



Meeting Summary

Historic Context Studies and Cultural Landscape Reports Initiation

Date and Time: **March 2, 2011, 10:00 am**

Location: **Ali'i Place, Honolulu, HI**

Presentation

The meeting purpose is to gather information; this is primarily a listening session. The project team will review, consider and prioritize the comments.

Definitions

- *Historic Context Studies* provide information on historic trends, grouped by theme, place and time. Also used as an organizing structure to evaluate the integrity of historic properties and determine their significance and potential National Register eligibility.
- *Cultural Landscape Reports* document four kinds of landscapes:
 - Designed—either by a master architect or an amateur
 - Vernacular—evolved through time; via use/occupancy of land
 - Historic sites—associated with event/activity or person
 - Ethnographic—defined by a people

Cultural landscape reports have management/treatment function, with information applied to considering character-defining features when making landscape treatment decisions.

Related Studies

- Historic Hawaii Foundation is conducting a modernism study which covers architecture, landscapes, engineering, and some public art over a period from 1939-1979, focusing on the period from 1947-1967.
- HHF would like to add someone from transit to the review group, and can also identify further research topics for transit studies.
- Methodology could be a model for HHCTCP studies. Contents and scope are completed. Project will be 80% completed by June; completion of the final study is anticipated in September, with a public symposium at the end of the year.
- Bibliography will include local and national resources (contact within worldwide movement); will include primary resources.
- Kamehameha School is doing a study on the ethno history of all of their properties as a precursor to redevelopment.

Historic Context Studies

- Can include stories/mythology; FTA and the City can bring in other resources and subject matter experts as needed when topics of study are identified.
- Historic context studies are linked to historic resources, but historic resources are not necessarily buildings or properties. For example, it would be possible to do a study on farming resources in Pearl City or agricultural themes in other phases of the project.
- Context studies can be used to inform cultural landscape reports if appropriate sites are identified; context studies would be thematic.

- The cultural landscapes reports and historic context studies are not necessarily bound by the area of potential effects (APE) for the Project; while Section 106 discussions are only focused on properties within the APE, the mitigation can address resources beyond the APE. This is an opportunity to think a little more broadly. Properties or sites discussed in the context studies do not have to be National Register listed or eligible. Part of the intent of context studies is to assist in assessing properties whose significance is currently unknown.
- Peer review is an important component of these studies and the City and FTA can identify subject matter experts to serve as reviewers to make sure work is of the highest quality.

Concerns

- Need a concise, detailed study of the historic resources along the route (this has been needed for two years).
- Knowing the specific mo'olelo (stories/history) should be done before construction begins (groundbreaking).
- OIBC remains concerned about archaeological issues (burials: prehistoric or historic—burials appear to be most likely in corridor three and four; options to preserve in place and use technology could be explored).
- We need to have honor and integrity; many projects just went to the letter of the law, rather than the intent.
- OHA feels that it is important to the Hawaiian people that the project decision makers are committed to include Hawaiian historic resources in these cultural reports, even though there are no listed historic properties within the APE.

Discussion

- Consider a pre-contact theme; documenting stories, places, and names. Look at pre-contact history, indigenous epistemology and how it relates to traditional historic resources management. Consider the era/timeframes and how they affect the study.
- Consider use-periods as a way to organize the study. For example: the use of single-wall construction in post-contact Hawaii is not associated with a specific era/time, but has to do with a building style. It may or may not be appropriate.
- Look at the role of a place in history (not necessarily buildings). For example, springs could be important. Context studies can identify geographic places and also tell the stories associated with those places.
- Ideas for station-area context studies: Develop mini-neighborhood context studies around each station/node (we would need sufficient differentiation amongst the 21 stations). We could also craft an overarching context study which is likely to cover each station and could use early American themes for context. For example, Pu'uloa and the focus on agricultural and Waiawa-fields used for makahiki games. Other themes could include:
 - Burial types
 - Agricultural activities
 - Infrastructure development (for example, a modern road that began as a traditional trail)
 - Different political eras

- Note: themes in native Hawaiian culture aren't necessarily separated into discrete components but are interrelated/interwoven
 - Need to identify parts of the Hawaiian culture that need to be studied
 - Culturally-guiding way to talk about transportation could be to talk about traditional land divisions (ahupua'a)
 - Other potential themes could be by era, technological advance, settlement
 - Can do prehistoric and post-contact studies for historic context studies
- Consider social and cultural history as an expression of a place
 - A study on the Hawaiian Renaissance of the 1970s, for example, could look at Kaho'olawe, the sovereignty movement
 - Highlight specific individuals of importance; could include oral histories
- Discuss how this project is part of an ongoing (evolving) continuum
 - This project is not just about the past; it is also about the future
 - History is important because the Programmatic Agreement promotes preservation and restoration
- Pay careful attention to the scope/methodology used to integrate geographical, place-based knowledge that is not easily found in secondary documents.
 - For example: the myth of Mākuā valley described the "mo'o wahine", a lizard goddess who was said to be present if the water was green; this myth actually explained an algae bloom.
 - Need enough data/research to tell a rich and vivid story along the route
 - Writings of John Papa I'i could be a good resource
 - Look at fire insurance maps as a potential resource
- Consider traditional place names and history
 - Place names affect what in history is honored/perpetuated/highlighted
 - In the Hawaiian context, the place names have changed dramatically: i.e. traditional name for Pearl Harbor is Pu'uloa
 - Some ahupua'a names within Honolulu / Kona (south / Kou (east to west) include: Mauna-lua, Kuli'ou'ou, Niu, Wailupe, Waikiki, Wai'alae Nui, Wai'alae Iki,
 - Pālolo, Mānoa, Makiki, Pauoa, Nu'uuanu, Kapālama, Kalihi, Kahauiki, Moanalua; another name for Chinatown is Ulu kohaeau
 - Determine from which time era the ahupua'a names are used
- Integration of Historical Materials into Stations
 - Identified in the PA
 - Vision: each station is like walking into a mini-Bishop museum; like a school, keaukahiko, keauhou. Example from Athens subway; very successful at paying homage to the history while still being very modern. Stations incorporated windows into excavation sites, used a lot of signage; modern art; thematic displays based on engineering and transportation—aqueducts

- Each station should have a name reflective of a place, not a post-contact name.
- Goal is to educate/advocate Hawaiian community. Consider burials as part of this educational context. Also look at how the transit stations (nodes) relate to their surrounding communities.

List of Potential Themes

- Agriculture
 - Consider the agricultural context, including different types of agriculture
 - Native Hawaiian subsistence in Honouliuli, but also small commercial farms, such as small agricultural areas in the Pearl City Peninsula
 - Include aquaculture: Post-plantation period included fishponds in Pearl Harbor and the Moanalua area
- Land Divisions
 - By Moku / Ahupua'a
 - By watersheds
- Engineering
 - Water systems, utilities, plantation irrigation, 'auwai Military engineering—fuel distribution, water systems, Red Hill water system; Pearl City area
 - Military context study/impact of military presence
- Industrial Base
 - Economics, occupations, development of different sectors
 - Shipyard, pineapple, old railroads, growth of the service industry, finance
- Travel corridors; OR&L line
 - O'ahu Railway and Land Company
 - Significant impact on Hawaii; OR&L determined the location of the mills, which then determined the location of the villages
 - Pu'uloa station was a key station on the line
 - OR&L archives (ledgers, etc) are kept at the Waipahu plantation village, but are in poor condition
 - Other trails/corridor paths (Native Hawaiian)
 - Purpose of travel
 - Rapid transit hula linked the tow moku; Brothers Cazimero
 - Consider the context from the travelers; point of view; what would the travelers see (rails, trails, etc.)
- Airport
 - Impact of jet travel
- Ocean or water-based recreation
 - Kaka'ako and Point Panic as a historic site
 - Historic context on surfing and/or other water recreation

- Construction methods and materials
 - Masonry; lava rock; coral block
 - Concrete construction (first concrete building in the United States was built in Hawaii)
- Development of housing and living areas
 - Subdivision of land and housing developments (mid-century)
 - Settlements before the military and plantation villages
 - Kau-Hale, living systems
- Community life—social communities
 - Social component to housing; social /class system is obvious
 - Social justice issues related to communities in Leeward O‘ahu

Implementation / Next Steps

- No other project has the potential to be such a trend setter; this will be one of the most prominent in the United States
- There is an opportunity to have a positive project; it is a paradigm for change
- As we learn about these practices, the project should preserve, restore what we find (even outside the project Area of Potential Effect)
- Fishpond / practice / springs may not exist today, but we can tell the story

Research can be used as a source material for other activities

- Information from historic context studies will inform other products required in the stipulations, such as National Register nominations and interpretive products
- Research can also be used for other educational components of this project. (humanities program), but also for other projects or products completed independently of the Project.
- Project needs to actively disseminate this research, so that it can be used by schools, nonprofits, communities; FTA and the City are committed to public education using research resulting from the project.

The project will also create an historic resources database as part of the PA

- The technology will use an interactive project map and work produced as part of the project will be linked to the map and be available (unless archaeologically sensitive).
- Database will also be useful for the research community beyond the project
- Because of the many ideas shared for the historic context studies, conversations about cultural landscape reports will need to be continued in another meeting
- Project team does not have preconceived notions; unknown if landscapes are important until they are analyzed.
- It is possible that some landscapes recommended as traditional cultural properties (which are being addressed in a separate set of meetings) may not meet the National Register criteria, but could potentially be incorporated into the historic context study.
- Describe connection between TCPs and CLR.

Attending Consulting Parties

Ellyn Goldkind, Navy
Ross Stephenson, SHPD
Keola Lindsay, OHA
Jean Rason
Kehau Watson
Wendy Wichman
Kiersten Faulkner, HHF
Hilarie Alomar
Hinaleimoana Falemei, OIBC
Mahealani Cypher, O'ahu Civic Clubs

Attending (project/city staff)

Faith Miyamoto, RTD
Kaleo Patterson, RTD
Ryan Tam, RTD
Bruce Nagao, RTD
Barbara Gilliland, PB
Stephanie Foell, PB
Glenn Mason, Mason
Polly Tice, Mason
Terrance Ware, City/County