

Palama Settlement



*Mai ka hoo'ala'i uane
loa ka ikaika o ke kino*

Basketball 1973
A BEHAVIOR MODIFICATION PROJECT
Honolulu, Hawaii

BASKETBALL 1973

A

DELINQUENCY PREVENTION

PROJECT

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BASKETBALL '73

GOAL: To increase the communication skills (words), oral and written, of all participants, 10-15 years of age, an average of one stanine level.

OBJECTIVES:

1. Increase the options for academic success in each participant's life and help him become aware of decision-making.
2. Increase the quality of nutrition in each participant's diet, with emphasis on protein and mineral consumption.
3. Provide a means to rational respect of authority, rules and regulations.
4. Facilitate communication between parents and settlement workers.
5. To teach the skills and methodology of competitive basketball at the highest level of competence possible.
6. To provide a medium for personal success and reward for all team members and volunteers.

SUB-OBJECTIVES:

- A. Establish contractual agreement with boys and parents, promising to attend, participate and cooperate with the project.
- B. Provide a system of points weighted individually so that each person may earn by accomplishment the right to practice.
- C. Provide training table where dinner will be served five (5) nights a week.
- D. Enable complete physical and dental examinations of participants, pre- and post-season. Keep monthly growth scale.
- E. Maintain study hall and provide materials through which academic requirements may be met.
- F. Administer pre- and post-project achievement tests.
- G. Help establish a car pool to take participants home after study hall.
- H. Hold regular meetings with parents and staff beginning with here-and-now topics -- that is, meal-planning, work assignments, transportation, etc.

PROJECT COORDINATOR'S EVALUATION

The 1973 basketball project began with much enthusiasm and hope for a successful season. For the first time in its history, the program was expanded to four basketball teams; two bantam, two midgets, plus our cheerleading squad. The total number of youngsters participating in the project was 52.

Refining what was learned during the previous football season, the academic area operated with a majority of volunteer help. This gave the staff a chance to supervise academic coaches and to be aware of work being accomplished by each youngster which helped with better programming.

In general, the basketball season went well. The Bantam "A" team for the fourth consecutive year was crowned the Pop Warner Champions.

The Bantam "B" team made a very respectable showing and did well in its initial season.

The Midget "A" team, which had great potential, had problems. The team was beset with conflict, coach and team, intra-team conflict; hopefully now resolved.

The Midget "B" team performed satisfactorily and seemed to embody the acme of enthusiasm and growth.

The cheerleaders again displayed the highest caliber of skill and were a valuable asset to the project.

It appears that as refinements are worked on from year to year, the projects have tended to move toward great sophistication which also brings new problems. Devising material, as well as finding new ways of helping youngsters learn, in the area of the two basic needs in education, words and numbers.

PARTICIPANTS DESCRIPTION

1

He is a 13 year old youngster of Japanese ancestry who is an 8th grader at Kawananakoa Intermediate School. He is the youngest of three children. Father is a typewriter repairman and mother works as a kitchen helper in a restaurant. The family resides in the Nuuanu area. He has been in the Settlement's project since 1970.

2

He just turned 14 years of age, of Filipino ancestry, who is very active as an 8th grader at Dole Intermediate School. He comes from a family of four children of which he is the third in line. They have been fatherless for the past three years. Mother is a seamstress and they reside in the Kalihi area.

3

He is of Filipino ancestry and attending Kalakaua Intermediate School as an 8th grader. He is the second child in a family of four children. Father is a supply clerk at Fort Shafter. Mother is a practical nurse, however, she is now at home taking care of her new baby. They reside in the Palama area. This is the second project at the Settlement.

4

He is an 8th grader, 13 years of age, attending Central Intermediate School. He is of Korean-Caucasian extraction. He is the youngest of three children and they reside in the Liliha area. He has been in the project since 1971.

5

He is 14 years old of part-Hawaiian ancestry and attending Central Intermediate School in the 8th grade. There are 5 children in the family of which he is the second oldest. Father is a dispatcher for a trucking company and mother is a PBX operator for an answering service. The family resides in their own apartment in the Kauluwela Projects. This is his second project here at the Settlement.

6

He is 13 years of age and of Filipino ancestry. He is currently attending Kalakaua Intermediate School as an 8th grader. He is the youngest of 6 children. Father is a rigger man at the Naval Shipyard while mother is a real estate and life insurance saleswoman. They reside in the Palama area. This is his first experience in participating in the Settlement's projects.

7

This youngster of part-Hawaiian and Puerto Rican extraction is 13 years of age and has been in the Settlement's projects since 1969. He is the youngest of 5 children currently attending Kalakaun Intermediate School as a 7th grader. Father works for Del Monte Company at Pier 36 while Mother is a janitress at Tripler Hospital. They reside in the Palama area.

8

He is 12 years old of Japanese ancestry who comes from a family of 4 children. He is the second in line and the only son. He is attending Dole Intermediate School and is in the 8th grade. Both parents are employed and the family lives in the Kalihi area with the father's parents. This is his first year in Palama's project.

9

He is of Filipino extraction, 13 years of age and currently attending Central Intermediate School as an 8th grader. There are 6 children in the family, which he is the fourth in line. Mother is divorced and currently employed at the Legal Aid Society. They live in Mayor Wright Homes. He has been in the project since 1969.

10

He is 13 years of age and of part-Hawaiian extraction. He is presently attending Kalakaun Intermediate School and in the seventh grade. He is the oldest child from the family of 4 children. Mother and step-father are both employed. They live in the Kalihi area. He has been in the project since 1971.

11

He has just turned 14 years old of Japanese extraction. He is a student at Dole Intermediate School and currently in the 8th grade. There are 6 children in the family and he is the third oldest. Father is employed and mother is a housewife. They live in the Kapalama area. He has been in the project since 1971.

12

He is 14 years of age and of part-Hawaiian extraction who is currently attending Central Intermediate School where he is an 8th grader. He comes from a family of four children and he is the youngest. Father is an embalmer and mother is no longer employed due to a major operation. They live in the Liliha area. He has been in the project since 1971.

13

He is 13 years of age and of Filipino extraction. He is currently attending Central Intermediate School and is in the 8th grade. He comes from a family of three children of which he is the eldest. Both mother and father are employed. They live in the Liliha district. This is his first project at the Settlement.

14

He is 13 years old of part-Hawaiian extraction. He is currently in the 7th grade at Dole Intermediate School. He comes from a family of six children of which he is the second child. Father has completed his barber schooling and mother is a housewife. He resides in the Kapalama area. This is his second project.

15

He is 13 years of age of Filipino ancestry. He is currently attending Central Intermediate School and is in the 8th grade. He comes from a family of three children which he is the eldest. Dad is a meat cutter at one of the local bases while mother is a hotel maid. They live in the Palama area. He has been in our project since 1971.

16

He is of part-Hawaiian, Chinese, and Caucasian extraction. He is currently in the 7th grade at Central Intermediate School. He is 12 years of age and comes from a family of three children of which he is the eldest. This is his first project at the Settlement.

17

He is of Japanese extraction and currently attending Central Intermediate School as an 8th grader. He comes from a family of six children. He is the second oldest child. He comes from a one-parent home and his mother works as a waitress at a well-known hotel. This is his second project at the Settlement.

18

He is 14 years of age and is currently an 8th grader at Central Intermediate School. He is of Japanese ancestry and comes from a family of five children. He is the second oldest in the family. His mother is employed as a chambermaid at one of the hotels. This is a one-parent family. They reside in the Kukui Gardens area. This is his first project here at the Settlement.

19

He is 13 years of age and of Chinese extraction. He attends Central Intermediate School and is an 8th grader there. He is the youngest of four children. Father is employed as a cook in a downtown restaurant. Mother is a housewife. They reside in the Kukui Gardens area. This is his first project at the Settlement.

20

Of Japanese ancestry he is 13 years of age and currently attending Central Intermediate School where he is an 8th grader. Father is a stevedore and mother is a seamstress. They reside in the Liliha area. This is his first project at the Settlement.

21

He is 13 years of age and currently attending Central Intermediate School as an 8th grader. He comes all the way from Hong Kong. Father is employed as a motor mechanic. Mother is a housewife. There are nine children in the family. He is the eighth child of Chinese ancestry. This is his first project at the Settlement.

22

He is currently attending Central Intermediate School as an 8th grader. He is 13 years of age and of Japanese ancestry. He comes from a family of two children and is the eldest. Both mother and father are employed. They reside in the Palama area. This is his first project at the Settlement.

23

He is 13 years of age of Filipino extraction. He is presently an 8th grader at Central Intermediate School. He resides with his father who works at Honolulu Gas Company. He comes from a family of three children of which he is the eldest. This is his first project here at the Settlement.

24

He is 12 years of age and of Japanese ancestry currently attending Dole Intermediate School as a 7th grader. He is the fourth oldest child of six children in the family. He also has an older brother in the project. They live in the Kapalama area. This is his second project here at the Settlement.

25

He is currently attending Central Intermediate School as an 8th grader. He is 13 years of age and of Chinese extraction. There are five children in the family of which he is the third in line. Father is an insurance salesman and step-mother is a housewife. They reside in the Kukui Gardens area. He has been in the project since 1972.

26

He is 16 years of age and of Chinese-Filipino extraction. While he was in the project he was attending McKinley High School as a 10th grader. He comes from a family of four children and he is the third oldest. His father works for a private construction and his mother is a housewife. They live in the Palama area. He has been in the project since 1970.

27

He is of part-Hawaiian extraction and 15 years of age. Currently attending Farrington High School as a 10th grader he comes from a family of six children and he is the second eldest. His father is employed at a feed and grain company and his mother stays home as a housewife. They live in the Fort Shafter area. He has been in the project since 1971.

28

He is a filipino youngster currently attending Dole Intermediate as a 9th grader. He is 14 years of age and comes from a family of six children and he is the third oldest. Father is a crane operator and mother works as a maid at a hotel. They live in the Fort Shafter area. This is his first experience in the Settlement's project.

29

This youngster is of Japanese-Irish extraction and is 14 years of age currently attending Dole Intermediate School as a ninth grader. He comes from a family of four children, however, he is the eldest child at home. Mother works at Model Cities. This is a one-parent family. They live in the Fort Shafter area. This is his second project at the Settlement.

30

This youngster is 16 years of age of Samoan extraction. He is currently attending Aiea High School. He is one of seven children. Both parents remain at home in the Aiea area. He has been in the project since 1971.

31

This youngster is of part-Hawaiian extraction and 15 years of age. He comes from a family of four children of which he is the second oldest. He is currently attending Farrington High School as a tenth grader. Mother works for a magazine company. This is a one-parent home. They live in the Kalihi-Palama area. He has been in the project since 1969.

32

He is 15 years of age and of Samoan extraction. He is currently attending Māea High School as a 9th grader. He comes from a very large family of nine children which he is the fourth eldest. His father is employed as a warehouseman. His mother is a housewife. They live in the Kalihi-Palama area. He has been in the project since 1972.

33

He is of Part-Hawaiian ancestry and is 15 years of age currently attending McKinley High School as a tenth grader. He comes from a family of four children of which he is the second eldest. Both parents are employed and they live in the Kukui Gardens area. This youngster has been in three of the Settlements projects.

34

He is 14 years of age and is part-Hawaiian, Caucasian in extraction. He is currently attending Dole Intermediate School. He comes from a family of four children of which only he and a younger brother are at home. Mother is a housewife and father is an electrician. They live in the Fort Shafter area. This is his first project here at the Settlement.

35

He is of Samoan extraction and 16 years of age currently attending St. Louis High School. He comes from a family of six children. He is the second eldest in the family. Mother works in a laundry and father is retired. This youngster has been in three of our projects.

36

He is 16 years of age of part-Hawaiian extraction and is currently attending McKinley High School as a tenth grader. He comes from a family of nine children. This youngster has recently lost his mother during the project. He has been in the project since 1968.

37

He is 14 years of age and of Hawaiian ancestry currently attending Central Intermediate School as a ninth grader. Mother works as a dietician at St. Francis Hospital. Father is currently unemployed due to a major operation. They live in the Mayor Wright Housing area. This youngster has been in the projects since 1969.

38

He is 15 years of age and is of Hawaiian, Chinese, Filipino, and Spanish extraction. He is currently attending Kamehameha School. There are three children in the family of which he is the second eldest. His mother works at a convalescent center. This is a one-parent home. He lives in the Kukui Gardens area. This is his first project at the Settlement.

39

He is 15 years of age and is of Hawaiian-Caucasian extraction. He is currently attending Damien High School as a tenth grader. He comes from a family of ten children of which he is the youngest. His father is a supervisor at a meat company and his mother is a housewife. They live in the Palolo area, however, during the project they moved to the country. This is his first project at the Settlement.

40

He is 14 years of age and of Hawaiian-Caucasian extraction. He attends Dole Intermediate School and is the eldest of four sons. Both parents are employed. They reside in the Fort Shafter area. He has been in two of the Settlement's projects.

41

He is 15 years of age and is of part-Hawaiian extraction. He is currently attending Kamehameha School. He lives with his mother and step-father and comes from a family of five children of which he is the youngest. Mother is employed at the Pineapple Cannery and step-father works for the Honolulu Police Department. He has been in our project since 1969 and lives in the Palama area.

42

He is of part-Hawaiian extraction and presently attending Dole Intermediate School where he is a ninth grader. There are five children living at home. He is the fourth eldest child. Mother works as a stock clerk and father works as a security guard for Dillingham Corp. They live in the Fort Shafter area. This is his second project in the Settlement.

43

He is 15 years of age of part-Hawaiian, Spanish extraction. He is currently attending McKinley High School. He comes from a large family, however, there are only six children at home. He is the fifth in line of six children. Mother and father are divorced. He lives in the Mayor Wright area. This is his first project here at the Settlement.

44

He is 14 years of age of part-Hawaiian, Chinese, German extraction. He is currently attending Central Intermediate School. He comes from a large family of which he is the eldest child. Mother is a housewife and step-father is employed. He has been in our project since 1971 and resides in the Mayor Wright Housing area.

45

He is 16 years of age and is of Samoan extraction. There are three children in the family of which he is the second eldest. His father is a truck driver at a lumber company. His mother is a nurses aide at the Honolulu Convalescent Center. He lives in the Kalihi area and has been in our project since 1972.

46

He is of Hawaiian ancestry and is 13 years of age. He is currently attending Damien High School and comes from a family of six children. He is the fourth eldest in the family. Dad is a State employee while mother is a housewife. They live in the Moanalua area. He has been in the project since 1970.

47

She is 13 years of age of part-Hawaiian extraction and is currently an eighth grader at Kawananakoa Intermediate School. She is the fourth of six children in the family. Both parents are employed. She has been in four of the Settlement's projects and resides in the Nuuanu area.

48

She is 12 years of age and currently attending Kalakaua Intermediate School as a seventh grader. She is of Hawaiian, Japanese, Chinese, and Portuguese extraction. She is the youngest of five children. Father is on Social Security benefits while mother works at a military exchange. She has been in two of the Settlement's projects and resides in the Palama area.

49

She is 13 years of age and of Cosmopolitan extraction. She is currently attending Central Intermediate School as an eighth grader. She is the third oldest of six children. Mother is employed for the State Department. They reside in the Kukui Garden area. She has been in four of the Settlement's projects.

50

She is 12 years of age and currently attending Kawananakoa Intermediate School. She is a seventh grader of Filipino-Caucasian extraction. She is the third oldest of eight children. Both parents are employed. They reside in the Liliha area. She has been in four of the Settlement's projects.

51

She is 12 years of age and of Filipino extraction. She is in the seventh grade at Kalakua Intermediate School. She is the second oldest of three children. Both parents are employed. They reside in the Palama area. This is her second project here at the Settlement.

52

She is 14 years of age and of Filipino-Caucasian extraction. She attends Central Intermediate School. She is the second oldest of eight children. Both parents are employed. They reside in the Liliha area. She has been in five of the Settlement's projects.

WEIGHT AND HEIGHT CHART

CODE NUMBER	WEIGHT	HEIGHT	WEIGHT	HEIGHT	WEIGHT	HEIGHT	WEIGHT	HEIGHT
	January		February		March		Loss or Gain	
1	118		121	5'2 $\frac{1}{4}$ "	122	5'3 "	+4	+3/4"
2	100		100	5'4 "	104 $\frac{1}{2}$	5'4 "	+4 $\frac{1}{2}$	
3	115		115		114 $\frac{1}{2}$	5'4 $\frac{1}{4}$ "	- $\frac{1}{2}$	
4	102		102	5'3 $\frac{1}{4}$ "	105 $\frac{1}{2}$	5'3 $\frac{1}{2}$ "	+3 $\frac{1}{2}$	+ $\frac{1}{4}$ "
5	142		141 3/4	5'6 "	145	5'6 "	+3	
6	109		110	5'6 $\frac{1}{2}$ "	109	5'7 "		+ $\frac{1}{2}$ "
7	100 $\frac{1}{2}$		101	5'4 $\frac{1}{2}$ "	102	5'4 $\frac{1}{2}$ "	+1 $\frac{1}{2}$	
8	106		108	5'5 $\frac{1}{2}$ "	108 $\frac{1}{4}$	5'6 "	+2 $\frac{1}{4}$	+ $\frac{1}{2}$ "
9	130 $\frac{1}{2}$		133 $\frac{1}{2}$	5'6 "	132	5'6 "	+1 $\frac{1}{2}$	
10	125		126	5'4 $\frac{1}{2}$ "	129	5'4 3/4"	+4	+ $\frac{1}{4}$ "
11	113 $\frac{1}{2}$		119	5'2 "	117	5'2 $\frac{1}{2}$ "	+3 $\frac{1}{2}$	+ $\frac{1}{2}$ "
12	126		129	5'7 "	128 $\frac{1}{2}$	5'7 "	+2 $\frac{1}{2}$	
13	115		116 $\frac{1}{2}$	5'2 "	116 $\frac{1}{4}$	5'2 $\frac{1}{2}$ "	+1 $\frac{1}{4}$	+ $\frac{1}{2}$ "
14	91		95	4'11 $\frac{1}{2}$ "	95	4'11 $\frac{1}{2}$ "	+4	
15	92 $\frac{1}{2}$		91 $\frac{1}{4}$	4'9 $\frac{1}{2}$ "	90	4'10 $\frac{1}{4}$ "	-2 $\frac{1}{2}$	+3/4"
16	85 $\frac{1}{2}$		88	5'	88 $\frac{1}{2}$	5'	+3	
17	109		111	5'4 $\frac{1}{2}$ "	111	5'4 $\frac{1}{2}$ "	+2	
18	84 $\frac{1}{2}$		86 $\frac{1}{2}$	4'10 $\frac{1}{2}$ "	89	5'1 $\frac{1}{2}$ "	+4 $\frac{1}{2}$	+2
19	67		69	4'8 "	68	4'8 $\frac{1}{2}$ "	+1	+ $\frac{1}{2}$ "
20	105		104	5'1 3/4"	105	5'2 $\frac{1}{4}$ "		+ $\frac{1}{4}$ "
21	84 $\frac{1}{2}$		86 $\frac{1}{2}$	4'10 $\frac{1}{2}$ "	87 $\frac{1}{2}$	4'11 $\frac{1}{4}$ "	+3	+3/4"
22	125 $\frac{1}{2}$		127	5'3 $\frac{1}{2}$ "	125 3/4	5'4 "	+ $\frac{1}{4}$	+ $\frac{1}{2}$ "
23	106 $\frac{1}{2}$		108 $\frac{1}{2}$	5'2 $\frac{1}{2}$ "	109 $\frac{1}{2}$	5'2 $\frac{1}{2}$ "	+3	
24	85 $\frac{1}{4}$		87 $\frac{1}{2}$	4'9 "	87	4'10"	+1 3/4	+1"
25	98				96 $\frac{1}{4}$	5'5 $\frac{1}{2}$ "	-1 3/4	
26	135 $\frac{1}{2}$		137	5'6 3/4"	141	5'7 "	+5 $\frac{1}{2}$	+ $\frac{1}{4}$ "
27	150 $\frac{1}{2}$		152	5'8 "	151 $\frac{1}{2}$	5'8 "	+1	
28	113 $\frac{1}{2}$		113 $\frac{1}{2}$	5'5 "	114 $\frac{1}{2}$	5'5 $\frac{1}{2}$ "	+1	+ $\frac{1}{2}$ "
29	123 $\frac{1}{2}$		124	5'9"	124	5'9 $\frac{1}{4}$ "	+ $\frac{1}{2}$	+ $\frac{1}{4}$ "
30	139		142	5'8 "	142	5'8 "	+3	
31	149		148	5'6 $\frac{1}{2}$ "	146		-3	
32	126		132	5'7 $\frac{1}{2}$ "	131	5'7 3/4"	+5	+ $\frac{1}{4}$ "
33	139		139	5'7 "	140	5'7 $\frac{1}{2}$ "	+1	+ $\frac{1}{2}$ "
34	122		128	5'7 "	129 $\frac{1}{2}$	5'8 "	+7 $\frac{1}{2}$	+1"
35	154				156	5'11"	+2	
36	127 $\frac{1}{2}$		132 $\frac{1}{2}$	5'3 "	131	5'3 "	+3 $\frac{1}{2}$	
37	132				138	5'6 "	+6	
38	128		128	5'8 $\frac{1}{4}$ "				
39	135 3/4		137	5'5 3/4"	137 3/4	5'7 $\frac{1}{2}$ "	+2	+1 $\frac{1}{4}$ "
40	139		144	5'11"	143 3/4	5'11 $\frac{1}{2}$ "	+4 3/4	+ $\frac{1}{2}$ "
41	126			5'7 $\frac{1}{2}$ "	124	5'7 $\frac{1}{4}$ "	-2	
42	124 $\frac{1}{2}$		126	5'5 $\frac{1}{4}$ "	130	5'5 3/4"	+5 $\frac{1}{2}$	+ $\frac{1}{4}$ "
43	134		136	6'			+2	
44	129 $\frac{1}{2}$		132	5'8 3/4"	132	5'8 3/4"	+2 $\frac{1}{2}$	
45	133		132 $\frac{1}{2}$	5'8 $\frac{1}{2}$ "			- $\frac{1}{2}$	

	WEIGHT	HEIGHT	WEIGHT	HEIGHT	WEIGHT	HEIGHT	WEIGHT	HEIGHT
CODE NUMBER	January		February		March		Loss or Gain	
46	121		125	5' 5"	124	5' 5 $\frac{1}{2}$ "	+3	+ $\frac{1}{2}$ "
47	90 $\frac{1}{2}$	5' $\frac{1}{2}$ "	91 $\frac{1}{2}$		92	5' $\frac{1}{2}$ "	+1 $\frac{1}{2}$	
48	114	4' 11 $\frac{3}{4}$ "	114		113 $\frac{1}{4}$	5' $\frac{1}{4}$ "	-3/4	+ $\frac{1}{4}$ "
49	92 $\frac{1}{4}$	4' 11 $\frac{1}{2}$ "	95		92	5' $\frac{1}{4}$ "	- $\frac{1}{4}$	+3/4"
50	84	4' 11"	84 $\frac{1}{2}$		85	4' 11 $\frac{1}{4}$ "	+1	+ $\frac{1}{4}$ "
51	103	4' 11"	103		105	4' 11 $\frac{3}{4}$ "	+2	+3/4"
52	104	5' 4"	104		106	5' 4 $\frac{1}{2}$ "	+2	+ $\frac{1}{2}$ "

TEST SCORES

CODE NO.	GRADE	FORM	DATE PRE-	SS	VOC. RAW	VOC. ST. SC.	VOC. GRD.	COMP. RAW	COMP. ST. SC.	COMP. GRD.	SP. & AC. RAW	SP. & AC. ST. SC.	SP. & AC. GRADE	TOTAL RAW	AVE. ST. SC.	AVE. GRD. SC.
1	8	E2M	11/72	8.1	26	54	9.2	38	52	8.9	23	74	12.6+	87	60	10.2+
2	8	E2M	1/73	8.1	31	60	11.5	39	53	9.2	20	66	12.6+	90	60	11.1+
3	8	E2M	11/72	8.1	20	47	7.3	29	45	7.0	19	64	12.6	68	52	9.0
4	8	E2M	11/72	8.1	29	58	10.5	41	55	10.0	24	74+	12.6+	94	62+	11.0+
5	8	EED	11/72	8.1	22	49	7.9	31	46	7.4	27	64	12.0	80	53	9.1
6	8	E2M	1/73	8.1	24	52	8.6	36	50	8.4	14	54	9.2	74	52	8.7
7	7	DDE	11/72	6.5	37	55	7.6	44	55	8.1	10	44	6.6	91	51	7.4
8	8	E2M	1/73	8.1	17	43	6.2	18	38	4.5	7	37	4.7	42	39	5.1
9	8	E2M	11/72	8.1	6	30-	3.2	18	38	4.5	7	37	4.7	31	35-	4.1
10	7	D2M	11/72	6.5	20	37	4.0	28	41	4.6	13	41	4.5	61	40	4.4
11	8	E2M	11/72	8.1	27	55	9.5	36	50	8.4	15	56	9.9	78	54	9.3
12	8	E2M	11/72	8.1	14	39	5.2	23	41	5.5	11	47	7.3	48	42	6.0
13	8	E2M	1/73	8.1	21	48	7.7	22	40	5.3	18	62	11.9	61	50	8.3
14	7	D2M	11/72	6.5	12	30-	2.9	17	35	3.3	6	29-	2.7	35	31-	3.0
15	7	D2M	11/72	6.5	29	44	5.3	32	43	5.0	15	45	5.1	76	44	5.1
16	7	E2M	1/73	7.1	18	48	6.6	22	45	5.3	7	41	4.7	47	45	5.5
17	8	E2M	11/72	8.1	22	49	7.9	33	48	7.8	10	44	6.6	65	47	7.4
18	8	E2M	1/73	8.1	20	47	7.3	28	44	6.7	19	64	12.6	67	52	8.9
19	8	E2M	1/73	8.1	21	48	7.7	38	52	8.9	18	58	11.9	77	53	9.5
20	8	E2M	1/73	8.1	22	49	7.9	35	50	8.2	23	74	12.6	80	58	9.6+
21	8	E2M	1/73	8.1	27	55	9.5	34	49	8.0	23	65	12.6+	84	56	10.0+
22	8	E2M	1/73	8.1	24	52	8.6	33	48	7.8	13	52	8.6	70	51	8.3
23	8	E2M	1/73	8.1	15	40	5.5	23	41	5.5	7	37	4.7	45	39	5.2
24	6	D2M	11/72	6.5	32	49	6.0	42	54	7.2	16	49	5.5	90	51	6.2
25	8	E2M	11/72	8.1	19	45	6.9	21	40	5.1	23	74	12.6+	63	53	8.2+
26	10	E2M	11/72	9.5	23	46	8.3	45	55	12.1	13	47	8.6	81	49	9.7
27	10	E2M	11/72	9.5	19	41	6.9	30	41	7.2	15	51	9.9	64	44	8.0
28	9	E2M	1/73	9.1	26	50	9.2	36	47	8.4	14	50	9.2	76	49	8.9
29	9	E2M	11/72	9.1	18	41	6.6	33	45	7.8	12	46	7.9	63	44	7.4
30	10	E2M	11/72	9.5	7	30-	3.4	13	31	3.6	7	35	4.7	27	32-	3.9

CODE NO.	GRADE	FORM	DATE PRE-	SS	VOC. RAW	VOC. ST. SC.	VOC. GRD.	COMP. RAW	COMP. ST. SC.	COMP. GRD.	SP. & AC. RAW	SP. & AC. ST. SC.	SP. & AC. GRADE	TOTAL RAW	AVE. ST. SC.	AVE. GRD. SC.
31	10	E2M	11/72	9.5	34	58	13.6	43	53	10.9	20	61	12.6+	97	57	12.4+
32	9	E2M	11/72	9.1	14	36	5.2	11	30	3.2	10	42	6.6	35	36	5.0
33	10	F2M	1/73	10.1	10	35	0	12	36	0	9	42	0	31	38	0
34	9	E2M	1/73	9.1	24	48	8.6	37	48	8.6	14	50	9.2	75	49	8.8
35	10	F2M	1/73	10.1	14	40	0	15	41	0	10	44	0	39	42	0
36	10	E2M	11/72	9.5	21	43	7.7	32	43	7.6	14	49	9.2	67	45	8.2
37	9	E2M	11/72	9.1	30	54	11.0	10	30-	3.1	15	52	9.9	55	45-	8.0
38	10	F2M	1/73	10.1	24	50	0	25	51	0	16	56	0	65	52	0
39	10	F2M	1/73	10.1	29	54	0	24	51	0	9	42	0	62	49	0
40	9	E2M	11/72	9.1	21	44	7.7	41	52	10.0	20	62	12.6+	82	53	10.1+
41	10	F2M	11/72	10.1	39	64	0	39	62	0	32	75+	0	110	67+	0
42	9	E2M	11/72	9.1	16	39	5.8	23	39	5.5	11	44	7.3	50	41	6.2
43	10	F2M	1/73	10.1	10	35	0	12	36	0	8	40	0	30	37	0
44	9	E2M	11/72	9.1	17	40	6.2	13	32	3.6	7	35	4.7	37	36	4.8
45	11	D2M	11/72	6.5	18	35	3.7	9	30-	2.4	9	33	3.5	36	33-	3.2
46	10	F2M	1/73	10.1	24	50	0	24	51	0	21	66	0	69	56	0
47	8	E2M	11/72	8.1	28	57	10.0	35	50	8.2	11	47	7.3	74	51	8.5
48	7	D2M	11/72	6.5	19	36	3.9	25	40	4.2	13	41	4.5	57	39	4.2
49	8	E2M	11/72	8.1	19	45	6.9	26	43	6.2	16	58	10.5	61	49	7.9
50	7	D2M	11/72	6.5	31	47	5.8	38	48	6.0	32	75	12.0+	101	57	7.9
51	7	D2M	11/72	6.5	40	59	8.8	46	58	9.3	22	57	9.0	108	58	9.0
52	8	E2M	11/72	8.1	21	48	7.7	24	42	5.8	11	47	7.3	56	46	6.9

TEST SCORES

* Outstanding
= Minimum dropped

CODE NO.	GRADE	FORM	DATE PRE-	SS	VOC. RAW	VOC. ST. SC.	VOC. GRD.	COMP. RAW	COMP. ST. SC.	COMP. GRD.	SP. & AC. RAW	SP. & AC. ST. SC.	SP. & AC. GRADE	TOTAL RAW	AVE. ST. SC.	AVE. GRD. SC.	RAW SC. INC.	ST. SC. INC.	GRD. SC. INC.
1	8	ELM	3/28/73	8.5	17	42	6.2	44	58	11.4	23	73	12.6+	84	58	10.1+	3-	2-	.1-
2	8	ELM	3/28/73	8.5	32	60	12.2	44	58	11.4	18	61	11.9	94	60	11.8	4	0	.7
3	8	ELM	3/28/73	8.5	20	47	7.7	37	50	8.6	15	55	9.9	73	51	8.7	5	1-	.3-
4	8	ELM	3/28/73	8.5	29	57	10.5	45	59	12.1	19	63	12.6	93	60	11.7	1-	2=	.7
5	8	EED	3/28/73	8.5	23	49	8.3	36	49	8.4	26	61	12.0+	85	53	9.6+	5	0	.5+
6	8	ELM	3/28/73	8.5	24	51	8.6	40	53	9.6	14	53	9.2	78	52	9.1	4	0	.4
7	7	DDE	3/28/73	6.8	39	57	8.4	44	53	8.1	15	55	9.9	98	55	8.8	7	4	1.4
8	8	ELM	3/28/73	8.5	15	39	5.5	19	37	4.6	20	64	12.6+	54	47	7.6+	12	8	2.5+*
9	8	ELM	3/28/73	8.5	11	34	4.4	21	39	5.1	10	43	6.6	42	39	5.4	7-	4+	1.3
10	7	DIM	3/28/73	6.8	31	45	5.8	24	38	4.1	12	37	4.3	67	40	4.7	6	0	.3
11	8	ELM	3/28/73	8.5	26	53	9.2	42	55	10.4	12	48	7.9	80	52	9.2	2	2-	.1-
12	8	ELM	3/28/73	8.5	12	35	4.6	21	39	5.1	11	46	7.3	44	40	5.7	2	2-	.3-
13	8	ELM	3/22/73	8.5	23	49	8.3	32	46	7.6	17	59	11.2	72	51	9.0	11	1	.7
14	7	DIM	3/22/73	6.8	14	30	3.2	5	30-	2.1-	3	29-	2.3	22	30-	2.5-	13-	1-	.5=
15	7	DIM	3/22/73	6.8	30	44	10.4	31	42	4.9	18	48	6.5	79	45	7.3	3	1	2.2
16	7	ELM	3/22/73	7.5	16	44	5.8	21	43	5.1	9	46	6.0	46	44	5.6	1-	1-	.1
17	8	ELM	3/22/73	8.5	21	48	7.9	37	50	8.6	11	46	7.3	70	48	7.9	5	1	.5
18	8	ELM	3/22/73	8.5	30	58	11.0	36	49	8.4	23	73	12.6+	89	60	10.7	5	1	.5
19	8	ELM	3/22/73	8.5	25	52	8.9	42	55	10.4	16	57	10.5	83	55	9.9	22	8	1.8
20	8	ELM	3/22/73	8.5	26	53	9.2	42	55	10.4	28	73+	12.6+	96	60+	10.7+	6	2	.4
21	8	ELM	3/22/73	8.5	34	62	12.9+	45	59	12.1	28	73+	12.6+	107	65+	10.7+	16	2+	1.1+
22	8	ELM	3/22/73	8.5	28	56	10.0	41	54	10.0	16	57	10.5	85	56	*12.5+	23	9+	2.5+*
23	8	ELM	3/22/73	8.5	19	44	6.9	21	39	5.1	13	51	8.6	53	45	10.2	15	5	1.9
24	6	DIM	3/23/73	6.8	37	54	7.6	41	50	6.8	17	46	5.9	95	45	6.9	8	6	1.7
25	8	ELM	3/22/73	8.5	21	47	7.7	29	44	7.0	14	53	9.2	64	50	6.8	5	1-	.6
26	10	ELM	3/22/73	9.8	22	44	7.9	41	50	10.0	24	69	12.6+	87	48	8.0	1	5-	.2=
27	10	ELM	3/21/73	9.8	23	45	8.3	30	41	7.2	15	51	9.9	68	54	10.2+	6	5	.5+
28	9	ELM	3/21/73	9.5	25	48	8.9	36	46	8.4	17	55	11.2	78	46	8.5	4	2	.5
29	9	ELM	3/21/73	9.5	13	34	4.9	18	35	4.5	12	45	7.9	43	50	9.5	2	1	.6
30	10	ELM	3/21/73	9.8	11	30	4.4	12	30-	3.4	2	30-	3.0-	25	38	5.8	20-	6-	1.6-
															30-	3.6-	2-	2-	.3=

* Outstanding
= Minimum dropped

CODE NO.	GRADE	FORM	DATE PRE-	SS	VOC. RAW	VOC. ST. SC.	VOC. GRD.	COMP. RAW	COMP. ST. SC.	COMP. GRD.	SP. & AC. RAW	SP. & AC. ST. SC.	SP. & AC. GRADE	TOTAL RAW	AVE. ST. SC.	AVE. GRD. SC.	RAW SC. INC.	ST. SC. INC.	GRD. SC. INC.
31	10	ELM	3/29/73	9.8	31	53	11.5	38	47	8.9	15	51	9.9	84	50	10.1	13-	7-	2.3=
32	9	ELM	3/21/73	9.5	14	35	5.2	19	35	4.6	8	37	5.3	41	36	5.0	6	0	0
33	10	FLM	3/21/73	10.5	15	38	0	13	36	0	11	43	0	39	39	0	8	1	0
34	9	ELM	3/21/73	9.5	24	47	8.6	35	45	8.2	16	53	10.5	75	48	9.1	0	1-	.3
35	10	FLM	3/21/73	10.5	14	37	0	11	33	0	11	43	0	36	38	0	3-	4-	0
36	10	ELM	3/21/73	9.8	26	48	9.2	36	45	8.4	15	73+	9.9	77	55+	9.2	10	10+	1.0*
37	9	ELM	3/13/73	9.5	22	45	7.9	21	37	5.1	14	49	9.2	57	44	7.4	2	1-	.6-
38	10	FLM	3/12/73	10.5	28	52	0	29	52	0	15	51	0	72	52	0	7	0	0
39	10	FLM	3/12/73	10.5	33	57	0	24	48	0	16	53	0	73	53	0	11	4	0
40	9	ELM	3/12/73	9.5	27	50	9.5	43	53	10.9	19	59	12.6	89	54	11.0	7	1	.9
41	10	FLM	3/13/73	10.5	42	65	0	42	64	0	31	75	0	115*	68	0	5	1	0
42	9	ELM	3/13/73	9.5	12	33	4.6	21	37	5.1	12	45	7.9	45	38	5.9	5-	3-	.3-
43	10	FLM	3/12/73	10.5	7	29-	0	8	30-	0	10	41	0	25	33-	0	5-	4=	0
44	9	ELM	3/13/73	9.5	18	40	6.6	27	40	6.5	11	43	7.3	46	41	6.8	9	5	2.0*
45	11	DLM	3/29/73	6.8	25	39	4.7	12	30	2.7	7	29-	2.9	44	33	3.4	8	0-	.2
46	10	FLM	3/12/73	10.5	24	48	0	21	46	0	20	61	0	65	52	0	4-	4-	0
47	8	FLM	3/21/73	8.5	25	52	8.9	43	56	10.9	13	51	8.6	81	53	9.5	7	2	1.0
48	7	DLM	3/21/73	6.8	25	39	4.7	33	43	5.2	16	45	5.5	74	42	5.1	17	3	.9
49	8	ELM	3/21/73	8.5	19	44	6.9	29	44	7.0	14	53	9.2	62	47	7.7	1	2-	.2-
50	7	DLM	3/21/73	6.8	32	47	6.0	41	50	6.8	31	70	12.0+	104	56	8.3+	3	1-	.4+
51	7	DLM	3/21/73	6.8	34	49	6.6	48	60	10.9	31	70	12.0+	113	60	9.8+*	5	2	.8+
52	8	ELM	3/21/73	8.5	20	46	7.3	32	46	7.6	16	57	10.5	68	50	8.5	12	4	1.6*

LEARNING CENTER

Our Basketball Project got off to a great start. We continued in the area of reading comprehension, vocabulary, and changed our speech groups into communication groups, which were run by staff members rather than academic coaches (our volunteers).

The large number of returning volunteers was heartening. Nine out of the eleven academic coaches had been with us through the football project. This left us only having to train two new academic coaches (volunteers).

As far as the mechanics of this project went, everything ran very smoothly. This was due to having experienced academic coaches who knew the project inside-out, and who enjoyed their work at Palama, and found it very rewarding for them. They really felt they were a part of the program and without them the program could not succeed.

We continued the academic coaches on the same reward system as in the previous project. They were on behavior modification as were the participants and staff.

The academic coaches were asked to program the participants for 100 practice points each week and 100 or more bonus points per week in the academic areas we were targeting. This took some doing on their part. Many of them spent much more time than just programming with us, in rapping with the kids, eating with them at the training table, going to their practices and games. The average number of hours spent at Palama per academic coach per week was four. They came from all walks of life, seniors in high school to working men and women, just regular everyday people.

Taking an overview of the Basketball '73 project, very few participants were in point trouble and according to behavior modification techniques this leads to success. The only time a few kids were in trouble was when there was a little mix-up in the communication groups.

The total number of participants in the project was 47 boys and 5 girls. The average increase in their standard scores was 1.75. The average grade score increase was .7; however, not all of the participants showed a grade score increase due to the type of tests being used.

The majority of the participants earned enough stars to trade in for the rewards they wanted. A great number of rewards were made available to them, so that they would have a wide range of choices, ranging from Basketball game tickets to wrist bands, and Palama jackets to a dinner for two at the Ilikai. They earned their stars by a 3 to 2 ratio of points earned on the field and in the learning center.

On top of making sure that everything went smoothly were 10 well-trained staff members, who put in a great deal of effort and time, meaning overtime also, to be sure this project was a success.

In the academic coaches evaluations of the project, they felt that the project went very smoothly. They found no changes to be made as far as helping any new academic coaches, to make their job any easier. They felt the project went very smoothly, even more so than the football project. According to them, this was due to their feeling of being experienced and more willing to try new things, and not making the same mistakes they made during the football project. Some of these academic coaches asked to be contacted again for the next project coming up, and a few asked to help prepare this summer for the next project.

TRAINING TABLE

Basketball training table began on January 8, 1973, continuing on for a period of eleven weeks, ending on March 22, 1973 with an aloha laulau dinner for our BMTM Champions and their CHEERLEADERS.

Unlike Football, a smaller number of participants were involved in this project during which time a total of 3034 meals were served (participants only), averaging an attendance of 70 persons for 43 days.

In addition, supplemental feedings (vitamins and high protein) with fruit punch and a light snack usually consisting of peanut butter sandwiches, cookies, graham crackers or fruits were served to our participants 5 days a week. We are aware that a lot of our children go without breakfast or lunch and this addition to our training table does help to sustain them until dinner besides giving them the important nutriment needed to build healthy bodies and sound teeth. As an incentive, participants were able to earn rewards for their daily participation in this phase of the program where a daily attendance sheet was kept and tallied at the end of each month and those participants taking their supplements for 5 straight days a week for 1 bonus point could earn themselves a total of 4 or more points. This enabled them to trade these points for whatever material things they needed, for example: jacket, shirt, etc.

Aside from these supplements, foods such as meats, fish, eggs, poultry, lots of fresh and cooked vegetables, fruits, milk, bread and rice were included in their diet.

A number of adjustments had to be made in serving time during the basketball season as games were scheduled two nights weekly usually at the time dinner was being served. If games were played earlier during those nights, participants were able to eat dinner after the game just an hour off our main serving time. Those playing later games were fed 2 to 3 hours before the game sometimes having three separate feeding times. This created a problem at first but with very efficient and dedicated help from our staff, volunteers, and participants, willing to stay later and help with the servings, things moved very smoothly.

We have been very fortunate to have volunteer parents, (some without children in the project), staff and participants, as well as friends, involved in the planning, preparation, and serving of meals as well as taking attendance, maintaining height and weight charts and keeping a running list of volunteers, etc. Participants also taking part in kitchen chores like washing dishes, emptying trash and garbage, sweeping and mopping, etc. We are very glad especially when these same participants come in early and offer help in setting up things for dinner. Our hats off to all of them and our hard-working parents, friends, and staff.

The following menus will give you an idea of the kinds of meals served:

- (A) Beef Steak
Steamed Rice
Toss Salad
Fruit
Bread and Butter
Milk
- (B) Baked Macaroni Creole
Rice (Optional)
Cole Slaw with Carrots
Fruits
Bread and Butter
Milk

HEALTH COMPONENT

The ten week season revealed a marked increase in average growth levels (approaching the national norm), marked increase in stamina, and a noticeable improvement in musculature and general physical appearance.

The feeding component consisted of an evening meal including a high ratio of protein and minerals. Provided daily, aside from the meat were fresh vegetables and/or fresh fruit, rice, butter, bread and milk.

Before practice, each player was given multiple vitamins to insure the minimum daily requirement, 51 grams of instant protein, fruit juice and either a peanut butter sandwich or cookies.

The following is a summary of the height, weight chart broken into teams -- thus by age:

Cheerleaders: Six girls whose average age was 12.25 years. The girls grew a total of 2.5 inches an average of .42 inches per girl.

Midget B: Thirteen boys whose average age was 12.5 years. These boys grew a total of 6.23 inches, an average of .48 inches per boy.

Eleven boys gained a total of 25.75 pounds - an average of 2.34 pounds each.

Two boys lost a total of 4.25 pounds - an average loss of 2.13 pounds each.

* Boy #25 had pneumonia at the end of the season accounting for his weight loss. Boy #15 lost 2.5 pounds bringing his weight in line with his height.

Midget A: Twelve boys whose average age was 13 years. They grew a total of 2.75 inches averaging .23 inches per child.

Eleven boys gained a total of 34.25 pounds - an average of 3.30 pounds each.

One boy lost .5 pounds.

Bantam B: Ten boys whose average age was 15 years old. These boys grew a total of 1.50 inches - an average of .15 inches per boy.

They gained a total of 25.75 pounds averaging 3.22 pounds each.

Two boys lost a total of 2.5 pounds - an average loss of 1.25 pounds.

Bantam A: Ten boys whose average age was 15 years. They grew a total of 2.75 inches - an average of .25 inches each.

Ten boys gained a total of 32 pounds - an average gain of 3.2 pounds.

One boy lost 3 pounds.

* One boy #34, age 14, grew 1 inch and gained 7.5 pounds, slightly distorting the average growth line.

The findings concur with the generally accepted growth patterns according to age. The younger children growing in height more and the older boys gaining more weight. Skin problems were non-existent - no major infections, no rashes, unhealing blisters, etc.

Upper respiratory infections mildly struck the team, during a community outbreak of virus flu. One boy had pneumonia as a complication of flu.

There was only one major accident; it occurred during practice and involved two Midget A players who collided, bumping heads and falling heavily to the floor, striking their heads. Both boys suffered mild concussions.

PARENT PARTICIPATION

Parent participation in the Settlement's projects is a need that is necessary. In Basketball 1973, two parent meetings were held. A pot-luck dinner held on January 18, 1973 was very successful. The other pot-luck dinner held in March was very poor. However, parents did help in the after meal games for the younger teams.

Primary reasons for having parents meetings is to let them know what the project consists of and answer any questions they might have. Also to get acquainted with other parents as well as the Settlement staff and volunteers.

During this project only one money-making project was held. Selling of plastic garbage bags was not very successful.

Somehow other avenues should be taken to get more participation from the parents.

RECOMMENDATIONS:

1. Pot-luck dinner meetings (so far most successful)
2. Using the newsletter media
3. Having a day of participation or a "happening" by all, including volunteers.

MIDGET A BASKETBALL

I would describe this season as a "learning" season, more learning on my part perhaps, than on the players. It was a season of trials and errors in attempting to intergrate individual personalities, with strong needs, with the needs of the team as I saw and interpreted them.

We started the season with a wealth of talent. We had four returnees from last year's division championship team and a strong second team. Our first pre-season game was with Mid-Pacific Institute Freshman team which we convincingly defeated. This was a great moral victory considering the fact that our team, which was composed of young men from the seventh and eighth grades, played the best ninth grade basketball players from Mid-Pacific and won. It was at this point that these young men recognized their potential as a team. As time passed and the regular season started we continued to defeat our opponents quite easily. At the same time, however, the cohesiveness of the team began to decline as the needs of certain individuals grew. My efforts to solve these situations were successful in some instances and not successful in other instances. Suddenly we were upset in a heartbreaking game, losing by one point to another undefeated team. This defeat caused some arousal because we finally realized that we could be beaten. We then went on to beat our next opponent, which later became the league champions, by sixteen points, and it turned out to be the only defeat the team suffered all season. This restored our confidence, perhaps too much because our last game of the regular season resulted another heartbreaking loss of one point.

The next step was the round robin playoffs in which the top four teams in the league participated. Our first game resulted in a loss which broke the morale of the team because this defeat eliminated the possibilities of a championship. In the remaining two games the team played well but the spirit had somewhat dwindled.

I feel that some growth had taken place during the course of the season. Many of the team members learned that the tough games require team work to win. The big ones which we lost were due to over-confidence and a lack of team work. I think that a real concentrated effort was made by the team to "come back" but only to lose by narrow margins.

I have learned and benefited from this past season's experiences tremendously. I have altered weak points in my coaching philosophy knowing that these adjustments will make me a better coach in the future.

MIDGET B BASKETBALL

The Midget B Basketball team started practice on December 15, 1973. The majority of the team had never played organized basketball. Therefore the coaches felt that the best method at that time was to instruct them on the fundamentals and try to fill in the weeks with scrimmage games. We won 2 of 5 scrimmage games with the players making steady advancement.

The regular season began on January 20, 1973. We played the team that ended up the champs, Pearl City Vikings. We did very well and it was a good experience for them. The team never gave up and fought back until the very end. In all, we won 2 games and lost 7. The two wins were against Kahaluu (27-23), our first regular season win and Kalihi B (43-6).

The team also made it to the consolation tournament. Unfortunately we were placed against a team that didn't finish in the bottom 4. This was a team that beat us in the beginning of the season by 30 points. We did very well and it showed that the guys had improved because we were leading in the first half and only lost by ten. The guys looked like champions and the coaches were proud of them.

In conclusion, the Palama Midget B team had a very successful season. The coaches and the players accomplished what was asked of them by doing their best throughout the season.

BANTAM A BASKETBALL

The 1973 Bantam Basketball team began practice on December 5, 1972 with approximately 30 young men vying for positions on the team. At this time, due to the large numbers of young men, it was decided to form two Bantam teams with the intent that the Bantam A would be composed of the youngsters with the highest skills and the Bantam B would be composed of young men learning the skills of basketball.

The Bantam A began their season with 6 returnees, 3 of them starters from last years championship team. The season began with a rigorous conditioning program as well as the all imposing record that has been set before the team.

Twelve young men qualified for the Bantam A team. During the pre-season workout the team was able to "gel" very quickly and held their own in scrimmages against Junior Varsity competition. Two of the highlights of the Junior Varsity competition was the one point loss to Castle High School and their 30 point win over Mid-Pacific Institute.

During the season the Bantam team displayed skill and conditioning far superior to the majority of teams in the league. They were able, with desire, to overcome all teams with the closest point spread to be 15 points.

Throughout the regular season play these young men displayed a sense of skill and seriousness which at times was on the verge of being all work and no play. However, in discussing this with the team it was noted that these young men were confident and were dedicated to be the only team in our history to go undefeated four years in a row.

The team displayed their superiority by having an undefeated season which broke the existing record as well as being the only Pop Warner team in history to score over a 100 points in a single game.

The leadership of the team fell upon the shoulders of the returnees, in particular, 3 starters from the previous championship team. There were minimal problems surrounding the actual game. However, meetings were held concerning problems that individuals had during the season.

During the round robin, a decision had to be held concerning three of the players on the team. One player was dropped from the team for his irregular attendance and not complying to rules that were set prior to the season. Two other young men were involved in problems outside of the project and were not able to make the mainland trip.

Many long and serious group meetings were held concerning the situation of these two young men. The team was able to complete their season undefeated and members who were not on the first unit were able to get together and perform above and beyond their abilities to make it a successful season.

This year's team abilities to command respect as well as self-discipline was amazing. It was a privilege to be involved with a team that began the season with many pressures on them such as being previously undefeated and not having many new members on the team but yet be able to perform not only adequately but superiorly.

The ability to maintain team unity as well as hustle and desire, I feel, had a definite impact on the younger players within the project. This certainly has been both a successful and rewarding season as once again young men who were given the opportunity to experience new situations were able to excel.

It is hoped that within the coming years this team can serve as an example of how to cope with real and human situations while winning a championship.

BANTAM "B" BASKETBALL

Summarizing the basketball team and their season, I feel good about the team the way they improved from game to game. But I was a bit disappointed with the outcome of our season. I am not trying to take anything from our team because I am really proud of each one of the players. Needless to say, I feel that we had some bad breaks on the way (that's life).

I tried to teach the kids the basic fundamentals with the idea of them getting to be as good a basketball player as each individual wants to be. And someday even play pro basketball.

The idea of them understanding what it means to be good at whatever it is that they want to be, and be on the up and up with people, is what I tried to get across to them. To respect and have enough pride in themselves so that they could accomplish what they want (to care about themselves) is what I hoped they would see.

With five wins and three losses, it showed that they had made a bit of improvement.

CHEERLEADING EVALUATION

This year's basketball cheerleaders began practice in December on extemporaneous dance routines for tryouts in January. This was for the purpose of trying a new idea for half-time shows. All of the girls that came out were cheerleaders from the football project. Seven girls came out to practice and six showed up for try outs. Since only six showed up, I took all six girls.

We spent one hour a day working on cheers and another hour working on dance routines for the half time performances. These six girls were, I found, super human. The more I asked from them, the more they gave. These girls were not only asked to be cheerleaders but also to be performers of an extra technique. They were asked to perform for not only the Bantam A basketball team, but also the Bantam B. They were asked to practice not one hour a day but two hours a day. All of this was above and beyond what was expected of them. On top of that, they were asked to practice at least one hour even on the game days which were at least two days a week.

The girls in addition to all of this work, had to keep up with their two hours of academic work a week we require to be in the project. Aside from the two hours of academic work every girl did extra bonus work for added rewards in the project.

About half way through the project, as their coach who was demanding a great deal from them, I had a few twinges of guilt feelings wondering if they could possibly be keeping up in the regular school system while a great deal of their time and energies were spent here. I called the three schools and had the counselors run a check on all of my girls. I was prepared to hear the worst and blame myself and even demand less of my girls. To my surprise, every counselor I talked with had nothing but good reports on their academic work at school. Only one counselor stated that one girl had a number of tardies but was not behind in school. Another counselor was very excited over one girls progress, she had been doing poorly at school before being in the project but was now performing so well her teachers were all amazed. Of course, this dispelled any guilt feelings I might have had and I continued to work the girls just as hard.

To my knowledge, as a coach of the cheerleaders for the past eight years, this is the first time in the history of the project that every single girl's score improved. The highest grade level score improvement was a 1.6 meaning one full grade level and six months in a nine week period of programming. The area of concern being Reading Comprehension and Vocabulary. The amount of bonus work done by the girls in the project ranged from 1,200 points to 4,320 points. On the field, the range of points earned by the girls was from 6,500 to 7,700 points. The field hash marks on points being higher due to the extra demands on the court placed on the girls on two to three games a week instead of one game a week.

As far as problems on our team, most of them were dealt with by the girls themselves in discussion groups at practice. These they dealt with immediately and consisted of personality differences mostly. In the discussions on experimenting with drugs and boy-girl relationships and demands, I was in the group discussions and found them quite good.

All in all, I felt this cheerleading project was one of the most strenuous on the part of the girls and also the most fruitful as far as the academic and expansion of skills went. I feel this was one of the best cheerleading projects, as we attained the goals we set out to reach.

San Bernardino Trip

The smallest traveling squad in Palama's Championship tour history ventured to San Bernardino, California March 22-26. The team numbered only nine players, six cheerleaders, three coaches, equipment manager, and chaperone.

It was landmark in another sense too, it was the shortest of the "Scorpions" travels, taking advantage of the Kuhio Day holiday. The group left Honolulu at midnight on March 22 aboard a Continental 747.

The usual traveling procedure was greatly improved by the decision of Head Coach Kenneth Ling to put full social behavior responsibilities upon the tri-captains. These young men were returnees from the 1972 championship team and had developed a great wealth of "travel do's and don'ts" as well as a keen sense of propriety, responsibility - in the Palama vernacular - class.

The trip to Los Angeles, California was highlighted only by the disastrous revelation that the group was ticketed sans food. There are few fates more horrendous to Palama Settlement champion athlete than the thought of survival for 5 hours without food.

The crisis abated after Coach Ling reached deep into his pockets and purchased some fifty dollars worth of snacks.

The itinerary called for a 3 hour layover in Los Angeles. The time was spent in good spirits - eating breakfast, browsing in the airport shops, gawking at the mainlanders and being gawked at - talking in small groups, reading newspapers, enchanting youngsters with "Hawaii" stories, and cat napping.

The very short trip to Ontario, California was a relief and while the adult team contingent was anxiously peering for our San Bernardino hosts -- specifically Mr. Mel Barrett - representing the Parks and Recreation Department of the City - the team members resplendent in their aloha jackets and garland with leis were "blowing the minds" of several classes of elementary school youngsters who were touring the airport with their teachers - the most overheard remark was, "Are you REALLY a Hawaiian? - REALLY?"

Mel, a photographer and the friendliest of bus drivers, were waiting - and so was an air-conditioned bus.

The boys hastened to load the baggage into the bus - then a really unfortunate event unfolded - Brenda, on her first trip away from home, found her suitcase missing. It held all of her clothes; her uniform, everything - even her toothbrush - awe, poor Brenda. But she came through with flying colors - a real champion - no tears - no grumbling just two very large, frightened, and beautiful dark eyes.

As the bus approached the Sands Motel in San Bernardino, the group was surprised to see a large banner reading, Welcome Palama Scorpions Honolulu Basketball Champions.

After a late afternoon practice at a nearby Youth Center, the Palama group was hosted by the City Council, the Mayor, and the Parks and Recreation Department at a Al Fresco supper held at the cultural center. Coach, Kenneth Ling, presented the Aloha trophy from Governor John Durns and the State of Hawaii to Mayor Bob Holcomb and the City of San Bernardino, California for hosting the Scorpions.

The Palama team members gave leis, pineapples, and candy to their hosts and after an individual welcome to all the visiting team, Mayor Holcomb presented the key to the city and an honorary diplomatic credential to the Settlement group.

Saturday morning the group awakened early so that the trip to Snow Valley (a ski area in the San Bernardino mountains) could start on time. The hour-long bus ride passed quickly and soon the golden people from tropical Hawaii were cavorting pell mell in ten feet of snow.

The morning was filled with snow sliding, snow ball fights, building a gigantic snow lady - (a real Hawaiian Queen) - and just general rough house snow play - a first for all of the kids - it could be accurately described as a far out experience - and so was the fatigue that followed. Snow - the attitude - the dry air - hit the Scorpions with vengeance and after eating the sandwich lunch provided by their hosts - they collapsed into cold and saggy lumps as the bus carefully made the descent to the Valley.

After lunch, a rest, and a visit to a shopping center, the pre-game schedule took over and the serious business of the night's conflict with the highly touted San Bernardino "Bucks" - teenage champs in the area, filled the minds, hearts, and even the air at the motel.

The game was scheduled at 7:30; the bus was late picking the team up.

The classic basketball game that took place that night in the San Bernardino High School gym will long be remembered by all who were there.

Each team - exceptional athletes; each coach exceptionally skilled and inspirational and in all the desire to WIN.

The score was 59-60 in favor of the Bucks. With one second to play a Hawaii shot rimmed the basket and fell out - San Bernardino recovering the ball. The loss hurt - but the feeling in the game and the true sense of excellence in each team made it bearable - as well as under-standable.

Before the game started the fantastic Palama cheerleaders presented leis to the San Bernardino team coaching staff and officials.

After the game, the Palama players gave fresh pineapple and banana candy to their Californian counterparts. These acts - along with the fine exhibition of sportsmanship prompted statements by the California coaches, Mel Barrett, the host - the Mayor and countless others attesting the fact that never had they seen such genuine warm, brotherhood displayed.

The cheerleaders won the hearts - and respect of the entire group, cheering, dancing - their usual flawless performance.

The tired non-victorious group of Scorpions returned to the motel and after a rap session - to share the frustrations, disappointments, and delights of the game, the team went out to indulge in a favorite Palama pastime - they went to eat steaks.

A sleepy band of Hawaiians boarded the bus for Disneyland and the Tropicana motel after a warm and sincere aloha's to the kind folk in San Bernardino.

The day was spent in the typical 'Disneyland' manner - rides - souvenirs - food - good fellowship and new experiences - concluding with ice skating and miniature golf after Disneyland closed.

Monday morning an emotionally up but physically oh, so tired Scorpion crew journeyed to Knottsberry Farm and the Alligator Farm. At 5 p.m. the adventurers threaded their way in the homeward bound Los Angeles traffic to the airport and home. HAWAII NEI

The trip, short - packed full of new experiences - was over and so was 'Basketball '73' a basketball season and a project marked by the emergence of men.

SELECTION OF AWARDS

The determination of the highly prized "award winners" in the behavior modification project is done as objectively as possible.

The following awards are given by the criteria indicated: Mr. Football, Mr. Basketball, Miss Cheerleader -- the most coveted awards. A large perpetual trophy is engraved with the winner's name and the year -- he or she keeps the large trophy at home for several months then returns it to the Settlement's trophy case.

A smaller replica is given to the individual to keep.

Criteria

Academic target behavior is measured pre-project (achievement) then measured post-project. The amount of improvement is noted. Each participant is ranked according to his achievement; the highest number being assigned to the participant who has achieved the greatest gain.

Actual achievement

The post-tests are ranked by actual achievement levels and numbered, the highest number being assigned to the participant who scores highest, etc.

Physical Skill Improvement

The physical skills needed to play the reward activity are measured weekly in the project, and the participant whose actual skills has increased the most is assigned the highest number and the others listed appropriately.

Actual Game Performance

Game statistics are kept on each participant. The person acquiring the greatest number of game credits (tackles, key blocks, interceptions, scoring, rebounds, etc.) is assigned the highest possible number and the others listed appropriately.

If there are 44 team members the man with the greatest number of credits is assigned number 44, and the man with the fewest would be number 1.

The four numbers are added for each participant, and the person with the highest aggregate score is thereby Mr. Football, Mr. Basketball, or Miss Cheerleader.

Most Improved Scholar

Pre- and post-test improvement in target behavior.

Top Scholar

Highest actual academic achievement in target behavior.

It is well to note that each player who completes the project receives a team award for successfully completing the season.

Awards are given to reinforce the philosophy of actual reward for actual deeds.

Also, to emphasize again the cardinal fact that the only difference in accomplishing on the court or field and in the classroom is if you want to or not -- desire and motivation.

AWARDS BANQUET

The most memorable happening of the season occurred on April 6, 1973 at the Holiday Inn. Anxious cheerleaders and players roamed the Parrot Cage Hall speculating and anticipating the intended winners and awards that evening.

Our most gifted master of ceremonies, Mr. Rolando Buted, lead the way to an exciting evening of talented young speakers. Fituina Tua and "crew" did an excellent job of recognizing the volunteer mothers with fine words and corsages. Mrs. Uchiyara gave special recognition to chef's Higashino and Nakagawa for their "added touch" to the training table. Thereafter, several young men and women spoke very highly of their academic and field coaches as they presented each with awards.

After this highlight of the evening came the anticipated moment of individual recognitions. The award winners were as follows:

MR. BASKETBALL

Alfred Valeros - Bantam A
Aldo Kuiee - Bantam B
Rolando Buted - Midget A
Darren Mitta - Midget B

Roxanne Self - Miss Cheerleader

TOP SCHOLAR

Wendell Piiohia - Bantam A
Miller Maioho - Bantam B
Rolando Buted - Midget A
Tony Ng - Midget B

Brenda Singson - Cheerleader

MOST IMPROVED SCHOLAR

Alfred Valeros - Bantam A
Richard Teanio - Bantam B
Kelly Okudara - Midget A
Tony Ng - Midget B

Yvonne Silva - Cheerleader

TOP SKILL

Anson Malia - Bantam A
 William Kupau - Bantam B
 Robert Libed - Midget A
 Wendell Ancog - Midget B

MOST IMPROVED

Alfred Valeros - Bantam A
 William Kupau - Bantam B
 Darryl Wong - Midget A
 Darren Celebrado - Midget B

Additional awards were presented by Mrs. Earlene Chambers, to a select group of distance travelers (those who accumulated 40,000 miles plus). These were:

Roxanne Self - 47,050
 Donna Omine - 47,050
 Yvonne Silva - 47,050
 Suetana Patolo - 42,000+
 Anson Malia - 47,400
 Alfred Valeros - 47,944
 Clayton Artita
 Wendell Piiohia

Special mahalos to Kamehameha Florist for donating two leis and a lovely corsage, Dea's Florist for four corsages and the "New Affairs" who beautifully serenaded those in attendance. A special thanks also to Miss Mary Jane Brown for the courtesy flight bags from Western Airlines.

And our deepest appreciation to Mrs. Dorothy Kim, who spearheaded this most successful event that culminated the greatest season of our 5 year demonstration project.

A P P E N D I X

STAR CHART AND REWARD EVALUATION

The "Star Chart" is a visual view of stars that were earned by the participants, volunteers, and staff. The stars are placed on a weekly basis and represent work done in the previous week.

The participants earn hash marks academically and from the basketball skills area. These hash marks are used on the ratio of three-two to convert into a star. Participants also earned bonus points which were converted into hash marks when necessary. One-hundred bonus points is equal to one hash mark. The volunteers earned hash marks on a ratio of three-two with three coming from required work and two from bonus. These hash marks were converted into a star.

The stars were used to buy items that were listed on the reward chart. Some of these items were: jackets, anklets, headbands, wristbands, winged P's, etc.

A tally sheet was used to record all points and hash marks of the participants. The points and hash marks along with the star value were recorded in a bank account book for each participant, volunteer, and staff. The bank account book was recorded weekly and available to anyone who wanted to look at it. It was a very effective means of helping everyone see exactly where they stood.

Every one of the participants earned stars and used their stars to obtain the rewards they desired. Participants had a sufficient number of options for earning hash marks. For example, in addition to basketball skills and academics, vitamin taking and weekly attendance were included.

This system was an effective means of fostering positive motivation in our basketball project.

The mechanics of charting all the earned hash marks went quite well with another worker on board. However there are a few things that can be beefed up.

1. All rewards should be listed and placed in view of everyone.
2. Days and time should be set aside for ordering and picking up of rewards.
3. In the next project, another system of earned hash marks may have to be implemented due to the reward.

STAR CHART

CODE NUMBER	FIELD	VITAMINS	ON-TIME	100% CORRECT	BONUS POINTS	GROUP MEETINGS	STARS	SCHOLAR OF THE WEEK	ATHLETIC OF THE WEEK
1	28	2	10	20	2,385	9	15	2-5,12	
2	35	2	10	21	475	9	16	1-29	
3	20	2	4	2	160	5	9		
4	24	2	9	20	1,105	7	13	2-26	
5	38	2	9	8	490	8	14		
6	60	2	8	2	155	7	12		2-5,12,19
7	21	2	8	5	950	7	11		
8	24		7	3	170	7	9		
9	53		10	24	2,315	10	22	3-5,12, 19	1-29,2-26 3-12
10	25	3	10	7		10	11		
11	25	3	8	15	245	8	12	2-19	
12	45	3	10	19	720	10	18		3-5,12
13	70	2	10	35	990	9	27		2-5,12, 2-26,3-12
14	27	2					10		
15	21	2	9	14	2,300	9	12	3-5,12	
16	27	2	8	19	1,020	6	15	2-12	2-19
17	45	2	9	14	2,090	9	19	2-26	1-29,2-19
18	17	2					9		
19	31	2	9	16	2,345	9	16	2-26,3-12, 3-12,19	
20	23	2	8	17	345	8	13		2-19
21	19	2	8	10	375	8	10		
22	35	2	10	17	840	9	16		3-5,12
23	33	2	10	24	1,185	9	18	1-29, 2-5,2-19	
24	24	2					10		
25	23	2	6	7	800	7	9		
26	30	2	9	10		9	12		
27	78	2	10	8	100	9	15		1-29,2-5, 26,3-5,12
28	28	3	9	24	2,130	9	15	2-5,26 3-19	
29	29	3	9	21	1,150	9	14	2-12,26	
30	24	2	9	10		8	10		
31	40	2	8	10		7	11		
32	66	1	10	16	400	8	19	3-5	1-29,2-5, 12,3-5 2-19
33	56	3	10	9	355	9	15		
34	23	3	10	19	2,275	9	13	2-19	
35	53	2	10	15	1,400	8	20	1-29,3-12	
36	33	2	10	10	285	9	13		
37	46	1	6	3		6	11		2-26
38	37	2	6	12	305	6	13		

SKILL CHART - 1973
PALAMA BANTAM-A TEAM

CODE NO.	Number	Points Scored	Assists	Steals	Turn-overs	Rebounds	Blocked Shots	Tie-ups	Field Goal Percentage	Free Throw Percentage	Fouls	Technical	Good defensive plays	Time Played	Key Plays
26	21	50	16	16	34	55	2	6	27%		19	0	2	29	
27	23	193	73	85	68	184	28	15	48%		34	0	7	35	
28	62	47	17	28	11	33	6	2	30%		7	0	5	27	
29	64	30	14	8	27	67	13	5	33%		18	1	0	25	
30	1	14	6	11	13	11	2	2	33%		10	0	1	23	
31	72	118	55	53	43	98	16	11	31%		30	0	5	34	
32	52	222	74	53	55	81	3	12	47%		29	0	1	34	
33	15	154	91	77	68	112	12	7	37%		47	0	9	34	
34	60	17	6	14	13	29	3	3	31%		9	0	0	23	
35	70	141	41	64	67	163	21	28	30%		46	0	2	35	
36	40	52	23	17	22	35	3	4	40%		12	0	2	29	

SKILL CHART -- 1973
PALAMA BANTAM B TEAM

CODE NO.	Number	Points Scored	Assists	Steals	Turn-overs	Rebounds	Blocked Shots	Tie-ups	Field Goal Percentage	Free Throw Percentage	Fouls	Technical	Good Defensive Plays	Time Played	Key Plays
37	20	35	21	22	26	37	10	4			27		2	26	
38	21	18	6	23	16	53	5	3			13		3	23	
39	22	12	10	13	15	26	2	6			12		1	18	
40	23	41	7	21	32	65	5	17			22		1	29	
41	24	14	22	29	37	37	7	2			28	2		25	
42	31	7	12	10	37	25	0	3			11			19	
43	33	4	3	6	13	27	2	6			7		1	13	
44	34	3	8	6	11	31	4	7			11	1	1	14	
45	35	11	13	15	26	68	2	2			18		1	19	

SKILL CHART - 1973
PALAMA MIDGETS-A TEAM

Average per game

CODE NO.	Number	Points Scored	Assists	Steals	Turn-overs	Rebounds	Blocked Shots	Tie-ups	Field Goal Percentage	Free Throw Percentage	Fouls	Technical	Good defensive plays	Time Played	Key Plays
1	65	1.2	.7	1.2	1.9	2.6	.2	.7	35%	20%	.5	0	.2	2.2	
2	41	2.0	3.1	1.9	2.3	2.3	.5	1.2	42%	100%	1.0	0	.3	3.6	
Manager 3	54														
4	50	1.4	.4	.8	1.6	1.5	0	.3	50%	100%	1.2	0	0	2.1	
5	44	5.5	2.5	2.5	2.8	5.4	.6	.9	34%	31%	1.8	0	.3	3.8	
6	13	9.4	4.8	4.0	3.6	6.7	.7	1.2	43%	54%	1.4	0	.7	3.9	
7	26	.5	.4	.2	1.7	1.8	0	.3	23%	0	.9	0	0	1.8	
8	63	1.2	.5	.4	.3	.8	0	.4	42%	83%	.5	0	0	1.8	
9	42	10.5	2.1	3.1	5.2	8.5	.9	1.1	47%	49%	3.7	.1	.4	3.7	
10	12	1.8	.5	.1	3.5	1.6	0	.6	24%	0	1.3	0	0	2.2	
11	53	.6	.3	.4	1.2	.9	0	.2	33%	0	.9	0	0	1.8	
12	45	10.3	3.1	2.7	5.3	7.5	1.2	1.3	36%	50%	3.0	.2	.6	4.0	

SKILL CHART - 1973
PALAMA MIDGET B TEAM

CODE NO.	Number	points Scored	Assists	Steals	Turn-overs	Rebounds	Blocked Shots	Tie-ups	Field Goal Percentage	Free Throw Percentage	Fouls	Technical	Good defensive plays	Time played	Key Plays
13	14	35	16	33	36	87	6	15			14		2	31	
14	15	17	6	7	27	24	0	7			2			27	
15	13	0	1	4	13	1	1	5			4			22	
16	23	8	5	11	27	7	0	9			9			25	
17	24	19	13	10	23	55	7	7			17			29	
18	11	3	6	10	34	10	0	5			6			21	
19	21	1	9	11	29	19	2	10			5			27	
20	25	2	3	7	11	19	2	5			10			18	
21	73	0	0	1	7	3	0	2			2			16	
22	30	17	7	9	13	42	4	15			9			23	
23	71	12	5	8	18	24	2	8			13		1	23	
24	61	1	3	7	17	11	1	6			8			19	
25	32	10	8	16	39	33	5	6			17			19	

ACADEMIC
COACHES
FIELD HASH MARKS

CODE NUMBER	REQUIRED HASH	BONUS HASH	STARS	HOURS
53	24	18	8	59.30
54	42	8	3	41.00
55	47	26	13	37.00
56	45	19	9	43.00
57	38	13	11	6.00
58	29	12	6	27.05
59	35	2	1	17.30
60	49	12	5	35.30
61	27	4	2	20.45
62	24	12	6	35.30
63	39	12	4	15.30

PALAMA POP-WARNER
BASKETBALL SCHEDULE

BANTAM-A

<u>DATE</u>	<u>HOME</u>	<u>SCORE</u>		<u>VISITORS</u>	<u>SCORE</u>
Jan 25	PALAMA	67	vs	KALIHI	54
Jan 30	PALAMA	64	vs	PEARL CITY-A	35
Feb 6	PALAMA	84	vs	KAHALUU	26
Feb 13	PALAMA	62	vs	PUNCHBOWL	41
Feb 15	PALAMA	89	vs	KANEOHE	41
Feb 22	PALAMA	64	vs	PALOLO	36
Feb 27	PALAMA	82	vs	ALIAMANU	27
Mar 6	PALAMA	107	vs	PEARL CITY-B	35

BANTAM-B

Jan 25	PALAMA	39	vs	KANEOHE	34
Feb 1	PALAMA	37	vs	PEARL CITY-B	27
Feb 8	PALAMA	36	vs	KALIHI	39
Feb 15	PALAMA	38	vs	PEARL CITY-A	41
Feb 20	PALAMA	39	vs	PALOLO	35
Feb 22	PALAMA	36	vs	KAHALUU	33
Feb 27	PALAMA	32	vs	PUNCHBOWL	54
Mar 8	PALAMA	52	vs	ALIAMANU	43

MIDGETS-A

Jan 20	PALAMA	65	vs	KALIHI -A	24
Jan 27	PALAMA	55	vs	KALIHI VALLEY-B	39
Feb 10	PALAMA	46	vs	KALIHI-B	6
Feb 17	PALAMA	40	vs	KAPIOLANI-B	21
Feb 24	PALAMA	64	vs	PEARL CITY	32
Mar 3	PALAMA	43	vs	KAPIOLANI-A	44
Mar 10	PALAMA	47	vs	PEARL CITY (VIKINGS)	36
Mar 17	PALAMA	52	vs	KALIHI VALLEY-A	

MIDGETS-B

Jan 20	PALAMA	9	vs	PEARL CITY (VIKINGS)	33
Jan 27	PALAMA	27	vs	KAHALUU	23
Feb 3	PALAMA	17	vs	PEARL CITY	49
Feb 10	PALAMA	29	vs	KALIHI VALLEY-A	57
Feb 24	PALAMA	43	vs	KALIHI-B	9
Mar 3	PALAMA	27	vs	KALIHI-A	52
Mar 10	PALAMA	37	vs	KALIHI VALLEY-B	41
Mar 17	PALAMA	21	vs	MOANALUA	41

POP WARNER PROJECT AGREEMENT

As a member of the Pop Warner Football/Basketball Bantam/Midget/Cheerleading
team, I _____, hereby understand and agree with
the conditions set forth below:

1. In order to attend practice session, I must accumulate a specific number of points set by the staff at Palama Settlement. These points can be obtained by doing my assigned homework from Palama Settlement.
2. Practice sessions must be attended in order to participate in the scheduled games.
3. I am informed that there will be a home visit in order to obtain statistical data for this project.

Date _____

Signature/Child

Signature/Parent or Guardian

DONORS LIST

Ihalelo nui to the following benefactors -- without whom the project could not have existed:

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