
HAWAII'S PLANTATION VILLAGE



PHOTOGRAPH COLLECTIONS

A Study Guide



NATIONAL
ENDOWMENT
FOR THE
HUMANITIES

INTRODUCTION

The Friends of Waipahu Cultural Garden Park (FWCGP) was incorporated, in 1973, by a former plantation worker and a group of plantation worker descendants who wanted future generations to acknowledge and recognize today's multiethnic society as rooted in Hawaii's plantation era and lifestyle. They felt building a plantation village would be the best way to educate later generations about their plantation heritage and legacy.



From its inception the long-range goal of FWCGP has been to create a collection of structures typifying a plantation village wherein each of the major ethnic groups who had worked on the plantations would be represented with buildings, furnishings and gardens. These structures would portray an authentic, culturally-informed, everyday life of Hawaii's plantation workers and their communities.

Cal Kawamoto, executive director, created a capital fund drive advisory committee and retained Community Counseling Service as professional consultants to successfully raise over \$2 million for the construction of the village museum. Hawaii's State

Legislature released another \$1 million for the \$2.5 million project. With the success of the capital fund drive and the development of the master plan, FWCGP was a step closer in fulfilling their 15-year dream of a plantation village.

Much of the money raised came from outside of Waipahu. The committee felt the need to change the project name to include all of Hawaii's plantations rather than focusing only on Waipahu. Thus, Hawaii's Plantation Village was born.

THE VILLAGE

The focus of Hawaii's Plantation Village (HPV) is on the plantation worker, the story of the people from many cultures – natives and immigrants who were promised a chance to better their lives. Due to her extensive background on preservation projects, Spencer Leinweber of Spencer Mason Architecture was selected as the principal architect for Hawaii's Plantation Village. The dream of a place to share the story of the laborers whose differing cultural values and traditions that form the basis of our multiethnic society today was realized.



To furnish the exhibits within the structures

and instead of hiring a professional to plan each of the exhibits, Cal decided to work with the seven ethnic historical groups, whose leaders were also members of the FWCGP Board of Directors. He applied for State monies to provide training for the groups to plan their exhibits. Each group was encouraged to identify artifacts needed to tell their story. The interpretive master plan included an inventory of artifacts collected for at least 15 years.

Each ethnic group furnished their home with a thematic plan, such as preparing for Christmas Eve in the Puerto Rican home, a cultural celebration in the Korean home, or celebrating a first birthday tradition. In addition to furnishing the structure the groups were asked to design a garden with plants specific to their culture.



School and visitor tours are scheduled throughout the year. Students, teachers and visitors are guided through the furnished homes and survey the gardens around the homes in the village. Docents impart their knowledge of both the hardships and life-affirming experiences of living in plantation camps during Hawaii's plantation era.

In addition to tours, several festivals are celebrated during the year, demonstrating

the best of cultural entertainment, food, games and displays. These free village events include a multi-ethnic lunar New Year



Celebration, the annual opening of Hawaii's Obon season, the Portuguese Festa and the Harvest Festival. The community is invited to attend and participate in event activities featuring Chinese lion blessings, student performers, food tasting at the homes and cooking demonstrations.

Obon in the village begins in late afternoon, when lanterns light the dancing area with dancing with drum accompaniment, Noodle Fest featured sampling of multi-



ethnic noodle dishes, Chinese fried noodles, Filipino pancit, Japanese noodle topped with boiled egg, yolk symbolizing the

moon, and the Portuguese Festa the visitors enjoying the entertainment at the new stage.

Okada Education Center

The Okada Education Center – named after Hideo “Major” Okada, a former sugar worker, labor union organizer and one of HPV founders – houses the HPV main office, meeting room, three exhibit galleries, collections archives and workroom, and gift shop. Gallery exhibits are designed for school tours and also functions as the orientation and introduction for all HPV visitors. Two permanent gallery exhibits thematically focus on immigration, plantation work culture, and WWII internment at Honouliuli.

Presently, the third gallery features a traveling Generations Exhibit focusing on Hawaii Japanese men housed at the Santa Fe Internment Center during WWII. Past temporary exhibits have included Chuukese Weaving and Clothing, Filipino American Veterans of WWI and WWII, and Imagining Chinese in Waipahu, an exhibit of digital artworks by Stephen Yuen.

The Village’s collection has been growing at an incredible rate. We have and continue to receive donations of a wide range of

household and personal artifacts from the 1930’s and 1940’s. Artifact and archives assistants – all volunteers – have helped to process the various donations and store them on our high density, compact shelving system.



To supplement income from tours, the HPV gift shop sells many plantation-themed crafts made by a dedicated group of talented volunteers. In addition to the many handmade crafts, donated items that do not fall under our collection criteria or are over-represented in our collection are also made available to the public for purchase.

Photograph Collections

The photographs donated to Hawaii’s Plantation Village are organized into three primary collections: the Oahu Sugar Company Collection, the Murakoshi Collection and the Friends of Waipahu Cultural Garden Park Collection.

Oahu Sugar Company

The Oahu Sugar Company’s photos, mainly from 1940’s to 1950’s, focus on sugar cane cultivation and harvesting, finances, mill operations, water systems, housing, and medical services. R.H. “Harry” Lodge, division overseer of Oahu Sugar company was also



a photographer, and Ernest Malterre, Jr. housing supervisor, are both credited for most of the collection.

Waipahu At War, a book compiled by R.H. Lodge, whose photographs of plantation activities comprise a majority of the photos that preserved pictorially life in Waipahu during the days following December 7, 1941. His photographs of the life in Honouliuli

Internment Camp have been the constant resource material for researchers, architects and others interested in learning about the camp.

Murakoshi Collection

Mae Okada's collection of father and son photographers, Nobunosuke and Henry Murakoshi, includes studio photographs and candid school activities, picnics, and celebrations, community events, and photos of camp homes, businesses and locations. While Nobunosuke's photographs are primarily studio photographs, Henry's photographs

give us a peek into the everyday lives of the people in Waipahu. Examples of Henry's photos of the camp homes, the activities of the children at school functions or picnics

at Waipahu Beach sponsored by plantation.

Friends of Waipahu Cultural Garden Park Collection

The largest collection in the HPV Photograph Archives is The Friends of Waipahu Cultural Garden Park Collection. This

collection is made up individual donations of family, work culture, WWII induction, individual photos, group photos, education and recreation activities of their plantation life gather from the founding of The Friends of Waipahu Cultural Garden Park. Thus, there is some overlap across the collections,

as R.H. Lodge, Ernest Malterre, Jr. and Nobunsuke Murakoshi have photographs in this collection.

The collection also includes panoramic sized class pictures, private and public school graduations,

recognition and awards activities, and funeral photos.



Engaging Photographs in the Archives

Looking at Photographs

When viewing and interacting with photographs from the archives, the following questions can help the viewer develop a broader understanding of the photographic image:

1. What does one see? What are you able to identify in the image to indicate who or what is being captured in the photograph?
2. Is there anything in the photograph that indicates when or where the photograph was taken?
3. Does the photograph match, reinforce or conflict with your own knowledge of what has been captured in the image?
4. Finally, how do the elements identified in the image interact with each other?

Most old photographs, like many in our own personal or family collections, have little or no significance to others, especially if the people or places in the photograph are not known to the viewer. However, because the people and/or places in the photograph were captured



in a particular time and place, the image may have significance if one is interested in the time and/or place in which the photograph was taken. All one needs is more context.

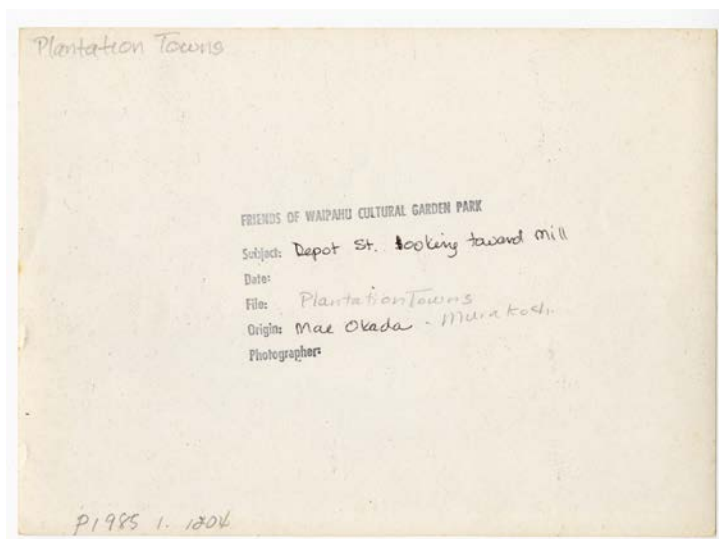
In the photograph above, for example, one person and the donor are identified on the back of the photograph, but nothing else – no date and no place. Additional research or knowledge is required to gain insights into the image and how one can use it.

Sample 1

The photograph below is of a street scene. Although there are automobiles parked in the street, only a couple of people can be seen in the distance. Names of some stores can be read and a delivery truck has the word, “Love’s” printed on the back door.



HPV archived photographs have at least one or two cards describing the image. This information, or “metadata,” was added when the photograph was donated to and



processed for the archives. This photograph’s metadata indicates the filing category (“Plantation Towns”), subject (“Depot St. looking toward Mill”), origin/donor (“Mae Okada, Murakoshi) and accession number indicated year logged into the archives (“1985”). Even though the date of photograph is not indicated, some reasonable assumptions can be made by dating the vehicles (ca. 1940s?) and factory in the photograph.

Sample 2

This photograph of a group event has metadata printed on the front, which is duplicated on the photograph's back and accession card accompanying the photograph. Even though



metadata only identifies the event, the image shows the Filipino community was, by 1937, composed of families with many children. This observation may contradict common knowledge that the Filipino community was primarily male.


Organized Societies 1992.94.2

HAWAII'S PLANTATION VILLAGE • MUSEUM COLLECTION
Accession No. 1992.94.2
Subject Coronation of Miss Common Wealth at Filipino Club House, Waipahu
Date Nov. 13, 1937
File Organized Societies
Origin Malverre Jr.
Photographer _____

HIV: Archival Processing rev 2/98

Analyze a Photograph

To assist users of Hawaii’s Plantation Village photograph collections, the following “Analyze a Photograph” form can be used to help engage a photograph. Based on the National Archives and Records Administration “Analyze an Artifact” form, using this form helps users collect and create metadata for reference and interpretation.



Analyze a Photograph

Meet the photo.

What do you notice when you first looked at the photograph?

How would you describe the photograph (check all that apply):

<input type="checkbox"/> Portrait	<input type="checkbox"/> Landscape	<input type="checkbox"/> Aerial/Satellite	<input type="checkbox"/> Action	<input type="checkbox"/> Architectural
<input type="checkbox"/> Event	<input type="checkbox"/> Family	<input type="checkbox"/> Panoramic	<input type="checkbox"/> Posed	<input type="checkbox"/> Candid
<input type="checkbox"/> Documentary	<input type="checkbox"/> Selfie	<input type="checkbox"/> Other		

Is there a caption? yes no

Observe its parts.

List and describe the people, objects and activities you see.

PEOPLE	OBJECTS	ACTIVITIES

Write one sentence summarizing this photo.

Try to make sense of it.

Answer as best you can. Look at the scans that accompany the image (back, accession card).

Who took this photo?

Where is it from?

When is it from?




What was happening at the time in history this photo was taken?

Why was it taken? List evidence from the photo or your knowledge about the photograph or photographer that led you to your conclusion.

Use it as historical evidence.

What did you find out from this photo that you might not learn anywhere else?

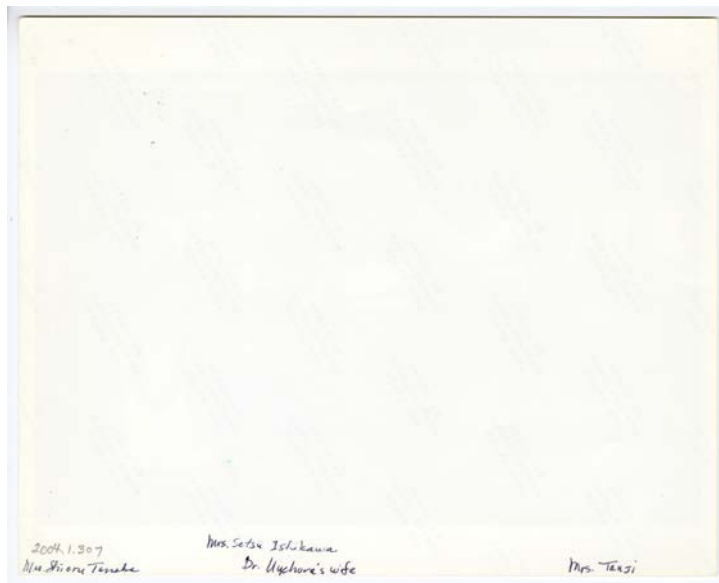
What other documents, photos, or historical evidence are you going to use to help you understand this event or topic?



Using the *Analyzing a Photograph 1*:



In this photograph of six women and three children, we immediately notice the formal, traditional Japanese dress of two women, two other well dressed women, and one girl in dress wearing a lei.



~~Anonymous~~ (left to right).
Mrs. Tazsi
Mrs. Okazaki + child
Miss Yamada (Dr. Uyehara's nurse)
Mrs. Nishizawa (kimono)
Mrs. ^{Setsu} Ishikawa (back of Nishizawa)
Mrs. Yokono
little girl in front - Nishizawa girl. (Shinichi)
From Teruo Nishizawa collection
ca 1925-27 2004.1.307

The accompanying information identifies everyone except the boy. However, there are some name discrepancies between the photograph's back and insert, where "Mrs. Shioru Tanabe" becomes "Mrs. Yokono" and "Dr. Uyehara's wife" becomes "Dr. Uyehara's nurse." The insert adds "ca. 1925-27" but nothing about the event.

Using all the available metadata and inferences from the photograph, the Analyze a Photograph form may be filled out. This information may be used for reference or for captioning the photograph.



Analyze a Photograph

Meet the photo.

What do you notice when you first looked at the photograph?

6 women, 3 children posed in front of wooden (storage?) structure, 2 women dressed in kimono, young girl with lei.

How would you describe the photograph (check all that apply):

- Portrait Landscape Aerial/Satellite Action Architectural
 Event Family Panoramic Posed Candid
 Documentary Selfie Other

Is there a caption? yes no

Observe its parts.

List and describe the people, objects and activities you see.

PEOPLE	OBJECTS	ACTIVITIES
Mrs. Tanji, Mrs. Okazaki (+infant), Miss Yamada (Dr. Uyehara's nurse/wife), Mrs. Nishizawa, Mrs. Setsu Ishikawa, Mrs. Yokono/ShioruTanabe, Shinobu Nishizawa (girl), unidentified boy		Girl with lei is well dressed.

Write one sentence summarizing this photo.

Japanese women and children posing during possible event for girl.

Try to make sense of it.

Answer as best you can. Look at the scans that accompany the image (back, accession card).

Who took this photo?

n/a

Where is it from?

Terao Nishizawa collection

When is it from?

ca. 1925-1927

What was happening at the time in history this photo was taken?

Why was it taken? List evidence from the photo or your knowledge about the photograph or photographer that led you to your conclusion.

Possibly an event in which Shinobu Nishizawa (girl) is participating. Girl with lei is well dressed, as are most of the women.

Use it as historical evidence.

What did you find out from this photo that you might not learn anywhere else?

What other documents, photos, or historical evidence are you going to use to help you understand this event or topic?



Using *Analyzing a Photograph 2*:

In this photograph, we can see 48 men dressed in naval uniforms. Three of the men appear to be of different rank from the others. A banner seems to identify the group as “Sea



Scouts B.S.A.” of the “Sea Scout Ship Dewey, Kawailoa, T.H.” Not much is added on the photograph’s back except its filing category (Group Photos, FWCGP) and origin (Ernest Malterre, Jr.). The men appear to be either Filipino and/or Hawaiian.

FRIENDS OF WAIPAHU CULTURAL GARDEN PARK

Subject: *Sea Scout Ship, Dewey BSA*

Date:

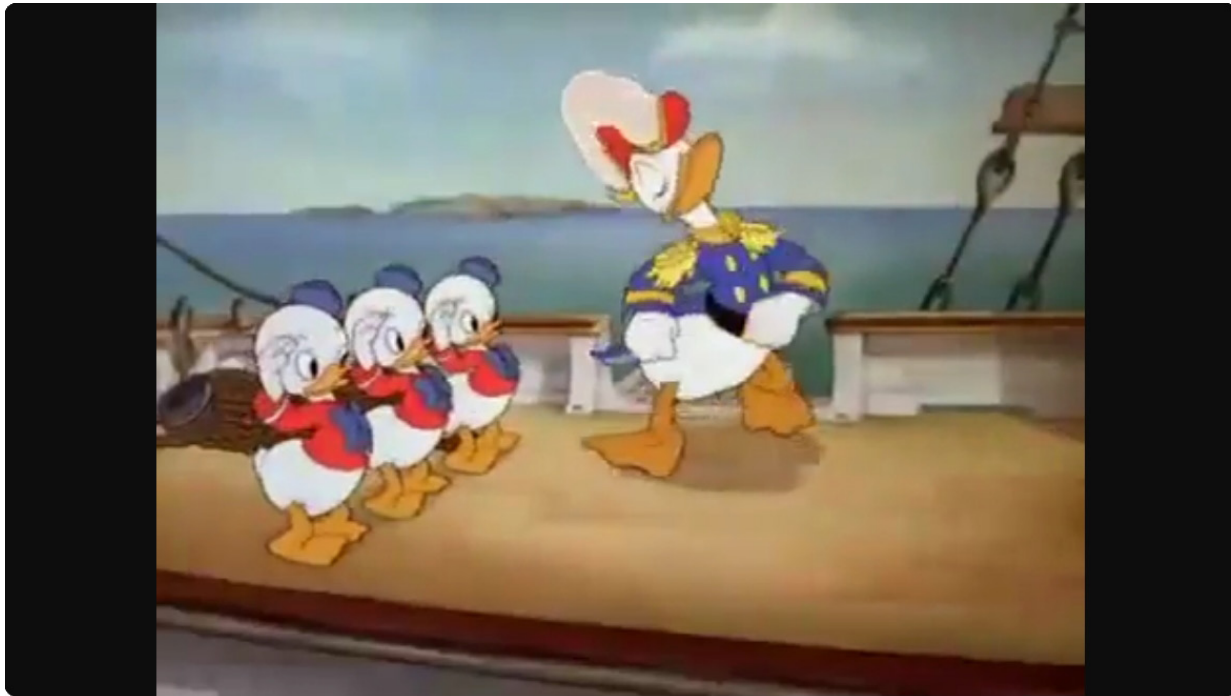
File: *Group Photos, FWCGP*

Origin: *Ernest Malterre, Jr.*

Photographer:

7785.1.409

A quick web search of “sea scouts dewey” brings up a Donald Duck cartoon with Donald Duck leading Huey, Dewey and Louis onboard a ship. Probably not directly related but points to some public knowledge shared in 1939.



Sea Scouts (1939) Huey, Dewey and Louis. Donald Duck Cartoon

If one adds “bsa” to the internet search, the “Sea Scouts of the Boy Scouts of America” comes up. We learn that Sea Scouts program of the Boy Scouts of American trains young men and, now, women to improve their boating skills. The images and text we see here, however, do not seem to adequately explain the formal gathering of men on what seems to be a military base (note the radio antenna). More research is needed.

SEA SCOUTS

For over 100 years Sea Scouting has promoted better citizenship and improved members' boating skills through instruction and practice in water safety, boating skills, outdoor, social, service experiences, and knowledge of our maritime heritage.

[LEARN MORE](#)



Further searching on the internet referring to the ship, Dewey, as “USS Dewey” reveals the existence of a ship docked at Pearl Harbor on December 7, 1941, where it was undergoing minor repairs.

DESTROYER HISTORY FOUNDATION
1,500-ton Farragut-class destroyer in World War II

USS Dewey DD 349

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- USS Dale
- USS Monaghan
- USS Aylwin
- Mahan Class
- Dunlap Class
- Gridley Class
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- 1,850-ton Leaders
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The first Dewey (DD-349) was launched 28 July 1934 by [Bath Iron Works Corp., Bath, Maine](#); sponsored by Miss A. M. Dewey, great-grandniece of [Admiral Dewey](#), and commissioned 4 October 1934, Commander H. W. Hill in command.

After two training cruises to Guantánamo Bay, Cuba, and Port-au-Prince, Haiti, *Dewey* sailed from Norfolk 1 April 1935 for San Diego, Calif., arriving 14 April. Until 1938 she operated principally from this port on local operations as well as engaging in fleet tactics battle practice, and scheduled exercises. She cruised along the west coast as far north as Alaska and south to Callao, Peru, and made three cruises to the Hawaiian area. From 4 January to 12 April 1939, she returned to the Atlantic for a fleet problem. *Dewey* arrived at Pearl Harbor on 12 October 1939 and participated in tactical exercises, battle practice, fleet problems and maneuvers until 1941.

When the Japanese attacked Pearl Harbor on 7 December 1941, *Dewey* was undergoing tender overhaul. She immediately took the enemy planes under attack and that afternoon got underway to patrol in the Hawaiian area. On 15 December, she joined TF 11 sailing to relieve the beleaguered Marine garrison on Wake Island, but the island fell 23 December and *Dewey* returned to her patrol assignment.

In February 1942 she rejoined TF 11 for a projected strike on Rabaul. The element of surprise was lost when the force was sighted by two enemy patrol planes and the strike was canceled after *Dewey* aided in splashing several of 18 bombers led to the force by radio reports from the patrol planes. She continued to screen *Lexington* (CV-2) in the strikes on Lae and Salamaua, New Guinea, on 10 March and returned to Pearl Harbor on the 26th.

This new information suggests the men posing for the group photograph were being trained on the USS Dewey to, perhaps, set be deployed on its missions throughout the Pacific during WWII, including the Philippines Campaign.



Naval History and Heritage Command

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Home
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WWII - Pearl Harbor Attack » Ships D-L » **USS Dewey (DD-349) Action Report**

- Ships A-C
- Ships D-L
- USS Dale (DD-353) Action Report
- USS Detroit (CL-8) Action Report
- USS Dewey (DD-349) Action Report
- USS Dobbin (AD-3) Action Report
- USS Dolphin (SS-169) Action Report
- USS Downes (DD-375) Action Report
- USS Enterprise (CV-6) Air Group Action Report
- USS Enterprise (CV-6) Scouting Squadron 6 Action Report
- USS Farragut (DD-348) Action Report
- USS Gamble (DM-15) Action Report
- USS Helena (CL-50) Action Report
- USS Helm (DD-388) Action Report
- USS Henley (DD-391) Action Report
- USS Honolulu (CL-48) Action Report
- USS Hulbert (AVD-6) Action Report
- USS Hull (DD-350) Action Report
- USS Jarvis (DD-393) Action Report

USS Dewey, Report of Pearl Harbor Attack

In Reply DD349/A16-3

Refer to: Serial 52

U.S.S. Dewey (DD-349)

At Sea,

13 December 1941.

From: Commanding Officer.

To: Commander-in-Chief, Pacific Fleet

Subject: Report on Japanese Attack on Pearl Harbor on 7 December 1941.

1. During the raid on Pearl Harbor the U.S.S. Dewey was moored in a nest with Destroyer Division One and the *Phelps* alongside the port side of the *Dobbin* at berth Xray-2, under tender overhaul.
2. The time of the following events are approximate:
 - 0755 - *Utah* observed torpedoed by OSBORN, G.E. GM2c and to list rapidly.
 - 0757 - General Quarters sounded.
 - 0802 - Four 50 caliber machine guns firing at planes attacking battleships and Ford Island. (Gunner's Mates cocking and installing firing locks on 5"738 caliber guns).
 - 0810 - Guns #1, #2, #3 and #5 - 5"738 caliber guns firing local control;

The Analyze a Photograph form might be filled out as follows. The information entered onto this form can be used for one's own database. It could also be used in an archives for cataloging the photograph with added context.



Analyze a Photograph

Meet the photo.

What do you notice when you first looked at the photograph?

48 men dressed in naval uniforms, posing in group photo with Sea Scout Dewey banner.

How would you describe the photograph (check all that apply):

- Portrait Landscape Aerial/Satellite Action Architectural
 Event Family Panoramic Posed Candid
 Documentary Selfie Other

Is there a caption? yes no

Observe its parts.

List and describe the people, objects and activities you see.

PEOPLE	OBJECTS	ACTIVITIES
48 men, 45 appear to be Filipino.	banner radio antenna	

Write one sentence summarizing this photo.

Group photo of naval sea scouts. Dewey ship?

Try to make sense of it.

Answer as best you can. Look at the scans that accompany the image (back, accession card).

Who took this photo?

n/a

Where is it from?

Ernest Malterre, Jr. collection

When is it from?

1940s

What was happening at the time in history this photo was taken?

World War II

Why was it taken? List evidence from the photo or your knowledge about the photograph or photographer that led you to your conclusion.

Group photo of naval recruits?

Use it as historical evidence.

What did you find out from this photo that you might not learn anywhere else?

Filipino men recruited via sea scouts for naval deployment during WWII.

What other documents, photos, or historical evidence are you going to use to help you understand this event or topic?

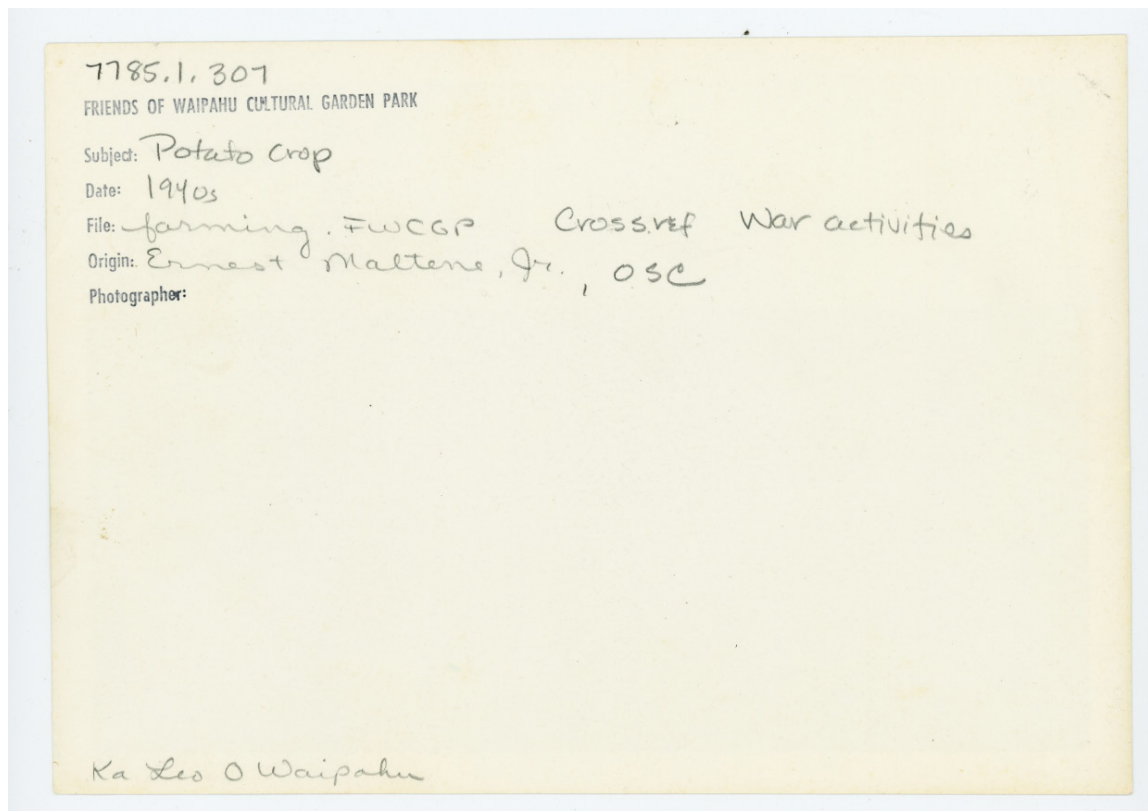
Websites describing Sea Scouts (Boy Scouts of America) and destroyer, U.S.S. Dewey.



Another way to build context for any photograph is to look at related photographs. In the following example, examining photographs categorized together by HPV helps to expand



knowledge of the entire group of photographs. Here, we see a photograph of a “Potato Crop” beside sugar cane fields, apparently during WWII.



Another photograph in the category "Agriculture, Non-Sugar" is one showing the harvesting of potatoes. However, the bag (lower left) reads, "Seed Potatoes," so these (mostly) women might be planting potato seedlings rather than harvesting. If potatoes were



grown for the WWII war effort, the "c. 1930" date may be incorrect.

AGRICULTURE, Non-Sugar
Folder 4 of 7, FWCGP

P 7785.1.1591 6
BW 4 $\frac{7}{8}$ X 7 $\frac{1}{8}$

C2

HAWAII'S PLANTATION VILLAGE • MUSEUM COLLECTION

Accession No. P 7785.1.1591 6

Subject Potato Harvest, Workers Loading Buckets, Tractor - Potato Digging Machine

Date c 1930

File Agriculture Non-Sugar, Potato

Origin E. Malterre, Jr., FWCGP

Photographer _____

HPV Artifact Processing rev 2/95

Note Women's Work Clothing

Another photograph in the same HPV category shows students from “Waipahu High School FFA Program” (Future Farmers of America) packing potatoes during WWII.



Taken together, these three photographs present a picture of potatoes being grown in sugar cane fields during WWII to support the war effort. One question might be, “Who grew potatoes?”

AGRICULTURE, Non-Sugar Potatoes FWCGP P 7785.1.323
Folder 5 of 7 BW 5x7 1/4 c2 4

HAWAII'S PLANTATION VILLAGE • MUSEUM COLLECTION
Accession No. 7785.1.323 4
Subject Packing potatoes FFA Program Waipahu Hi School
Date 1942-45
File Agriculture Non Sugar Potatoes
Origin Ernest Mallerre Jr.
Photographer _____

HPV Artifact Processing rev 2/05

Looking closely at the photograph shows the “new potatoes” are being packed for “J. W. Podmore & Sons.” J. W. Podmore turns out to be an English sailor who settle and married in Hawaii. He had two sons, Henry and Harold, who, according to WWI recruitment records from the Hawaii State Archives, enlisted to fight in the First World War.



Henry was recruited in Pennsylvania and served overseas, while Harold joined the thousands of recruits to serve in and defend Hawaii.

Podmore, Harold Valentine	White
Residence: Honolulu	HAWAII
Born in Honolulu, Hawaii, Jan. 10/93	
Appointed 2 Lt. Inf. Sept. 10/18 Fr. USA	
Organizations and staff assignments: 2 Hawn Inf to disch	
Principal stations: Schofield Bks., HT	
Served overseas:	
Hon. disch. Feb. 14/19 for convenience of the Government, services no longer required.	
Was reported 0 per cent disabled on date of discharge, in view of occupation.	
Remarks: Enl. Serv.	

Podmore Henry E	7,618	White
(Surname)	(Army Serial Number)	(Race: White or Colored)
Residence: 33 Bates St	Honolulu-Hawaii	HAWAIIAN TERRITORY
(Street and house number)	(Town or City)	(State)
*Enlisted in NA Allentown Pa Sept 24/17		
†Born in Honolulu Hawaii H T 25 10/12 yrs		
Organizations: Sec 502 US Amb Serv Sect 598 US Amb Serv to disch		
Grades: Pvt 1c1 Oct 21/17; Pvt Dec 5/17		
Engagements:		
Wounds or other injuries received in action:		
‡Served overseas: Jan 9/18 to Mch 19/19		
§Hon. disch. Mch 31/19 on demobilization.		
Was reported 0 per cent disabled on date of discharge, in view of occupation		
Remarks:		

However, businessman J. W. Podmore and his two sons are no longer remembered for their potato growing venture, as additional internet research reveals.

Instead, J. W. Podmore is remembered for building (and naming) the J. W. Podmore building on Merchant Street in Honolulu, Hawaii. It is architecturally significant not only because it was built in 1902 but also because it was built using Hawaiian blue-gray basalt.



It has housed many and a variety of renters over the past century. Today, one of its most visible occupants is Podmore, a bar and bistro.



In an apparent reference to honor the English sailor and builder of the Podmore building, Podmore (the bar and bistro) prominently features on its menu and in its publicity the “Full English Breakfast” —with toast, eggs, beans, bacon, sausages and...potatoes.



In Conclusion

Interpreting and finding meaning(s) in archival photographs which may not have extensive or even accurate metadata presents challenges to any viewer. Using other photographs and other references beyond the photograph will help a viewer discover additional metadata, which will not only create a richer social and historical context for the photograph but, more importantly, make the archival photograph a living document.

The following online and library resources provide useful information and references related to HPV's photograph collections. **Please note that this list is a only sample of resources and is not exhaustive.**

Brigham Young University Joseph F. Smith Library and Special Collections

Filipino Labor Collection

<https://lib.byu.edu/collections/filipino-laborers-collection/about/>

Hawaii State Archives, Digital Collections

Chinese Passenger Manifests Index, Japanese Passenger Manifests Index, Portuguese Passenger Manifests Index, Vital Statistics Collection, 1826-1929, WWI Service Records

<https://digitalcollections.hawaii.gov/greenstone3/library>

University of Hawaii at Manoa Library, Special Collections

Hawaii Sugar Planters Association Collection

<https://www2.hawaii.edu/~speccoll/hawaiihspa.html>

Books

Kawakami, Barbara F and Akemi Kikumura Yano. 2016. *Picture Bride Stories*. Honolulu, HI: University of Hawai'i Press.

Keel, Roneva. 2020. *Mobilizing Empire: Race, Sugar, and U.S. Colonialism across the Pacific, 1898-1934*. University of Washington ProQuest Dissertations Publishing.

Kodama-Nishimoto, Michiko; Warren Nishimoto and Cynthis A. Oshiro. 2009. *Talking Hawai'i's Story: Oral Histories of an Island People*. Honolulu, HI: University of Hawai'i Press.

Matsushita, Noa. 2002 *Reexamination of the 1909 and 1920 Plantation Strikes by Japanese in Hawai'i*. University of Hawai'i at Manoa ProQuest Dissertations Publishing.

Odo, Franklin. 2013. *Voices from the Canefields: Folksongs from Japanese Immigrant Workers in Hawai'i*. New York: Oxford University Press.

Poblete, JoAnne. 2014. *Islanders in the Empire: Filipino and Puerto Rican Laborers in Hawai'i*. Champaign, IL: University of Illinois Press.

UH Library Oral Histories

University of Hawai'i at Manoa Center for Oral History. 1988. *Koloa: an Oral History of a Kaua'i Community* (three volumes). Honolulu, HI: Center for Oral History, Social Science Research Institute, University of Hawai'i at Manoa.

University of Hawai'i at Manoa Center for Oral History. 1997. *The Closing of Sugar Plantations: Interviews with Families of Hamakua and Ka'u, Hawaii*. Honolulu, HI: Center for Oral History, Social Science Research Institute, University of Hawai'i at Manoa.



Analyze a Photograph

Meet the photo.

What do you notice when you first looked at the photograph?

How would you describe the photograph (check all that apply):

- Portrait Landscape Aerial/Satellite Action Architectural
- Event Family Panoramic Posed Candid
- Documentary Selfie Other

Is there a caption? yes no

Observe its parts.

List and describe the people, objects and activities you see.

PEOPLE	OBJECTS	ACTIVITIES

Write one sentence summarizing this photo.

Try to make sense of it.

Answer as best you can. Look at the scans that accompany the image (back, accession card).

Who took this photo?

Where is it from?

When is it from?

What was happening at the time in history this photo was taken?

Why was it taken? List evidence from the photo or your knowledge about the photograph or photographer that led you to your conclusion.

Use it as historical evidence.

What did you find out from this photo that you might not learn anywhere else?

What other documents, photos, or historical evidence are you going to use to help you understand this event or topic?

