

Karen

FOOTBALL

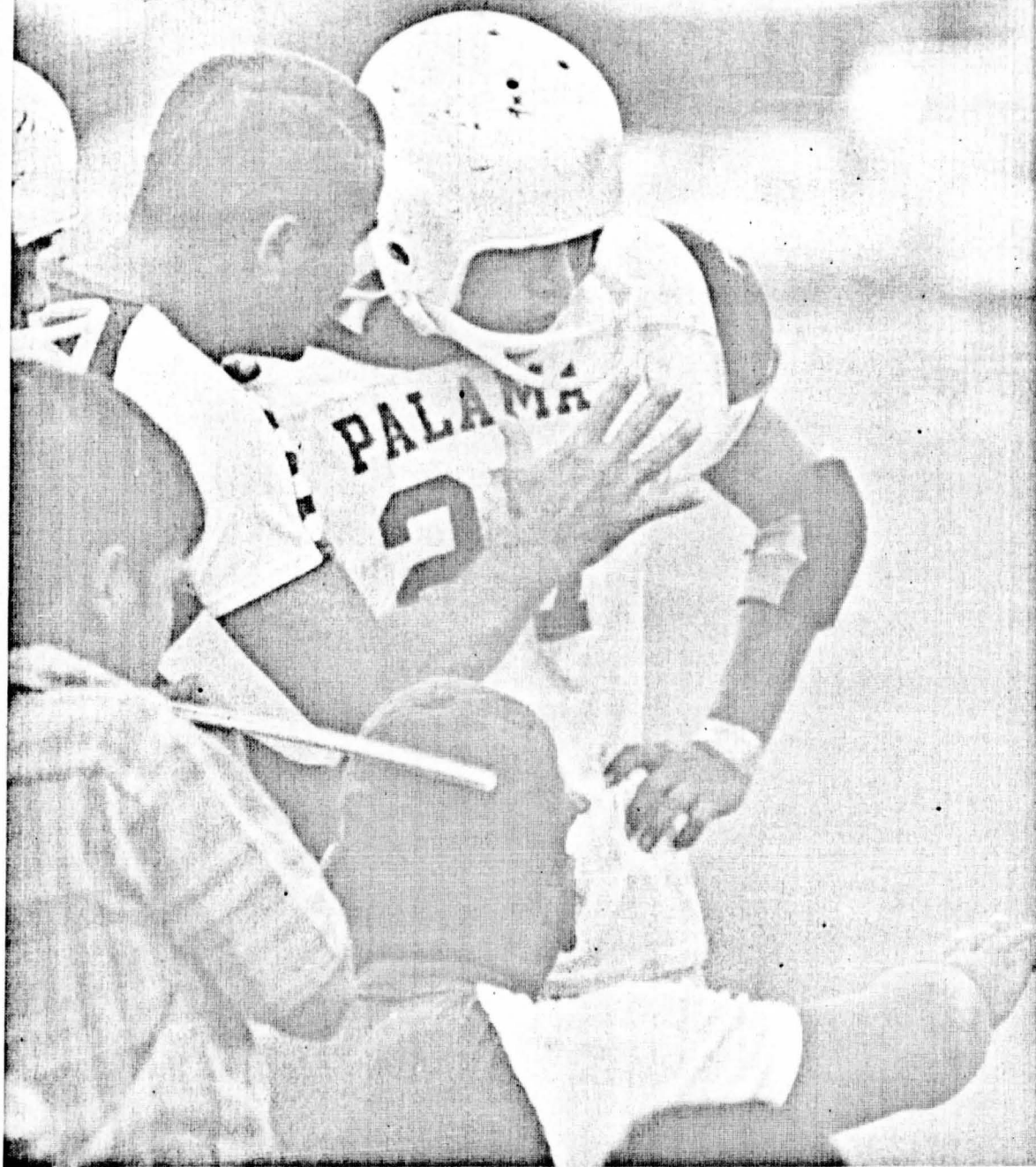
1968

Behavior Modification

PALAMA
SETTLEMENT

COMPILED BY:

E. CHAMBERS
K. LING
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"CONSIDER FOR A MOMENT WHAT WE ACHIEVE FROM ATHLETICS -- THE SHEER FUN OF PLAYING -- THE BUILDING OF A HEALTHY AND ALERT MIND -- STAMINA, COURAGE, UNSELFISHNESS AND, MOST IMPORTANTLY PERHAPS -- THE WILL TO WIN."

ROBERT F. KENNEDY

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GOAL:

To use a football program as a tool in strengthening family cohesion providing a broad base for participation of both parent and child in healthy growth and development personally, as a family and in the big community.

OBJECTIVES:

1. Provide a threat free medium for both parent and child where each can function with success.
2. Motivate both child and parent to become aware of the value of academic success.
3. Provide a means of stimulating parent and child concern for diet, hygiene, etc. of child.
4. Provide a means of strengthening the desire for and respect of order in life.
5. Facilitate communication between parents and Settlement workers.
6. Encourage communication between parents and schools.
7. Strengthen and encourage the ability of both parents and children to become "turned on" members of the big society.

SUB-OBJECTIVES:

- A. Establish a contract of agreement with the boys and parents promising to attend and participate in the program.
- B. Teach the basic skills of the game of football with emphasis on intelligent and honorable team participation, utilizing the principles of systematic reinforcement theory; i.e. that what an individual learns is the consequence of his acts--strengthening the positive behaviors with rewards.
- C. Provide a training table where dinner will be served four nights each week stressing low cost, high protein diets.
- D. Maintain a study hall where boys must participate one hour after dinner.
- E. Provide physical examination at the beginning and end of the project. Keep a monthly height and weight scale check.
- F. Assess school and home behaviors at the beginning and end of the project. Check school behaviors at the end of the school year (a base line for academic achievement should be established by checking last year's grades).
- G. Have a car pool manned by fathers to take the boys home after study hall.

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- H. Hold regular meetings of parents and staff beginning with here and now topics; i.e. meal planning, work assignments, transportation, etc.
- I. Encourage topic oriented participation of parents working in teams where the participants live in different areas or are from different economic levels.

STAFFING:

Project Director:	Kenneth Ling
Home Assessment Team:	Karel Ling, Joyce Tanji, Dorothy Kim, Enrique Caboga, Ed Lau
School Assessments:	Karen West, Enrique Caboga, Henry Berido, Dorothy Kim
Training Table Advisor:	Maydell Bingo
Medical Consultants:	Joseph Lam, M.D., Isami Mirikitani, M.D.
Study Hall Team Leaders:	Gene Gaudio, VISTA, Jim Harford, VISTA, Sharon Nakashima, Teacher Corps
Reenforcement Theory Consultant:	Bob Omura, Youth Development Center
Coordinating Assistant:	Pat Murata
Coaching Staff (Midget):	Ken Ling, Head Coach Ed Lau, Ends Wilfred Chang, Backs Clyde Wong, Line
Trainer:	Major Tom Braddock, USA Mc
Manager:	Louis Ferreira
Coaching Staff (Bantam):	Wally Kim, Head Coach Conrad Lum Francis Ah Yat Richard Machado
Manager:	Curtis Kealohapauole

TARGET POPULATION:

70 boys, 10 - 15 years of age, and their parents residing in the Palama-Kalihi area.

DATES:

August 15, 1968 through December 14, 1968

PLACE: Palama Settlement

SCHEDULE:

Practice	-	4:30-6:30 p.m.
Shower	-	
Dinner	-	6:45-7:30 p.m.
Study Hall	-	7:30-8:30 p.m.

GAMES:

Midgets - Saturday
Bantams - Sunday

PROJECT HIGHLIGHTS

The use of football as a tool designed to motivate and reward the entire family was a most ambitious undertaking. For several years, Palama Settlement staff members felt that recreation and especially organized team sports were tools that were not fully utilized in a social service thrust. In looking for innovative ways in working with individuals and families, who were labeled "hard core," "low income" and "broken homes," this project was designed.

The goal for this project was to use a football program as a device in strengthening family cohesion, providing a broad base for participation of both parent and child in healthy growth and development personally, as a family and as a unit in a big community.

With this goal in mind the total agency became involved with the design and implementation. The focus of staff was "How could football be used to work with families?" Two teams were utilized for this project--a Midget team of boys, 10 to 13 years and a Bantam team of boys, 13 to 15 years. Each team was designed to have a maximum of 35 players each and entered in the Hawaii Pop Warner League.

Realizing that attacking the goal was a major task, areas of concern were carefully scrutinized. The areas that were consequently selected to work in were school, home and football practice.

In setting up a structure that would attempt to encompass the total family, it was felt that concentrated effort over a specific period of time would be the best attack. Within this framework a schedule of practice, dinner and study, in that order, was used four days a week.

All players were required to attend these functions as a basic rule in order to play football, and an agreement was signed before the project began. Family and school assessments were done on each of the players with a home visit, an essential part of a Settlement worker's objective. This was done to present the program in its entirety, and to involve parents in the project and to assess the player's function in the home environment.

Characteristics of youngsters in the Palama-Kalihi area, documented in current studies, reveal poor school relationships, academic under-achievement, high incidence of anti-social behavior and a great deal of under-nourishment.

Through the training table it was hoped that the boys would receive one balanced meal and mothers who were asked to help would be able to pick up ideas of using inexpensive but nourishing food in their homes.

RECRUITMENT

Recruitment of players for the Palama Pop Warner football teams was pursued through various modes of communication available to the Settlement's staff. Primary exposure of plans to form Midget and Bantam teams was made by staff through contacts with known clients, parents, social groups, and other community workers. And finally, publicity was sought through the daily Honolulu Star-Bulletin and weekly Kalihi Press.

During successive practice sessions early in training, the project details were explained to each team by the coordinator and verbal commitment of their participation was received from the prospective team members.

EVALUATION:

The program was designed to encompass 70 boys, however, the total turn-out was 65. This number was far below expectations considering the drop-outs due to medical disapproval, physical hardships of the game, parental disapproval of participation, and non-acceptance of project requirements.

It appears that an insufficient recruitment period (one month) was allotted, thereby resulting in the small turn out.

The verbal orientation and commitment were not considered satisfactory due to the confusion of the project details on the part of the boys.

It is recommended that the recruitment period be extended an additional month to allow for proper dissemination of project's goals and details to neighborhood schools administrations, parents, and prospective players.

Further, a packet containing a written agreement of participation, medical forms, and a written summary of the project requirement to the parents, be given to each prospective participant.

FAMILY ASSESSMENT

The family is considered the primary unit that affects a youngster's emotional growth and development. Therefore, family assessments were required on each boy in the project. Home visits were stressed as an essential part of a Settlement worker's ability to know the child. Home visits provided the opportunity to present the program in its entirety to the parents, to involve them in the project and, most importantly, to assess the youngster's functioning in his home environment.

The family assessments were assigned to workers who had experience in visiting homes and establishing favorable relationships. A youngster was assigned to a specific worker if the youngster was already known to the agency.

EVALUATION:

In general, the family assessments provided background data and environmental impressions of individual youths in the project.

Through the family assessments a penetrating view of individual situations was received in the areas of parent-child and sibling relationships, parental aspirations and/or frustrations, familial functioning and first-hand observation of the physical environmental settings. This exposure allowed for the discovery of smouldering problems in various homes and provided the availability of social services via staff's involvement.

In regard to family assessments, it is recommended that written specific social data guidelines be given to the workers to obtain a more congruous compilation from comprehensive social data. Also, to expedite social services and consolidate workers' efforts, it is recommended that family and school assessments be done by the same worker.

SCHOOL ASSESSMENT

School assessments were considered vital and necessary in providing knowledge of an important part of each boy's situation. Accumulation of SCAT and STEP scores, prior quarter grades, and teachers' remarks constituted the assessments.

Prior to school visits by four social welfare services staff members to obtain the assessments, assignment of individual boys to workers by random selection, and correspondence to all concerned principals explaining the project and soliciting their cooperation were made.

In total nine schools were involved in the project.

EVALUATION:

One of the benefits from obtaining a school assessment, besides the academic profile, was the interaction with the school authorities. Generally the reception by the school was warm and cooperative. It became apparent that continued clarification of the project and a willingness to work together on the part of the workers produced this atmosphere.

Response to the project by neighborhood school authorities was favorable, particularly with regard to the provision of a supervised study hall setting.

The assessment provided a baseline of past achievement, objective guidelines toward awarding scholastic achievement, and specific tutorial needs.

STUDY HALL ASSESSMENT

To provide an opportunity to motivate, stimulate and sustain academic involvement, provision for a study hall structure was devised. Initially three study rooms were made available to the boys following their meal at the training table. Supervision and resource of University of Hawaii volunteer tutors were maintained through two VISTA volunteers.

After three weeks, revision of the study hall was made with the addition of three more rooms, introduction of social services staff in supervisory positions, permanent assignment of boys to specific rooms, and utilization of programmed material.

EVALUATION:

Group participation and involvement of individuals in actual academic work vacillated between serious application of time and effort by a majority of the boys to superficial academic endeavors.

In the Legal Aid room, a clique of players were to be found. This clique was composed of four attention-getting boys. They generally reinforced themselves in loud laughter and silly school-boy antics. Selective assignment is recommended in the future. Numerically, however, most of the boys were conscientiously doing assignments and becoming routinely involved in academic pursuits.

The area of providing work for those who came to study hall without school assignments was not thoroughly thought out in my opinion. Granted, time was hovering above and qualified effects intended. The spelling cards provided were indeed manageable and, I think, well received. However, the math cards required more correction, time and effort on the part of staff--which was not available.

The problem of control, a central and important factor, was thoroughly inconsistent. Loud talk and laughter were met with push-ups or outside-the-room talks with specific individuals. On the three other nights this worker was not on "duty," control measures were of differing extent and intensity. If confusion existed in the minds of the players regarding study hall control and discipline, staff is at fault for lack of providing consistent guidelines.

Study hall provided definite patterning of academic pursuit, and knowledgeable gains for most of the players. Also, it provided an opportunity to see first-hand the type of work assigned to and expected of the boys--an experience which could be obtained only if many school visits and home visits were made. In addition, the intensity of contacts and potential of establishing favorable relationships were greatly increased by the mechanism of study hall. Otherwise, a great amount of staff's time would have been consumed in pursuit of such opportunities.

The permanent assignments of boys to specific rooms and the separation of those with and without homework was considered an effective modification of the original design. In addition, the attendance of the boys was taken to eliminate cuts and monitor movement. This resulted in general conformance of order and supervision.

EVALUATION OF SCHOOL & FAMILY

ASSESSMENT FORMS

In general, the forms utilized in recording school and family data were useful and fairly efficient. The three test-record forms came in handy and appeared to have been used quite consistently by the workers.

A quick review of the football boys' files revealed some need for adjustments and clarifications. The face sheets on each student was not always completely and correctly filled out. If the face sheet is completely filled out, then there will be little need to repeat the requested information on the other forms (i.e., student grade form).

Slight adjustments have been made on the attached sample forms as my recommendation for changes. The only major change was made on the student grade form. (See attached sample by worker.)

For efficiency and convenience, each form used in the department should be numbered; also, entitled if possible.

RECOMMENDATION:

For the upcoming Basketball Project, an evaluation format should be made similar to the Planned Parenthood Workshop evaluation perhaps. However, it could be more specific and requiring less writing by the students. For example: "Was study hall helpful?" ---always ---sometimes ---never; "Were the tutors any help?" ---always ---sometimes ---never, etc.

Or questions could be little more general and requiring more writing, such as: "Have you gained anything from the study hall sessions? If so, what? If not, why?" Etc.

In this way, the evaluation of the students and the project itself can be categorized more objectively and evaluated more objectively. Workers could expand on the evaluation by talking with the boys after he writes what he thinks. Elimination of having the boys write their names on the evaluation sheets may also eliminate any barriers to recording their true feelings about specifics of the program.

PARENTAL INVOLVEMENT

Essential to the project were the encouraged involvement and support of the parents of the players.

Through individual home visits, telephone contacts, correspondence and a group meeting, attempts by Settlement staff were made to cooperatively promote viable parental participation, particularly in the areas of the training table, car pool, booster clubs and post-game social gatherings.

EVALUATION:

This area was a most pleasant surprise. Through the help of staff working with a small group of parents, involvement of parents was generated.

There were two groups of parents--midget and bantam. The groups were initially formed to provide after-game meals for the boys. However, as the project continued, strong ties between parents were formed and this stimulated interaction among them. Many of the parents used the booster club in satisfying their own needs for socialization and ventilation of their problems.

The organization of the Bantam Parents was better than the Midget group, with a core group of 10 - 15 parents providing the general planning. The Midget Parents, on the other hand, had fewer personal contacts and many had young children at home which made it difficult to participate actively.

One recommendation should be closer work with those parents who tended at times to fill their personal needs with activities which were not always in line with the intent of the project.

Generally, the parents took pride in being a part of the project and those who were involved seemed to be very satisfied with the various aspects of the program.

TRAINING TABLE

Current studies of the Kalihi-Palama area indicate that one of the characteristics of the residents is under-nourishment.

An attempt to change this was made by providing the players with a regular well-balanced meal each evening. With consultation from a State nutritionist and through the volunteered help of a Department of Education cafeteria manager, who supervised planning and preparation of the meals, the training table operated four times a week.

Mothers of the players volunteered their help in general preparation of the food and serving, and the players did general clean-up work after each meal.

EVALUATION:

In general, the training table provided the youngsters with an adequate dinner which many did not receive at home. The parental involvement through this media was a pleasant surprise. It was hoped that the mothers would be able to apply the knowledge gained concerning inexpensive but nourishing food to their own families. This was readily accepted, and more importantly was the interaction of mothers from all income levels among themselves and with the boys. The training table had a warm and most healthy atmosphere.

Some of the benefits of the training table were:

- 1) Better understanding of Palama Settlement and staff by the parents;
- 2) Increased communication between staff, parents and boys;
- 3) Sharing of responsibilities necessary to reach the project's goal;
- 4) Meals for participants providing high protein nutrition.

Some of the liabilities were:

- 1) No one directly responsible for volunteer help;
- 2) Not enough communication between manager, project coordinator, coaches, and staff pertinent to the training table;
- 3) Inadequate budget which tended to cut down on the quality of meals provided;
- 4) Need for more meats in next training table.

FOOTBALL CAR POOL

Just about a week after the football project was in full swing, there were a lot of calls received after the study hall as to how the boys were to get home. This was a problem. A car pool was needed. Approximately thirty boys of both the Midget and Bantam teams were involved--the majority were from the Bantam team. Except for three boys the problem was not so much distance but the hour at which the boys were released from study hall--reporting at home near the 10:00 p.m. curfew unsupervised. Many of them were in walking distance of a mile to a mile and a half of their homes and were from five major areas: Kalakaua School, Kalihi Valley, Kalihi Valley Housing, Kuhio Park Terrace, and Kapalama Heights. Necessary steps were taken to recruit from the parent group possible drivers for each of these areas.

For a three-week period it was thought necessary to have the central coordinator of the drivers from the five different areas. Later the responsibility was shifted to the fathers themselves, and essentially five different car pools were created. The adjustment worked out very well as by the third week the parents responsible for driving got to know each other and began to set up a pinch hitting system of their own. A list of drivers and phone numbers was given to each of the parents in the particular area whose sons were in need of a ride home. In addition, information as to who had cars and were available to drive on a given day was shown. By this time the parents and relatives of the boys involved maintained the systems with very little help from staff.

Those boys who did not belong to any of the five general areas were handled in a more specialized manner. Volunteers were found from the Kalakaua car pool to give a ride to a boy that lived in Halawa. One staff member lived towards Kaimuki and volunteered to give a ride to a boy that lived along the Nuuanu Stream. Another boy in Waipahu was driven home by his brother. Other volunteers on separate occasions offered their cars and few problems were encountered. The system continued until the end of the project.

BANQUET

A post-season banquet was planned to properly recognize participation and to reward achievement by the players, parents and volunteers.

Elevation of public and self-images were considered by-products of such an event.

EVALUATION:

The awards banquet was held on December 6, 1968 at the Kaimana Hotel with approximately 200 people attending. The organization and programming of the event were developed and executed well by Settlement and staff. Presentation of awards, recognition of volunteer service, musical entertainment, inspirational talks by civic and athletic leaders were appreciatively and warmly received by the players and parents. Enjoyment of the evening was revealed by applause and proper conduct displayed by the boys.

An area of apparent need for improvement is the selection of objective criteria for earned awards. A short pre-presentation explanation of each earned award is also recommended.

The banquet is a fitting climax, if properly planned, to reinforce the objectives of the project.

FOOTBALL

The objective of the football aspect of the project was to teach the basic skill of the game of football with emphasis on intelligence and honorable team participation. The utilization of the principles of systematic reinforcement theory was used whenever possible, especially in the area of strengthening positive behavior with rewards. In accomplishing this goal, a combination of Palama Settlement's staff and volunteers were used as coaches.

The Bantam team, composed of boys 13 to 15 years, were coached by an entirely voluntary staff. The coaches gave unselfishly of their time and energy to provide the boys the basic fundamentals. On the other hand the Midget team, composed of boys 13 to 15 years, began as a miserable fiasco. Their coaching staff began as did the Bantam with entirely voluntary help. However, it soon became evident that these men, although willing, did not know how to teach the basic skills and, more importantly, were not able to relate to their players.

Intervention at this point became necessary so two Settlement staff workers and carefully selected volunteers attempted to re-educate the players in the basic fundamentals of the game.

Although the team was not able to win any games, they did receive adequate supervision and looked organized. The new coaching staff was able to build a sense of unity and trust within the team.

In general, at the end of the season, both teams had received adequate teaching in the basic skills of football and respect for the rules of the game. The Bantam team was most fortunate in that their coaching staff was with them from the very beginning and this helped in their organization and team spirit.

The benefits gained from the game of football are numerous. One of the most highly desirable is the relationship between coach and youngster. Through this relationship, attitudes and behavior can be shaped, especially if the coaches are respectable men whom the youngsters can identify with.

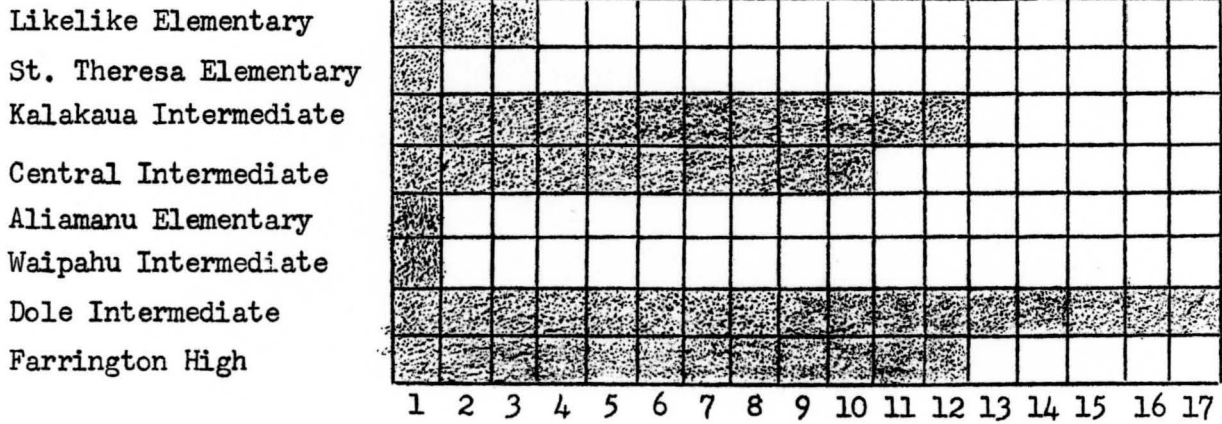
One of the biggest problems which occurred during this project was the coordination of the Bantam coaches with the project goals and objectives. It became a continual hassle between the project coordinator and Bantam head coaches over viewing the team in its entirety and not solely to play football. Unfortunately, the screening process was not adequate and uniform so that there could be a minimum of coaches' needs that had to be dealt with. Too, often it became a question of a need by the coach of total autonomy no matter what the cost.

It is strongly recommended that Settlement staff who have the necessary qualifications be placed as head coaches and wherever possible other staff be also used as assistant coaches during the period of this project. This would then minimize the "communication gap" and also be a tool to evaluate football as a part of the total project. Realizing that involvement in a project in all aspects helps in building total awareness, the staff coaches would be also active in the other areas as their regular responsibilities. Volunteers are necessary to an undertaking such as a football project. There must be a comprehensive method devised for selection to afford a maximum opportunity for the players to learn and identify with adequate male adults.

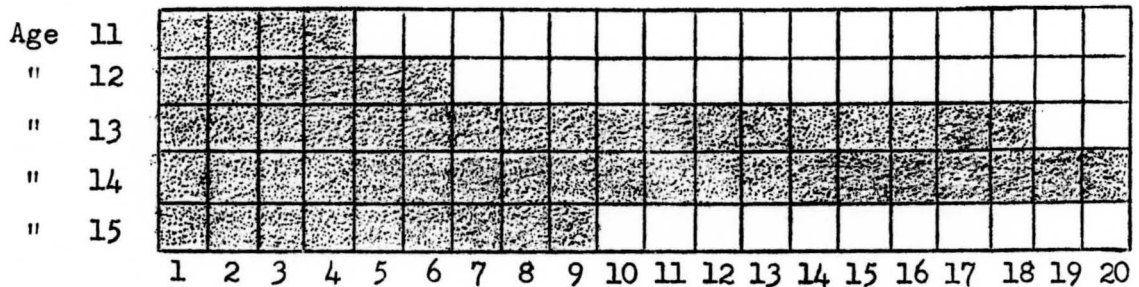
Football

An essential aspect of this project would be to set up a training session for all coaches, both staff and volunteers, before the season begins to go over goals, objectives and procedures. There should also be periodic meetings of the football coaching staff with the total project staff.

SCHOOLS (Graph #1)



CHARACTERISTICS (Graph #2)



POLICE/COURT RECORD (Chart #3)

Police/Court Record - yes... 27
 - no.... 30

Broken Homes..... 18
 Parent Participation..... 41
 No Participation..... 16

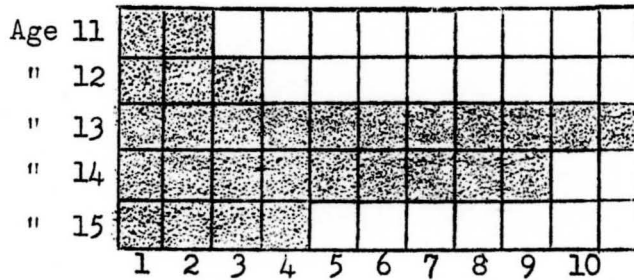
GRADES (Chart #4)

Improve..... 29
 No Change..... 11
 Grades Down..... 15

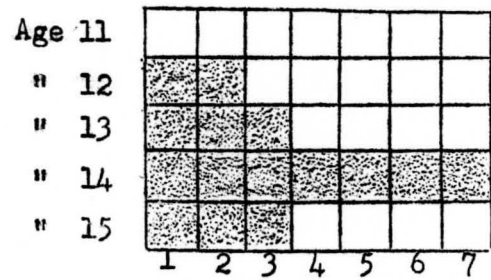
* 2 out of school at beginning of project

Average gain in grades - 1.26 GP
 Average loss in grades - .54 GP

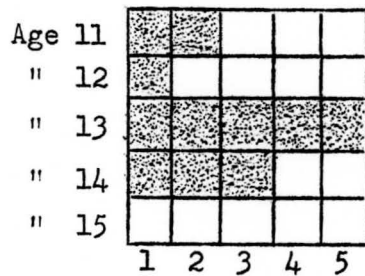
IMPROVEMENT BY AGE (Graph #5)



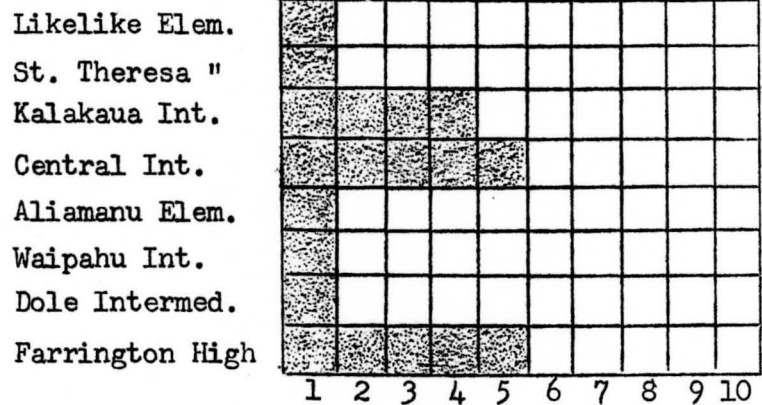
SCHOOL GRADES DOWN (Graph #6)



GRADES NO CHANGE (Graph #7)



SCHOOL GRADES UP (Graph #8)



SCHOOL GRADES DOWN (Chart #9)

Likelike.....	0
St. Theresa.....	0
Kalakaua Intermediate.....	2
Central Intermediate.....	3
Aliamanu.....	0
Waipahu Intermediate.....	0
Dole Intermediate.....	4
Farrington High.....	6

WEIGHT GAIN 2-1/3 lbs. per Boy (Chart #10)

93 1/2%.....	Gained Weight
3 1/4%.....	Lost "
3 1/4%.....	No Change

Average - .82 of a pound

Weight Gain.....	52-1/3 boys
Loss.....	2.35 "
No Change.....	2.35 "

HEIGHT INCREASE

58%.....Did not grow in height
42%.....Grew

33 boys..... No increase
24 " Grew

SUMMARY
FOOTBALL PROJECT - 1968

The group of 57 boys were predominantly under 15; about half had court or police involvement; one-third had only one parent in the home. Two-thirds of all parents participated in the program.

The boys attended eight schools (elementary, intermediate and high school). There did not appear to be any one school where boys attained more success than others. But two schools (close geographically and feeder-recipient) showed less gain than the norm for the group.

Age seemed to be a factor for success in this program. 83% of the participants 11 and 12 years of age improved academically; 61% of the 13-year olds improved; 45% of the 14-year olds and 44% of the 15-year olds showed academic gain.

This suggests that academic behavior can be modified in this way, most successfully, with children in elementary and intermediate schools.

93½% of the boys gained an average of 2-1/3 pounds each; 3¼% had no weight change and 3¼% lost an average of 8/10 of a pound each.

In height increase, 42% of the boys grew an average of 8/10 of an inch each; 58% showed no increase in height during the project.

In compiling and evaluating the simple and sketchy statistics available at schools and observing the different variables necessary for success in different classrooms within a school and different schools within an area, it is obvious that we do not know how much real (actual) learning was affected.

It is the opinion of the staff of this project that grades reflect an assortment of things and are a response to many variables, the one constant one seeming to be that the child is more acceptable to the "system" (an asset in itself). It is also obvious from observing these data that skill ability, or actual achievement, is not always in this measure.

Therefore, the next project will be constructed to include a standard achievement pre-test at the beginning of the project, and the same test given as a post-test, so that actual learning achievement may be measured objectively.

The academic behaviors of the target group will be measured again at the end of the school year and the results computed against the project-period results in an effort to see how long the positive behavior maintains.

POP WARNER FOOTBALL EVALUATION
By Kenneth Ling-Project Director

The 1968 Football Project ran for sixteen weeks. It served 57 boys, whose ages range from 10 to 15 years. These boys participated in the Hawaii Pop Warner League as two teams (the Bantam and Midget).

The goal of this project was a most ambitious undertaking. Realizing that this was the first attempt of the Settlement to use a sport as a tool in a social service thrust, the staff all were actively involved with both design and implementation.

The beginning was a hectic period, especially in coordination of the different aspects of the project.

In evaluating the project, a look at the different components are necessary. Football practice was an area where work must be done in terms of better coordination of coaches. A training session is recommended for the coaches prior to the season. Another important factor is to carefully look at the possibility of providing immediate rewards for achievement on the field. One of the strongest recommendations would be to have Settlement staff be Head Coaches, using Volunteers as Assistant Coaches. This would eliminate the "communication gap."

Another aspect of the project was the training table in which the boys were fed their dinner meal four days a week. This, for the majority of the boys, was a status symbol and looked upon as a unique privilege which not many teams had. There were numerous benefits from the training table besides just the nourishment of young bodies. It became a place where mothers of varied backgrounds worked and interacted with each other. Coaches and Settlement workers were able to meet and talk to players and parents in a relatively threat free environment. The boys were able to learn about each other and many strong ties were cemented over dinner.

The study hall was not what we had hoped it would be. The intent of this component was to provide both a place to study and people who would motivate both child and parent to become aware of the value of academic success and to actually tutor the players who needed it. Finding qualified tutors was very difficult. Monitoring and supervision became a problem with inexperienced volunteers. It became very evident that study hall was not producing the most desirable effects.

It is felt that individualization and involvement of the school to a greater degree must be attained in the future. One of the highlights of the study hall was that educative material was produced by staff to meet the needs of the boys.

Innovation was the key word in this area with such a lesson as football terminology used in spelling and definition. This in itself produced a feeling of success for many of the youngsters and made their studying meaningful.

One of the major outcomes of a concentrated effort to get parents involved was the parents group which was created. This group became very active in providing support to the teams. It was also a social outlet for many of the parents.

Pop Warner Football Evaluation

Although trying to guide this group was tedious and sometimes impossible, the involvement in the project made it a plus factor. In essence, this became a total family involvement; many of the families were comfortable through this media, voicing their views and problems. One of the best avenues of working with the parents has been through the football project.

Realizing the subjective element in any social services project, comments on the "success" of this project would seem inappropriate. However, the basic intent and execution of the various innovative aspects as utilized through the project indicate definite desired social patterning in the lives of the individuals worked with.

Subsequent evaluation statements of each phase of the project indicate the need for future implementation of such a project.



PALAMA SETTLEMENT

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Dear Parents,

September 24, 1968

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WILFRED PANG
MRS. KAREN C. PERKINS
CAPTAIN ROLAND SAGUM
DR. SHUNZO SAKAMAKI
DR. GEORGE F. SCHNACK
RICHARD SHIGEMITSU
CHARLES C. SPALDING
MRS. ESTHER STUBBLEFIELD
RICHARD WONG
JOHN COTTON WRIGHT

We have had splendid cooperation from many of you during our start of the training table and study hall. We realize that this takes a great sacrifice on your part to give up your time after a busy day at work and we certainly appreciate your concern.

We would like to call a meeting on Thursday, September 26, 1968, at 7:30 p.m. - 8:30 p.m., in the Rath Auditorium for all our parents. We would like to encourage all of you to come. We will primarily be discussing:

- 1) Our Training Table;
- 2) Transportation after school, and for the football games;
- 3) Booster's Club.

We encourage all of you to make every effort to be here as we appreciate your cooperation. We feel that the teams have gotten the spirit and we hope the parents will also feel the team spirit.

Sincerely,

Kenneth Ling
Coordinator
Pop Warner

HONORARY TRUSTEES

ALFRED L. CASTLE
Hon. President
GEORGE R. CARTER
CARTER GALT
C. DUDLEY PRATT
A. L. Y. WARD

KL:em

EXECUTIVE DIRECTOR

LORIN T. GILL

(APPENDIX 1)

DIRECTOR OF SERVICES

MRS. EARLENE CHAMBERS





PALAMA SETTLEMENT

810 NORTH VINEYARD BOULEVARD

HONOLULU, HAWAII 96817

PHONE 853-945

SINCE 1906: SERVING THE INDIVIDUAL, THE FAMILY, THE COMMUNITY

OFFICERS

JOHN COTTON WRIGHT
President

October 4, 1968

DR. GEORGE F. SCHNACK
1st Vice-President

(Sent to school principals)

STEPHEN KANDA
2nd Vice President

MRS. KAREN C. PERKINS
Secretary

JOHN K. CLARKE, JR.
Treasurer

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RICHARD WONG
JOHN COTTON WRIGHT

We are happy to announce that for the first time Palama Settlement is able to undertake a football project which includes football, a dinner training table, and a study hall for our Pop Warner Bantam and Midget football teams.

The purpose of this project is to provide a well rounded program for each of our young boys participating in this project. All boys are required to attend all three of these components.

Workers from Palama Settlement will be making home assessments and school assessments of these individuals. In going over our final list of football players, we find that several boys attend your school. We wish to ask your cooperation in assisting our workers in getting the data needed for school assessments.

We also hope that we will be able to work cooperatively with you on this program in the future. Workers are now in the process of contacting your school counselors in setting up appointments to meet with the counselor.

If you have any questions concerning this project that I could clarify more fully, please call me at 853-945, ext. 44.

Thank you for your cooperation.

HONORARY TRUSTEES

ALFRED L. CASTLE
Hon. President
GEORGE R. CARTER
CARTER GALT
C. DUDLEY PRATT
A. L. Y. WARD

EXECUTIVE DIRECTOR

LORIN T. GILL

DIRECTOR OF SERVICES

MRS. EARLENE CHAMBERS

Sincerely,

Kenneth Ling
Kenneth Ling, Supervisor
Social Welfare Services
PALAMA SETTLEMENT

KL:dp

(APPENDIX 2)



SAMPLES OF STUDY HALL MATERIAL

Directions:

- 1) Read the cards pertaining to football tactics.
- 2) Know the vocabulary words on the cards:
 - a. Break the words up into syllables
 - b. Write your own sentences using each word
 - c. Have someone test you on the words
- 3) Take the test on the cards at the end. Answer as many as you can. Check your answers on the back of the test cards.

Tips for Defensive Tackles:

The primary assignment of the tackle is to penetrate about one yard and cause a pile-up or to stalemate the end and flanker back.

On the initial charge

- * Jab forward off the foot nearest the end
- * Make shoulder contact with the end
- * Drive sharply into the flanker back
- * Stay low
- * Maintain a wide stance
- * Drive hand and forearm into the chest and shoulders of the flanker back
- * Free himself from both blockers
- * Locate the ball
- * Pursue to make the tackle

Vocabulary:

<u>Word</u>	<u>Definition</u>
Primary	First
Penetrate	Go into
Stalemate	Impass; no one can gain
Initial	First; beginning
Jab	Move forward quickly
Maintain	To keep
Stance	Position
Locate	Find
Pursue	Follow; chase
Initiate	Start
Base	Bottom
Disengage	To shake loose
Lateral	Sideways (left to right; right to left)
Angle	Point of attack
Contact	Touch
Resistance	Pressure
Vicious	Fierce; ferocious

NAME:

Birthdate:

SCHOOL (presently attending):

Present Grade:

SEQUENTIAL TEST OF EDUCATIONAL PROGRESS (STEP): Form 3A

Test Date:

Age at Test Date:

Grade at Test Date:

	SCIENCE	SOCIAL STUDIES	LISTENING
Converted Score			
Mid-Percentile			
Percentile Band			

COOPERATIVE SCHOOL & COLLEGE ABILITY TEST (SCAT): Form 3A

SCHOOL:

Test Date:

Age at Test Date:

Grade at Test Date:

	VERBAL	QUANTITATIVE	TOTAL
Converted Score			
Mid-Percentile			
Percentile Band			

SEQUENTIAL TEST OF EDUCATIONAL PROGRESS (STEP) Form 4B

SCHOOL:

Test Date:

	MATHEMATICS	READING	WRITING
Converted Score			
Mid-Percentile			
Percentile Band			

PALAMA SETTLEMENT
TEST RECORD

CALIFORNIA MENTAL MATURITY SHORT FORM:
SCHOOL (presently attending):
Test Date:

Age at Test Date:

Birthdate:
Present Grade:
Grade at Test Date:

Total Mental Factors	Yr. Mo.	G. P.	I Q	Percentile
Total Mental Factors	Yr. Mo.	G. P.	I Q	Percentile
Language Mental Factors				
Non-Language Mental Factors				

CALIFORNIA MENTAL MATURITY SHORT FORM:
SCHOOL (presently attending):
Test Date:

Age at Test Date:

Birthdate:
Present Grade:
Grade at Test Date:

	M. A. Yr. Mo.	Expected Grade Place.	I Q	Percentile
Language Factors				
Non-Language Factors				

CALIFORNIA ACHIEVEMENT TEST BATTERY:
SCHOOL:
Test Date:

Age at Test Date:

Birthdate:
Present Grade:
Grade at Test Date:

	Reading				Arithmetic				Language				Total
	Voc	Comp	Total	%	Reas	Fund	Total	%	Mech	Spell	Total	%	G. P. %
Actual													
Norm													
Differential													

Test Record

DIFFERENTIAL APTITUDE TEST:
 SCHOOL (presently attending):
 Test Date:

Age at Test Date:

Birthdate:
 Present Grade:
 Grade at Test Date:

SUB-TESTS	Raw Score	Percentile
VERBAL REASONING		
NUMERICAL REASONING		
ABSTRACT REASONING		
SPACE RELATIONS		
MECHANICAL REASONING		
CLERICAL SPEED & ACCURACY		
LANGUAGE USAGE:		
SPELLING		
GRAMMAR		
VERBAL & NUMERICAL		

SCHOOL GRADES

NAME						Sex:	Birth-date:		
Last		First	Middle						
SCHOOL:		Grade:	Date:			Days Tardy:		Days Absent:	
SUBJECTS		1st Quart	2nd Quart	1st Sem	3rd Quart	4th Quart	2nd Sem	Yr Grade	Cr.
English									
Social Studies									
Science									
Math									

Comments:

ACKNOWLEDGMENTS

It was through the contributions of the following people and organizations that "Football '68" became a reality.

Youth Development Center, University of Hawaii

Teacher Corps

Volunteer Service Bureau

VISTA

American Security Bank

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Love's, Limited

State of Hawaii Nutritionists Office

Department of Education, School Lunch Program

Athletic Director, University of Hawaii

Joseph Lam, M. D.

Isami Mirikitani, M. D.

Maluhia Hospital