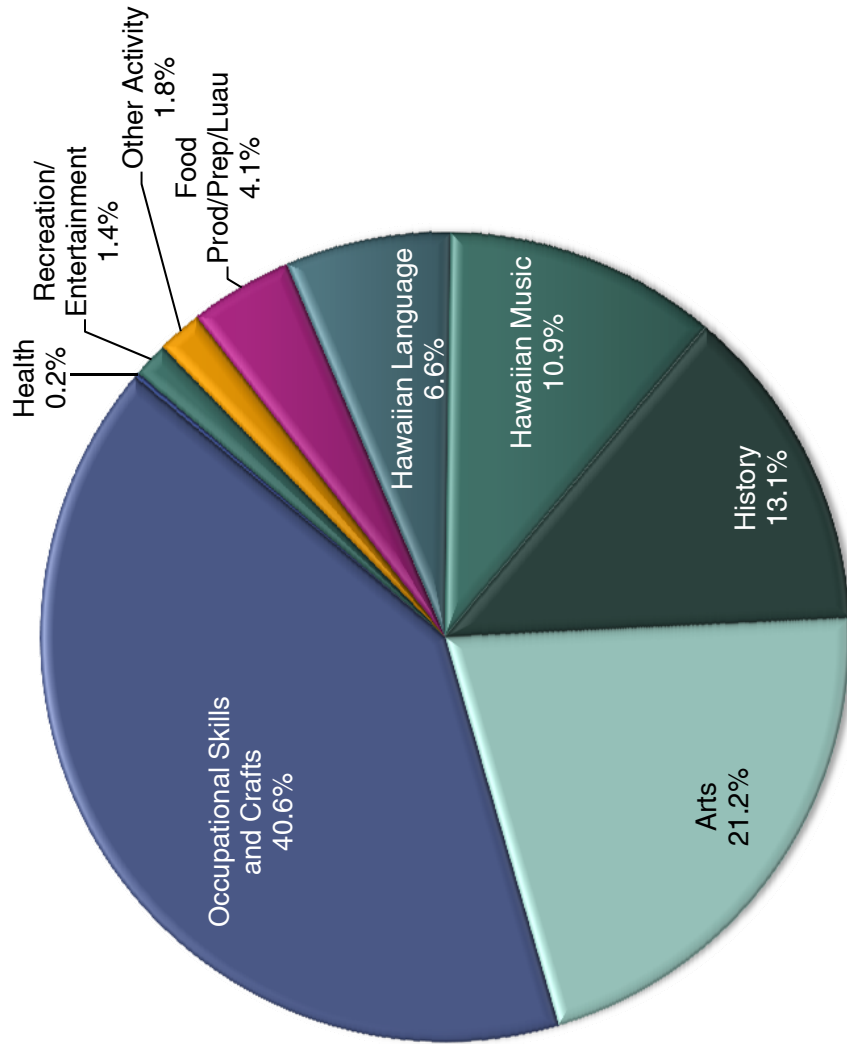
Source: Hawai'i State, Office of Hawaiian Affairs, Population Survey/Needs Assessment Final Report. (Honolulu, 1986)

- The last question on this topic referred to the cultural activities mentioned in answer to the previous question. This question was asked to measure the likelihood that persons would participate in these events and activities if they were available in their community. Table 6.14 illustrates the distribution of responses to this question.

“We see that the most commonly mentioned events or activities attended during the past year were ‘occupational skills, crafts’ (40.6%). Next were the ‘Arts’ (21.2%). ‘History’ (13.1%) was third and ‘music’ (10.9%) was fourth. These four events accounted for almost 85% of the events or activities mentioned.” — Population Survey/Needs Assessment Final Report



**Table 8.14 Activities or Events Attended During Past Year:  
1984**



Source: Hawai'i State, Office of Hawaiian Affairs, Population Survey/Needs Assessment Final Report. (Honolulu, 1986)

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**6****SUMMARY AND CONCLUSIONS**

While most agree that there are cultural practices engaged in by Native Hawaiians, but there is a wide diversity of opinions concerning the identification and definitions of those practices. Time and the assimilation of other peoples and their cultural practices have obscured the lines of identification. Rather than getting bogged down in the academic and intellectual debate on the semantics of what is Native Hawaiian culture, many researchers sought to let individuals determined and define for themselves what they believe is Native Hawaiian culture and use that as a bases to measure peoples opinions, attitudes, and perceptions on the issue. The Office of Hawaiian Affairs had conducted two studies looking into the issue of culture. While these studies are old, they are population based studies. These studies will have to hold until a future viable population study is conducted.