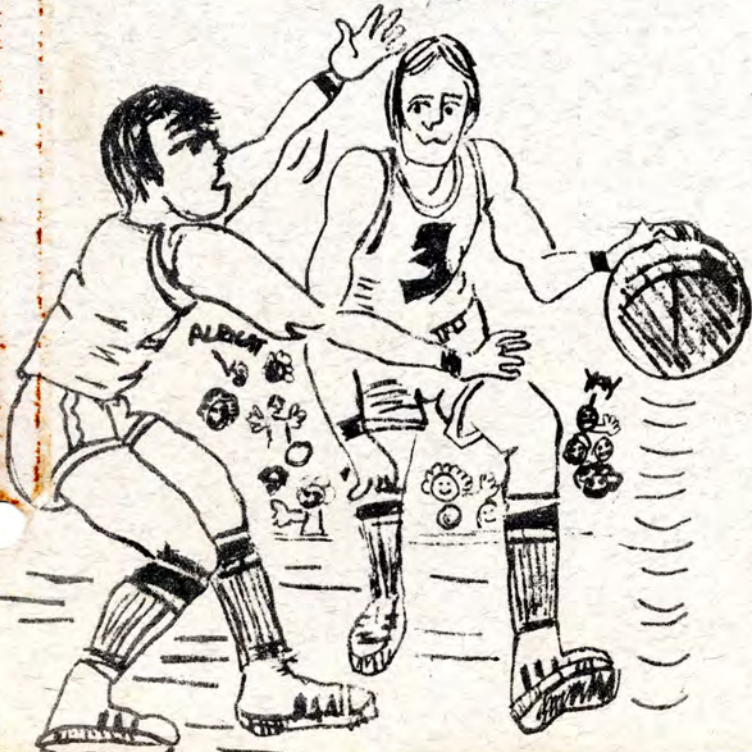


1977 POP WARNER  
MIDGET DIVISION CHAMPIONS



WELCOME  
TO  
GARDENA, CALIF.

# PALAMIA SETTLEMENT BASKETBALL '77



SCORE	BOARD
HOME	VISITORS
810	76
NORTH VINEYARD BOULEVARD	

RENDE



BASKETBALL 1977

MAI KA HOO'KAHI UHANE LOAA KA IKAICA O KE KINO

A YOUTH DEVELOPMENT/JUVENILE DELINQUENCY PREVENTION PROJECT

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PALAMA SETTLEMENT  
BASKETBALL  
GOALS AND OBJECTIVES

3

TARGET: 100 boys and girls 9-15 years of age who reside in the Kalihi-Palama area.

GOAL: To attract and motivate youngsters toward acceptable social values and institutions. To enhance and accelerate his total growth and development; to afford a place for visible and rewarded success for each individual.

- OBJECTIVES: ✓ 1. Increase the numerical skills of each participant one grade level during the basketball season.
- numerical?* 2. Increase options for academic success in each participant's experience.
- numerical?* 3. Increase the physical strength, stamina, and agility of all participants.
- numerical?* 4. To increase the quality of nutrition in each participant's diet with emphasis on proteins, vitamins, and minerals.
- numerical?* 5. To teach the skills and methodology of competitive basketball/cheerleading at the highest level of excellence.
- numerical?* 6. To encourage and facilitate parental involvement, awareness, and concern.
- numerical?* 7. To communicate with feeder schools in an attempt to better meet the academic potential of the participants.
- numerical?* 8. To provide a medium for personal success and reward for all involved with the project.

SUB-OBJECTIVES:

- A. Design and provide personalized academic instructional material appropriate to the needs of each participant.
- B. Administer pre and post project academic achievement devices.
- C. Establish contractual agreement with participants and parents regarding attendance, participation, and cooperation within the project.
- D. To facilitate dental-physical examinations for all participants.
- E. Provide a nightly Training Table.
- F. Administer an objective physical fitness evaluation pre and post season.
- G. Facilitate regular meetings of parents, other interested adults, and project staff.



## HOME VISIT EVALUATION

Home visits was an interesting and new experience for this worker. Generally speaking, the visits went quite smoothly but there were a few problems which arose. First of all contact with a few families was difficult due to wrong phone numbers given on application cards. Also with several families, initial contact was difficult due to difference in time schedules of each party. Another problem involved language. One or two families spoke almost no English, so communication between family and this worker was hampered. An important problem which surfaced early in the project was that the final rosters for the teams were set late. Thus, the home visit reports were done later in the project and valuable information of new youngsters was not available early in the project.

Several suggestions for improvements in home visits are:

1. Try to assign staff who are knowledgeable in a certain language to handle kids whose families speak that language.
2. Final rosters should be given early so that information from home visits will be available near the start of learning center.
3. Importance of home visits should be strongly emphasized to new kids and their families.

1

This thirteen year old youngster is a seventh grader at Kalakaua Intermediate school. She is of Filipino ancestry and resides with her grandmother in the lower Kalihi area along with her sister. Her grandmother is retired.

2

This youngster is a veteran of past projects at Palama. She is thirteen years of age and a seventh grader at St. Theresa school. She is of Hawaiian ancestry and resides with her parents and two brothers in the Palama area. Her father works for Reliance Properties and her mother is with the Department of Education.

3

A member of the cheerleading group and was Miss Cheerleader on the past project. She is twelve years old and of Hawaiian ancestry. She is a sixth grader and is presently attending Kaiulani School. She is living with her parents in the Palama area. Her father is a musician and her mother is a teacher's aide.

4

This thirteen year old youngster is an eighth grader at Central Intermediate school. She is of Hawaiian ancestry and resides in the Mayor Wright area with her parents, three sisters and a brother. Her father is employed as a musician and her mother is employed as a teacher's aide.

5

This fourteen year old youngster is an eighth grader at Cathedral school. She is of Hawaiian, Chinese, Caucasian ancestry and resides in the Waimanalo area with her parents and five brothers and sisters. Her father is employed as a fireman and her mother is a housewife.

6

This youngster is a returnee of past projects at Palama. She is eleven years old and a sixth grader at St. Theresa school. She is of part-Hawaiian ancestry and resides with her parents, brother, sister and cousin in Kaneohe. Her father works for the Fire Department and her mother is a secretary at Hickam.



This youngster has completed past projects at Palama. She is twelve years of age and a seventh grader at Central Intermediate. She is of Filipino-Hawaiian ancestry and resides in the Palama area with her parents, two brothers and two sisters. Her father is employed as a painter.

8

A member of the cheerleading group, she is thirteen years old, an eighth grader and is attending Kawananakoa Intermediate. She is of Japanese ancestry and is presently living with her parents in the Aliamanu area. The father is presently employed as a stevedore and the mother is a teacher.

9

This past basketball project was the first academic achievement project for this youngster. He is presently eleven years of age, of Puerto-Rican ancestry, and a sixth grader at Kauluwela Elementary school. He is the youngest child in the family. He resides with his mother and brother in the Palama area. His mother is not employed at the present time.

10

This youngster has been involved in several academic achievement projects in the past. He is presently eleven years of age, of Puerto-Rican descent, and is presently a sixth grader at Kaiulani Elementary school. He lives with his mother, three older brothers and an older sister in the Mayor Wright Housing complex.

11

This youngster is presently eleven years of age of Samoan ancestry, and a sixth grader at Kaiulani Elementary school. He resides in the Mayor Wright Housing complex with his father, two sisters and two brothers. His father is employed at the Hilton Hawaiian Village Hotel.

12

This youngster has been involved in several academic achievement projects in the past. He is presently twelve years of age, of Hawaiian-Caucasian and Puerto-Rican descent, and a seventh grader at Central Intermediate school. He lives with his mother, aunt, brother, sister and cousin in the Mayor Wright Housing complex. His mother is employed at a child-care center.

This past basketball project was the second academic achievement project for this youngster. He is presently twelve years of age, of Hawaiian-Chinese ancestry, and a seventh grader at Central Intermediate school. He is one of five boys who live with their parents in Haiku. His father is employed as a truck driver and his mother works at Kaiulani Elementary school.

14

This youngster has been involved in one other academic achievement project. He is presently eleven years of age, of Hawaiian-Caucasian and Chinese descent, and a sixth grader at Cathedral school. He is one of six children who reside with their parents in Waimanalo. His father is a fire fighter and his mother is a housewife.

15

This youngster has been involved in several academic achievement projects in the past. He is presently twelve years of age, of Hawaiian-Filipino descent, and is presently a seventh grader at Central Intermediate school. He is the oldest of three boys who reside with their parents in the Palama area. His father is employed as a bus driver and his mother is a housewife.

16

This youngster is presently twelve years of age, of Filipino ancestry and a seventh grader at Kalakaua Intermediate school. He is a new comer to Palama's academic achievement project. He resides with his parents and younger sister in the Waipahu area. His father is employed by C. Brewer and City Mill, while his mother works at the Holiday Inn.

17

This twelve year old youngster is a seventh grader at Central Intermediate school. He is of Filipino, Spanish, Hawaiian ancestry and resides with his mother and six brothers and sisters in the Mayor Wrights area. His father is deceased. His mother is a housewife.

18

This past basketball project was the second academic achievement project for this youngster. He is presently eleven years of age, of Japanese-Portugese descent, and a sixth grader at Kauluwela Elementary school. He is one of three boys who live with their parents in the Palama area. His father is employed as a truck driver and his mother is a waitress.



This youngster has been involved in several academic achievement projects in the past. He is presently eleven years of age, of Filipino-Caucasian descent, and a sixth grader at Kaewai Elementary school. He resides with his parents and four brothers in lower Kalihi Valley. His father is presently unemployed and his mother is a housewife.

20

This youngster has been involved in one other academic achievement project. He is presently eleven years of age, of Hawaiian-Chinese-Caucasian-Japanese descent and a sixth grader at St. Theresa's school. He resides with his parents, grandmother, aunt, cousin and brother in the Palama area. His father is employed as a financial counsellor and his mother is a sales clerk with Duty Free Imports.

21

This ten year old youngster is a first year player at Palama. He is in the fifth grade at Likelike Elementary, and is of Filipino ancestry. He lives with his parents and two brothers in the Palama area. His father is a carpenter temporarily unemployed and his mother is a housewife.

22

A returnee to Palama, This eleven year old youngster is in the sixth grade at Likelike Elementary. He is of Filipino ancestry and resides with his father, brother and sister in Mayor Wright Housing. His father is a gardener.

23

This eleven year old youngster is in the fifth grade at Likelike Elementary. A first year player at Palama, he is of Samoan ancestry and lives with his grandmother and two cousins in Kalihi. His grandmother is a homemaker.

24

This eight year old youngster is a third grader at Kaiulani Elementary school. He is of Chinese-Hawaiian ancestry and resides with his parents and one brother in the Waianae area. His father is employed as a driver for the Senior Citizens, while his mother is employed as a teacher's aide.

25

A rookie to Palama, this ten year old youngster is in the fifth grade at Likelike Elementary. His of Caucasian ancestry and lives with his parents and one brother in Kapahulu. Both parents are employed as houseparents.

A returnee to Palama, this ten year old youngster is in the fifth grade at Cathedral school. He is a mixture of Hawaiian-Chinese-Caucasian ethnic background and resides with his parents and three brothers and two sisters in Waimanalo. His father is a fireman and his mother is a housewife.

27

A ten year old youngster in the fifth grade at Likelike Elementary, this participant is a returnee to Palama. He is of Hawaiian ethnic background and lives with his mother and two brothers in Mayor Wright Housing. His mother is a housewife.

28

A first year player at Palama, this eleven year old youngster is in the sixth grade at Likelike Elementary. He is Hawaiian-Filipino ancestry and lives with his parents and two brothers in the Palama area. His father is a bus operator and his mother is a housewife.

29

A member of the midget "A" basketball team, an eighth grader and is attending Central Intermediate. He is thirteen years old and is of Black-Puerto-Rican ancestry. He is living with his mother, sister and brother in the Palama area. The mother is a housewife.

30

A member of the second unit on midget "A" basketball team, he is a ninth grader at Dole Intermediate. He is of Filipino ancestry. He is fourteen years old and living with his father, sister and brothers in the Palama area. The father works at Schofield base.

31

Captain of the second unit on the midget "A" basketball team, a ninth grader at Kalakaua Intermediate. He is fourteen years old and is of Filipino ancestry. Presently, he is living with his parents in the Palama area. Mother is a housewife and father is retired.

32

A member of the second unit midget "A" basketball team, an eighth grader at Central Intermediate. He is of Hawaiian-Chinese-Portugest ancestry. He is thirteen years old and living with his mother and step-father, brother and sister, in the Moanalua area. The mother is a housewife and step-father is a bus driver.



A starting center for the midget "A" basketball team, an eighth grader and is attending Kalakaua Intermediate. He is thirteen years old and is of Hawaiian-Portugese ancestry. He is living with his parents, brother and sisters in the Waipahu area. Father working in the Refuse Department and mother is at Kuakini hospital.

34

A member of the midget "A" basketball team and an eighth grader at Central Intermediate. He is thirteen years old and of Hawaiian-Chinese ancestry. He is living with his whole family in the Palama area. Father works as a Flanze Tuner and the mother works in a print shop.

35

A starter for the midget "A" basketball team, a ninth grader at Kalakaua Intermediate. He is fourteen years old and of Black-Hawaiian ancestry. Presently he is living with his mother and brother in the Kalihi Valley area. Step-father works at the T.W.C., and mother is a housewife.

36

He plays on the midget "A" basketball team first unit, an eighth grader at Dole Intermediate. He is thirteen years old and is of Hawaiian-Filipino ancestry. He lives with his parents, sisters and brothers. Mother works at Sears, and father is retired.

37

He plays for the midget "A" basketball team, an eighth grader and is attending Kawananakoa Intermediate. He is thirteen years old and is of Japanese ancestry. He is living with his parents and two sisters in the Palama area. Father is working as a screen printer and the mother as a pre-school teacher.

38

A member of the midget "A" basketball team, an eighth grader and attending Dole Intermediate. He is fourteen years old and is of Portugese-Filipino ancestry. He lives with his mother, sister and brother in the Kalihi Valley area.

A starting guard for the midget "A" basketball team, a ninth grader and attending Central Intermediate. He is fourteen years old and is of Chinese ancestry. He is living with his brother and mother in the Palama area. Mother works as a waitress.

40

He plays for the midget "A" basketball team, and is an eighth grader at Central Intermediate. He is thirteen years old and of Portugese ancestry. He is living with his mother, sister and niece at home in the Palama area. The mother is a housewife.

41

He is a starter for the midget "A" basketball team, a ninth grader at Central Intermediate. He is fourteen years old and is of Filipino-Puerto-Rican ancestry. He is living with his mother and brothers. The mother is working as a legal secretary in the prosecutors office. They live in the Palama area.

42

He plays for the midget "B" basketball team, a seventh grader and is attending Kalakaua Intermediate. He is twelve years old and is of Filipino ancestry. He lives with his mother, sisters, and brother. The mother is unemployed.

43

A ninth grade student at Dole Intermediate, this fourteen year old youngster completed his first project at Palama. He is of Japanese ancestry and resides in the Liliha area with his aunt and uncle and five cousins. His uncle is employed at Pearl Harbor.

44

A member of the midget "B" basketball team, a seventh grader and is attending Kalakaua Intermediate. He is twelve years old and is of Hawaiian-Chinese-Caucasian ancestry. He is living at home with his brother, sisters and mother in the Kalihi area. The mother is a housewife.

45

A member of the midget "B" basketball team, a seventh grader and is attending Central Intermediate school. He is twelve years old and of Hawaiian-Chinese-Spanish-Caucasian ancestry. He is presently living at home with his real mother and step-father. The mother is a housewife and his step-father is a mailman.

This thirteen year old youngster is in the eighth grade at Central Intermediate. He is of Samoan ancestry and lives in the Palama area with his mother and step-father, two step-sisters, and a step-brother and a cousin. His step-father is employed as a machine operator.

47

This twelve year old youngster is a seventh grader at Kalakaua Intermediate school. He is of Filipino-Hawaiian-Japanese ancestry. He resides with his grandfather in the Palama area primarily because it is closer to Palama Settlement. His grandfather is employed as a woodcraft supervisor.

48

He plays for the midget "B" basketball team. He is in the seventh grade and attending the Kamehameha schools. He is thirteen years old and is of part-Hawaiian ancestry. He is living with his parents, sisters and cousin in the Kaneohe area. Father is working with the Fire Department and the mother is a secretary at Hickam.

49

This past basketball project was the first academic achievement project for this youngster. He is presently thirteen years of age, of Samoan ancestry, and an eighth grader at Central Intermediate school. He resides with his uncle, aunt and two cousins in the Kalihi area. His uncle is a landskeeper and his aunt is a housewife.

50

This thirteen year old youngster is in the eighth grade at Central Intermediate. He is of Portugese-Caucasian ancestry and lives in the Palama area with his grandparents who are retired. This was his first project at Palama.

51

This past basketball project was the first academic achievement project for this youngster. He is presently thirteen years of age, of Hawaiian, Filipino and Black descent, and is an eighth grader at Dole Intermediate school. He is the oldest child in the family having only a younger brother. They reside with their mother in lower Kalihi Valley. His mother is employed as a social service assistant.

This youngster has been involved in several academic achievement projects in the past. He is presently twelve years of age, of Samoan-Portugese and Russian ancestry, and is a seventh grader at Central Intermediate school. He is the oldest child in the family having one brother and four sisters. They live with their parents in the Waipahu area. His father is a supervisor for Hawaiian Linen Supply and his mother is a housewife.

53

This thirteen year old youngster is an eighth grader at Aliamanu Intermediate school. He is of Samoan ancestry and resides in the Salt Lake area with his uncle and aunt and three cousins. His uncle is unemployed and his aunt is a housewife.

54

This past basketball project was the first academic achievement project for this youngster. He is presently thirteen years of age, of Samoan ancestry, and is an eighth grader at Dole Intermediate school. He is the oldest child in the family having one brother and three sisters. They reside with their parents in the Kalihi Valley Housing Complex. His father is unemployed and his mother is a housewife.

55

A newcomer to Palama, this youngster is fifteen years old and is in the tenth grade at Kaimuki High school. He is part-Hawaiian and resides in a foster home for boys with his houseparents and two "hanai" brothers.

56

This youngster is a returnee to Palama and is sixteen years of age. He is a tenth grader at McKinley. He is of Filipino-Puerto-Rican ancestry. He resides with his mother and is one of four kids in the Palama area. His mother is an attorney.

57

This youngster is fifteen years of age in the eleventh grade at McKinley high and a returnee to the program. He is of Chinese-Hawaiian-Caucasian ancestry and lives with his parent and brother in Waianae. His father is a van driver and his mother works for the Depart of Education.

58

A returnee, this fourteen year old youngster is in the ninth grade at Damien High school. He is of Japanese ancestry and resides in the Palama area with his parents and sister. His father is a mechanic and his mother is in sales.



This fifteen year old youngster is a ninth grader at Kaimuki Intermediate. He is of Hawaiian ancestry and lives with his parents and brother in Kaimuki. His parents are foster parents for boys while raising their two boys.

60

A returnee, this youngster is fifteen years old and in the tenth grade at Kamehameha school. He is of Hawaiian-Chinese ancestry and resides in the Liliha area with his parents, two brothers, two sisters and a cousin. His father is employed at Pearl Harbor and his mother works for a print shop.

61

This participant is a sixteen year old youngster in the eleventh grade at Kamehameha schools. He is of Hawaiian ancestry and resides with his uncle, aunt and three cousins in Kanebhe. His uncle is a fireman and his aunt is a secretary.

62

This sixteen year old participant is a returnee to Palama. He is in the tenth grade at Kalaheo High. Being of Chinese-Japanese-Caucasian ancestry, he resides with his parents, two brothers and one sister in Kailua. Both of his parents are social workers.

63

This youngster is a veteran at Palama and is sixteen years of age. He is in the eleventh grade at Roosevelt. He is of Hawaiian-Chinese-Filipino ancestry. He lives with his parents, brother and three sisters in Waimanalo. His father is a PBX installer and his mother is a bag inspector.

64

This fifteen year old youngster is a rookie at Palama. He is in the tenth grade at Farrington. He lives with both parents in the Kalihi area. He is of Hawaiian ancestry.

65

A sixteen year old in the eleventh grade at Farrington High, he is a first year participant at Palama. He is of Caucasian-Japanese descent and lives with his parents and brother in the Kalihi area. His father is a security guard and his mother is an equipment operator.

A sixteen year old youngster in the eleventh grade at Farrington, this youngster is a returnee to Palama. His of French-Filipino-Portugese descent. He lives with his parents and four brothers in the Kalihi-Palama area. His father is a carpenter, temporarily unemployed, and his mother is a housewife.

67

This fourteen year old youngster is a ninth grader at Kamehameha schools. He is of Japanese-Hawaiian-Spanish ancestry, and resides with his mother and sister in the Palama area. His father is in the Merchant Marine, while his mother is employed as a janitress.

68

This fifteen year old youngster is in the tenth grade at Farrington and is a first year participant at Palama. He is of Samoan descent and lives with his parents, a brother and sister in the Palama area. His father is unemployed and his mother is a housewife.

69

This sixteen year old youngster is in the tenth grade at McKinley High School. He is of Filipino-Hawaiian ancestry and resides in the Punchbowl area with his mom and is one of three dependents in the household.

70

This fourteen year old youngster is a returnee to Palama in the ninth grade at Central Intermediate. He is of Hawaiian-Puerto-Rican-Caucasian ancestry. He lives with his uncle, aunt and five cousins in Mayor Wright Housing. His uncle is a truck-driver and his aunt is a housewife.

71

This fifteen year old youngster is an eighth grader at Central Intermediate school. He is of Filipino ancestry and resides in the Mayor Wright's area with his father, a brother and a sister. His father is retired.

72

This fourteen year old is an eighth grader at Central Intermediate school. He is of Filipino-Korean ancestry and resides with his mother and five brothers and sisters in the Kauluwela area. His mother is a housewife.

This fifteen year old youngster is a ninth grader at Central Intermediate school. He is of Filipino ancestry and resides with his parents and two brothers in the Lanakila area. His father is employed as a school custodian and his mother is employed as a seamstress.

74

This fifteen year old youngster is an eighth grader at Central Intermediate school. He is of Filipino ancestry and resides in the Palama area with his mother, a brother, and two sisters. His mother is employed at the Lanakila Health Center.

75

This youngster is a returnee of past projects at Palama. He is fourteen years of age and a ninth grader at Central Intermediate. He is of Hawaiian ancestry and resides in the Palama area with his mother and two brothers. His mother is a housewife.

76

This fifteen year old youngster is in the ninth grade at Central Intermediate. He is of Samoan ancestry and resides in the Palama area with his uncle and aunt, a brother and five cousins. His uncle works as a warehouseman. This was the youngster's first project at Palama.

77

This fifteen year old youngster is a ninth grader at Central Intermediate school. He is of Chinese ancestry and resides with his parents and four brothers and sisters in the Salt Lake area. His father is employed as a dish washer and his mother is employed as a trimmer.

78

This fourteen year old youngster is a ninth grader at Kaimuki Intermediate school. He is of Filipino-Hawaiian ancestry and resides with his foster mother and foster brothers in the Kapahulu area. His foster parents are employed as houseparents.

79

This fourteen year old youngster is a ninth grader at Kawananakoa school. He is of Filipino-Okinawan ancestry and resides in the Kaneohe area with his parents and two sisters and a brother. His father is employed as a carpenter while his mother is employed as a bank clerk.

This youngster is a returnee of past projects at Palama. He is fifteen years of age and in the ninth grade at McKinley High school. He is of Samoan ancestry and resides in the Palama area with his parents, two brothers and five sisters. His father is unemployed and his mother is a social organizer.



# LEARNING CENTER EVALUATION

The 1977 Basketball Academic Achievement Project began in January and focused on reading. At the start of the project there 105 youngsters in the program. At the end of the project our records showed that 80 had completed the project successfully. The youngsters were assigned reading work based on how they scored on a SRA reading test. The pee wees and cheerleaders were required to complete approximately one hour of work per week while the midgets and the bantams were required to complete approximately two hours of work per week.

At the end of the project the youngsters were retested on the SRA reading test to find out if any gains were made. The results showed that there was an overall increase of .65 grade levels for the total project. The Midget B team showed the most increase team-wise followed by the Pee Wee "B", Midget "A", Pee Wee "A", Bantam "A", Bantam "B", and the Cheerleaders.

Midget "B"	-	+	1.38	grade level
Pee Wee "B"	-	+	.70	" "
Midget "A"	-	+	.66	" "
Pee Wee "A"	-	+	.64	" "
Bantam "A"	-	+	.43	" "
Bantam "B"	-	+	.37	" "
Cheerleaders	-	+	.32	" "

The atmosphere in the learning center was relatively relaxed and pretty well controlled. The noise level was kept at a minimum and the programming of assignments were consistent with our programming catalogues. Academic coaches were usually on hand, especially during the evening hours to help the youngsters when they needed tutoring and staff members were always available to help with personal problems.

The major concern of the program was the adequacy of the programming catalogue. The resulting test scores did not seem to indicate adequate learning as each youngster advanced at least one grade level in the programming catalogue but the test scores did not show it. Another area of concern was whether the youngsters had been provided with adequate incentives to perform well or to just complete the assignments because it had to be done. Other areas of concern were the effective use of volunteers, appropriateness of materials, and a more effective means of correcting and getting the results back to the youngsters as quickly as possible.

Midger "B"	-	+ 1.38 grade level
For Wes "B"	-	1.70
Midger "A"	-	1.80
For Wes "A"	-	1.80
Samson "A"	-	1.40
Samson "B"	-	1.70
Therapist	-	1.70

The atmosphere in the learning center was relatively relaxed and positive well controlled. The noise level was kept at a minimum and the programming of assignments were consistent with our programming catalogue. Academics coaches were usually on hand, especially during the evening hours to help the youngsters when they needed tutoring and staff members were always available to help with personal problems.

## STAR CHART AND REWARDS

The star chart is one of the most important components of the program. It helps to motivate the youngsters to do well both in the learning center and on the basketball court. Stars were given to the youngsters according to how well they performed. Each week records were kept both in the learning center and on the court. These records were converted into hash marks which were combined on a ratio system between the learning center and the court. Three ratio systems were used: A 3 to 2 ratio with the three hash marks coming from the court was used for the youngsters who did well on the court; the same 3 to 2 ratio was the three hash marks coming from the learning center was used for those who did well in the learning center; a special 4 to 1 ratio was utilized for the youngsters who did really well in the learning center but weren't as skilled on the court.

Hash marks in the learning center were earned for each 100% on the first try, completion of work on time, and for each 120 bonus points accumulated.

Hash marks on the court were earned for attendance to practice on time, hustle, points scored, rebounds, assists, and steal, etc. The stars which the youngsters earned could be used to purchase rewards such as jackets, T-shirts, tank tops, knee pads, shorts, wing P's, etc. . . The cost of these items varied in accordance to its demands and its cost money-wise.

Other rewards utilized included decals, McDonald coupons and candy bars. These were used for youngsters who performed well during each week of the project. The special awards were: Top Scholar, for attaining a certain number of hash marks per week in the learning center, pee wees and cheerleaders needed ten hash marks and midgets and bantams needed fifteen hash marks; Player Of The Week, for the youngster who received the highest number of hash marks during the weekly game for each team; and Miss Cheerleader for the cheerleaders who

received the highest number of hash marks per week in both the learning center and out on the court. They were given the rewards mentioned earlier along with a special colored star to designate their achievement.

The most popular reward for the youngsters was the jackets followed by pictures, shorts, T-shirts, winged P's, tank tops, wrist bands, head bands, and knee pads in that order.

Jackets	- 47
Pictures	- 37
Shorts	- 37
T-shirts	- 23
Winged P's	
Large	- 16
Small	- 16
Tank tops	- 14
Wrist bands	- 12
Head bands	- 5
Knee pads	- 4

The academic coaches were also awarded stars each week for appropriate behaviors such as programming assignments on time, attending training table, tutoring the youngsters, attending games, etc.

The most popular item for the academic coaches was jackets and T-shirts.



## SAT READING TEST SCORES

Pre-Test Top Score  
Post-Test Bottom Score

CODE NO.	VOCABULARY		COMPUTATION		TOTAL		Prior Test Score	Increase (+) Decrease (-)	MEAN GRADE LEVEL SCORE
	Grade Level	Raw Score	Grade Level	Raw Score	Grade Level	Raw Score			
1	6.5	26	9.4	38	7.9	64			
	6.1	23	9.7	39	7.7	62		-0.2	$\bar{X}$ 7.8
2	2.1	6	3.3	11	2.4	17	3.8		
	4.1	13	6.1	21	5.2	34		+1.4	$\bar{X}$ 4.5
3	6.5	26	6.5	24	6.7	50			
	6.5	26	8.3	34	7.5	60		+0.8	$\bar{X}$ 7.1
4	6.3	17	7.8	28	7.3	45	7.7		
	6.3	17	8.9	33	7.8	50		+0.1	$\bar{X}$ 7.5
5	7.3	21	7.2	25	7.5	46			
	7.7	23	7.1	24	7.5	47		0.0	$\bar{X}$ 7.5
6	5.8	21	5.4	18	5.8	39	6.1		
	4.7	15	6.1	21	5.4	36		-0.7	$\bar{X}$ 5.75
7	5.2	17	5.4	18	5.3	35	6.5		
	3.4	11	6.5	24	5.3	35		-1.2	$\bar{X}$ 5.9
8	7.3	21	5.8	19	6.7	40			
	6.8	19	7.2	25	7.2	44		+0.5	$\bar{X}$ 6.95
9	3.8	12	2.9	10	3.2	22			
	4.4	4	3.9	3	4.1	27		+0.9	$\bar{X}$ 3.65
10	4.1	13	4.3	14	4.1	27			
	3.8	12	3.9	13	3.8	25		+0.3	$\bar{X}$ 3.95
11	2.7	9	4.3	4	3.4	23			
	3.4	11	5.6	19	4.6	30		+1.2	$\bar{X}$ 4.0
12	3.8	12	3.6	12	3.6	24	4.3		
	3.8	12	6.4	23	5.3	35		+1.0	$\bar{X}$ 4.8
13	2.1	7	4.3	14	3.1	21	3.6		
	3.4	11	6.2	22	5.1	33		+1.5	$\bar{X}$ 4.35
14	7.1	29	7.3	29	7.3	58	7.4		
	6.3	25	7.9	32	7.2	57		-0.2	$\bar{X}$ 7.3
15	4.9	16	5.4	18	5.2	34			
	3.8	12	6.9	26	5.7	38		+0.5	$\bar{X}$ 5.45
16	4.7	15	5.1	17	4.9	32			
	4.4	14	5.1	17	4.8	31		-0.1	$\bar{X}$ 4.85
17	2.7	9	3.6	12	3.1	21	5.1		
	2.1	6	2.1	2	2.1	8		-3.0	$\bar{X}$ 3.6
18	6.7	27	7.3	29	7.2	56			
	6.9	29	8.6	35	7.8	63		+0.6	$\bar{X}$ 7.5
19	2.7	9	4.6	15	3.6	24	5.1		
	5.3	18	5.4	18	5.4	36		+0.3	$\bar{X}$ 5.25
20	7.9	32	7.1	27	7.4	59			
	7.9	32	10.3	41	9.1	73		+1.7	$\bar{X}$ 8.25
21	3.2	13	3.4	15	3.2	28			
	4.7	22	5.2	24	4.9	46		+1.7	$\bar{X}$ 4.05
22	3.4	11	5.1	17	4.3	28			
	3.1	10	4.8	16	3.9	26		-0.4	$\bar{X}$ 4.1
23	2.7	11	5.2	24	4.1	35			
	3.6	15	4.7	21	4.1	36		0.0	$\bar{X}$ 4.1
24	2.1	6	3.6	16	2.4	22			
	2.5	10	4.5	20	3.5	35		+1.1	$\bar{X}$ 2.95
25	3.4	14	3.4	15	3.4	29			
	4.1	18	5.1	23	4.5	41		+1.1	$\bar{X}$ 3.95
26	3.9	17	5.1	23	4.5	40			
	4.9	24	5.8	28	5.3	52		+0.8	$\bar{X}$ 4.9
27	3.1	12	3.9	17	3.4	29			
	3.8	16	2.9	13	3.4	29		0.0	$\bar{X}$ 3.4

## SAT READING TEST SCORES

CODE NO.	VOCABULARY		COMPUTATION		TOTAL		Pre-Test Top Score	Post-Test Bottom Score	MEAN GRADE LEVEL SCORE
	Grade Level	Raw Score	Grade Level	Raw Score	Grade Level	Raw Score	Prior Test Score	Increase (+) Decrease (-)	
28	5.2	14	5.8	20	5.2	34			
	5.6	20	6.9	26	6.4	46		+1.2	$\bar{X}5.8$
29	4.7	12	3.8	12	4.2	24	4.9		
	3.1	8	4.4	14	3.8	22		-1.1	$\bar{X}4.35$
30	8.1	24	6.5	22	7.4	46			
	5.1	13	5.8	19	5.6	32		-1.8	$\bar{X}6.5$
31	5.4	14	5.5	18	5.6	32			
	5.1	13	7.2	25	6.5	38		+0.9	$\bar{X}6.05$
32	3.9	10	3.8	12	3.8	22			
	3.5	9	3.5	11	3.5	20		-0.3	$\bar{X}3.65$
33	5.1	13	5.8	19	5.6	32			
	3.1	8	5.8	19	4.7	27		-0.9	$\bar{X}5.15$
34	4.7	12	3.8	12	4.2	24	6.7		
	5.1	13	6.7	23	6.2	36		-0.5	$\bar{X}6.45$
35	8.2	25	9.5	35	8.9	60			
	8.5	26	10.6	38	9.4	64		+0.5	$\bar{X}9.15$
36	3.1	8	6.7	23	5.4	31			
	6.1	16	8.2	30	7.4	46		+2.0	$\bar{X}6.4$
37	8.2	25	8.4	31	8.4	56			
	9.7	30	9.8	36	9.8	66		+1.4	$\bar{X}9.1$
38	6.1	16	6.3	21	6.3	37			
	7.3	21	5.8	19	6.7	40		+0.4	$\bar{X}6.5$
39	5.4	14	8.2	30	7.2	44			
	7.1	20	8.4	31	7.9	51		+0.7	$\bar{X}7.55$
40	3.9	10	5.3	17	4.7	27			
	5.1	13	6.7	23	6.2	36		+1.5	$\bar{X}5.45$
41	4.3	11	7.4	26	6.3	37			
	7.5	22	7.2	25	7.5	47		+1.2	$\bar{X}6.9$
42	6.7	27	8.3	34	7.6	61			
	8.8	35	11.1	43	10.1	78		+2.5	$\bar{X}8.85$
43	3.9	10	2.9	8	3.3	18			
	5.4	14	7.2	25	6.6	39		+3.3	$\bar{X}4.95$
44	5.3	18	5.6	19	5.6	37			
	6.2	24	8.6	35	7.4	59		+1.8	$\bar{X}6.5$
45	5.9	22	7.3	29	6.8	51	7.1		
	6.5	26	8.8	36	7.7	62		+0.6	$\bar{X}7.4$
46	4.3	11	3.1	9	3.5	20			
	3.9	10	6.1	20	5.2	30		+1.7	$\bar{X}4.35$
47	2.4	8	2.1	7	2.1	15			
	3.8	12	7.1	27	5.8	39		+3.7	$\bar{X}3.95$
48	8.5	34	8.8	36	8.7	70	9.2		
	6.9	28	10.3	41	8.5	69		-0.7	$\bar{X}8.85$
49	2.8	7	6.1	20	4.7	27			
	2.8	7	4.4	14	3.7	21		-1.0	$\bar{X}4.2$
50	5.8	15	6.3	21	6.2	36			
	7.1	20	6.3	21	6.8	41		+0.6	$\bar{X}6.5$
51	3.9	10	3.8	12	3.8	22			
	5.4	14	6.5	22	6.2	36		+2.4	$\bar{X}5.0$
52	3.8	12	4.6	15	4.1	27	4.3		
	3.4	11	6.9	26	5.6	37		+1.3	$\bar{X}4.85$
53	5.8	15	5.5	18	5.7	33			
	3.5	9	4.4	14	4.1	23		-1.6	$\bar{X}4.9$
54	6.1	16	3.5	11	4.7	27			
	3.9	10	4.4	14	4.2	24		-0.5	$\bar{X}4.45$

## SAT READING TEST SCORES

Pre-Test Top Score  
Post-Test Bottom Score

CODE NO.	VOCABULARY		COMPUTATION		TOTAL		Prior Test Score	Increase (+) Decrease (-)	MEAN GRADE LEVEL SCORE
	Grade Level	Raw Score	Grade Level	Raw Score	Grade Level	Raw Score			
55	5.4	14	5.1	16	5.2	30			
	6.3	17	5.8	19	6.2	36		+1.0	$\bar{X}5.7$
56	10.1	31	10.2	37	10.1	68			
	9.1	28	8.2	30	8.6	58		-1.5	$\bar{X}9.35$
57	8.5	26	9.5	35	9.1	61			
	10.9	34	6.7	23	8.5	57		-0.6	$\bar{X}8.8$
58	8.5	26	7.2	25	7.9	51			
	8.8	27	7.8	28	8.3	55		+0.4	$\bar{X}8.1$
59	3.9	10	3.1	9	3.4	19	3.8		
	5.8	15	2.9	4	3.4	19		-0.4	$\bar{X}3.6$
60	8.1	24	8.1	29	8.1	53			
	9.7	30	7.4	26	8.4	56		+0.3	$\bar{X}8.25$
61	9.7	30	11.1	39	10.3	69			
	10.3	32	11.4	40	10.9	72		+0.6	$\bar{X}10.6$
62	10.1	31	10.6	38	10.3	69			
	9.7	30	12.5	42	10.9	72		+0.6	$\bar{X}10.6$
63	8.1	24	8.4	31	8.3	55			
	8.1	24	7.4	26	7.8	50		-0.5	$\bar{X}8.05$
64	3.5	9	4.4	14	4.1	23			
	6.1	16	4.7	15	5.4	31		+1.3	$\bar{X}4.75$
65	7.1	20	8.7	34	8.2	54			
	7.5	22	5.8	19	6.8	41		-1.4	$\bar{X}7.5$
66	9.1	28	8.7	32	8.9	60			
	7.5	22	6.3	21	7.1	43		-1.8	$\bar{X}8.0$
67	9.4	29	10.2	37	9.8	66			
	11.7	36	12.5	42	12.5	78		+2.7	$\bar{X}11.15$
68	4.3	11	4.1	13	4.2	24			
	3.5	9	3.1	9	3.3	18		-0.9	$\bar{X}3.75$
69	6.3	17	7.2	25	7.1	42			
	6.6	18	5.5	18	6.2	36		-0.9	$\bar{X}6.65$
70	4.7	12	6.5	22	5.4	34	6.3		
	5.4	14	6.7	23	6.3	37		0.0	$\bar{X}6.3$
71	4.7	12	6.7	23	6.1	35			
	6.8	19	6.1	20	6.6	39		+0.5	$\bar{X}6.35$
72	4.3	11	3.5	11	3.8	22	5.4		
	2.8	6	5.3	17	4.1	23		-1.3	$\bar{X}4.75$
73	7.1	20	7.2	25	7.3	45			
	8.1	24	5.3	17	6.8	41		-0.5	$\bar{X}7.05$
74	6.3	17	8.9	33	7.8	50	8.1		
	8.1	24	8.2	30	8.2	54		+0.1	$\bar{X}8.15$
75	3.5	9	5.3	17	4.5	26			
	4.3	11	5.3	17	4.9	28		+0.4	$\bar{X}4.7$
76	5.1	13	4.7	15	4.9	28			
	3.5	9	4.7	15	4.2	24		-0.7	$\bar{X}4.55$
77	3.9	10	3.8	12	3.8	22			
	5.1	13	6.7	23	6.2	36		+2.4	$\bar{X}5.0$
78	5.1	13	4.7	15	4.9	28			
	4.3	11	3.8	12	4.1	23		-0.8	$\bar{X}4.5$
79	5.8	15	8.1	29	7.2	44	9.8		
	8.8	27	11.9	41	10.1	68		+0.3	$\bar{X}9.95$
80	2.8	7	5.3	17	4.2	24			
	3.9	10	4.1	13	4.1	23		-0.1	$\bar{X}4.15$



## ACADEMIC PROGRESS

1

Pre-Test: 7.9      Post-Test: 7.7      Test Increase: -0.2

The majority of her assignments came from Be A Better Reader, Workshop and SRA series. She was able to make the scholar level seven out of the eight weeks of learning center. She did not show as much enthusiasm in doing her assignments as in past projects. One factor was that the level of work assigned to her was approximately two grade levels above what she presently is in school. It seemed like the learning center portion of the project had become more of a chore than a challenge.

2

Pre-Test: 3.8      Post-Test: 5.2      Test Increase: +1.4

Target Reading, Skill Series, RAS, SRA, Workshop, Be A Better Reader. She did bonus work in two of eight weeks of programming, averaging 230 points in these two weeks. She made the scholar of the week list once during the project.

3

Pre-Test: 6.7      Post-Test: 7.5      Test Increase: +0.8

The majority of her work was in the Supportive Skills area, Workshop, Be A Better Reader. She averaged about 410 bonus points per week. All of the eight weeks of the project, she made scholar every week.

4

Pre-Test: 7.7      Post-Test: 7.8      Test Increase: +0.1

The majority of his regular assignment came from Be A Better Reader, Workshop and Supportive Skills series. She made scholar during each of the eight weeks of the project. She had a very poor work attitude in the Learning Center. She would do very little up to the last day when she would try to complete all of her work. She tends to procrastinate a lot which goes along with a "know it all attitude", and also a "better than you attitude."

5

Pre-Test: 7.5      Post-Test: 7.5      Test Increase: 0

Most of her assignments came from the Be A Better Reader, Supportive Skills, and Workshop Series. She did a lot of bonus work averaging over 300 bonus points per week. She did appear to have some difficulty in the concept area of Locating the Answers, Following Directions, Understanding



Word Groups and Vocabulary in the story context. She was able to make the level of scholar during each week of the project. She is capable of performing well but many times appeared to be moody due to personal social problems which greatly affected her work performance.

6

Pre-Test: 6.1      Post-Test: 5.4      Test Increase: -.7

Be A Better Reader, Skill Series, Workshop, RAS, SRA, Developing Reading Skills. She did bonus work in seven of eight weeks of programming and had an average of 245 points per week. She made the scholar of the week list three times during the project.

7

Pre-Test: 6.5      Post-Test: 5.3      Test Increase: -1.2

Be A Better Reader, Skill Series, Workshop, SRA, RAS, Developing Reading Skills. She was very conscientious about her bonus work and averaged 245 points per week. She made the scholar of the week list three times during the project.

8

Pre-Test: 6.7      Post-Test: 7.2      Test Increase: +0.5

Most of the materials used was in the Supportive Skills area. She did very little bonus work. Of the eight weeks she averaged out 146 points per week. During the eight weeks of the project, she only made scholar once.

9

Pre-Test: 3.2      Post-Test: 4.1      Test Increase +.9

Skill Series, Target Reading, SRA IA, RAS I. He did bonus work but the amount fluctuated. He accumulated 1,540 bonus points during the project. He earned the scholar of the week award four times out of the nine weeks of work in the learning center.

10

Pre-Test: 4.1      Post-Test: 3.8      Test Increase: -.3

Skill Series, Workshop I, Be A Better Reader, GO Green, Target Reading, SRA IIA & IA, GO Dittos, RAS I, Real Stories Bk.1, Sullivan Comprehension Reader, ER. He accumulated a total of 3,035 bonus points. He earned the scholar of the week award six times out of the nine weeks in the learning center.

Pre-Test 3.4

Post-Test 4.6

Test Increase +1.2

Skill Series, Be A Better Reader, GO Green, Target Reading, Workshop I, SRA IIIA, RAS I, Alike But Different, Real Stories Bk.I. He accumulated a total of 2,220 bonus points. He earned the scholar of the week award six times out of the nine weeks in the Learning Center.

12

Pre-Test 4.3

Post-Test 5.3

Test Increase +1.0

Skill Series, Workshop I & II, Be A Better Reader, Target Reading, Developing Reading Skills, RAS I Jr. RFU, Stranger Than Fiction, Real Stories Bk. I & II, SRA 11B, V.E. He accumulated a total of 3,715 bonus points. He earned the scholar of the week award four times out of the nine weeks of work in the Learning Center.

13

Pre-Test 3.6

Post-Test 5.1

Test Increase +1.5

Skill Series, Be A Better Reader, Workshop I & II, Target Reading, SRA IIIA, Stranger Than Fiction, V.W., Countries & Cultures, RAS I, GO Lavender, Real Stories, Millan Spectrum. He did bonus work on a regular basis accumulating a total of 2,175 bonus points. He earned the scholar of the week award six times out of the nine weeks of work in the Learning Center.

14

Pre-Test 7.4

Post-Test 7.2

Test Increase -.2

Workshop I & II, Be A Better Reader, Skill Series, Developing Reading Skills, GO Gold, SRA IIIA & Old, R.C., Countries & Cultures, V.E., Homework. He accumulated a total of 2,265 bonus points. He earned the scholar of the week award seven times out of the nine weeks of work in the Learning Center.

15

Pre-Test 5.2

Post-Test 5.7

Test Increase +.5

Skill Series, Be A Better Reader, Workshop I & II, Target Reading, Jr.RFU, SRA I, 11B, RAS II & I, Legends for Everyone, Real Stories, Developing Reading Skills, Hawaiiana, Mini Units, V.E. He accumulated a total of 5,330 bonus points. He earned the scholar of the week award every week during the nine weeks duration of the project.

Pre-Test 4.9                      Post-Test 4.8                      Test Increase -.1

Target Reading, Workshop I, Be A Better Reader, Skill Series, SRA IIA, RAS I, Workshop II, GO Lavender, Countries & Cultures, GO Dittos, V.W., Real Stories, SRA I, Developing Reading Skills, V.W., RAS II. He did bonus work on a regular basis accumulating a total of 2,965 bonus points. He earned the scholar of the week award six times out of the nine weeks of work in the Learning Center.

17

Pre-Test 5.1                      Post-Test 2.1                      Test Increase -3.0

The majority of his assignments came from the Supportive Skills and Target Reader series. He was able to attain the scholar level three times during the project. He actually completed Learning Center work for six of the nine weeks. He did not do anything for the last three weeks of Learning Center due to illness. He tends to show very little initiative both in the Learning Center and on the court.

18

Pre-Test 7.2                      Post-Test 7.8                      Test Increase +.6

Workshop I & II, Target Reading, Skill Series, Be A Better Reader, Developing Reading Skills, SRA IIIA, RAS II, GO Gold, Jr. RFU. He did bonus work on a regular basis accumulating a total of 2,440 bonus points. He earned the scholar of the week award six times out of the nine weeks of work in the Learning Center.

19

Pre-Test 5.1                      Post-Test 5.4                      Test Increase +.3

Skills Series, Workshop I&II, Be A Better Reader, Target Reading, SRA IIIA, RAS I&II, Real Stories Bk.2, GO Lavender, Developing Reading Skills Bk.A, V.E. He did bonus work regularly but the amount fluctuated. He accumulated a total of 2,000 bonus points. He earned the scholar of the week award four times out of the nine weeks of work in the Learning Center.

20

Pre-Test 7.4                      Post-Test 9.1                      Test Increase +1.7

Workshop I&II, Be A Better Reader, Target Reading, Developing Reading Skills, Skill Series, SRA IIIA, SRA I, GO Gold, Jr. RFU, Vocabulab. He did bonus work on a regular basis accumulating a total of 2,035 bonus points. He earned the scholar of the week every week except for the first week.

Pre-Test 3.2

Post-Test 4.9

Test Increase +1.7

Target Reading, Workshop, Skill Series and SRA are the materials which this youngster used most. He did 3,175 points of bonus work for an average of 320 points per week. He achieved scholar of the week eight times during the ten weeks of programmed work.

22

Pre-Test 4.3

Post-Test 3.9

Test Increase -0.4

Target Reading, Skill Series, GO, SRA and Be A better Reader is where most of his work came from. He did 220 points of bonus work for an average of 20 points of work a week. He didn't make scholar of the week through the entire ten weeks of work.

23

Pre-Test 4.1

Post-Test 4.1

Test Increase +.0

Workshop, Target Reading, Skill Series, and Be A Better Reader are materials this youngster used most frequently. He did 1,230 points of bonus work for an average of 160 points per week for the ten weeks of work. He achieved scholar of the week four times during the ten weeks of programmed work.

24

Pre-Test 2.4

Post-Test 3.5

Test Increase +1.1

Most of his assignments came from the Sullivan Reading Series. Other materials used were Supportive Skills, Target Readers, and the Be A Better Reader Series. He was able to attain the scholar level seven times during the ten weeks of learning center. He generally is an eager learner but on occasions he got lazy and did not function up to par.

25

Pre-Test 3.4

Post-Test 4.5

Test Increase +1.1

Target Reading, Skill Series, GO, Be A Better Reader, SRA and Workshop, were the materials most used by this participant. He did 2,765 points of bonus work for an average of 280 points of work a week. He achieved scholar of the week every week for the ten weeks of programmed work.



Pre-Test 4.5      Post-Test 5.3      Test Increase +0.8

Be A Better Reader, Workshop, Target Reading, SRA and Skill Series is where most of his work came from. He did 3, 100 points of bonus work for an average of 310 points a week of bonus work. He achieved scholar of the week award eight times out of the ten weeks of work.

27

Pre-Test 3.4      Post-Test 3.4      Test Increase +0

Workshop, Be A Better Reader, Skill Series and Target Reading are the materials most used by this youngster. He did 1,015 points of bonus work for an average of 100 points per week. He achieved scholar of the week twice during the ten weeks of work.

28

Pre-Test 5.2      Post-Test 6.4      Test Increase +1.2

Workshop, Be A Better Reader, Skill Series and SRA were the materials most used by this youngster. He did 2,075 points of bonus work for an average of 210 points of bonus work a week. He achieved scholar of the week four times during the ten weeks of work.

29

Pre-Test 4.9      Post-Test 3.8      Test Increase -1.1

He did a lot of work in the Supportive Skills area. He didn't do much bonus work. He did an average of 164 bonus points per week. He made scholar twice this project.

30

Pre-Test 7.4      Post-Test 5.6      Test Increase -1.8

He did a lot of work in the Supportive Skill area. He also did some work in the Reading Comprehension and vocabulary area. His average bonus work per week was 17 points. During the ten weeks of the project, he made scholar of the week once.

31

Pre-Test 5.6      Post-Test 6.5      Test Increase +0.9

He started out at 5.5. The majority of his work was in the Supportive Skills area. He moved up to the 6.0 level and did very well. He did an average of 212 bonus points per week. He received four scholar during the project.

Pre-Test 3.8

Post-Test 3.5

Test Increase -0.3

He started out with the Supportive Skills at the 3.5 level and did very well. He did mostly regular work. He did an average of 161 bonus points per week. He made scholar of the week three times during this project.

33

Pre-Test 5.6

Post-Test 4.7

Test Increase +0.9

All of his work was in the Supportive Skills area. His bonus average per week was 82 points. He made scholar once.

34

Pre-Test 6.7

Post-Test 6.2

Test Increase -0.5

He was assigned Supportive Skills, and did very well. Throughout the project he got an average of 347 bonus points per week. He made scholar of the week seven times during the project.

35

Pre-Test 8.9

Post-Test 9.4

Test Increase +0.5

He used the Supportive Skills, Reading Comprehension and Vocabulary. He was moved from 9.0 grade level to 9.5-10 grade level. He was averaging 291 bonus points per week. He made scholar of the week four times during the project.

36

Pre-Test 5.4

Post-Test 7.4

Test Increase +2.0

Most of the materials used were Supportive Skills concept. He was a consistent individual. During the last ten weeks of the project, he averaged 266 bonus points per week. He made scholar of the week five times during the project.

37

Pre-Test 8.4

Post-Test 9.8

Test Increase 1.4

Programmed according to the catalog, he started from the Supportive Skills area. He averaged 280 bonus points per week. He received the scholar of the week four times during the project.

Pre-Test 6.3                      Post-Test 6.7                      Test Increase +0.4

All of his work was programmed accordingly. He was consistent in his bonus work. During the ten weeks he averaged 346 bonus points per week. Out of ten weeks he made scholar eight times.

39

Pre-Test 7.2                      Post-Test 7.9                      Test Increase +0.7

He started out on the Supportive Skills, Vocabulary and Reading Comprehension at a 6.0 grade level. He did 90 points of bonus work during the whole project. He never made scholar of the week honors.

40

Pre-Test 4.7                      Post-Test 6.2                      Test Increase +1.5

Throughout the season this youngster was at the 5.0 level and did very well. He did 186 bonus points per week, he was very consistent. He made scholar once.

41

Pre-Test 6.3                      Post-Test 7.5                      Test Increase +1.2

He started out on the Supportive Skills at the 7.0 grade level but this proved that it was hard for him. He was one of those students who lacked the motivation to do extra work. On the average per week he only did 31 bonus points per week. He was made scholar of the week once.

42

Pre-Test 7.6                      Post-Test 10.1                      Test Increase +2.5

Basically he started his regular work at 8.0 grade level, Supportive Skills. Through the ten weeks he had averaged 135 points per week. He made scholar of the week once throughout the project.

43

Pre-Test 3.3                      Post-Test 6.6                      Test Increase +3.3

Be A Better Reader, Skill Series, Workshop, RAS, SRA, Developing Reading Skills. She did bonus work in seven of eight weeks of programming and had an average of 245 points per week. She made the scholar of the week list three times during the project.

Pre-Test 5.6                      Post-Test 7.4                      Test Increase +1.8

Programmed accordingly, he started out in the Supportive Skills areas, mainly Be A Better Reader and Target Reading. He covered reading comprehension and vocabulary. Moved from 5.0 to 5.5 and 6.0 grade level. Of the ten weeks he averaged about 230 bonus points per week. He made the scholar of the week five times during the project.

45

Pre-Test 6.8                      Post-Test 7.7                      Test Increase +0.6

He was using the Supportive Skills concept area. On the average he did 142 bonus points per week. He was very consistent in this area. Of all the ten week period, he only made scholar twice.

46

Pre-Test 3.5                      Post-Test 5.2                      Test Increase +1.7

Skill Series, Target Reading, Workshop, GO reading. He did bonus work only twice during the project and averaged 230 points in those two weeks. He made the scholar of the week list once during the season and was very pleased with himself for doing so.

47

Pre-Test 2.1                      Post-Test 5.8                      Test Increase +3.7

Initially most of his assignments came from the Sullivan series but later it was changed to include the Supportive Skills, Be A Better Reader and Target Reader series. He was able to attain the scholar level during nine of the ten weeks of learning center. He always did a lot of work and drove for perfection. He was really turned on to doing his work in the learning center and spent a lot of time there.

48

Pre-Test 8.7                      Post-Test 8.5                      Test Increase -0.7

He did a lot of Supportive Skills, Wrokshop, Be A Better Reader and Getting the Facts. He averaged out 163 bonus points per week during the projects ten week period. He only made scholar of the week once.

49

Pre-Test 4.7                      Post-Test 3.7                      Test Increase -1.0

Workshop I&II, Be A Better Reader, Skill Series, Target Reading, SRA-III A & IA, Jr. RFU, Real Stories, V.E. He did bonus work on a sporadic basis but accumulated 1,115 bonus points. He earned the scholar of the week award once during the ten weeks of work in the learning center.



Pre-Test 6.2

Post-Test 6.8

Test Increase +.6

Be A Better Reader and Workshop made up the majority of work programmed. He did bonus work in eight of ten weeks of programming and averaging 200 points in those eight weeks. He made the scholar of the week list three times during the project.

51

Pre-Test 3.8

Post-Test 6.2

Test Increase +2.4

Skill Series, Target Reading, Jr. RFU, ER, RAS I&II, Stranger than Fiction, Be A Better Reader, Workshop I&II, Developing Reading Skills, SRA-IIIA, GO Series, Hawiiana, VE, SRA IIB. He was consistent in doing bonus work and accumulated a total of 4,365 bonus points. He earned the scholar of the week award eight times out of the ten weeks of work in the learning center.

52

Pre-Test 4.3

Post-Test 5.6

Test Increase +1.3

Skill Series, Target Reading, Workshop I, Be A Better Reader, Real Stories Bk. 2, R.C., V.W., Homework. He did very little bonus work accumulating only 265 bonus points. For the duration of the project he did not earn the scholar of the week award once.

53

Pre-Test 5.7

Post-Test 4.1

Test Increase -1.6

Almost all of the assignments that this youngster completed were from the Supportive Skills series. He made scholar of the week once throughout the project. He spent a minimal amount of time in the learning center. He was usually content to complete his regular work so that he could play in the week games.

54

Pre-Test 4.7

Post-Test 4.2

Test Increase -.5

Skill Series, Target Reading, Workshop I&II, SRA IA, RAS II Jr. RFU, Stranger than Fiction, ER, VE, Reading for Concepts, Be A Better Reader, RE, GO Dittos. He always did bonus work accumulating a total of 3,275 bonus points for the project. He earned the scholar of the week award five times out of the ten weeks of work in the learning center.

Pre-Test 5.2      Post-Test 6.2      Test Increase +1.0

This youngster's programming consisted of work mainly from Workshop and Target Reading. He did bonus work twice during his eight weeks of work for a total of 260 points. He pushed himself and made the scholar of the week list once this season.

56

Pre-Test 10.1      Post-Test 8.6      Test Increase -1.5

Most of the materials used by this youngster came from Workshop, Be A Better Reader and SRA. He made scholar of the week just once out of the entire ten week project. He came up to the learning center to do his work, an average of one or two days a week. He was satisfied to do just his regular work. He was able to attain the scholar of the week award once.

57

Pre-Test 9.1      Post Test 8.5      Test Increase -0.6

This youngsters work came mainly from Be A Better Reader, Workshop, SRA and V.W. series. He made scholar of the week twice during the eight weeks of work. This youngster is capable of learning a great deal, yet at times he was satisfied to do just what was required. When he was encouraged to do more he easily did more.

58

Pre-Test 7.9      Post-Test 8.3      Test Increase +.4

This youngster's work was drawn mainly from Skills, Be A Better Reader and Worskshop. He also brought in a lot of homework. He was very much motivated to do bonus work, averaging 410 points per week. He made the scholar of the week list twice this season and missed it by a couple of hash marks on two other occasions.

59

Pre-Test 3.4      Post-Test 3.4      Test Increase +0

He did 580 points of bonus work for an average 72 points of bonus work a week. He achieved scholar of the week award twice during the eight weeks of work.

Pre-Test 8.1                      Post-Test 8.4                      Test Increase +.3

This youngster's materials were drawn mainly from the Workshop Series and Be A Better Reader. He did bonus work in seven of eight weeks of programming for an average of 320 points. He made the scholar of the week list five times and was very much motivated by this award.

61

Pre-Test 10.3                      Post-Test 10.9                      Test Increase +0.6

Most of the work of this youngster came from V.W.'s, Be A Better Reader, SRA and a great deal of homework from school. He did 1,275 points of bonus work for an average of 160 points a week for the eight weeks of work. He made scholar of the week twice during the project.

62

Pre-Test 10.3                      Post-Test 10.9                      Test Increase +.6

Most of the material used by this youngster came from Be A Better Reader, SRA, V.E. and V.W. series. He made scholar of the week three times during the eight weeks of work. He is a fairly bright youngster and needed very little supervision. He is an independent person and caused no problems.

63

Pre-Test 8.3                      Post-Test 7.8                      Test Increase -0.5

Much of this youngsters work dealt with his homework. When he did do work he usually used Be A Better Reader. This youngster achieved scholar of the week once during the project. He did much of his school homework for his regular work and was conscientious about it. He was very receptive to help and would ask for it whenever he needed it.

64

Pre-Test 4.1                      Post-Test 5.4                      Test Increase +1.3

Most of the materials used by this youngster came from Real Stories, Skill Series, SRA, Workshop and Target Reading. This youngster achieved scholar of the week award five times out of eight weeks of work. He was very easy to work with and was receptive to any help given. He has a good attitude with his work and appears able to do better.

Pre-Test 8.2                      Post-Test 6.8                      Test Increase -1.4

Much of this youngsters work dealt with Be A Better Reader, Skill Series and Workshop. He made scholar of the week twice during the eight weeks of work. Although his poor test increase is evident he is a fairly smart youngster. He is able to comprehend well and had a good knowledge of vocabulary but he seemed to lack any initiative to do well or more than is asked for.

66

Pre-Test 8.9                      Post-Test 7.1                      Test Increase -1.8

This youngster used Be A Better Reader, Skill Series, Workshop and Developing Reading Skills as materials. He made scholar of the week once during the project. This youngster was very open and would often ask for help. He was very receptive to instruction and tutoring. It is this workers opinion that his negative grade level increase is no indication of his improvement.

67

Pre-Test 9.8                      Post-Test 12.5                      Test Increase +2.7

The majority of work done by this youngster was home work from school. He was able to attain the level of scholar twice during the project. He is a conscientious worker who accepts the challenge of working readily. At times he tried to get easier work but always was able to pull through effectively when necessary.

68

Pre-Test 4.2                      Post-Test 3.3                      Test Increase -0.9

Target Reading, RAS, Real Stories, SRA, Stranger than Fiction and ER were most of the materials used. This youngster achieved scholar of the week award twice during the project. Although his test scores do not indicate any post-test increase it is this workers opinion that this youngster did show an improvement from the beginning to the end of the project. His comprehension and vocabulary showed improvement. Factors involving the basketball team may have affected his scores.

69

Pre-Test 7.1                      Post-Test 6.2                      Test Increase -.9

This youngster's work was drawn mainly from Be A Better Reader and Workshop. He did bonus work twice for a total of 300 points. He made the scholar of the week list once this season.



Pre-Test 6.3

Post-Test 6.3

Test Increase +0

Most of the material used by this youngster came from Be A Better Reader, Target Reading, Skill Series and Workshop. This youngster achieved scholar of the week twice during the seven weeks he was with the project. He seemed content on finishing his regular work but not much more. He did not spend much time in the learning center.

71

Pre-Test 6.1

Post-Test 6.6

Test Increase +0.5

Most of his assignments came from the Be A Better Reader, Target Reader, Supportive Skills and Workshop Series. He was not able to attain the level of scholar at all throughout the project. His performance was very erratic, at certain times he seemed to be really concerned about doing his work while at other times he does not seem to care at all. On several occasions he failed to complete the required amount of work necessary to participate in the weekly practices and games.

72

Pre-Test 5.4

Post-Test 4.1

Test Increase -1.3

Most of the work assigned to him was from the Be A Better Reader, Workshop and Supportive Skills series. He was able to attain the level of scholar three times during the project. He gets frustrated very easily and tends to guess at answers when this happens. If he fails to get a ninety percent or better, he usually guesses and doesn't care if the answers are right or wrong, as long as he gets credit for it after the third time.

73

Pre-Test 7.3

Post-Test 6.8

Test Increase -0.5

All of his assignments came from the Be A Better Reader, Supportive Skills and Workshop series. He was not able to attain the level of scholar throughout the project. He is a good worker who gets frustrated easily. He started at the seventh grade level, had difficulty, was dropped to the 6.5 level, did well, was raised again to the seventh grade level but still had some difficulty in doing his assignments.

Pre-Test 8.1

Post-Test 8.2

Test Increase +0.1

Almost all of his assignments came from the Workshop series. He was able to achieve the level of scholar once during the project. He is able to function at a fairly high level when he wants to but tends to get frustrated when the work seems a little difficult at first glance. He likes attention and does well when attention is given to him.

75

Pre-Test 4.5

Post-Test 4.9

Test Increase +.4

This youngster's basic materials came from the Skills Series and Be A Better Reader. He had little desire to do bonus work, averaging an hour per week on four out of eight weeks of programming. He was able to score enough hash marks to make the scholar of the week list once this season.

76

Pre-Test 4.9

Post-Test 4.2

Test Increase -0.7

The majority of his assignments came from the Supportive Skills, Workshop and Be A Better Reader series. He was not able to attain the level of scholar at all during the project. This youngster was a good steady worker when he was alone, but had some difficulty concentrating when his friends were around.

77

Pre-Test 3.8

Post-Test 6.2

Test Increase +2.4

The majority of his assignments came from the Supportive Skills, Target Reader and Be A Better Reader series. He did a moderate amount of bonus work averaging approximately 250 bonus points per week. Up to the sixth grade level, it appeared that he did not have any difficulty. He was able to attain the level of scholar twice during the project. He started out doing really well at the 3.5 grade level and did so well that after eight weeks of work he had moved up to the sixth grade level where he was still doing well. He could have possibly performed much better if he had spent more time in doing his assignments.

78

Pre-Test 4.9

Post-Test 4.1

Test Increase -0.8

Most of his assignments came from Supportive Skills area with a little from the Target Readers. He was able to attain the scholar level once during the eight weeks of learning center. The learning center portion of the program did not seem to interest him at all. He would come to the learning center to do some assignments and leave without waiting for it to be corrected.

Pre-Test 9.8

Post-Test 10.1

Test Increase +0.3

Most of his assignments involved doing his homework from school. He was able to attain the level of scholar twice during the project. He was a fairly difficult person to motivate. Part of the problem was that he loves to talk which greatly reduced the amount of time that he spent in doing his work.

80

Pre-Test 4.2

Post-Test 4.1

Test Increase -.1

The Skills Series and Be A Better Reader were materials most often programmed. He did bonus work on three out of eight weeks of programming, averaging about 40 minutes on those weeks. He was never close to making the scholar of the week list this season.

## ACADEMIC COACHES EVALUATION

The Academic Achievement Basketball Project began in January with sixteen academic coaches. Twelve of these volunteers were returnees from past projects. As the project went along the total number of academic coaches increased to thirty-five. At the end of the project, there was a total of thirty active academic coaches. Five had dropped out due to personal reasons.

As a whole, they were a pretty good group of volunteers but it was quite noticeable that the quality of the volunteers were not as good as in the past. } They did not seem to put out as much as in the past and did not seem to get into the youngsters as in the past.

Many of our volunteers were high school students who were here for credits and it appeared that it was a chore for many of them. They just came to eat, do the programming and socialize with the other volunteers. It seems that they were content just to put in the required amount of time for the grade. Thirteen of our volunteers were out of school and they did a very good job. They showed the most interest and concern for the youngsters. One major factor in the quality of volunteers that we had was that as the project progressed, our screening process broke down and we basically accepted anyone who wanted to volunteer their time. An effort was made regarding getting the volunteers to feel more of a part of the program instead of just being here for the role purpose of programming which was accomplished to a slight degree but needs to be worked on more fully.

- Problems:
1. Amount of time spent by the volunteers.
  2. Age gap of volunteer/youngsters was close.
  3. Lack of effort and concern for youngsters.
  4. Insufficient number of volunteers who could come during the hours when the younger youngsters were around.



# 5. Need for more correctors.

## Suggestions:

1. Try to get volunteers from an older age group.
2. A more rigid screening process.
3. An early start on recruiting of volunteers.
4. A more thorough orientation of the volunteer regarding the program and their role.
5. A much closer working relationship with the volunteers to find out problems and needs which we could be helpful for and to make them feel more comfortable.
6. A stronger emphasis on the importance of the volunteer to the project.
7. A stronger emphasis on the amount of time to be spent here. Maybe back to the six hour requirement.
8. More short social activities.
9. Better communications via:
  - a. memos
  - b. follow-up phone calls

## TRAINING TABLE

The training table started on January 3, 1977, and ran through March 10, 1977. Each youngster was required to attend the training table four nights each week, Monday through Thursday.

In trying to increase the quality of the youngsters' diet, a hot nutritious dinner meal is served. This health component plays a major role in the project since a sound diet is necessary to enhance the well being of an athlete.

Although we had a volunteer cook for the meals, her task did not include the serving of the meals or the clean up afterwards.

Menu planning, to conform to the Federal Child Care Food Program guidelines, and ordering of all food and supplies was done by a health and nutrition specialist.

Our parents served as an important part of the training table for they aided in some aspects of the meal preparations in addition to the serving of the meals. They also helped with the daily attendance and the recording of the heights and weights of the youngsters.

The youngsters in the project were also involved in handling responsibilities by being assigned to clean up duties after meals on a rotating bases. This afforded direct contact between parents and team members and proved to be a good learning experience. All of this organization was essential to the smooth running of the training table.

The training table was fortunate in receiving food donations from Holsom Bakery, Hawaiian Flour Mills, Holiday Mart, Okada and Company Ltd. and Y. Hata. A true mahalo goes out to these places and other individuals contributing to the training table.

## HEIGHT AND WEIGHT EVALUATION

During the past basketball project, as in others before, each youngster is required to attend training table four nights a week. In trying to increase the quality of the youngster's diet, a hot nutritious meal was served with emphasis on proteins, vitamins and minerals.

The nutrition and health component play a major role in the project. In order to make some measurement of its effects, each youngster's height and weight is charted during the course of the season. It is taken weekly to help keep track of each youngster's physical development.

In the matter of weight gains of the total number of eighty youngsters that completed the entire project, forty-three of them gained weight during the season. They showed weight gains anywhere from  $1/4$  pound to  $9 \frac{3}{4}$  pounds. This was an average gain of three pounds. The remaining youngsters showed no change or loss in weight from the beginning to the end of the project. It was estimated that there was an overall average weight gain of two pounds.

In looking at height increases, seventy-one had a height gain from  $1/4$  inch to  $1 \frac{1}{4}$  inches. The others had no increase in height during the course of the project.

Throughout the project, the youngsters maintained a very healthful physical appearance. Their physical development seemed to follow a normal course in correlation with their chronological age. Nothing irregular was noticeable. Their physical prowess on the court indicated the soundness of their development.

## WEIGHT AND HEIGHT CHART

CODE	WEIGHT	HEIGHT	WEIGHT	HEIGHT	WEIGHT	HEIGHT	WEIGHT	HEIGHT
NUMBER	January		February		March		GAIN OR LOSS	
1	82	4'9"	82	4'9"	84½	4'9½"	+ 2½	+ ½"
2	127	5'2½"	127	5'2½"	125	5'3"	- 2	+ ½"
3	93½	5'½"	96	5'½"	98	5'1"	+ 4½	+ ½"
4	110	5'1½"	111	5'1½"	110	5'1½"	+ 0	+ 0
5	120½	5'3½"	118	5'3¾"	118	5'4"	- 2	+ ¾"
6	81½	4'11½"	80	4'11½"	84	4'11½"	+ 2 ¾	+ 0
7	93½	4'11"	97	5'¾"	98	5'1"	+4½	+ 2 "
8	98½	4'10"	96	4'10½ "	95	4'10¾"	- 3½	+ ¾ "
9	162½	5'2½"	159	5'2½"	161½	5'2¾"	- 1	+ ½ "
10	89	4'10	86	4'10⅞ "	87 ¾	4'10¾"	- 1½	+ ¾ "
11	117½	4'11"	117½	4'11½"	115	5'	- 2½	+ 1 "
12	79½	4'6¾ "	79	4'7"	79	4'7½"	- ½	+ ¾ "
13	80	4'9"	79	4'9½"	79 ¾	4'9¾"	- ½	+ ¾ "
14	87	4'11"	84	5'	84	5'	- 3	+ 1 "
15	81	4'8½"	80	4'8½"	82	4'8½"	+ 1	+ 0
16	77	4'11"	77	4'11⅞ "	79	4'11¾"	+ 2	+ ¾ "
17	124	5'1"	122½	5'1"	122	5'1"	- 2	+ 0
18	85	4'9"	86½	4'9"	90	4'9½"	+ 5	+ ½ "
19	98	4'9"	98	4'9½"	98	4'9¾"	+ 0	+ ¾ "
20	150	5'2½"	148	5'2½"	147½	5'2½"	- 2 ¾	+ ½ "
21	82	4'7½"	80	4'7 ¾"	82	4'8"	+ 0	+ ½ "
22	67	4'2"	66½	4'2"	66½	4'2½"	- ¾	+ ½ "
23	98	4'11"	100	4'11½"	100	4'11¾"	+ 2	+ ¾ "
24	52	4'	50½	4'½"	52 ¾	4' ¾"	+ ¾	+ ¾ "
25	49¾	3'10"	48	3'10"	48½	3'10"	- 1½	+ 0
26	76½	4'7½"	74	4'7¾ "	75	4'7¾ "	- 1½	+½ "
27	68½	4'4½"	67½	4'5"	67½	4'5½"	- ¾	+ 1 "
28	66	4'5"	62½	4'5½"	65	4'6½	- 1	+ 1½"
29	96½	5'2½"	99	5'3"	98½	5'3"	+1 ¾	+ ¾ "
30	113	5'2½"	105	5'2½"	106	5'2¾"	- 7	+ ½ "
31	99	5'	98	5'	100	5' ¾"	+ 1	+ ¾ "
32	99	5'3"	96	5'3⅞ "	100	5'3½"	+ 1	+ ½ "



## WEIGHT AND HEIGHT CHART

CODE	WEIGHT	HEIGHT	WEIGHT	HEIGHT	WEIGHT	HEIGHT	WEIGHT	HEIGHT
NUMBER	January		February		March		GAIN OR LOSS	
33	140½	5'9½"	138	5'9½"	138	5'9¾"	- 2½	+ ½"
34	113 ½	5'3¾"	112	5'4"	116	5'4¾"	+ 2½	+ 1"
35	106	5'6⅞"	106	5'6½"	109	5'6¾"	+ 3	+ 5/8"
36	106½	5'5½"	108	5'6"	110	5'6½"	+ 3½	+ 1"
37	86	4'9"	86	4'9½"	87	4'9¾"	+ 1	+ 3/4"
38	115	5'3½"	116	5'3½"	117	5'3¾"	+ 2	+ ½"
39	128	5'3"	125½	5'3"	129	5'3½"	+ 1	+ ½"
40	100	5'	99½	5'½"	99	5' 3/4"	- 1	+ 3/4"
41	95½	5'4½"	98½	5'4½"	100	5'4¾"	+ 4½	+ ½"
42	102	5'1½"	102½	5'1½"	105½	5'2"	+ 3½	+ ½"
43	109	5'4½"	105½	5'4½"	110½	5'4¾"	+ 1½	+ ½"
44	95	5'	91½	5' 1/8"	93	5' ½"	- 2	+ ½"
45	97½	5'1"	98½	5'1½"	97½	5'1½"	+ 0	+ ½"
46	135	5'5½"	137	5'5½"	139	5'5¾"	+ 4	+ ½"
47	65½	4'7"	66	4'7½"	65	4'7½"	- ½	+ ½"
48	88	4'11½"	86½	4'11½"	84	4'11¾"	- 4	+ ¼"
49	137	5'7"	140	5'7½"	135½	5'7½"	- 1½	+ ½"
50	154	5'7½"	151	5'7¾"	149	5'8"	- 5	+ ½"
51	95	5'3"	95½	5'3¾"	97 3/4	5'3¾"	+ 2 3/4	+ 3/4"
52	121½	5'3"	123	5'3"	122	5'3½"	+ ½	+ ½"
53	133	5'7½"	133	5'8"	137	5'8½"	+ 4	+ 1"
54	117	5'3"	121	5'3"	123½	5'3½"	+ 6½	+ ½"
55	151¾	5'6"	150	5'6½"	153	5'6½"	+ 1½	+ ½"
56	141	5'6½"	147	5'6½"	150	5'6½"	+ 9	+ ½"
57	142	5'8½"	142	5'8½"	139	5'8½"	- 3	+ ½"
58	120	5'6"	119	5'6½"	121	5'6½"	+ 1	+ ½"
59	140	5'3½"	138	5'3¾"	138	5'4"	- 2	+ ½"
60	158	5'8½"	149	5'9"	157½	5'9"	- 6½	+ ½"
61	151	5'8¾"	154½	5'9"	159½	5'9"	+ 8½	+ ½"
62	135½	5'4½"	131	5'4½"	130	5'4½"	- 5½	+ ½"
63	158	5'9"	160	5'9½"	158	5'9½"	+ 0	+ ½"
64	136	5'10"	137	5'10"	137	5'10"	+ 1	+ 0



### SOCIAL BEHAVIOR GROUPS

It became evident early in the practice sessions, (as in other projects) that the target of academic improvement and emphasis for some children was interfered with a hampered if not obliterated by socially unacceptable social behaviors.

These participants and their needs were "red flagged", that is brought to the attention of the entire project staff and it was decided that weekly one-on-one sessions with specific staff would be added to their required activity in the project.

These could be seen as mini-therapy or self discovery sessions.

\* Recommendation - Social Behavior Target for all participants next project.

BANTAM "A" TEAM EVALUATION

1977 can be considered as an end of an era or the beginning of another. This team will be remembered as extending the win streak to 83 but also as the team that was defeated and eventually lost the championship.

Working with practically a new squad with only two returnees had its difficulties. Talent was not as deep as in previous years, however, the team worked hard and gave of themselves. Pressures were tremendous on them as each game approached. It is difficult to realize what it must have meant to each individual as the two defeats came at the close of the season.

Throughout the season behavior problems were not as pronounced as had been in previous projects. However, outside activities detracted from the ability to concentrate or give a total effort. The lack of a total team commitment to sacrifice and lack intensity took its toll. Injuries and unexpected situations had to be dealt with.

Throughout all of this at the end of the season the manner in which the team carried themselves was a tribute to the project as they stood tall as men.

As a coach the inevitable was always understood that someday we would lose. At the same time it was difficult for the players to understand this when it did happen. It was a season of building, and to this end the team accepted the challenge and gave what they could to keep the tradition going.

As men they were able to handle defeat which was extremely gratifying as they exceeded the expectation of many. To this end we say well done and now build for the future!



## BANTAM "B" TEAM EVALUATION

This was my first year as a coach in Palama's Basketball Academic Achievement Project. Ken and I worked with the bantam teams; Ken coached the "A" team while I helped out as his assistant, and I coached the "B" team with Ken helping me as an assistant.

Basketball season started on the first of December. For the first two weeks, all of the boys practiced together, some thirty-seven youngsters. After the boys were selected into the "A" and "B" bantam teams, I had twenty youngsters who had little or no experience in organized basketball play prior to this season. These boys also had little basic fundamental skills in playing basketball.

The practice sessions were spent on basic fundamental drills such as dribbling, passing, defensive drills, shooting, etc. When this got boring or repetitious, we had team scrimmage or games. As the season progressed, their skills improved and they became much more confident of their basketball play against some tough competition.

It was a frustrating season for the players, the team ended with ten players, as they went through the entire season without a win. It was a learning experience for many of the players as well as the coaches.

## 1977 MIDGET "A" EVALUATION

Try-outs for the Midget "A" team started on December 1, 1976, and were completed by December 20, 1976. Fifteen youngsters were chosen to be team members out of sometimes fifty hopefuls. During the project one member returned to the mainland to live and one was dropped due to unexcused absences. This brought to thirteen the number who successfully completed the project. During the entire project, there were three youngsters who had no unexcused absences or tardies.

The offensive talent of many of the boys was inbred or learned previously. I did not try to change the style of any of the players' shooting. What was stressed was proficiency in free throws and lay-ups, due to the desire to draw many fouls and steals. One thing that we tried to teach was the selection of their shots. If they were open, they were advised to take the shot; if not open, to pass off. The team concept of passing off to the man with the better or easier shot was also emphasized.

Defensively, team members were chosen mainly for their quickness, speed, and hustle. Since we utilized the press throughout the entire game, these were essential attributes for all team members. Presses utilized were the full court man-to-man, 2-2-1 full court trap, 1-3-1 three quarter court trap and the full court diamond.

Due to the quickness of the first team members, they really adapted well to the full-court man-to-man and 2-2-1 press, which they felt was their favorite. In the man-full, they switched off well to double up on the man with the ball. They also were instructed to keep the man from the easiest shot, especially the lay-up. In the 2-2-1, the first priority was to be in the correct position. From there, they were instructed to trap correctly. If this was done, the objective was not to cut off the passing lanes to intercept

the pass, rather than slap at the ball. If the trap was ever broken, all members were instructed to get down under their basket and cut off the passing lanes. Their hustle on this often cut off passes which would have gone for easy baskets. Halfway through the season, the 1-3-1 was installed to vary over defense and protect the middle of the court. This was very effective as teams could not adjust effectively to these two defenses.

Performance of the team had its off and on days. Most of the team members would participate totally, but there were several individuals and instances which would cause disruptive or bad practices. These often occur when no foul is called, or they aren't getting the ball passed to them or if I yell at them for fooling around. I tried to point out these mistakes specifically after the practice and show them the harmful effects.

Our season's schedule got progressively harder each week and this was to our advantage as it forced us to get better. We were to play the two toughest team back-to-back but unfortunately our big man was sick during the first one. The rest of the team put out a gutty effort, but unfortunately weren't able to affect one man's height. During the next week it was very difficult to recreate that winning and positive mentality. I tried to do this slowly at the start of the week and with the return of our big man, the team's morale picked-up. We were able to play an excellent game to win and also forced a playoff situation.

In the playoffs, we had to beat both teams to become champions. Playing the team that beat us first, the boys played their best game of the year. Both traps were working excellently and we thoroughly beat this team. Playing again on Saturday, the youngsters were not as sharp as on Thursday, but did manage to play a very good first half. This helped us as physically the first unit was tired at the end of the game. The final outcome found us as

1977 Champions of the Midget Division with a 12-1 record.

As their rewards, the team was taken to Gardena, California to play two F.O.R. teams. We won both those games to become the first Palama team to win on the mainland and hopefully start a winning tradition. The youngsters behavior during this trip was excellent as we experienced no hassles, reports or major difficulties. The trip was tiring but very enjoyable for myself due to the behavior of these youngsters.



### MIDGET "B" TEAM EVALUATION

The 1977 Basketball season started in early December. During this time in December the team was coached by another staff who left for another job.

Myself and another staff took over in the middle of January about two weeks before the season started.

At this time there were twenty-three players who had never participated in organized basketball before and thus most of these young men possessed almost no basketball skills whatsoever. Our basic training reduced our team to seventeen players still with very little skills.

In the beginning the team had little confidence in their abilities and this showed during the games. As the season progressed, we lost some of our players. However, their skills improved and the remaining players continued to improve. There were games when the team came very close to winning but failed. However, their confidence of themselves continued to grow for the betterment of themselves and their rewards was victories with two wins and the thrill of success.

It was very frustrating for the players, as well as the coaches, but it was very rewarding for both of us as the Midget "B" Team went up 1.4 grade level, the highest of all six Palama teams.

PEE WEE "A" EVALUATION

The 1977 Basketball season began in the middle of December. First of all I set two goal's for Pee Wee "A", our first goal was to show everyone that youngsters this age can learn and play aggressive basketball. Our second goal was to show ourselves that we can play as a team. Our first goal was achieved when we were four and zero in the first half of the season. Our second goal was achieved at a latter part of the year.

At the start of the practice season, we had about 33 youngsters out for the two teams, we had both teams practicing together and it showed that they were all eager to learn the game and had put out one hundred percent at practice.

By January 4, 1977, the teams were set. That weekend the Pee Wee "A", started their season with an impressive win and as the season went on they were very, very impressive on the court as they were off the court.

They worked hard as a team and did things as a team and learned that it takes more then one man to make a team.

Our biggest achievement was on attitude, a lot of the youngsters came with a sassy type of an attitude, but as they were exposed to the Palama style (show some class) they improved one hundred percent in their attitude, and on their good sportsmanship on the court.

As a coach, I am very proud to have helped coach these youngsters, and I am very proud of the 7-1 record.

Our loss came at the end of the season to a very good Kalakaua team, but the team did not give up they went down by 15 at the half, but came within 5 and lost by 10. The team did not fall apart, they stayed and played their hearts out. I have learned one thing about kids this age, the pressure of a big game can hurt them as much as any other team, of kids younger or older than they are. They can also learn from this pressure.

## PEE WEE B TEAM EVALUATION

When the final rosters were made in the middle of December, thirteen players were considered as having made the team. However, prior to the beginning of the season two youngsters dropped off for personal reasons. This brought the total to eleven players to start the season. Three other youngsters quit during the season due to personal reasons which left us with eight players who successfully completed the project.

Being a "B" team in the pee wee division, basic skills were emphasized first. It was stressed to the team that this team was a learning one. This is a time for them to acquire the correct basic skills needed in order for them to become a complete basketball player. Most of the youngsters are young and still have one or two years left to complete in the pee wee division. For most of them this was their initial start in organized basketball so their skills were not easily visible but the talent and desire to learn was. Passing, dribbling, layups, and free throws were emphasized first of all. Then basic 1-2-2, 2-1-2, defensive zones were practiced.

In our first few games our players seemed lost and understandably so because everything was completely new to them. Getting adjusted and being relaxed in game situations was a big concern.

During the middle of the season, man-to-man defense was practiced and then employed. An instant change occurred when we used this. The players became more aggressive and active, and seemed to like it.

Through the first eight games of our nine game season, we were beaten and several times quit convincingly on the scoreboard but never in hustle, defense and sportsmanship. During several games when down by as much as thirty points late in the game, our kids would still be pressing, playing man-to-man and putting out total effort. This "never say die" attitude paid

off when in our last game, we beat another team with a basket in the last nine seconds of the game. The victory which every member of the team strived for all season did not elude us.

Academically, out of seven teams, we placed second in overall team increase which was gotten from pre and post test scores. This was another bright spot in a successful season.



## BANTAM "A" CHEERLEADING TEAM REPORT

This years Bantam "A" cheerleading team began the season with five team members, however, before the season was over we had only four cheerleaders. This team was probably the most difficult I have had to deal with. First of all the first half of the season was spent in a power struggle over who was coach and who were the cheerleaders. Most of the teams I have worked with in the past, I could leave them alone for a while, so they could feel comfortable and be creative without me watching all the time. They could do much better work this way. However, when I tried doing this, this project, I found that one young lady would take over and pressure the other girls to do only what she wanted. So to prevent this from happening, I stayed with them most of the time while they practiced on new cheers to make sure all the girls were able to have some input.

The skills of these team members on the whole were the highest of any cheerleading team we've had so far at Palama (as shown by the weekly skill sheets we kept on the girls).

The other big problem that had to be dealt with on this team was the drug usage. When the girls came high to practice and to the games, they were unable to perform their skills so they were benched for the day from participating. At one point in the season the entire team was removed from the court at a game and was told to go home due to this problem. However, they didn't leave but instead made spectacles of themselves outside the gym for all to see. Due to this behavior they were not allowed to cheer at the next game, but had to sit in front of everyone in their uniforms. They were also told to apologize to all staff and parents involved, which they did. Because of the number of times one young lady had been dealt with due to her actions, she was told that if the team traveled she would not be allowed to go along. All in all, this was a very tough season to get through.

There were very few problems in the area of being on time and attendance this season which had been a problem previously.

Refer to the total points chart attached to this report to see the totals of all the young ladies in all areas. The learning center work which they did was tremendous this season. Three out of the four girls were scholar of the week every week and the fourth girl was scholar of the week every week except the last week she missed by only two hash marks. Their grade level improvement does not coincide with the amount of production formed. The girls performed to the maximum in this project, in the learning center area, however, the highest increase achieved was .8 (8 months).

There seems to be a discrepancy in this area to be worked out. There was a tie for the Miss Cheerleader award this year; both young ladies ending up with the same points.

There may be the problem of more youngsters using drugs in the future and we might begin to look at ways of dealing with this problem, since its probably here to stay.

### EVALUATION "BANTAM B" CHEERLEADERS

After the try outs were completed the Bantam "B" team emerged with 4 returnees. The girls ranged in ages from 11 to 14 years. One girl was a sixth grader, 2 seventh graders and 1 eighth grader.

The girls practiced every day at 5 o'clock when time permitted. A conflict occurred because their games were played on Tuesdays or Thursdays.

The first 2 weeks they began to use all their skills, creativeness, and musical talents in producing cheers that would be used at the games.

In the skills areas, the girls had no big problem. Their problem was with their cultures with one another. One girl was red flagged for group.

The girls as a whole did not produce up to their potentials. They lacked the enthusiasm and spirit. Although the Bantam "B" lost every game, the girls did perform faithfully and well.

## TOTAL POINTS

## CHEERLEADING RATING CHART

Project BASKETBALLYear 1977

FIELD SKILLS						LEARNING CENTER SKILLS						
CODE NO.	WEEKLY SKILL TOTAL	ON TIME AND ATTEND.	GAME SIDE-LINES	GAME REG. CHEERS	SMILE, VOICE, GAME ON TIME IN UNIFORM	FIRST TEST SCORE	SECOND TEST SCORE	INCREASE ON TESTS	L.C. BONUS	VITAMINS	TOTAL PTS.	
1	1581	21	6	5	24	7.9	7.7	-0.2	9135		56	
2	1398	19	8	9	22	3.8	5.2	1.4	4760		43	
3	1479	20	5	4	21	6.7	7.5	.8	13,525		50	
4	1568	18	7	5	21	7.7	7.8	.1	10,820		54	
5	1556	22	8	6	23	7.5	7.5	.0	10,655		56	
6	1368	18	7	7	16	6.1	5.4	-0.7	7155		34	
7	1418	18	8	8	23	6.5	5.3	-1.2	7535		42	
8	1382	21	8	9	23	6.7	7.2	.5	4975		34	

8/23/74

lm

SKILL PROGRESS

1

This was her third project with Palama in cheerleading. She began the project with excellent skills scoring out at 194 points on the skill sheet out of a possible 200 points. Before the project was over she scored out at a 200 point level. She is the first cheerleader to attain this score. She also earned the Miss Cheerleader award this project and also the Top Scholar award.

2

This twelve year old returnee have been in umpteen projects here. She did produce and share more of her talents with the other team members. Tremendous improvement was seen on her split and front flip.

3

This was her second project in Palama's cheerleading projects. She entered the project with some skills, with room for improvement. In the beginning she was scoring out at 174 points out of a possible 200 points. She ended the project with a score of 197 points. She showed the largest improvement in the skill area of the total team during this program. At times she showed some laziness, but given a little push she would try harder. She responded well to positives.

4

This was this youngster's fourth cheerleading project with Palama. In the skill area she scored out at 191 points in the beginning out of a possible 200 points. She has many good cheerleading skills but is very lazy about putting out 100 percent. Most of the time she has to be pushed. Most of the time she scored out around 195 points when she should have scored out at 200 points. The highest she ever attained was 198 points.

5

This was this youngster's third cheerleading project with Palama. She came with some skills scoring out at a possible 183 points and improved to 198 points out of 200 points by the end of the project. She showed the second highest in the improvement area during this project. Most of the time she gave 100 percent during practice and games. She worked very hard on trying to improve her skills.



6

This eleven year old youngster was in previous projects. Her skills in the dance area was nil. She has an uncoordinated body that took all season to response. Being the youngest she also took a lot of flack from her peers. However, before the project ended she was the most improved in all areas of skills.

7

This youngster is a returnee to the basketball project. She is twelve years old and had all the necessary skills. She was very productive in the creativity and dancing skills. However, she was a disappointment because she didn't work up to her potentials.

8

She was the eldest returnee on this team. She is fourteen years and was liked by the others. When she did put her thinking cap on she was productive and shared all the skills she knew. She had all the creative ideas. Her front flip is the skill she needed to improve in and which she did.

9

This youngster has a lot of special skills going for him. He had four unexcused absents. He had a bad attitude at the beginning of the season but as the season went by he improved 100 percent in his attitude. He has done a lot of work on it along with his skills.

10

A lot of undeveloped potential is seen in this player. His attitude and selfish habits kept him from the things he wanted this year. Next year if he can get himself together, he can be a good basketball player.

11

This young lad came to me with very high skills and very good attitudes. He has done a very good job rebounding for the team. He has the potential to learn more skills next year as a midget.

12

This youngster is a good ball handler. He needs to improve his confidence to shoot and to drive to the basket, and must realize that he is small and must use his skills and his head.

13

This lad came to Palama with great hustle and desire. We had to work real hard on his shooting and on his confidence to drive to the basket. He has done a great job on rebounding and steals and will be a great help to the team next year.

14

This young lad has a lot of potential. He has gone from non-aggressive to very aggressive attitude on the basketball court. This youngster will be back next year and will be a great help to the team.

15

This youngster had perfect attendance this season. He has been Captain all season. He is a good ball handler, and I believe he will go a long way. He has a perfect attitude and is a very skilled player.

16

This youngster did a real fine job as a ball handler and was always under the basket to try and rebound. He has a great attitude and always hustles for me on and off the court.

17

This boy is one that needs a lot of help with his academic and reading skills. He is a non-aggressive boy, he needs to be aggressive and needs to work hard on his skills. I believe he has a lot of undeveloped skills that he needs to bring out of himself. He also needs to work on his confidence. He has missed three weeks of practice due to sickness.

18

This young lad had a very bad habit of coming to practice five or ten minutes late half of the season, but learned to come to practice on time. He has helped the team very much this year when we needed him. If he practice hard next year, he will be a very good ball handler.

19

This youngster came to Palama with no knowledge of basketball, and has improved a lot. He has a very good attitude and hustle when he is on the court. He gets along very well with the team and with his coach.

20

This boy came to Palama with no skills but came with a lot of heart, desire and hustle. He has learned a lot about the game and has learned a lot more skills. He will be back next year and will be a lot of help to the team. He is a very intelligent boy and has improved in the learning center.

21

A well skilled player he was very knowledgeable in most aspects of the game. His only problem was that he would often rush himself into errors. Offensively he had a good shot from ten to twelve feet out and drove to the basket well. Defensively he held good position on his man and out off the passing lanes making several steals.

22

A player who came in with few skills to start, and developed well through the season. Although disadvantaged in height he made up for it with hustle. Offensively he has a good inside shot, defensively he would often loose his man when his man didn't have the ball.

23

This youngster came in with few skills but improved game to game. He seemed clumsy and confused. But he turned out to be our best big man and contributed greatly in rebounding. Offensively he has a soft touch inside the key and lay-ups well. On defense he would often loose his man when man-for-man defense was used. He would also loose his feet from under him when going to the boards. He needs to be more aggressive. Doesn't get mad to often but he plays well when he does.

24

One of the smallest kids on the team, he improved in all skills of basketball. (Basics like dribbling, passing and shooting.) Showed great increase of skill during the season. Offensively he needs to shoot more where open. He often held back when open for lay-ups. Defensively he would constantly loose sight of his man in traffic due to height disadvantage.

25

The smallest man on the team, he made up for it with a lot of hustle and always made things happen when he was in the game. He had a problem with his attitude. He is a perfectionist and would get down on himself and this would upset the team. Offensively he has a deadly shot from fifteen feet and at the free throw line. Defensively he played a very close man-to-man defense, and played good position.

26

A player who has good natural skills, he did not fully achieve his potentials. A major problem was his attitude. Whenever he got mad in the game he would loose all sense of what his job was. Offensively he was a good shooter but was poor in lay-ups and short shots under the basket.

Defensively he played a good man-to-man, and often blocked shots with his good jumping ability.

27

This youngster has good natural ability and basketball sense. He was one of the players who showed leadership on the team. Offensively he had a good shot from ten to twelve feet out and had a good drive to the basket. He was the best free throw shooter on the team. Defensively he played a very good man-to-man and made numerous steals.

28

A youngster who really turned on in the second half of the season, he played a key role on the team. He was very coachable and was eager to learn. Offensively he drove to the basket very well and shot well from the free throw line also. He did not shoot from the outside often enough when open. Defensively he played a fair man-to-man but would at times forget who his man was.

29

The youngster was very talented in basketball skills. These included dribbling, shooting, free throw shooting and rebounding. He also hustled well when he made up his mind too. He however, was often doing silly or distracting things which hurt his potentials. He settled down during the latter third of the season to move up to the second unit. He also has the tendency once he has the ball to work himself for a shot, without passing to his teammates. Did tend to panic early during the season.

30

This youngster's strength was defense. His quickness and position got him many steals and cut-off passes. He also was in good rebounding position most of the time. Offensively he needed more confidence in his shooting ability. He rarely took many shots even though open. He always had good offensive rotation in and out of the key so when he did shoot they were good percentage, close to the basket shots. Could improve his consistency at free throw line.

31

The outstanding factor of this youngster was his constant hustle. He would constantly harass his man and on our presies, his hustle often cut off the pass to the man underneath. Offensively, he had the talent to score but his lack of confidence in his shooting either made him pass up good shots or miss easy ones. Has a good jump shot from about ten feet.



32

Moved from third to second unit because of his aggressive and harrassing style of play. This has gotten him several steals and easy lay-ins. On defense, this youngster often was so concentrating on the man with the ball that he would leave his position. This was Ok in our "man" defenses, but left holes in our press. On offense he had an accurate jump shot just within the free throw line. His constant motion also got him many shot opportunities.

33

Strong in all areas of the game. Has good selection of shot and doesn't force shots. Tends to play around at times and also gets mad, both produces disruptive influence within the team. Good consistent free throw shooter. Defensively, he maintains good position on his man. Has excellent individual skills.

34

This youngster was the temperamental type who when things weren't going right he would get very mad. This interfered with his playing ability as he would then make wild passes or foul in frustration. During the latter half of the season, he seemed to mellow out and be more of a team player. He started to hustle and rebound more, much as he showed during try-outs. Potentially, could have developed more if had his head more together.

35

Individual is well skilled in dribbling. Also maintains superb position in rebounding. Is always stepping inside on man to steal rebound. Offensively he likes a base line move, but sometimes tends to fake too much. Defensively, he is in correct position always and gets a lot of steals due to this and his quick hands. Has a good jump shot from around key area.

36

Well skilled athlete in all phases of basketball. Came in with all these talents inbred or learned previously. All to teach was team playing. Has quick hands and good positioning for defense. On offense, has picture perfect lay-up with either hand and accurate set shot. Also exhibits good shot selection. Has responded well to all we asked of him.

37

The size of this youngster was his biggest disability, but it didn't keep him from constantly hustling or trying. He was not afraid to drive, or dive or take the charging foul. The youngster was easy to coach and remembered well what he was taught. He developed his own style of shooting which was quite accurate. On defense he maintained good and correct position so as not to give his man easy shots.

38

Started to realize his potentials during latter half of the season. Once he started hustling and getting himself to understand his position, he developed into a very important team member. Offensively, he has an accurate set shot from outside and also developed an impressive drive to the basket when he see an opening. Defensively he harrasses his man constantly and also is in the correct position to cut-off inside passes well. Even though shorter than others, gets his share of reboudns because of his good position.

39

Fierce competitor. Excellent in the hustle department, when things go right. Will tend to get down on self and others when shots didn't drop through. Has a good jump shot around key area and also drives hard to the basket when it is open. On defense he has good knowledge of his correct position. Plays a good "man" when opponent has the ball, but lossens up when his man doesn't.

40

This youngster has a good baseline set shot from about ten feet, which he is very consistent on. He is also intelligent to not force the shot when it is covered. He has also a good lay-up from either side.

Defensively he maintains good position on his man to prevent driving. He also guards him closely to prevent easy jump shots. He is a very intelligent player and always finds open spots.

41

This youngster had good offensive and excellent defensive skills. On offense, he had a good baseline shot but more often preferred driving hard to the basket. On defense his size and quickness kept him in the right position and his very quick with his hands and anticipation usually got him quite a bit of steals. He wasn't afraid to go to the boards to rebound, so he got his share. Did have tendency to pick up fouls due to his aggressive-ness and hustle.

42

Third unit player. Did his job, hustled and performed adequately on his unit. Still needs more work on his dribbling, and passing.

43

First year player. Will return next year. Improved tremendously and is considered the best prospect for next year. Needs to work on his speed and aggressiveness.

44

A first year player. Was plagued by inabilities. Never displayed his potentials and played minimally.

45

A first year player, was plagued by inabilities and lacked coordination. Played minimal and was unable to display his full potentials.

46

Tower of strength on the third unit. Learned basketball really fast. Desire made up for lack of skills.

47

The smallest player, quiet. Picked on the squad for his potentials. Played minimal and improved in his aggressiveness. Will be an asset next year.

48

Another future starter. Very ambitious, played defense well. Was on the third unit and a first year player.

49

A first year player who never played to his potentials. Was given an opportunity to start, however, could not maintain this position. Improved in his rebounding, skills and at times was a demon on the boards.

50

A competent athlete. First year player who hustles one hundred percent. Was on the second unit at the start of the season but improved to take over a starting position. Will be a good asset next year.

51

First year player. Was a second unit but worked himself to a starting position. Potential to be a good ball handler in the league. Blossomed as a complete player during all of the scheduled games.

52

The only starter from last year to return. Was the best pure shooter on the team, however, did not provide enough leadership throughout the season. Has a good basketball future.

53

Tallest man on the squad. Rotated as the fifth and sixth man throughout the regular season. Never played to his true potentials. Lost starting position during the first couple of games.

54

A first year player. Adequate ball handler, good shooter, sixth and seventh man. Had an opportunity to start.

55

Good natural ability, never really got into the spirit of team play. Stuck it out and can be a good player next year. Need to work on hustle and intensity.

56

Returnee who improved in his skill but never really took control of the situation. Quiet, had outside interest that conflicted with his ability to concentrate his efforts on basketball. Showed his potentials in the last two games.

57

Returnee from last years team, was depended on to take leadership role. Tried, but not able to sustain. Improved on his skills, however, never played to his full potential in the second round.



58

Intelligent, good defensive player, is expected to be the leader of next years team. Played with intensity, good attitude.

59

Size was his handicap, he tried hard and played with his whole-self. Abilities are improving, should be good next year.

60

Natural talent, can be a tremendous athlete. Need to mature emotionally to be a super player. Skills have improved, will be a leader next year.

61

Worked to become a good basketball player. Gave one hundred percent. Worked to curtail some of his mistakes which have at times immobilized him. Gained confidence, good attitude, tried to be a leader.

62

An average player who worked to become a good ball handler. Defense was his strong point. Had good sense of what was happening.

63

Furious competitor. Injuries hurt his playing. Over zealous in his want to succeed which tended to minimize his effectiveness.

64

First year player who learned quickly the style of play that was required. Improved in his skills, became a starter, able to maintain his intensity. Will be a great player.

65

First year player who came to the Bantam's with the best skills. Natural athlete, took time to adjust to Palama's system. Great basketball ability and potentials. Can become a good leader but lacks the confidence at this point.

66

Desire was his main asset. Few skills to begin with, tried hard.

67

Small, had to compensate for this. Hustled but would become critical of others which did not help his being accepted as a team player.

68

Good athlete, had to learn to discipline himself. Tried hard to learn Palama's system. Had problems adjusting his own personal needs to projects demands. Improved in his skills, wanted to be a leader.

69

One of the quickest little man to come out of Palama. Injuries hurt his performance and his hurt the playing of the team. Highly motivated, did a lot of hustling to make up for his size. Good attitude, furious competitor.

70

Personal conflicts hindered his performance. Hustled, talented, however, never really used it. Can return next year.

71

A first year player. This youngster had a lot of outside distractions that interfered with his basketball playing, family problems and drugs. On the court, he tried hard but because he would miss practice, it was difficult for him to keep up and practice with the rest of the team.

72

This youngster, a returnee, has great potentials if he can control his temper. His attitude about playing ball or anything else was his greatest handicap. He could have been a great asset if he was more of a team player.

First year player. Small man but big in performance. Did his job on the court and in practice with hustle and determination. Improved in basketball ability.

74

First year player. Was a starter in the early season. Potential unlimited with further experience. Gave one hundred percent during practice and all of his best at games. Developed his confidence in ball handling and shooting to be a starter on any team. Need to be more aggressive to assert himself on the court.

75

Returnee, this youngster had the best ability of all the members on the team. Possibly could compete successfully on the "A" level. Team captain and leader, a good complete ball player. Basketball skills improved throughout the season. Good hustle and aggressiveness on the court.

76

First year player. Adequate ball handler and offensive player. Needs to work on defensive skills. Had prior basketball experience elsewhere. To fully develop his potential, this youngster needs to hustle and give a one hundred percent everytime in practice and on the court.

77

First year player. Good hustle and gives one hundred percent on court. Youngster improved a lot in his skills and team play. Prone to injuries on the court. Most improved scholar on the team, increasing his grade level 2.4.

78

First year player. Very awkward when he first started but improved as the season progressed, enough to be starting and jumping center. Size and height domination of the boards in the latter part of the season. Good hustler and gave one hundred percent on the court.

Returnee, small man, not a starter in the beginning but came in strong to finish as a starter. Youngster always gave his best and one hundred percent on the court and at practice. Good aggressiveness and hustle to challenge anyone. A real spark-plug on the court.

Returnee, a starter who needs to be a lot more aggressive on the courts and be in better condition to hustle throughout the game. Needs to work on conditioning and speed.



1977 MIDGET BASKETBALL GARDENA TRIP

Upon winning the 1977 Pop Warner Midget Division Championship, the team left Honolulu on March 24, with 13 team members, three coaches, one manager, two staff assistants and one administrator.

The youngsters looked real sharp and distinguished in their rust-colored jackets purchased by Palama.

As we arrived in cold and windy Los Angeles, we checked into the Airport Marina to settle our luggage.

A meeting was held to set things into perspective as to what this trip was about, what responsibilities we expected from the team, and what our schedule was. I tried to put the responsibility of making this trip enjoyable, entirely on the team. How they behaved would determine how much they would have time to enjoy. These youngsters really did a super job as they were punctual, kept noise and activity in the hallways to a low and maintained themselves with a lot of class.

They were then allowed some free time to shop or walk nearby, but were required to rest in the afternoon to prepare for our game that night.

As we prepared for the game, the jet lag and large court really showed. As for the Hawks, they were able to break our presses, but the youngsters had enough guts and pride to maintain a good man-to-man defense. The second unit did a good job to give the first string a chance to rest and recuperate. We won the first game by about eight points to register Palama's first mainland basketball victory ever.

Saturday was another early rising day as we headed for Disneyland with only one unscheduled detour. We stayed there until approximately 3 p.m. and since their behavior had been so outstanding, we rewarded them with a visit to Knott's Berry Farm. We stayed until closing and arrived back at our hotel with an extremely tired group of youngsters and staff.

-2-

Most youngsters slept in as late as possible on Sunday until we had to leave for the game. Again the Scorpions were victorious as the first unit were the ones to carry us through the game. Our final scheduled activity was a pot luck dinner hosted by the FOR league. We were fortunate to "grind" a whole assortment of one oriental dishes made by the parents of the team members. We returned home that night very full and gratified over eating rice again.

No restrictions were on the youngsters that night except to not make too much noise and to be ready by early the next morning.

Again we had a well behaved and casual night. As the youngsters departed on the plane and I seemed to smile and relax for the first time all weekend, I still feel I had an outstanding trip, outstanding team members and an outstanding performance by them on this trip. The youngsters performed responsibly, and I was extremely proud of them. I feel they understood the importance of this trip and really lived up to our expectations.

### BASKETBALL BANQUET

The Palama Settlement Basketball Awards Banquet was held on April 2, 1977, at Haiku Gardens. We were blessed with a beautiful Hawaiian day which helped set the atmosphere of the banquet.

Surrounding the dining lanai was a natural setting of Hawaiian foliage and Japanese fish pond. Primo music was provided as entertainment by a group called Toma and Natto. After the blessing of the banquet, luncheon was served. Short-Ribs, Fried Chicken, Beef Curry, and Sweet-Sour Pig's Feet were the main entrees that made up the "Ono" luncheon.

After the meal, Master of Ceremony, Kenneth Ling, opened the awards program. Team awards and special awards were presented with special recognition given to our Midget "A" team for taking league champs. Awards for this accomplishment were presented to each member from both Palama Settlement and the Pop Warner Association.

There was one very special award presented on behalf of Mr. Frank Magsanide Sr. to two individuals, Mrs. Candace Keliinui and Mrs. Muriel Maio. This award is presented to hard working volunteers who give much of their time and energy which helps to insure that our program here at Palama Settlement runs smoothly.

The banquet was attended by 250 parents, youngsters, staff and guests. It was a beautiful day and a nice way to close the 1977 Palama Settlement Basketball Project.

A P P E N D I X



## PROJECT AGREEMENT

As a member of the Pop Warner football/basketball Bantam/Midget/Pee Wee/Cheerleader 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 academic work 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.
4. I will participate in the training table 4 nights weekly.
5. I will have a dental examination (Strong-Carter Dental Clinic\*) as well as my pre-season physical examination.
6. I will participate in a weekly group meeting.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Child's Signature

\_\_\_\_\_  
Parents/Guardian Signature

\*No cost

## BENEFACTORS

Mahalo niu to the following benefactors without whom the project could not existed:

Richard Higa Farms

U. Okada and Company

Duty Free Shoppers

McDonalds

Holiday Mart

Holsum Bakery

Y. Hata and Company, Ltd.

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