

Palama Settlement



Basketball 1972
A BEHAVIOR MODIFICATION PROJECT
Honolulu, Hawaii

BASKETBALL 1972

A

DELINQUENCY PREVENTION

PROJECT

TABLE OF CONTENTS

| | Page |
|---|------|
| Staffing | 1 |
| Goal and Objectives | 2 |
| Project Evaluation | 3 |
| Participant's Description | 5 |
| Weight and Height Chart | 11 |
| Test Scores | 12 |
| Learning Center | 15 |
| Training Table | 19 |
| Parent Participation | 20 |
| Midget A Basketball | 21 |
| Midget B Basketball | 22 |
| Bantam Basketball | 24 |
| Cheerleading Evaluation | 25 |
| San Francisco Trip | 28 |
| Selection of Awards | 30 |
| Awards Banquet | 32 |
| Questionnaire Concerning the San Francisco Trip | 34 |
| Appendix: | |
| Sample Contract | i |
| Basketball Rating Chart | .ii |
| Cheerleading Rating Chart | .iv |
| Concept of Star Chart | v |
| Star Chart | .vi |
| Benefactors | vii |

STAFFING

| | |
|---|----------------------------|
| Executive Director. | Robert Higashino |
| Program Designer. | Earlene Chambers |
| Project Coordinator | Kenneth Ling |
| Learning Engineer | Joyce Tanji |
| Behavior Modification Consultant. | Bob Omura |
| | Social Welfare Development |
| | and Research Institute |
| | University of Hawaii |
| Neighborhood Development Supervisor | James Swenson |
| Academic Coaches. | Sharon Apo |
| | Valerie Butcher |
| | Keith Chang |
| | Harry Chun-Hoon |
| | Rob Cole |
| | Doug Crosier |
| | Duval Dutro |
| | Clayton Higa |
| | Carol Koshi |
| | Lance Mattson |
| | Glenn Ogawa |
| | Nelson Tani |
| | Vernon Wong |
| Training Table Staff. | Jeanette Hirakawa |
| | Trinidad Malia |
| | Bertha Maunupau |
| | Rosalind Nakagawa |
| | Violet Pifolia |
| | Catherine Uchihara |
| Cheerleading Coach. | Karel Ling |
| Midget A Head Coach | Vernon Wong |
| Midget A Assistant Coach. | Dennis Okimoto |
| Midget B Head Coach | Doug Crosier |
| Midget B Assistant Coach. | Bob Cole |
| Bantam Head Coach | Kenneth Ling |
| Bantam Assistant Coach. | Lance Mattson |
| | Duval Dutro |

BASKETBALL '72

GOAL: To increase the numerical skills of all participants an average of one stanine.

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 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 EVALUATION

This project, designed to divert early delinquent or pro-delinquent youngsters from "out-law" identity at an early age, uses operant techniques to acquire positive skills and basketball as the participant's reward. This was the eighth such project operated at the Settlement; the fourth utilizing basketball and cheerleading.

The 3 basic assumptions made some 5 years prior are still the foundations of the project mechanics:

1. That youngsters prefer the "in-law" identity.
2. That acquisition and competence of skills highly regarded by "in-law" society reduces the motivation towards delinquency.
3. That the total person is involved in meaningful change (growth).

The project is completely voluntary and open to any youngster in the area 10-15 years of age who is willing to sign the contract.

The initial contract for all participants includes an agreement on the part of the player.

1. To participate to the best of his ability in the pre- and post-testing.
2. To accept the skill menu designed by his academic coach.
3. To complete these programs at a rate of 90% or better to earn the necessary 100 points in advance of each week.
4. To attend and participate in daily practice.
5. To eat daily at the training table following the dietary guidelines that's prescribed.
6. To participate and follow medical, dental examination findings.

In exchange for these behaviors the Settlement provides excellent coaching, the best equipment and an opportunity to become a team member.

For team members other rewards are possible to earn: tickets to U.H. games, scholarship awards and if all project goals are attained at the end of the season, and in addition, if the team is the Oahu champions, an off-island post-season game will be accepted.

The target behavior rotates from one year to the next. First, word skills; reading, vocabulary, oral expression, expository writing, etc., then the next year numerical skills.

These, because the two basic knowledges required for all specialized learning in all areas, are words and numbers. There is no way to achieve any academic knowledge unless you have the basic skill of words and numbers.

Out-law behavior (anti-social or law violating) is monitored before and after the project but is not directly mentioned to the participants.

Again, this pre-dictated by the project philosophy of "what you talk about -- you get."

PARTICIPANT'S DESCRIPTION

1

A 13 year old of part Hawaiian extraction, he is a 7th grader at Stevenson Intermediate School. His family consists of an older brother in high school and his parents. His father has his own janitorial business and his mother remains at home as a housewife. The family resides in the Palama area.

2

He is a 15 year old youngster of Chinese and Filipino parentage. His father of Filipino ancestry is a construction worker while his mother, of Chinese ancestry, remains at home as a housewife.

3

He is a 12 year old of Japanese ancestry and is a 7th grader at Kawananakoa Intermediate School. He is the youngest of 3 children. His father is a typewriter repairman while his mother works in a restaurant. The family resides in the Nuuanu area.

4

A 13 year old youngster of part Hawaiian extraction, he is an eighth grader at Central Intermediate School. There are two children of whom he is the youngest. Both mother and father are unemployed. They reside in the Palama area.

5

He is a 15 year old of Negro descent and is a 9th grader at Dole Intermediate School. He was born in Georgia, and is the youngest of seven children of whom 3 still remain at home. Father and mother are separated and mother remains with the family. The family resides in an apartment in the Kalihi area.

6

He is a 13 year old of Filipino ancestry who is currently an 8th grader at Central Intermediate School. He is the second youngest of six children. He resides with his parents in the Palama area. His father is employed as a rigger while his mother is a housewife.

7

He is a 15 year old of Samoan parentage, and is a 9th grader at Dole Intermediate School. He does not live with his parents but instead resides with relatives in the Kalihi area.

8

A 15 year old of Samoan ancestry, he is one of 10 children. The family resides in a cottage in the Palama area. Both parents remain at home. His father is presently subsisting on disability insurance.

9

He is 12 years old and a 7th grader at Kalakaua Intermediate School. He is of Samoan parentage and one of 10 children. His parents are both currently unemployed, but his father receives disability insurance after a mishap he suffered. The family resides in the Palama area.

10

A 13 year old of Samoan descent, he is currently enrolled in the Palama Settlement In-Community Treatment Project after having previously been an 8th grader at Kalakaua Intermediate School. He is the 3rd oldest of 10 children. Both parents are unemployed with his father receiving disability insurance after a mishap. The family resides in the Palama area.

11

He is the second of 3 children. He is 12 years old and currently is a 7th grader at Central Intermediate School. He is of part Hawaiian ancestry. His parents are divorced and his mother remains at home in their residence in the Palama area.

12

He is 13 years old and an 8th grader at Central Intermediate School. He is the youngest of 2 sons. His parents, of Negro ancestry, are divorced. His mother is employed and the family resides in the Palama area.

13

He is a 12 year old of Japanese ancestry and is a 6th grader at a private school. He comes from a family of three children of whom he is the eldest child. His father is employed as a plumber while his mother remains at home as a housewife. The family resides in the Nuuanu area.

14

He is of Samoan extraction and a 14 year old, 8th grader at Dole Intermediate School. He is the third oldest of 4 children. His father is employed at the cannery while his mother is a housewife. The family resides in the Kalihi area.

15

His family consists of his mother, father, and their 4 children, 3 boys and 1 girl. He is the second oldest at 15 years of age. The family resides in the Palama area. Of Japanese descent, his father is a civilian plumber for the Navy. His mother, who is also of Japanese ancestry, is a waitress in a local restaurant.

16

A 13 year old of part Hawaiian descent, he is a student at Central Intermediate School where he is an 8th grader. He lives with his parents and other siblings in the Lanakila area and is the oldest child. His father is an ambulance driver and his mother is a nurse.

17

He is an 8th grader at Central Intermediate School. Of part Hawaiian extraction, he is 13 years of age. He resides with his mother, his 2 brothers, a sister, an aunt, and a cousin in an apartment in the Palama area. He is the second oldest child. His mother, who is divorced from her husband, is employed as a pre-school teacher's aide.

18

The second youngest of 7 children, he, a 13 year old of part Hawaiian extraction is in the 8th grade at Kalakaua Intermediate School. He resides with his family in a cottage in the Palama area. His father is unemployed while his mother is employed with a linen supply company.

19

He is a 13 year old youngster of part Hawaiian descent who is in the 7th grade at Central Intermediate School. He is the second oldest of 5 children. The family resides in their own apartment in the Liliha area. Both parents are employed. His father is a dispatcher for a trucking firm and his mother is a P.B.X. operator for an answering service.

20

A 14 year old of part Hawaiian ancestry, he is a 9th grader at Dole Intermediate School. He is one of six children and second oldest in the family. The family home is in the Kalihi area. His father is a miller by occupation and his mother is a housewife.

21

A 14 year old of part Hawaiian extraction, he is an 8th grader at Kalakaua Intermediate School. He is the second oldest of six children and lives with his parents in the Palama area.

22

He is a 6th grader at Likelike Elementary School and is 12 years of age. He is of part Hawaiian descent. There are 5 children in the family, 3 from his mother's first marriage. He is the youngest child. His father works at the cannery while his mother is employed in the maintenance department at a hospital.

23

He is a 14 year old of Hawaiian-Puerto Rican extraction. He lives with his parents in the Palama area. At home are two half brothers and a half sister from his mother's first marriage. His father works for a cannery while his mother works in a hospital.

24

She is 12 years old and is a 7th grader at Central Intermediate School. She is of Caucasian-Japanese extraction. She lives with her mother and 5 brothers and sisters in the Liliha area. Her mother is employed with the Department of Social Services.

25

She is a 13 year old of Filipino extraction and is an 8th grader at Central Intermediate School. The family resides in an apartment in the Palama area. She is one of 9 children at home. Both parents are at home; her father retired and her mother a housewife.

26

He is a 14 year old of part Hawaiian extraction and is the second oldest of 4 children. His father is currently away from home and his mother remains at home as a housewife. The family resides in the Palama area.

27

He is a 13 year old of Filipino extraction and is an 8th grader at Central Intermediate School. He lives with his parents in the Palama area. He is one of eight children. His father and mother are both employed.

28

He is a 15 year old of part Hawaiian ancestry and is currently in the 10th grade at Farrington High School. He is the only child remaining at home with his mother. His mother is employed as a practical nurse. They live in an apartment in the Palama area.

29

He is a 12 year old boy of Filipino extraction and is an 8th grader at Central Intermediate School. He is the fourth of 6 children. His mother, divorced, is a trainee in a business firm. The family resides in the Palama area.

30

She is a 12 year old of part Hawaiian extraction and a 7th grader at Kawananakoa Intermediate School. She resides with her family in the Nuuanu area. She is the fourth oldest of 6 children at home. Both parents are employed.

31

He is a 14 year old of part Hawaiian ancestry and is a 9th grader at Dole Intermediate School. He is one of 4 children in the family, however, he does not reside with his parents. He lives with an aunt near the Palama area.

32

She is a 13 year old of Filipino-Caucasian descent and is an 8th grader at Kawananakoa Intermediate School. She is the second of six children. Her father is a construction worker and her mother is a housewife. The family resides in an apartment in the Punchbowl area.

33

He is a 13 year old of part Hawaiian extraction and is an 8th grader at Central Intermediate School. He is the eldest of six children at home. His mother, a divorcee, remains at home with the family in the Palama area.

34

He is a 15 year old of Samoan ancestry and is enrolled in the 9th grade at Dole Intermediate School. He is one of 6 children at home. He lives with his parents in the Kalihi area. His father is a retired wood carver while his mother is employed in a laundry.

35

He is a 12 year old of Japanese ancestry and is a 7th grader at Dole Intermediate School. He is the third oldest of the 6 children. The family resides in the Kalihi area. His father is a sheetmetal worker and his mother is a housewife.

36

He is a 15 year old of Hawaiian-Filipino-Japanese ancestry and is the sixth oldest of 9 children. His mother and father are separated and only his mother remains with the family. She is a pre-school teacher. The family resides in the Palama area.

37

He is a 13 year old of part Hawaiian ancestry and is a 7th grader at Central Intermediate School. He is the youngest of 4 children. He lives with his parents in the Liliha area. Both parents are employed.

38

He is a 15 year old of part Hawaiian ancestry and is a 10th grader at McKinley High School. Both parents are employed and the family resides in the Liliha area.

39

He is the second youngest of 4 children and a 7th grader at Central Intermediate School. He is 13 years of age and of part Hawaiian extraction. His parents are both employed. The family lives in the Liliha area.

40

He is a 13 year old of part Hawaiian descent and is an eighth grade student at Kalakaua Intermediate School. He is one of 4 children, being the third oldest. His parents run a store in the Palama area and this is where the family also resides.

WEIGHT AND HEIGHT CHART

| CODE NUMBER | 1/6/72 | | 3/16/72 | |
|-------------|-------------------|--------------------|---------------------|----------------------|
| | WEIGHT | HEIGHT | WEIGHT | HEIGHT |
| 1 | 135 | 63 $\frac{3}{4}$ " | 138 $\frac{1}{2}$ | 64" + |
| 2 | 130 | 65" | 131 | 65" + |
| 3 | 104 $\frac{1}{2}$ | 58 $\frac{1}{2}$ " | 106 | 58 $\frac{1}{2}$ " + |
| 4 | 120 | 63" | 122 | 63 $\frac{1}{2}$ " + |
| 5 | 157 $\frac{1}{2}$ | 71" | 157 | 72" + |
| 6 | 70 | 56" | 71 | 56" + |
| 7 | 129 $\frac{1}{2}$ | 64" | 133 $\frac{1}{2}$ | 64" + |
| 8 | 132 $\frac{1}{2}$ | 65 $\frac{1}{2}$ " | 132 $\frac{1}{2}$ | 65 $\frac{1}{2}$ " S |
| 9 | 103 $\frac{1}{2}$ | 61" | 105 | 61 $\frac{3}{4}$ " + |
| 10 | 119 | 65" | 118 | 65" - |
| 11 | 80 $\frac{3}{4}$ | 59 $\frac{1}{2}$ " | 81 $\frac{1}{2}$ | 59 $\frac{1}{2}$ " + |
| 12 | 88 $\frac{3}{4}$ | 60 $\frac{1}{2}$ " | 91 | 61 $\frac{1}{2}$ " + |
| 13 | 97 | 60 $\frac{1}{2}$ " | 91 | 60 $\frac{1}{2}$ " - |
| 14 | 132 $\frac{1}{2}$ | 65 $\frac{3}{4}$ " | 129 $\frac{1}{2}$ | 65 $\frac{3}{4}$ " - |
| 15 | 142 | 65" | 140 $\frac{1}{2}$ | 65" - |
| 16 | 121 $\frac{3}{4}$ | 60" | 119 | 61" + |
| 17 | 90 $\frac{1}{4}$ | 59" | 94 | 59 $\frac{1}{2}$ " + |
| 18 | 137 | 65" | 138 $\frac{1}{2}$ | 65" + |
| 19 | 115 $\frac{1}{2}$ | 61 $\frac{1}{2}$ " | 116 | 61 $\frac{1}{2}$ " + |
| 20 | 142 | 67" | 143 $\frac{1}{2}$ | 67 $\frac{1}{2}$ " + |
| 21 | 98 $\frac{1}{2}$ | 59 $\frac{1}{2}$ " | 95 | 60" - |
| 22 | 85 $\frac{1}{2}$ | 60" | 85 $\frac{1}{2}$ | 60" S |
| 23 | 135 | 62" | 137 | 62 $\frac{1}{2}$ " + |
| 24 | 81 | 57" | 81 | 57 $\frac{1}{2}$ " + |
| 25 | 88 $\frac{3}{4}$ | 60" | 88 $\frac{3}{4}$ | 60" + |
| 26 | 142 $\frac{1}{2}$ | 65" | 146 | 65" + |
| 27 | 111 | 60" | 112 | 61" + |
| 28 | 147 $\frac{1}{2}$ | 67 $\frac{1}{2}$ " | 149 | 67 $\frac{3}{4}$ " + |
| 29 | 120 | 63 $\frac{1}{4}$ " | 122 | 64" + |
| 30 | 80 | 58" | 80 | 58" S |
| 31 | 114 | 64" | 125 $\frac{1}{2}$ | + |
| 32 | 86 $\frac{1}{4}$ | 60 $\frac{3}{4}$ " | 91 | 61 $\frac{1}{4}$ " + |
| 33 | 117 $\frac{1}{2}$ | 66 $\frac{1}{2}$ " | 114 $\frac{1}{2}$ | 66 $\frac{1}{2}$ " - |
| 34 | 142 | 69 $\frac{1}{2}$ " | 150 $\frac{1}{2}$ | 69 $\frac{1}{2}$ " + |
| 35 | 100 | 57 $\frac{1}{2}$ " | 100 | 57 $\frac{1}{2}$ " S |
| 36 | 114 $\frac{1}{2}$ | 61" | 116 | 61" + |
| 37 | 104 | 62 $\frac{1}{2}$ " | 108 | 63" + |
| 38 | 158 | 68" | 157 $\frac{1}{2}$ " | 68" - |
| 39 | 105 | 62 $\frac{1}{2}$ " | 108 | 63" + |
| 40 | 88 $\frac{1}{2}$ | 63 $\frac{1}{2}$ " | 93 $\frac{1}{2}$ | 63 $\frac{1}{2}$ " + |
| *41 | 80 | 54 $\frac{1}{2}$ " | 80 | 54 $\frac{1}{2}$ " S |
| *42 | 99 $\frac{1}{2}$ | 61 $\frac{1}{2}$ " | 95 | 61 $\frac{1}{2}$ " + |
| *43 | 62 | 49 $\frac{1}{4}$ " | 62 | 49 $\frac{1}{2}$ " + |
| *46 | 72 | 53 $\frac{1}{4}$ " | 72 | 63 $\frac{1}{2}$ " + |
| *47 | 129 | 62" | 129 | 62" S |
| *48 | 188 | 70" | 188 | 70" S |

TEST SCORES

| Code Number | Grd. | Test | Pre-test | | | Test | Re-test | | | Test | Post-test | | | Grd. | Improve. |
|----------------|------|------|-----------------|-----------------|-----------------|------|-----------------|-----------------|-----------------|------|-----------------|-----------------|-----------------|------|----------|
| | | | Arith. Reas. | Arith. Fund. | Total Arith. | | Arith. Reas. | Arith. Fund. | Total Arith. | | Arith. Reas. | Arith. Fund. | Total Arith. | | |
| 1 | 7 | JW | 6.4 | 6.5 | 6.5 | | | | | JY | 6.4 | 6.8 | 6.8 | J | .3 |
| 2 | 9 | JW | 8.6 | 7.4 | 7.8 | EW | 7.1 | 7.2 | 6.5 | EZ | 7.8 | 7.6 | 7.8 | E | 1.3 |
| 3 | 7 | JW | 8.4 | 8.0 | 8.3 | | | | | JY | 9.4 | 12.4 | 11.0 | J | 2.7 |
| 4 | 8 | JW | 6.4 | 6.5 | 6.0 | EW | 5.8 | 6.5 | 6.3 | EZ | 6.4 | 7.6 | 7.3 | E | 1.0 |
| 5 | 9 | JW | 5.2 | 6.4 | 5.9 | EW | 6.2 | 6.1 | 6.2 | EZ | 6.4 | 6.7 | 6.7 | E | .5 |
| 6 | 8 | JW | 5.6 | 6.9 | 6.5 | EW | 5.1 | 6.3 | 6.0 | EZ | 6.4 | 7.4 | 7.1 | E | 1.1 |
| 7 | 10 | JW | 6.4 | 7.0 | 6.9 | EW | 6.6 | 7.1 | 7.0 | JY | 7.5 | 8.8 | 8.5 | J | 1.5 |
| 8 | 9 | JW | 7.0 | 7.0 | 7.1 | EW | 6.6 | 7.2 | 7.1 | EZ | 7.9 | 7.6 | 7.8 | E | .7 |
| 9 | 7 | JW | 6.1 | 7.1 | 6.9 | | | | | JY | 7.7 | 9.3 | 8.6 | J | 1.7 |
| 10 | 8 | JW | 6.6 | 7.4 | 7.2 | | | | | JY | 5.8 | 6.4 | 6.2 | J | 1.0 |
| 11 | 7 | JW | 7.9 | 7.5 | 7.7 | | | | | JY | 7.9 | 9.4 | 8.8 | J | 1.1 |
| 12 | 8 | EW | 6.3 | 5.3 | 5.7 | | | | | EZ | 6.9 | 7.0 | 7.1 | E | 1.4 |
| 13 | 6 | EW | 6.2 | 5.0 | 6.1 | | | | | FZ | 7.2 | 7.7 | 7.6 | E | 1.5 |
| 14 | 8 | JW | 5.3 | 6.3 | 5.9 | EW | 4.5 | 6.0 | 5.4 | FZ | 5.3 | 5.8 | 5.7 | E | .3 |
| 15 | 10 | AW | 12.6 | 13.0 | 12.9 | | | | | AY | 14.7 | 14.2 | 14.4 | A | 1.5 |
| 16 | 8 | JW | 6.1 | 5.4 | 5.5 | EW | 6.4 | 5.2 | 5.7 | EZ | 6.2 | 6.1 | 6.2 | E | .5 |

| Code Number | Grd. | Test | Arith. Reas. | Arith. Fund. | Total Arith. | Test | Arith. Reas. | Arith. Fund. | Total Arith. | Test | Arith. Reas. | Arith. Fund. | Total Arith. | Grd. Improve. |
|----------------|------|------|-----------------|-----------------|-----------------|------|-----------------|-----------------|-----------------|------|-----------------|-----------------|-----------------|------------------|
| 17 | 7 | JW | 5.1 | 5.9 | 5.4 | EW | 4.7 | 5.1 | 5.0 | EZ | 5.0 | 5.3 | 5.3 | E .3 |
| 18 | 8 | JW | 6.1 | 7.8 | 7.3 | | | | | JY | 7.0 | 8.1 | 7.8 | J .5 |
| 19 | 7 | JW | 7.7 | 7.1 | 7.3 | | | | | JY | 6.9 | 7.4 | 7.3 | J 0 |
| 20 | 9 | JW | 7.8 | 7.8 | 7.9 | EW | 6.3 | 7.7 | 7.4 | EZ | 7.8 | 8.5 | 8.2 | J 2.3 |
| 21 | 8 | JW | 5.9 | 6.5 | 6.3 | | | | | JY | 7.2 | 7.0 | 7.1 | J .8 |
| 22 | 6 | EW | 6.6 | 7.4 | 7.2 | | | | | EZ | 7.1 | 7.5 | 7.4 | E .2 |
| 23 | 9 | JW | 10.6 | 11.7 | 11.3 | AW | 12.3 | 14.2 | 13.5 | AY | 13.4 | 14.1 | 13.8 | A .3 |
| 24 | 7 | EW | 6.2 | 7.4 | 7.1 | | | | | EZ | 7.1 | 8.2 | 7.9 | E .8 |
| 25 | 8 | JW | 8.8 | 10.7 | 9.5 | | | | | JY | 11.0 | 12.1 | 11.7 | J 2.2 |
| 26 | 9 | JW | 8.6 | 7.9 | 8.3 | | | | | JY | 10.1 | 9.1 | 9.5 | J 1.2 |
| 27 | 8 | JW | 6.0 | 7.8 | 6.5 | | | | | JY | 7.0 | 7.7 | 7.5 | J 1.0 |
| 28 | 10 | AW | 8.2 | 9.2 | 8.8 | EW | 7.1 | | | AX | 9.2 | 12.7 | 11.4 | A 2.6 |
| 29 | 7 | JW | 6.1 | 6.9 | 6.7 | | | | | JY | 7.8 | 7.6 | 7.7 | J 1.0 |
| 30 | 7 | EW | 6.6 | 7.1 | 7.0 | | | | | EZ | 7.2 | 7.9 | 7.8 | E .8 |
| 31 | 9 | JW | 8.4 | 7.9 | 8.2 | | | | | JY | 10.6 | 8.2 | 9.2 | J 1.0 |
| 32 | 7 | EW | 6.6 | 6.9 | 6.9 | | | | | EZ | 6.8 | 7.0 | 7.0 | E .1 |

| Code Number | Grd | Test | Arith. Reas. | Arith. Fund. | Total Arith. | Test | Arith. Reas. | Arith. Fund. | Total Arith. | Test | Arith. Reas. | Arith. Fund. | Total Arith. | Grd. Improve. | |
|----------------|-----|------|-----------------|-----------------|-----------------|------|-----------------|-----------------|-----------------|------|-----------------|-----------------|-----------------|------------------|-----|
| 33 | 8 | JW | 8.4 | 6.7 | 7.3 | | | | | JY | 9.4 | 9.8 | 9.6 | J | 2.3 |
| 34 | 9 | JW | 5.5 | 7.3 | 6.8 | EW | 6.8 | 6.8 | 6.9 | JY | 8.1 | 7.9 | 8.1 | J | 1.3 |
| 35 | 7 | JW | 8.8 | 9.8 | 9.3 | | | | | JY | 12.0 | 11.5 | 11.8 | J | 2.5 |
| 36 | 9 | JW | 9.1 | 10.6 | 9.9 | AW | 8.9 | 12.7 | 11.3 | AX | 12.6 | 12.7 | 12.7 | A | 1.4 |
| 37 | 7 | JW | 6.4 | 6.6 | 6.6 | EW | 6.9 | 6.5 | 6.7 | EZ | 6.0 | 7.1 | 6.8 | E | .1 |
| 38 | 10 | AW | 7.0 | 6.8 | 7.1 | EW | 6.8 | 8.5 | 7.9 | EZ | 7.8 | 8.7 | 8.2 | E | .3 |
| 39 | 7 | JW | 7.8 | 7.1 | 7.4 | | | | | JY | 6.7 | 7.4 | 7.3 | J | -.1 |
| 40 | 8 | JW | 7.9 | 8.9 | 8.6 | | | | | JY | 9.4 | 12.4 | 11.0 | J | 2.4 |
| *43 | 5 | EW | 5.3 | 4.7 | 5.0 | | | | | EZ | 6.2 | 5.8 | 6.0 | E | 1.0 |
| *46 | 5 | EW | 5.6 | 5.8 | 5.8 | | | | | EZ | 6.6 | 7.4 | 7.2 | F | 1.4 |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

LEARNING CENTER

At the onset, each student was tested or retested (as needed) before being programmed. A priority test of learning difficulties was developed for each student to determine specific areas of difficulties. The student was then programmed accordingly. After each unit of learning was completed, the student was administered a test. A quality of 90% was required in order for him to continue on to another area. If he failed this he either corrected his errors if they were slight or was re-programmed in the same area with different materials.

The Academic Coaches had access to a prescription catalog which listed the available programmed materials in each area and possible alternative programs.

Each student was required to earn 100 points per week for practice. Approximately two (2) hours of work was required for each 100 points earned. The student could do bonus work on the ratio of 100 points for each hour of work. Approximately 85% of the students in the project turned in bonus work. Twenty-four students made over 500 points while three made over 1,500.

All work was expected to be turned in by Thursday at 9:00 p.m. to qualify for the following week's practice. If this was done, the students earned a hash mark. For each day his work was late, one quarter playing time was deducted. Both the negative and positive reinforcements were a great success in achieving the resultant behavior.

Hash marks were also earned for 100% quality on unit tests. Due to this incentive, students were "crying" for tests.

The hash marks earned in the Learning Center combined with those earned on the court were converted to gold stars (5 hash marks = 1 gold star). The stars were then exchanged for various rewards such as head bands, wrist bands, knee pads, jackets, etc.

An added incentive was the "public notice" of the scholar of the week selected on the basis of several factors -- i.e., on time work, bonus points, and test results.

The difficulties in programming stemmed from various factors. Some program materials were appropriate for the area but inappropriate to the students reading ability. (Either extremes -- very easy or too hard.) The stated time element was not appropriate to our population. Some kids took longer than anticipated on certain materials. In a few areas, a listed number of materials were available -- generally inadequate to cover the items sufficiently. In these cases materials needed to be developed in our Learning Center.

In terms of a better utilization of the priority list of learning difficulties, a comprehensive review of all errors the particular student made on the CAT would give us a more accurate picture of where to focus in. (Some kids are good guessers on a test or may have made careless errors.) Accuracy is so essential in the math area.

Testing/Test Results:

Much of the pretesting was done during the Christmas holidays while the post-test was accomplished during Easter vacation.

The project ran twelve weeks with each student spending a minimum of twenty-four hours developing his numerical skills during those weeks. All testing was conducted in the Learning Center by staff. The CAT (1957 ed.) battery (elementary, juniors and advanced) was utilized for this project. A different form was used for the pre- and post-tests.

(See attached sheet for individual grade improvement.) The average grade improvement for the 1972 Basketball Project was 1.4 (including 3 non-improvers).

Academic Coaches:

There were sixteen Academic Coaches (6 volunteers, 10 staff) in this project. All Academic Coaches were directly or indirectly supervised by the Learning Center Engineer. Programming, tardy slips, and practice slips were checked weekly by the engineer.

All Academic Coaches were placed on a BM program whereby each Academic Coach was required to fulfill certain tasks each week in order to earn a gold star. The stars were then exchanged for jackets, shirts or free dinners for two at the Ilikai. Posting of the star chart was in itself a great incentive (as were the student chart). Programming the Academic Coaches was most successful in getting the required results. This, if anything, should be continued and perhaps further rewards formed or developed for the Academic Coaches. (See attached chart on total stars earned.)

During the project, it was more expedient and efficient to work with the staff as Academic Coaches rather than volunteers mainly because the volunteers were present only a few hours per week. Staff was more in tune with the project in terms of program and basic mechanics because of this. Communications were more intense and more frequent. Besides these short-comings the volunteers in general functioned fairly well.

Only two volunteers in particular, were not able to function up to par throughout the project.

According to the Academic Coaches evaluations thus far turned in, the priority lists and catalog were generally used. Most times the list was helpful and the materials available met the needs of their students. The Course Code system was generally not confusing, at times. A majority of Academic Coaches did find the need to develop their own materials. Most times there were enough copies of program materials available to their students.

Generally there was enough time to program for their assigned students.

The volunteers in this project did not involve themselves as much in the other aspects of the programs although they were generally at the Settlement at least once a week. Involvement was emphasized but not followed through.

General Comments:

From my point of view, this project ran fairly smoothly with only a few problems encountered. I did find it difficult to keep on top of all situations especially unexpected areas. A few problem areas can be minimized by improving the pure mechanics of running a project; other areas which involve human beings who tend not to be perfect -- like me!

Staff being responsible for volunteers worked out well during this project. This system would be essential in a larger project like the Football Project.

All the Academic Coaches exerted a great deal of effort in programming for their kids. They should be praised for all their work and time. It was good to see the coaches up in the Learning Center concerned about their kids performance in the academic area. It was also heartening to see the Project Director more involved in the Learning Center. It would be further heartening to see him now involved in future projects.

Star Chart:

See attached sheet for total stars earned by each individual.

Each star represents five hash marks earned in the Learning Center and on the count (3-2 ratio). The stars were then exchanged for goodies such as head-bands, knee pads, wrist bands, jackets, etc. A record of trade was kept by Dorothy Kim.

| CODE NUMBER | TOTAL GOLD STARS EARNED |
|-------------|-------------------------|
| 1 | 5 |
| 2 | 7 |
| 3 | 11* |
| 4 | 12* |
| 5 | 10 |
| 6 | 10 |
| 7 | 13* |
| 8 | 6 |
| 9 | 9 |
| 10 | 4 |
| 11 | 10 |
| 13 | 7 |
| 14 | 6 |
| 15 | 9 |
| 16 | 3 |
| 17 | 4 |
| 18 | 8 |
| 19 | 6 |
| 20 | 7 |
| 21 | 7 |
| 22 | 5 |
| 23 | 6 |
| 24 | 12* |
| 25 | 11* |
| 26 | 7 |
| 27 | 4 |
| 28 | 6 |
| 29 | 7 |
| 30 | 9 |
| 31 | 7 |
| 32 | 11* |
| 33 | 5 |
| 34 | 7 |
| 35 | 7 |
| 36 | 9 |
| 37 | 10 |
| 38 | 8 |
| 39 | 5 |
| 40 | 9 |

* Outstanding point accumulator

TRAINING TABLE

Training table started right after the Christmas holidays, on January 4. Mrs. Rosalind Nakagawa was hired as part-time staff in charge of the training table aspect. The following menus will give you an idea of the kinds of meals that were served:

Hamburger Meat Loaf
Buttered Carrots
Jello
Fruit Salad
Bread & butter
Milk

Chow Fun with Vegetables
Rice (optional)
Fruits
Bread & butter
Milk

During the project a total of 2,843 meals were served (only participants), averaging an attendance of 49 persons daily for 58 days. Preparation of 60 meals were planned for daily.

Because the older boys (Bantams) played their games in the evenings, adjustments for meal time had to be arranged. Besides the meals being served, there are other things that happened.

- A. Taking daily attendance
- B. Making weekly clean-up assignments
- C. Weight and height chart
- D. Maintaining a running list of kitchen volunteers
- E. Operating the concession booth

With the help of some talented volunteers the concession booth was added as a money-making project.

It involved the participants and volunteer parents. Many volunteers -- staff, parents, participants, friends and time and effort went into this project to make it successful.

PARENT PARTICIPATION

In the Basketball Project of 1972, there was a total of 45 participants in the program. My point is, out of three parent meetings that was held, no way did we have 45 parents in attendance. One would think poor turn out means poor participation -- on the contrary. They may not have attended any of the meetings however, there was other areas of help that was needed.

1. After game meals (which included all the participants).
2. Helping in the training table area.
3. Helping to man the concession booth.
4. One - money making project - Huli Huli Chicken Sale.
Very successful.

How does one measure success in participation -- by bodily attendance, by what they can do and provide or by numbers. None the less, we do need parent involvement.

MIDGET A BASKETBALL

I feel that this season was a very successful one as shown by our accomplishments. We were division champions and were second in the Oahu Pop Warner playoffs. I feel that we played well as a team. There were two occasions, however, in which the team did not play up to its normal capacity and these occasions led to the only two defeats of the season.

We had a strong team at the beginning and grew in strength up until the end of the season. Perhaps the best evidence of this statement was shown when three members of the starting team were on suspension. We played three games without them and won all three games including a very crucial one against a top team in our division. Further evidence was our ability to run a platoon system toward the end of the season and during the round robin playoff. Our second unit was able to keep up with the other top Pop Warner starting teams.

I feel that this season was also rewarding in that it brought about maturation in several team members. Leonard Segovia learned to stand up on his own and became a leader as well as a good basketball player. Curtis Kealohapauole learned that the team could win without him and he became a little more humble with his verbal interactions. Faima Faletogo also became a little more humble with his words and expressed himself with his actions in becoming a good leader as well as an example on the court. For these things to take place in one season I feel is an accomplishment.

As a whole I feel this team has developed itself from boys to wholesome young men. Wholesome in the sense that they have developed themselves physically as well as intellectually.

MIDGET P. WASHNETBALL
HEAD COACH

My reflections on the past project as a coach are rewarding ones. If I were to describe the season in one word, I would say it was challenging. It was not only challenging in the practical aspects of coaching a team, but it was challenging to me personally. I came across many situations that were never described in coaching manuals. From these experiences, I gained invaluable knowledge in providing a medium for maximum success in improvements of project participants.

My first reaction upon notification of being a coach was one of uncertainty. This was to be my first experience at a coaching capacity and conjoined with this was the fact I knew little about the game strategy itself. I read coaching manuals and "how to" books on basketball. One can only learn so much from paper. The first week or two were shaky ones.

I was always conscious of my instructions to the players and not too assertive. As the weeks went by, I gained great confidence for I began to get the feel of coaching. I also discovered coaching demanded a great deal of assertiveness. When my coaching style began to change, the performance of the team also changed for the better. Instead of explaining how executions and maneuvers "should" be done, my approach changed to telling the teams how executions and maneuvers "will" be done. I also learned many sidenotes that were essential in successful coaching. For one thing, I discovered that making assumptions about anything turned disastrous. Never assume anything became a cardinal rule for me.

Another thing was realizing the impact of my expression of feelings. If I radiated confidence, the team believed in themselves. On the other hand, however, if during a game I gave outward signs of losing hope, the team's fight diminished rapidly. Another realization was that regimentation was absolutely necessary. Lack of discipline was probably responsible for many of our defeats. By the end of the season, I was able to pick up enough insight to produce a winning team who took the consolation round-robin playoffs. Although the challenge was great, I thoroughly enjoyed the season and I am looking forward to my next opportunity. The team itself was in a peculiar situation. Our schedule included only "A" teams. Considering the players we started with and the opponents we played, the team did a job well done. I have no hesitation to say that if the scheduling had been different ("B" teams playing "B") we would have swept our division.

MIDGET B BASKETBALL
ASSISTANT COACH

Considering all the aspects of the happenings this season, the Midget B team was a success. A success, I might add, that was richly deserved.

I must say that going into the season my head was not in the right place to be effective to any great degree as a coach. I knew little about the sport and my delivery as a teacher of it reflected this. That changed as the season progressed.

Natural ability and aggressiveness were almost non-existent on the team at the open of the season. There were a couple exceptions. The team and the coaches lacked confidence in themselves. The "B" team was made up from rejects of the "A" team and every one knew it. Overcoming our feeling of inferiority was our greatest test and turned out to be our greatest triumph.

The basic skills of the game were taught by the coaches to the best of their ability. The team picked up what was being taught but there was something missing. That spark that ignites belief was not there. I don't think that I as a coach really believed in the team either, at first. I guess the team could feel the shakiness of the faith put in them by the coaches.

Through the entire season the team worked very hard. Winning the consolation championship made the hard work worth every drop of sweat, and sometimes tears, that was put into winning it.

I wish that it could have been so that the "B" team had played teams that were in the same bracket and not so many "A" teams. However, I feel that the stiff competition aided our growth and maturity toward being champions.

The Midget "B" team was made up of a fine bunch of young men. At the end of the season they were very aggressive ball players and exhibited good team work and lots of hustle and desire. The hustle and desire was always there.

If we again have a big turn out, I feel there should be a "B" team. Those who aren't quite as good or coordinated as others still should have a right to play and express themselves physically.

This season was a great teacher for me and I consider myself a great student.

BANTAM BASKETBALL

Practice began in the middle of December with 20 young men vying for positions on the team. Within a week there were only 16 young men left. A final cut was made which brought the team to 15. The team itself was loaded with a wealth of talent which was both nice and yet difficult in terms of finding the right combination to live up to a previous Palama Settlement team. The team worked hard and was able to maintain their esprit de corps and go through the season undefeated.

The young men's ability to maintain a rigorous conditioning program was amazing as within one hour of practice 50% of the time was spent strictly in running drills. Their ability as a team to come up for the game provided much relief to the coaches. Problems that arose within the season were minor considering the amount of pressure that these young men were living under.

Palama Settlement's Bantam team in regular play, had not been defeated for the last two years and this was ever present in their minds as they went through the third undefeated season.

It is felt that this team above all, withstood the pressures of the adults and officials and worked all the way through even in their post-season game as a team. It was a coach's delight to see team work, such as this on and off the court.

It should be also noted that within this successful basketball season the majority of young men were able to share in the glory and proved this on the courts by providing the chance to excel. It is hoped that next year's team will be able to have the teamwork, hustle and desire as did the 1972 bantam team.

CHEERLEADING EVALUATION

We began the project with seven girls trying out for cheerleading for basketball and the worker accepted all seven on the team. In the first week a girl dropped out stating she needed a rest as she had been in two previous projects.

The age range of the girls was nine through thirteen, Cindy Artita being the youngest and Monica Peralta and Bessie Melim being the oldest. The others were all twelve years of age.

The girls practiced five days a week for an hour and a half. They earned their points in Learning Center, and also showered and ate dinner at Palama.

The one noticeable problem during the project was with our nine year old who had great difficulty learning the skills the other girls created, due to her lack of coordination. I found that her interest soon dropped when she felt she was behind because the others were moving ahead so rapidly. She soon started missing one to two practices a week and about two-thirds of the way through the program she dropped out. Also, at the end of the program another girl dropped out just before we took our trip to the mainland. According to the girls, she had been threatened by her parents that when we went to the Mainland, they were going to have her stay there with a sister and not return to Hawaii.

At the end of the project we had four very skilled young ladies. Their skills were in the area of mixture of routines which cover tumbling, dance steps, many different styles of jumps, and motions which incorporated cheerleading styles from Hawaii to North Carolina.

I found the girls in this program to be very creative in writing their own words to popular songs and regular cheers. They had to be ingenious about creating their motions to avoid any duplications. Much of their creative work were on their own, the worker only worked with them on a few changes and on perfection.

All of the girls completing the program went up in their academic skills from a .1 up a 2.2 increase, from lowest to highest increase. All of the girls kept up their work every week and only one was in point trouble during the project. The girls spent most of their afternoons before practice in the Learning Center, and some evenings after dinner also. One of the girls, Roxanne Self, became scholar of the week a couple of times, which meant she had to put in extra time to earn a lot of bonus points to gain this status. She earned a total of 4,805 points during the project, with Monica Peralta right behind her with a total of 3,665 and Donna Omine with a total of 3,650 points and Yvonne very close, except for Roxanne, who went about 1,200 points ahead of the others.

The attitude of the girls was excellent during this project, all girls scoring high in this area. The increase in performance was also very good with Yvonne Silva leading in this area of the program.

Miss Cheerleader went to Monica Peralta this year, with the other three girls being within five points range behind her. Donna Omine was runner up with only one point behind Miss Cheerleader of 1972.

I feel this was indeed my most rewarding project as a coach, and I feel the cheerleaders made this program a big success, with their enthusiasm and determination of becoming the best in Hawaii, and they were the best.

C H E E R L E A D E R ' S
A C A D E M I C S K I L L S
POINTS 10 - 7

| CODE NUMBER | LEARNING CENTER OUTPUT | HIGHEST SCHOLASTIC SCORE | HIGHEST INCREASE | ON TIME AND ATTENDANCE | ATTITUDE | PERFORMANCE | TOTAL POINTS |
|----------------|---------------------------|------------------------------|---------------------|---------------------------|----------------|----------------|-----------------|
| 32 | 3,050 (7) | 6.8 - 7.0 - (7.0) (7) | .1 (8) | 7 hash (9) | 8 hash (10) | 9 hash (10) | 51 |
| 24 | 3,650 (8) | 7.1 - 8.2 - (7.9) (9) | (.8) (9) | 8 hash (10) | 8 hash (10) | 8 hash (9) | 55 |
| 30 | 4,805 (10) | 7.2 - 7.9 - (7.8) (8) | .8 (9) | 3 hash (8) | 7 hash (9) | 5 hash (7) | 51 |
| 25 | 3,665 (9) | 11.0 - 12.1 - (11.7) (10) | 2.2 (10) | 7 hash (9) | 8 hash (10) | 7 hash (8) | 56* |

* Outstanding point accumulator

SAN FRANCISCO TRIP

The bantam basketball team won the Oahu Pop Warner Basketball championship for the third consecutive year having done this with a 30 regular season game win record and, in keeping with the goals and objectives of the basketball project, a trip to the mainland was scheduled. It was through the help of our Program Designer that a team in the San Francisco area was contacted who had won their Police Activities League Basketball championship and were of comparable age. The team known as the Portola Hills Junior High School had recently returned from a national tournament in Phoenix, Arizona, in which they placed fourth. They had two All American youths on the team.

Initially our youngsters were excited about having the opportunity to travel to the mainland. It should be mentioned at this point that the team worked through a Huli Huli Chicken Sale to help raise the funds to make it to the mainland. All members of the squad including our cheerleaders qualified to make the trip. There were two young men who were in jeopardy of not making the trip. A revision in their contracts made it possible for them to go.

It was an exciting trip in which I felt that our youngsters gained a lot, both in terms of socialization as well as from the educational viewpoint. Our trip included sightseeing into the different cultural areas of San Francisco as well as to see many scenic sights of that fair city.

Our relationship with Portola was one of extreme ambivalence. Many of our youngsters had not been to the mainland before and on a whole were not anticipating a reception such as we got at Portola Hills Junior High School. It should be mentioned that Portola Hills Junior High is in a low income area in which at least 60% of the youngsters are black. The entire school is a complete concrete jungle with fences surrounding the school and locked doors. It appeared to be an initial shock to our youngsters from Hawaii to be in such surroundings, especially with the overt hostility towards teachers and towards different youngsters that we observed during our stay there.

The game itself was a highly intense game in which for the first time in their basketball season the Palama Scorpions were the underdog as well as the outsider. The team performed well under these situations and did a commendable job in terms of playing this highly counted basketball team. They were a great basketball team with many individuals who could perform exceptionally well. The Scorpions not only provided an air of class in their performance but as one of the highlights to Portola Hills Junior High School, our cheerleaders performed the hula and did an exceptional job in terms of doing their cheers. Our youngsters took their only defeat very well. They were able to congratulate the other team for a beautiful performance as well as to keep their heads high and realize that inevitably there are defeats that we must take.

Our trip, besides the game in the visit to Portola Hills Junior High, was an extremely pleasant one. The youngsters on the whole performed admirably and also did a great job in terms of looking after one another. They were able to handle themselves as ladies and gentlemen, as well as following instructions. They were relatively free and in terms of making decisions of what to do with their spare time, they did have checks in which they had to make. We asked them to go out in pairs and in general most of the youngsters followed this rule. In fact all of them except for one was able to follow the rules that were set up. The atmosphere was one of a family unit in which both the adults who were there and the youngsters would keep their doors open and anybody could come in and visit or play.

It was also a time where the youngsters could see the different culture and environments of the people living there and it was I felt an experience many would not forget for a long time.

Our exposure to the mainland was one of which I felt was very educational as the youngsters were able to see for themselves in a city that is really a highly complicated set up. They enjoyed many of the simple things. It should also be noted that they were very concerned for one of our adults and I feel in general a trip such as this is always worthwhile especially when young people who have earned this privilege by their hard work during the project were able to make a trip such as this one.

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 awards banquet was held on April 8, 1972 with approximately 250 people in attendance. This was the largest awards banquet held in our basketball project over the last three years. It should be noted that all three teams involved did an exceptional job in terms of their ability to play basketball.

Our Midget "B" team won the consolation championship, our Midget "A" team won a co-division champion and lost the State championship by one point. Our bantam basketball team, as already stated in this report, again won the Oahu Pop Warner Conference Basketball. The awards that the team received was a tremendous boost to their ego.

During the Pop Warner Basketball awards, Palama walked off with almost all of the awards which helped to show the young men that learning and playing go hand in hand, that the mind and body are one and must work together for high performance.

The banquet was a success, the parents and youngsters seemed to have enjoyed themselves.

Team awards were given each team. They were winners. It is noted that the "Mr. Basketball" and "Miss Cheerleader" awards this year were selected by more objective measurement than we have done in previous years. The banquet itself was short and sweet which is always a delight to people who are there. The youngsters themselves were extremely well mannered and always showed class during the entire evening.

The awards that were earned were "Mr. Basketball," "Miss Cheerleader," "Top Scholar," "Most Improved Scholar," etc.

Mr. Basketball:

Midget A: Alan Arakawa
Midget B: Faima Faletogo
Bantam: Anson Malia

Miss Cheerleader: Monica Peralta

Top Scholar:

Midget A: Richard Teanio
Midget B: Eric Uchihara
Bantam: Dean Isara
Cheerleader: Monica Peralta

Most Improved Scholar:

Midget A: Richard Teanio
Midget B: Alan Arakawa
Bantam: Glenn Rodrigues
Cheerleader: Monica Peralta

Most Improved Player:

Midget A: Faima Faletogo
Midget B: James Napihaa
Bantam: Nathan Beavers
& Leone Etene

Top Performer:

Midget A: Leonard Segovia
Midget B: Richard Castillo
Bantam: Gary Wong

Most Improved Attitude and Performance: Yvonne Silva

QUESTIONNAIRE CONCERNING SAN FRANCISCO TRIP

The following is a questionnaire completed by twelve of youngsters on Palama's Bantam team, who, as Hawaii State Champions, traveled to San Francisco to compete against Portola Hills Junior High School.

The youngsters were instructed to mark the statements that are true to you." The number of responses obtained for each item is indicated in the blank next to that item:

1. This was my first trip to San Francisco. 11
 2. I enjoyed the trip. 11
 3. I get homesick when I am away from the islands. 0
 4. The adults on the trip cared about my health and happiness. 12
 5. I saw relatives in San Francisco. 2
 6. I would like to live in San Francisco. 4
 7. I would like to go to school in San Francisco. 4
 8. When I came home I talked about the trip with my parents.
 - a. A little 1
 - b. A lot 11
 - c. Not at all 0
 9. My parents were proud that I could make the trip. 12
 10. I was proud to be a member of the Palama Scorpions traveling team. 11
 11. I am proud to be part of the Palama Settlement project. 12
 12. I feel "Lucky to Live in Hawaii." 12
 13. I enjoyed staying in the hotel. 12
 14. I think the project helped me (aside from playing basketball.) 11
 15. My parents were glad I was in the Project. 12
 16. The three things I like best on the trip were:
-

17. I feel "Lucky to Live in Hawaii."

Why? _____

18. If you could experience the trip again, what changes would you make:

Note: The individual responses to items 16, 17 and 18 are listed on the following pages.

RESPONSES TO ITEM 16 OF SAN FRANCISCO TRIP QUESTIONNAIRE

The three things I like best on the trip were:

- The movie on the plane.
- Having a lot of time to walk around town.
- The people.
- The trolley cars.
- The stores.
- The hotel.
- Going to Chinatown.
- Staying up late.
- Being with the team in the hotel together.
- The boat cruise.
- Going shopping.
- Swimming at the pool.
- Playing Portola High School Pirates.
- Going to Fisherman's Wharf.
- The sights.
- Getting out of the house.
- The food.
- No one to bug me so much.

RESPONSES TO ITEM 17 OF SAN FRANCISCO TRIP QUESTIONNAIRE

"I Feel Lucky to Live in Hawaii" because

- of the climate.
- it's not as crowded as San Francisco.
- people behave a little better here.

- there are more things to do here like going to the beach.
- we can wear slippers.
- Hawaii has all the things I want to have.
- I have lots of friends here.
- I enjoy playing basketball for Palama.
- it's one of the nicest place on earth.
- of the surf.
- we have clean beaches.
- we have more freedom in school than Portola.
- we have good food.
- it's the only place you can find good friends.
- we don't have racial problems.
- we have lots of trees.

RESPONSES TO ITEM 18 OF SAN FRANCISCO TRIP QUESTIONNAIRE

If you could experience the trip again, what changes would you make:

- I wouldn't have made so much noise in the hotel.
- I'd plan more activities.
- Go to Disneyland.
- Stay longer.
- Eat rice instead of potatoes.
- I would have won the game.
- Buy more clothes.
- Go to Chinatown more often.
- I would have taken more pictures.
- Play another team with friendlier people.

- Touring around more.
- I would go to a cheaper district where the food wouldn't cost so much.
- I would like to stay in a place where there were more teen-agers our age.

A P P E N D I X

PROJECT CONTRACT

As a member of the Pop Warner 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

BASKETBALL RATING CHART

| Name | Desire & Hustle 20% | Offense 10% | Rebound 10% | Attitude & Co-op. 15% | Practice Performance 15% | Stamina 10% | Defense 20% | TOTAL | Rebounder of the Week | Hustler of the Week |
|------|------------------------|----------------|----------------|--------------------------|-----------------------------|----------------|----------------|-------|--------------------------|------------------------|
| 1. | | | | | | | | | | |
| 2. | | | | | | | | | | |
| 3. | | | | | | | | | | |
| 4. | | | | | | | | | | |
| 5. | | | | | | | | | | |
| 6. | | | | | | | | | | |
| 7. | | | | | | | | | | |
| 8. | | | | | | | | | | |
| 9. | | | | | | | | | | |

KEY

Attitude & Co-op.

- d) Refrain from pouting or alibi when removed from game

Practice Performance

- a) On time
- b) Alert
- c) All out effort
- d) Hustle

Stamina

- a) Do I let down when tired
- b) Was I mentally fresh
- c) Do I observe training rules before game

Defense

- a) Desired position
- b) Alertness
- c) Hustle
- d) Pride

BASKETBALL RATING CHART

| Name | Desire & Hustle 20% | Offense 10% | Rebound 10% | Attitude & Co-op. 15% | Practice Performance 15% | Stamina 10% | Defense 20% | TOTAL | Rebounder of the Week | Hustler of the Week |
|------|------------------------|----------------|----------------|--------------------------|-----------------------------|----------------|----------------|-------|--------------------------|------------------------|
| 10. | | | | | | | | | | |
| 11. | | | | | | | | | | |
| 12. | | | | | | | | | | |
| 13. | | | | | | | | | | |
| 14. | | | | | | | | | | |
| 15. | | | | | | | | | | |
| 16. | | | | | | | | | | |
| 17. | | | | | | | | | | |
| 18. | | | | | | | | | | |
| 19. | | | | | | | | | | |
| 20. | | | | | | | | | | |
| 21. | | | | | | | | | | |

KEY

Hustle & Desire

- a) Go after every loose ball like you want it
- b) Do I give up easily
- c) Alert and aggressive

Offense

- a) Judgement on shots
- b) Knowledge of patterns
- c) Speed in cutting
- d) Passing and assists

Rebounding

- a) Position on every shot
- b) Battle for ball
- c) Pass out for break
- d) Hustle

Attitude & Co-op.

- a) I co-operated with my coach and teammates
- b) I co-operated with the officials
- c) Encourage fellow players

4

• •

11

CONCEPT OF THE STAR CHART

The concept of the "Star Chart" is collecting all the earned data of academic and basketball skills for each participant and giving it appropriate recognition. (Stars were used.) This enabled the participants a visual view of where they were at and, by the same token, where the others were.

The significance of the chart became apparent when questions were asked. Questions like - how come I don't have a star this week? Or how come he has a star? Or how much bonus work did he do? Or how come you don't have my stars up? And on the other side - questions like - I didn't do so good this week? Or I didn't get enough hash marks from basketball or learning center? Or gee! I did great, I beat so and so. Apparently the chart became the motivator for competition for all involved. The end product would be the incentive of whatever goal one perceived for himself. (Earning as many gold stars in a week as possible.)

The star chart was an asset to the project.

1. It gave visual view and appeal to individuals.
2. It showed where one could improve. (which area.)
3. It proved to be a motivator for competition.
4. It gave the participants or showed them - self-worth.

I did not see the chart as being detrimental to the project - but it may have been to some individuals -- I don't know.

(Other comments, found in Joyce's report.)

The star chart should be a part of the learning center.

The mechanics of keeping up-to-date data for the "star chart" was very time consuming. It needs perfecting.

STAR CHART

| Code Number | Minus Quarters Coaches | Minus Quarters Academic Jan. 3-3 | Minus Quarters 3-6 -- End | TOTAL | Gold Stars Earned Jan. 3-3 | Gold Stars Used BALANCE | Bonus Points 3-6 -- End | Learning Center 3-6 -- End | Basketball Skills 3-6 -- End | Gold Stars Earned 3-6 -- End | Gold Stars Used 3-6 -- End | Unused Balance Bonus Points | TOTAL EARNED GOLD STARS | UNUSED BALANCE |
|-------------|------------------------|----------------------------------|---------------------------|-------|----------------------------|-------------------------|-------------------------|----------------------------|------------------------------|------------------------------|----------------------------|-----------------------------|-------------------------|----------------|
| 1 | | 1 | | | 4 | 3 | 1 | 0 | 1 | 11 | 1 | 2 | 5 | |
| 2 | | | | | 7 | 2 | 5 | 0 | 1 | 3 | 0 | 5 | 7 | |
| 3 | | | | | 9 | 8 | 1 | 300 | 0 | 0 | 2 | 3 | *11 | |
| 4 | 1 | | | | 9 | 7 | 2 | 70 | 0 | 0 | 3 | 5 | *12 | |
| 5 | | | | | 8 | 8 | 0 | 75 | 0 | 1 | 2 | 2 | 10 | |
| 6 | | | | | 7 | 6 | 1 | 85 | 0 | 5 | 3 | 3 | 10 | |
| 7 | | | | | 8 | 4 | 4 | 160 | 0 | 0 | 5 | 3 | *13 | |
| 8 | | | | | 5 | 2 | 3 | 5 | 0 | 14 | 1 | 4 | 6 | |
| 9 | | | | | 6 | 3 | 3 | 150 | 0 | 10 | 3 | 6 | 9 | |
| 10 | 6 | | | | 3 | 2 | 1 | 0 | 0 | 10 | 1 | 2 | 4 | |
| 11 | | | | | 8 | 7 | 1 | 525 | 0 | 0 | 2 | 1 | 10 | |
| 12 | 1 | | | | 5 | 1 | 100 | 0 | 7 | 2 | 1 | 2 | 7 | |
| 13 | 1 | 1 | | | 6 | 4 | 2 | 360 | 0 | 0 | 1 | 3 | 7 | |
| 14 | 1 | | | | 4 | 2 | 2 | 0 | 0 | 4 | 2 | 4 | 6 | |
| 15 | | | | | 8 | 2 | 4 | 0 | 1 | 2 | 1 | 5 | 9 | |
| 16 | 2 | 2 | | | 3 | 3 | 0 | 0 | 0 | 3 | 0 | 0 | 3 | |
| 17 | 2 | | | | 2 | 1 | 1 | 55 | 0 | 7 | 2 | 3 | 4 | |
| 18 | 1 | | | | 6 | 4 | 0 | 40 | 1 | 16 | 2 | 2 | 8 | |
| 19 | 1 | | | | 5 | 3 | 1 | 15 | 1 | 8 | 1 | 2 | 6 | |
| 20 | | | | | 6 | 4 | 2 | 150 | 0 | 23 | 1 | 3 | 7 | |
| 21 | 2 | | | | 4 | 4 | 0 | 0 | 0 | 0 | 3 | 3 | 7 | |
| 22 | 1 | | | | 3 | 3 | 0 | 0 | 0 | 1 | 2 | 0 | 5 | |
| 23 | 1 | | | | 6 | 2 | 4 | 0 | 1 | 1 | 0 | 4 | 6 | |
| 24 | | | | | 11 | 11 | 50 | 1 | 0 | 1 | | 12 | *12 | |
| 25 | | | | | 10 | 10 | 225 | 1 | 0 | 1 | | 11 | 11 | |
| 26 | | | | | 6 | 2 | 4 | 0 | 1 | 6 | 1 | 3 | 7 | |
| 27 | 3 | | | | 4 | 4 | 0 | 0 | 1 | 1 | 0 | 0 | 4 | |
| 28 | 1 | | | | 5 | 2 | 3 | 0 | 1 | 4 | 1 | 4 | 6 | |
| 29 | | | | | 6 | 4 | 0 | 50 | 1 | 19 | 2 | 2 | 7 | |
| 30 | | | | | 8 | 8 | 1585 | 2 | 0 | 1 | | 9 | 10 | |
| 31 | 1 | | | | 6 | 2 | 4 | 0 | 0 | 12 | 1 | 5 | 7 | |
| 32 | 1 | | | | 9 | 9 | 50 | 0 | 0 | 2 | | 11 | 11 | |
| 33 | 2 | 1 | | | 5 | 5 | 0 | 0 | 0 | 8 | 0 | 0 | 5 | |
| 34 | 1 | | | | 6 | 2 | 4 | 90 | 0 | 5 | 1 | 5 | 7 | |
| 35 | 1 | | | | 6 | 6 | 0 | 20 | 0 | 0 | 1 | 1 | 7 | |
| 36 | | | | | 7 | 4 | 3 | 65 | 1 | 1 | 2 | 5 | 9 | |
| 37 | 1 | | | | 9 | 7 | 0 | 130 | 0 | 0 | 1 | 1 | 10 | |
| 38 | | | | | 8 | 8 | 0 | 45 | 1 | 42 | 0 | 0 | 8 | |
| 39 | 2 | | | | 3 | 1 | 2 | 55 | 0 | 2 | 2 | 4 | 5 | |
| 40 | | | | | 6 | 3 | 3 | 57 | 0 | 1 | 3 | 4 | 9 | |

* Outstanding Point Accumulator

BENEFACTORS

Mahalo nui to the following benefactors -- without whom the Project could not have existed:

Mr. Gene Erger
KGMB-TV

Mr. Oliver Lovan
Y. Hata & Company

Mr. Cec Heftel
KGMB-TV

Mr. G. Frank Waters
Deputy Director
Golden Gate Chapter
American National Red Cross

Mr. August Yee
Holiday Mart Discount
Department Stores

Granny Goose Products

Mr. Lorrin Dolim
Holsum Baking, Inc.

Mr. Jim Mergens
Executive Director
United Way Crusade

Mr. Eric Y.L. Ching
Colgate-Palmolive Company

Mr. Bennett Fonsworth
Principal
Portola Junior Hills High School

Representative Patsy Mink

Mr. Ed Robo

Mr. Herb Blanchard
Portola Junior Hills High School

Mr. Alvin Narimatsu
Western Airlines