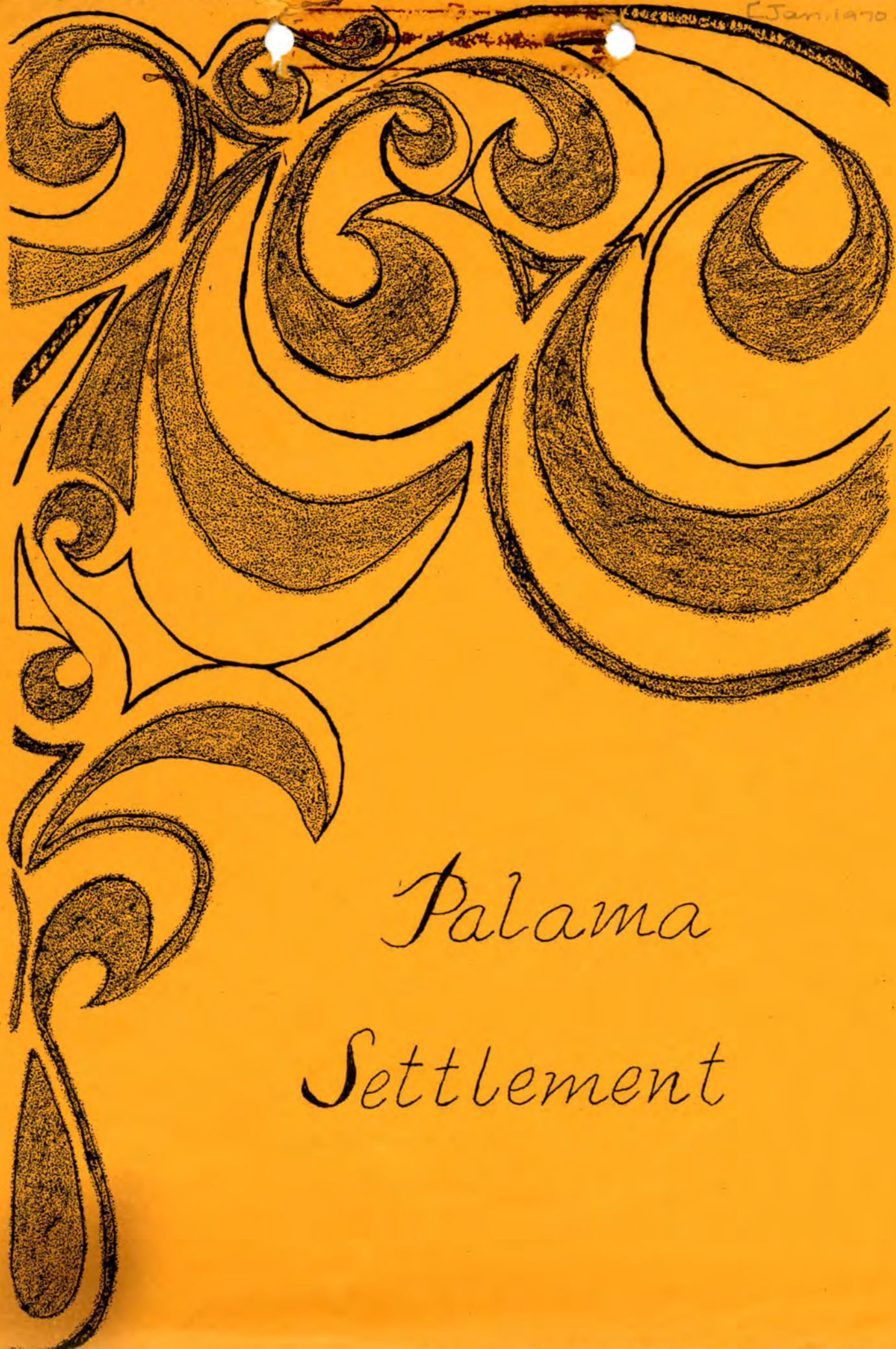


[Jan. 1970 - 47]



Palama
Settlement

IN-COMMUNITY TREATMENT PROJECT
FIRST YEAR PROGRESS REPORT
January 1970-1971

PALAMA SETTLEMENT
810 N. Vineyard Boulevard
Honolulu, Hawaii 96817

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PALAMA SETTLEMENT
IN-COMMUNITY TREATMENT PROJECT
STAFF 1970 - 1971

EXECUTIVE DIRECTOR.....Robert H. Higashino

PROJECT DESIGNER-CONSULTANT..... Earlene Chambers

PROJECT DIRECTOR..... Kenneth Ling

GROUP TREATERS..... Kenneth Ling
Glenn Ogawa
Karel Ling

TREATER TRAINEE..... Jeffrey Kealoha

LEARNING ENGINEERS.....Joyce Tanji
Carol Ann Koshi

I.I.C. MEDIATOR..... Karel Ling

CLERK RECORDER Rebecca Packer

FAMILY COURT LIAISON..... Mel Tawara
Wendell Sparks

IN-COMMUNITY TREATMENT CENTER

OBJECTIVE: To change delinquent behavior without removing the client from his personal environment.

A. ASSUMPTIONS:

1. That the stimulus value one presents to the world shapes the responses of that world to him.
2. Delinquency is a product of accumulated experiences in a wide range of social relationships.
3. Membership in a delinquent system develops as an alternate means for acquiring many goals other people achieve through conventional means.
4. Delinquents experience considerable personal strain.

CHANGE ASSUMPTIONS:

1. The delinquent group should be made the target of change.
2. An effective program must develop a unified, cohesive social system in which staff and delinquents have a functional, rather than caste-like relationship, to each other.
3. Legitimate alternatives to delinquent relationships are required.

PROJECT (GENERAL):

This project is intended to utilize the techniques of Guided Group Interaction as demonstrated by Dr. LaMar Empey in the Provo experiment, later at Silverlake, Boys' Republic and, especially, at the San Francisco Divisadero Project (CYA) to change delinquent behavior into socially-acceptable behavior.

Three groups of boys and girls--thirty multiple offenders--would comprise the population. These youngsters, ages 15 to 17, would be recommended by the Family Court as a condition of probation. It is preferable that these youngsters be out of school.

Their acceptance into the project after group screening would be contingent upon their agreeing to:

1. Attend the Learning Center (and/or other designated academic placement) regularly.
2. Attend group sessions regularly, five days a week, 1½ to 2 hours per day.
3. Participate in the group meetings (talk).

A youngster's successful completion of the project would be determined by the group and would result in a recommendation to the Family Court for early termination of probation.

The decision to so recommend, as well as the decision to dismiss a youngster from the project, (which, in effect, advises the Court that this treatment model has failed), is made by a unanimous vote of the group, (at appropriate group level development). The group leader has one vote.

The individual length of stay in the project averages six to nine months.

B. FACILITIES (AT PALAMA SETTLEMENT):

Group Meeting Room - Learning Center

C. METHODS AND PROCEDURES:

In this program, person-on-person interaction and the power and influence of peers is being used as the primary instrument of change. Broadly speaking, it is assumed that delinquent adolescents learn motives, attitudes, and techniques relative to delinquency not shared by most members of the dominant culture and, in the process of learning, come to share those in common with one another. They receive partial psychological rewards and eventu-

ally become committed to the delinquent subculture. In other words, the delinquent group begins to function as a primary group, a place of learning and emotional sustenance for the individual boy or girl. Therefore, it is assumed that delinquents have a great deal of influence over one another, and it makes some sense to try and tap or capitalize on this influence. Youngsters may be able to utilize their power of influence on one another toward conventional behavior and individual problem-solving, rather than delinquency.

A group of delinquents does not, however, enter this program (or group meetings) with strong motivations to participate in solving their problems and the problems of other youngsters. They are not immediately open, honest, and confrontive of one another. Quite the contrary, they resist treatment which implies change. They seem to feel they have much to lose and much to give up and for what? Delinquents appear, then, to collectively resist change, and a program must include methods which will lead youngsters to participate in their own rehabilitative process. More specifically, before a group can begin to help individuals, the group itself must be made the target of change; that is, unconcern must be changed to concern, rationalizations of delinquent behavior must be changed to a realistic appraisal of behavior problems, commitment to a new and conventional group, rather than a street group, must occur, etc. Changing a group from a non-therapeutic one to a therapy group becomes a primary goal. Building a healthy "group culture" and maintaining that culture become critical and all elements of this program are designed to aid or supplement that goal.

One of the key elements of the Guided Group treatment model which promotes making a group the target of change is the treatment system or structure of the program. The structure of the Guided Group design calls for a system wherein youngsters will spend a large block of time together, either at the Center or in some mutually-shared activity outside the Center. The rationale behind this is that youngsters need to be together in order to intensify their interpersonal conflicts, allegiances, etc., which may then be utilized for discussion content in subsequent group meetings. In other words, problems youngsters have in coping with other people should emerge from the treatment system. It is the analysis of "here-and-now", ongoing and commonly-shared relationships that support and reinforce delinquency, which we feel is most productive of change. When this element is absent, total responsibility for group development rests with the workers. This can result in several disadvantages:

1. Participants talk more about out-group behavior, as opposed to here-and-now relationships.
2. Content tends to remain superficial and interaction tends to remain at a stereotypic level, which is dysfunctional.
3. Group decision-making tends to be dysfunctional since decisions are being related to stereotypes and not individuals.
4. If a group becomes preoccupied with out-group behavior, which cannot in many instances be reality-tested, the group is powerless to point out alternative ways of behaving or aiding an individual member.
5. When the worker is responsible for interaction, the group can become a leader-centered group instead of a group-centered group. When this happens, the key treatment mecha-

nism states that when one actively participates in solving the problem of another (patient), the participator receives knowledge about how to solve his own problems. Paradoxically, where member participation as therapist is minimized, as in a leader-centered group, individual problem-solving is reduced.

6. If workers are responsible for most problem-solving, group members can band together to resist his efforts. Motivation for change primarily should come from group members, not the workers.

When this element (large block of time as related to treatment structure) is present, not only can the above disadvantages become treatment allies, but other advantages can occur. For example:

1. Concrete here-and-now problems are observable and available for solution.
2. In-group and out-group behavior can be compared for purposes of determining if a group member is role-playing.
3. The highly individual or idiosyncratic aspects of people and their problems emerge. Participants begin to realize the complexity and "real work" involved in solving their and others' problems.

GROUP MEETING:

A daily group meeting as a major component of the program was instituted as the formula mechanism through which attempts at collaboration and problem-solving were implemented. The population is broken into groups of approximately ten boys, each of which is led by one of the professional staff members and each of which meets for one and one-half hours.

The form of interaction that is used in these meetings is known as Guided Group Interaction. This approach utilizes techniques which are not commonly associated with traditional group psycho-

therapy. It is a group-centered approach which attempts to make the whole group the target of change by altering its basic norms, its rationalizations, and points of view. It emphasizes the development of the group itself as being productive of change in its members.

LEARNING CENTER:

The Learning Center will comprise a very underverbalized and unique concept, where the participant can build academic and social skills at his own rate to meet his own requirements, increasing the "options" open to him and the success potential of those options.

The core, or early phase, includes careful diagnosis and evaluation of each person's academic achievement level, attitudinal makeup, aptitudes, wishes and personal goals.

This will be accomplished by using multiple testing devices and joint conferencing by the Learning Engineer and the participant.

Individual programs for each person will be made jointly by this team, a menu or selective road map of options to achieve the goal laid out, and then the attainment of the goals will be given over to the participant to accomplish at his own speed. Each option is programmed to result in success. Weekly monitoring of programs will keep success a continual ingredient of each diet.

The secondary, or applied phase of the Learning Center will involve learning and practice of socio-cultural skills as desired

and/or needed, and will be generally of a group nature, although not always necessarily so.

This will include the acquiring of driver's licenses, familiarity with health services, financial and political branches of our community, cultural and physical enrichment, skill and curiosity by "doing"--participating in and with the straight segment of society.

The entire Learning Center will operate by means of operant psychology and a token economy, making it possible for each young man to receive quality goods to meet his needs and wants or, in contrast, to merely survive as a result of little effort, if he so chooses. His acts solely govern his rewards.

PARENT PARTICIPATION:

Parents of boys in the project will be encouraged to participate in group sessions once a month.

The purpose of such sessions includes: awareness of and active concern for the client's problems; communication and lessening of defensiveness, by sharing with people who have similar problems; physical evidence to children that parents are actively trying to help keep boy from jail, and that they CARE; a sense of sharing in the mature success of their children; public acceptance and approval (being seen by the community as parents who CARE, and don't shrink from responsibility).

RESEARCH:

A group of similar boys (10) will be held as a control, re-

ceiving conventional probation services.

The evaluation of positive behaviors in the project participants and the control group will be measured. Further details and design will be effected by the Social Welfare Development and Research Institute.

TRAINING RESOURCES:

After the development of a "center culture", opportunities will be made available for Family Court workers to receive on-the-site training in the multiple group techniques employed in the project, such as Guided Group Interaction, Rational Therapy, etc.

SELECTION AND COMMUNICATION WITH COURT:

Candidates will be selected and jointly screened by Court workers and Project workers. The H.I.M. Scale will be utilized. Priority will be given to the overt, peer-dependent, multiple-offender with ruptured school affiliation.

The final recommendation for selection of candidates will be contingent upon the agreement of a screening committee (two or three group members and a staff representative).

Duplicates of the individual daily record of each participant will be sent to the Court each week to insure accurate and current knowledge of each youngster's progress. In addition, Court-Project staff communication sessions will be held regularly to further insure awareness to both groups.

TYPICAL DAY

9:00 a.m. - 12:00 p.m.

Learning Center

Academic and vocational skill emphasis

Learning Engineer - Joyce Tanji

12:00 p.m. - 1:00 p.m.

Lunch

1:00 p.m. - 3:00 p.m.

Learning Center

Cultural, physical and social skill
emphasis

3:00 p.m. - 4:30 p.m.

Group Session

Project Designer.....Earlene Chambers

Project Director.....Kenneth Ling

Consultant.....Jack Nagoshi
 Director, Social Welfare Development
 and Research Institute
 University of Hawaii

Consultant.....Bob Omura
 Social Welfare Development
 and Research Institute
 University of Hawaii

Consultant.....Henry Collins
 Supervisor, Divisadero Project
 California Youth Authority
 San Francisco, California

Consultant.....John McKee
 Director, Rehabilitation Research Foundation
 Elmore, Alabama

Learning Center Engineer.....Joyce Tanji
 Carol Koshi

Group Treater.....Kenneth Ling

Group Treater.....Glen Ogawa

Group Treater.....Karel Ling

Group Treater Trainee.....Jeffrey Kealoha

Family Court Liaison.....Mel Tawara

PALAMA SETTLEMENT
IN-COMMUNITY TREATMENT PROJECT
(MID-YEAR PROGRESS REPORT)

The Palama Settlement In-Community Treatment Project became operational on May 31, 1970.

The goal of the project is to change delinquent behavior without removing the client from his personal environment.

In late April, 1970, the Family Court began identification of youngsters who chronologically and behaviorally seemed to be possible candidates for the project. One hundred fifty-six (156) were so identified.

The suitability was determined by age (15 - 18), apparent commitment to delinquent behaviors (multiple offenses and/or lack of response to other forms of treatment), not attending school, and residential position (those living in central Oahu).

The group was sifted to thirty (30), and this group tested by use of the Hill Interaction Matrix, with an ideal group balance of 4-2-2 being sought.

The boys had to profess a desire for the project. Parents and guardians also had to desire or agree to placement.

A project staff interview was the final procedure for choice.

It was imperative that each candidate's behavior warrant honest and direct punitive measures by the Court if his delinquent acts continued. (Each candidate was in danger of commitment to the Youth Facility.)

At a Family Court hearing May 25, 1970, nine boys were ordered to enter the project May 31, 1970.

Makeup of the group was as follows:

	<u>Age</u>	<u>Ethnic Background</u>	<u>Last Grade Completed</u>
1.	16	Hawaiian-Chinese	9th
2.	17	Hawaiian	9th
3.	16	Hawaiian-Chinese-Portuguese	9th
4.	15	Portuguese	9th
5.	15	Hawaiian-Caucasian	9th
6.	15	Hawaiian-Chinese	9th
7.	15	Hawaiian-Filipino	8th
8.	15	Hawaiian-Caucasian-Portuguese	No Record
9.	16	Hawaiian-Chinese-Filipino	9th

Consultation:

Mr. Henry Collins and Mr. Max Scott were in Hawaii at the inception of the project and Mr. Collins spent one week at the scene in a supervisory capacity (courtesy, Social Welfare Development and Research Center, University of Hawaii).

Learning Center:

The token economy manages and controls all of the project outside the group.

In-Community Treatment Project
Mid-Year Progress Report

Each boy is tested (academic achievement) to determine his personal abilities in basic skills (MAT, SRAT).

On the basis of the test results and the findings of individual interviews, individual learning programs are designed to meet each boy's specific need. Goals are specific to each boy.

A period of personal demonstration (sort of an academic quarantine is enforced for the first few weeks), where not only skills but attitudes toward school, promptness, dependability, etc., are key.

In five cases, it was determined that the candidates possessed average or above academic success in the regular setting.

Of these, all had social and/or emotional obstacles to regular school attendance. Efforts were made to increase each boy's desire for regular school participation.

At such time as a boy's performance in the Learning Center warranted it, or as he actively desired it, and as the appropriate school agreed, the Learning Engineer made recommendation to the group that the boy be allowed to attend a specific school for a specific number of hours. Usually the boys were given one class. After a suitable time of success, the school increased their case-load.

The objective with these candidates was obviously the return to normal and appropriate school life.

Of the first five in this category, three were enrolled at Farrington High School where, by very fine cooperation, the experiences provided were successful. (As a matter of note, one guidance credit was given for daily group attendance at Palama.)

The remaining four boys' test results provided a heart-breaking assortment of facts:

One boy, 17, was "certified M.R." at elementary level. Formal education terminated at a containment effort grade. As a matter of fact, he was able to read at stanine level 1, and compute at stanine level 1.

This boy was brought to basic, functioning reading and math and entered an MDTA warehouseman's class. At the conclusion of the course, he found full-time employment with group agreement and was graduated. (This boy proved to possess average-plus intellect.)

One boy, a product of "special classes" all his life - academic skill abilities batteries revealed a low degree of achievement and, in accord with personal desire and motivation, he was placed on a part-time schedule in the special motivation class at Farrington.

The third boy, 17, terminated formal schooling at grade level 10, after testing revealed skill levels in the 1st and 2nd stanines. The emotional scarring (ego damage) that resulted was severe.

Through individually-programmed instruction, he was brought to a

In-Community Treatment Project
Mid-Year Progress Report

performance level adequate for placement in CEP training. After graduation, he was hired as a "Treater Trainee" in the project.

A large fifteen-year-old entered the project unable to read. Investigation revealed he had been certified "M.R." at fourth grade. (At that time he was in "special classes".) He was excluded from the "normal" experiences of childhood in the first grade.

The psychological effects of the lack of reading skill were severe and deep-seated. Physical size and development and emotional immaturity complicated the picture. One-and-one tutoring and basic private skill sessions were essential for a time. Numerical programmed lessons were used. Part-time employment was found in addition.

Of the seventeen boys served at the Learning Center, six have been incorporated into existing outside education programs. One prepared for entering the armed forces, and the remainder solely serviced by the Learning Center.

Problems in contingency management have occurred because of limited facilities and staff (need to be even more flexible and able to pursue emergent learning situation more freely).

Wider range of materials and teaching devices are desirable.

By and large, the individual placement and follow-up of project participants in outside educational systems has been better than expected. It is still dependent on individual willingness of the particular school to cooperate and NOT upon the "departmental" recognition or cooperation. It is felt that where success is achieved, it is the result of personal commitment and involvement of individual teachers, principals, social workers, etc., and the end product of much sharing time by the project learning engineer.

The importance of the Learning Center in individual skill habilitation is more and more evident.

Group:

The classic GGI models that the project was written to emulate have undergone considerable adaptation since the start of the project.

Before the Palama project ever became a reality, the staff had received intensive on-the-scene training at the Divisadero Project and at the Silverlake Project. They had also received at least sixty hours of theoretical background and philosophy during a period of two to four years in this area.

The first week of actual group got underway with the on-the-scene backup support and participation of Mr. Henry Collins, Consultant from the Divisadero Project, and vis-a-vis seminars with Mr. Max Scott of Boys' Republic.

The nucleus of group culture was established within the second week.

At the onset, the selection of members was done by 4-2-2 HIM pattern. But, after the optimum group was selected, the Court felt that the older boys should not enter the project, and one candidate selected was de-selected at

In-Community Treatment Project
Mid-Year Progress Report

the Court hearing.

Three rapid replacements were made from the eligibility list.

Group leadership at various levels emerged principally from two boys. Then a somewhat intermittent pattern of leadership by issue and/or topic appeared. Two boys, however, shared the poles: One a very visceral, basic person; the other, cerebral and logical.

The group leader utilized both these positions himself, complicitly or implicitly, as the need presented itself.

Honesty was the key to formation of group culture. The participants were able to become honest in the degree that the leader exhibited and was able to prove his honesty. The group truly becomes an extension of the leader's shadow.

Anxiety is never absent from group meetings. Anxiety and the negative sanction are vital components of a successful group.

It was noted that strong, honest leadership was essential. It was also noted that the leader became less verbal as the group evolved--less verbal, never less predictable and strong.

Group sessions were the most important part of each day. No tampering with time was tolerated. (The leader again could expect what he gave; it would be doubtful if the group could accept the "no-nonsense" rule if the leader was late, absent, etc.)

Two boys graduated in December (six months after the beginning of the project). Four boys were returned by the group to Court with a request that they not be returned to the project. Three of these boys were returned soon after their entry (three weeks or so). New boys immediately replaced them.

The boys devised a pattern of intra-project disciplines that they place on each other for infractions that they feel are serious and need to be corrected but that they do not feel are severe enough to warrant returning the boy to Court. All such punishments are group consensus decisions and are enforced (monitored) voluntarily by the boys. These include: (1) "House Arrest" - the offender may not cash any "Kala" although he can earn points to be credited to his account, and he may not leave the building; (2) "Hard Labor" - digging and spreading dirt on the athletic field (before or after project hours, on recreation time); (3) "Helping the Janitor" - mopping, cleaning toilets, etc., before Project; (4) "Home Arrest" - being at home at 6:30 p.m., not leaving the house (monitored by random calls by the group). No one is assigned the task, but all know it has to be done and make appropriate decisions.

The groups now in progress at Palama have developed a "Palama" interpretation of the classic GGI models of Al Elias and LaMar Empey, and now seem to incorporate a good amount of Synanon-like characteristics.

Token Economy:

The "Palama Kala" system is the backbone of the Learning Center. All behaviors

In-Community Treatment Project
Mid-Year Progress Report

desired by the project (i.e., being on time, cooperating with testers, completion of academic programs, etc.) are paid for by the establishment.

All privileges and luxuries desired by the boys (i.e., shooting pool, playing cards, obtaining candy, cigarettes, soda, lunch, etc.) cost "Kala".

Each boy has a bank book and accounts are balanced daily.

To keep a dependent economy and to teach delayed reward patterns, a system of "Debentures" has been employed. The most common is the "Clothing Debenture", whereby a boy can purchase debentures at a prescribed conversion ratio that, upon maturity, are good for clothing credit at local stores (Sears, Liberty House).

In the event that a boy does no work, he is limited to sitting in a certain no-activity area and given a welfare meal (one peanut butter sandwich and a glass of milk). In the program to date, no one has deliberately chosen this path.

The possibilities for order without hassles and for extended learnings using this method are limitless and extremely valuable because of the concrete non-subjective nature of purchase of service (or goods).

Parent Involvement:

Informal luncheon sessions have been held to acquaint the parents/guardians with the project, the project staff, and other parents. There has been a concerted effort to make these gatherings short, informal, pleasant and rewarding. The attendance has been remarkably good (average - 75%).

Conclusions:

The personnel of the project are the success factors. The project succeeds in a direct ratio to the belief, enthusiasm, honesty, involvement and ability of the staff.

It is essential that all persons on the staff team meet for daily communications sessions.

It is necessary to have a back-up group leader so that when the emotional demands get too heavy, the leader may take a day's rest from group.

It is necessary for all persons at the agency to agree to this philosophy and work in accord. The atmosphere must be conducive to the reality factor of here-and-now treatment.

It is obvious that the candidate who is mature enough to face his situation and who, although in the eyes of society is "delinquent", is in fact acting appropriately to a "delinquent environment" (society), is predilected to this project.

The youth who commits his crimes in/with/for a group is dependent upon his peers for rewards and so is the most probable candidate of choice. He must have a behavioral pattern of delinquency and be so extended that commitment is a reality.

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At this time, the traditional measures of selection do not seem to be relevant.

A peer selection was developed and this final evaluation aside from, or incorporating the facts mentioned above, seems the best way to find a potentially successful candidate and thus will be continued.

The project at first limited the candidates to boys who lived in the area. This practice has been discontinued as it was proven that it was the boy and his desire that got him here--not the distance and/or convenience--and that, with these youngsters, it is the WILL that counts.

The Social Welfare Development and Research Center is in the process of evaluating the project.

A second group was started in mid-January. Seventeen boys are at present in the project.

The cooperation of the Family Court liaison workers, administrators, Judge and Referees is essential, and this project has been most fortunate in the degree of personal effort, the professional skill and the trust and aid of those persons involved with it.

MODIFICATION OF IN-COMMUNITY TREATMENT PROJECT

CANDIDATES COMES FROM COURT TO PROGRAM---

GOALS

Primary Period

Eliminate out-law skills and heightened motivation for in-law skills and rewards.

Secondary Period

Provide avenues to acquire in-law skills, increase and motivate desire for in-law rewards.

Sustain and increase desire and actual performance to eliminate out-law skills.

Tertiary Period

Increase acquisition and performance of in-law skills, promote desire for in-law rewards.

Facilitate these actions.

Maintain a source for perpetuating the new self and deal with individual regressions and periodic conflicts.

OBJECTIVES

Primary Period

1. Guided Group Interaction. Heightened anxiety and priority consideration given to the "group sessions."
2. Learning Center used as diagnostic tool to reveal desires, abilities and potential of candidate.
3. Controlled Environment (token economy)

To serve as non-judgemental, non-subjective guide for in-project behavior. Provide a means for immediate gratification and reward for behavioral performance.

This period has been completed when the candidate has demonstrated that he has stopped his out-law skills and has shown tangible evidence of desire for and ability to replace these behaviors with in-law skills.

Secondary Period

1. Learning Center (academic skill acquisition)
2. Large Community entry -- school, work training, work (part-time)
3. G.G.I.

This period has been completed when the candidate has actually begun to acquire and use specific in-law skills, that in long range will continue to provide identity (rewards) in in-law society, school, work, Armed Services, etc.

The candidate must also be motivated to maintain this acquisition and seek these rewards in even more diverse fields (social, cultural, etc.). He must maintain the actual elimination of use of out-law skills and increase his motivation to sustain this behavior.

TO COURT PROBATION STATUS CHANGED WITH EXPLICIT CONTRACT SCHEDULE - (WHAT--HOW LONG) FOR EACH BOY.

Tertiary Period

1. School
2. Work
3. On the job training
4. Launch Pad
5. Internship
- * 6. Reality Therapy Group
- * 7. G.G.I.
- * PRN

This period has been completed when the candidate has eliminated the use of out-law and anti-social skills and values and replace them with in-law skills and values and when he has attained such high degrees of skill and competence in these areas that he has demonstrated his ability to function as an independent in-law citizen.

Time Probabilities

Primary	3 - 6 months
Secondary	2 - 6 months
Tertiary	3 - 6 months
Minimum probabilities	8 months
Maximum probabilities	18 months

PALAMA SETTLEMENT
IN-COMMUNITY TREATMENT
(A project in lieu of Institutionalization)

Palama Settlement's In-Community Treatment project attacks three specific categories of behavior--each at a specified developmental time clue. The first period is the only period that is the same for all candidates. The technique of change is Guided Group Interaction--this is the focus of all things for the neophyte. It is the hinge upon which all of his acts (needs) are contingent. The token economy technique is used only as a holding and procedural technique at this time. Although the person attends Kury A'O, his use and accomplishment (therefore reward) is very limited--he is at his maximum, permitted only to earn minimal privileges (lunch, etc.). He is placed in the most undesirable (environmentally) areas--must have all work checked by an advanced person--has his learning prescribed--he is on a "learning prescription"--not a menu.

He remains in this role until the group decides that he has made a commitment to try and extinguish his criminal behaviors.

Until this time, the pattern is simple, he comes into the project for one reason--he is a serious law violator with a firmly established "out-law" value commitment. He is of his acts, words, and deeds--a "criminal." It is this behavior that dominates and commands the reactions of the project to him. At this time, it is made obvious by all implicit and complicit design that he must choose to either remain criminal or declare his choice or change.

When the group sanctions, the movement of the candidate into the second period, he remains in the group but the modification target is broadened. In phase one, he has one goal--to choose and commit to eliminate his criminal behavior.

In phase two, this continues his behavior--he is supported--challenged--monitoring--and in addition, he is challenged to acquire new skills (in-law) to replace those he is relinquishing (out-law skills).

The actual diagnostic ability of the Learning Engineers is crucial here--a realistic and desirable (to the candidate) program is selected and begun and phase two is nearing completion.

The Tertiary Period is approached when out-law (criminal) behaviors have been suppressed for demonstratable time and when the candidate has selected and is actively pursuing new and positive (in-law) skills.

When recommended by the group, the person becomes eligible for the third and final project phase.

This period is the period where he is given greater freedom--is challenged as an independent individual and within broad guide lines has a semi-sheltered time to practice his new skills, to acquire a degree of self confidence in the "in-law" world and to accept and determine his new role.

In this period, regular attendance at GGI sessions are terminated. He submits 'contracts' to the group for approval--these dealing with the new skill area and/or anti-social behaviors that still may plague him. The treatment method here includes I.I.C. for the problem behaviors; continued skill acquisition (school, work, etc.) and the emancipated living situation (Launch Pad). These to be selected to fit each individual's personal needs.

At the successful conclusion of the Tertiary Period graduation is recommended.

IN-COMMUNITY TREATMENT

PALAMA
SETTLEMENT

Priority
Behavior

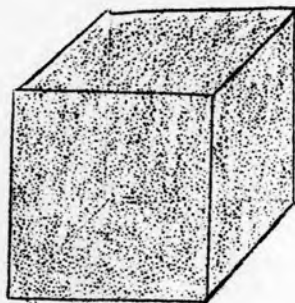
Primary Point
CRIMINAL
(Law Violations)

Secondary Point

INTELLECTUAL SOCIO-
EMOTIONAL

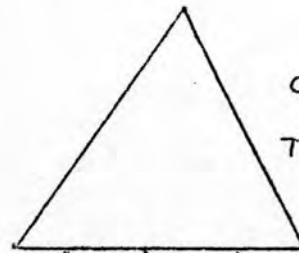
Tertiary Point

From Family
Court



G.G.I.
(GUIDED GROUP
INTERACTION)

Technique
of
Treatment



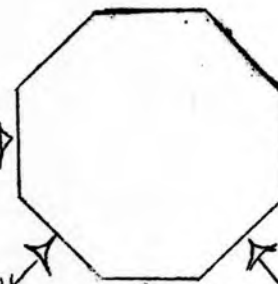
KLIMU AO
DIAGNOSTIC

PLACEMENT
(OUTSIDE)

REMEDIAL

ON THE
JOB
TRAINING

LAUNCH
PAD



I.I.C.

SCHOOL

WORK



WELL
ROUNDED
FUNCTIONING
CITIZEN



INTER-PERSONAL INTER-ACTION BY CONTRACTING (I.I.C.)
(A Module within the "In-Community Treatment Project")

Treatment specific for the cognition and socially rewarding change in defined anti-social acts and attitudes.

The Tertiary Period includes some alternatives. These are selected appropriate to the needs and desires of each individual candidate. One of the components of this period is I.I.C. (Inter-Personal Inter-Action by Contracting).

METHOD

Upon recommendation of the G.G.I. group, candidates are referred to an I.I.C. triad. Here, with a treater, triads of participants will in concert, draw behavioral contracts appropriate for each participant. These contracts will involve the specific anti-social behavior designated by the diagnostic team. When a suitable contract is prepared, one member of the triad will present the contract to the G.G.I. group for sanction. If, in the opinion of the group, (G.G.I.) it is appropriate and appears responsible, they will then request a court hearing for the person.

If after hearing the group's (G.G.I.) presentation, the Court feels it appropriate, the specific contract will be made operational.

Contracts will be in addition to a definite skill program, i.e., school, work, on-the-job training. It may also be in addition to the "Launch Pad."

Contracts will be relevant to a specific behavior, have well defined and clearly measurable objectives and a clearly stated time requisite.

Triads will meet with the treater three times each week for periods of 1 - 1½ hours. At the conclusion of each contract, a report will be made by a triad member to the G.G.I. group. When functioning in the opinion of the triad, with group (G.G.I.) sanction, the candidate may be referred to the Court and graduation from the project recommended.

Typical Topic Behaviors anticipated include: Sexual roles, racial prejudice, use of alcohol, etc., family and religious roles, societal expectations, etc.

PALAMA SETTLEMENT
IN-COMMUNITY TREATMENT PROJECT
FIRST YEAR PROGRESS REPORT

Palama Settlement's "In-Community Treatment" Project became operational May 31, 1970 with a roster of ten boys, a Project Director, two group treaters (then referred to as group leaders) and a Learning Engineer. The projects now has a capacity of twenty (20) boys staffed by a Project Director, three group treaters, a treater trainee, two Learning Engineers and a part-time clerk-stenographer.

A total of thirty-seven (37) boys age 14-18 were referred to the project during the first year and of this number, five have been graduated, one returned to court with no recommendation for incarceration, fifteen (15) referred back to court with a recommendation of incarceration, sixteen (16) held in the project.

DESIGN OBSERVATIONS

Selection:

The first design required that the candidate live in the central Oahu area (near public transportation). This was modified when it became evident that distance from the Settlement (spacial) had nothing to do with attendance.

Age. The original age requests was 16-18. It was lowered at the request of the Family Court to fifteen (15) then further lowered by the court in specific cases to fourteen (14). This is not a good practice and recent admissions have been in the 16-18 age group.

Selection Devices:

Originally, the candidates were selected first by the Probation Officers on basis of their law violation patterns -- many violations and established "out-law" (gang) values.

The H.I.M. was used in an effort to combine most productive group activity. The project staff finally screened each boy personally and on these basis the choices were made.

It became increasingly evident that the issue of selection was the crucial one; that for certain young men, the G.G.I. technique is very appropriate and can bring about fantastic change but that for others, it does not seem to be very effective. In an attempt to discover similarities of the successful candidates, many exhausting measures are being used.

A move toward better selection came when the court selected potential candidates and were given a peer screening in place of the staff one. This has been a quite effective means of "more appropriate" selection.

It is not as good as desired, just "better" than. Methods of observation and investigation for selection seeking at least a rule of thumb that might indicate which boys might be most suitable to such a project include; the use of the Luscher Color Test, a tattoo inventory and as soon as the room is prepared, the H-Voth Autokenetic evaluation predicting "high-movers" and "low-movers."

FAMILY COURT

The use of two specific liason people from the Probation Officer staff is very helpful as it makes possible a closer relationship than if dealing with multiple workers. It seems that it would be better still, if only one P.O. was attached to the project. Cooperation at the judicial and administrable level has been without flaw. There has been unusual integration of services between the Family Court and the Palama project.

MODIFICATIONS

Halfway through the first year of operation, it became evident that the initial target of change, "criminal" law violating behavior is well addressed by the G.G.I. method. It became evident too, that if one set of values and skills were extinguished and or repressed new "in-law" skills and values must be acquired. The Kumu A'O (Learning Center) is designed to meet these needs. Graduation was considered when these two facts were addressed satisfactorily, i.e. (criminal behavior extinguished -- new skills and values possible to attain).

Even after this took place upon careful observation, it was noted that often behavior, not criminal, but anti-social was still evident and that if continued, probably, the boy would revert to the "out-law" identity -- these behaviors were characterized by the Parole Office at the Rehabilitation Research Foundation in Elmore, Alabama, as the reasons for most recidivism in their project and identified as "Women, Wine, and Wheels."

It was decided to attempt to meet these needs by a new methodology, I.I.C. (Interpersonal Interaction by Contracting). The change involves three appearances at Court by the candidate instead of two. One when he is sent to the project -- two when the condition of his probation is modified as a result of his change from out-law behavior to 'in-law', and finally, when he's graduated.

Individual compacts are made to meet the specific needs of each candidate.

TIME

The initial time estimation was 7-9 months for successful completion and graduation from the project. With the division of the project into three stages, the time period has been lengthen to a maximum of 18 months. If the candidates are seventeen (17) or eighteen (18), the initial time is still appropriate but the younger participants require a more controlled environment for a longer period of time.

STAFFING - G.G.I.

It is apparent that as stated by Keller and Alper (Halfway Houses) that the group seems to be an extension of the leader's shadow. The group treat-er is the key to the success of the entire project.

The use of young and very feminine women as Learning Engineers has much merit. It builds in a desirable inter-personal reward system (a peripheral learning experience) much needed in the socialization of the boys in

TATTOOS

All boys except one were tattoood (homemade) most self inflicted. Tattoos

frequently proclaimed identity (housing area names, HAWAII, etc.)

PARENT INVOLVEMENT

The practice of having low key group gatherings for parents of the participants seems to be pleasant, although, not too meaningful. It does serve as a positive means of meeting parents and explaining the details of the project.

The meeting is a good place for the parents to see and talk with the staff in particular, the Kumu A'O Learning Engineers. Food is necessary (luncheon or dinner sessions).

CONCLUSIONS

The first year provided the knowledge that until the "out-law" criminal behavior and values are attacked, no other change is meaningful; that after a commitment to change has been made new skills must replace the old. It was also found that there are certain anti-social behaviors that exist, especially those dealing with the ability to give and receive love that must be recognized and dealt with by the individual before he can function successfully in the "in-world" society.

It has been found that there seem to be two major personality types of boys for whom the project is effective -- one showing rapid radical change but who needs broad guidelines and designed success to maintain the new behavior and one that reacts more subtly and slowly but for whom the change is long lasting without support.

In some instances, it is imperative to offer an emancipated living situation for a period before the boy can truthfully be held accountable for his own actions.

Older candidates are best for the project.

Earlene Chambers
Program Designer

BACKGROUND INFORMATION

- (1) Age 16, of Hawaiian-Chinese-Portuguese descent. His parents are married. He resides in the Palama area with his parents, one female sibling and four male siblings. He last attended Farrington High School, completing the 10th grade.
- (2) Age 15, of Mexican descent. His parents are divorced. He resides in the Palama area with his mother and step father, four female siblings ages 22, 19, 13 and 7, and two male siblings ages 17 and 7. He last attended Central Intermediate School, completing the 9th grade.
- (3) Age 15, of Hawaiian-Chinese-Japanese descent. His parents are divorced. He resides in the Palama area with his grandmother, four female siblings ages 18, 16 and 10, and one male sibling age 12. He last attended Kawananakoa School, completing the 9th grade.
- (4) Age 16, of Caucasian-Japanese descent. His parents are married. He resides in the Kalihi area with his parents, four female siblings ages 19, 14, 13 and 11, and two male siblings, ages 17 and 9. He last attended Dole Intermediate School, completing the 9th grade.
- (5) Age 15, of Hawaiian-Caucasian descent. His parents are married. He resides in the Palama area with his parents, three female siblings ages 11, 8 and 1, and two male siblings ages 12 and 16. He last attended McKinley High School, completing the 10th grade.
- (6) Age 15, of Chinese-Hawaiian descent. His parents are married. He resides in the Kapahulu area with his parents, one female sibling age 12, and one male sibling age 16. He last attended Kaimuki Intermediate School, completing the 8th grade.
- (7) Age 15, of Hawaiian-Filipino descent. His parents are married. He resides in the Palama area with his parents, two female siblings ages 7 and 5, and five male siblings ages 9, 3, 15, 13 and 12. He last attended Kalakaua Intermediate School, completing the 9th grade.
- (8) Age 15, of Hawaiian-Caucasian descent. His father is deceased. He resides in the McCully area with his mother and one female sibling age 14, and one male sibling age 14. He last attended Washington Intermediate School, completing the 9th grade.
- (9) Age 14, of Hawaiian-Chinese descent. His father is deceased. He resides in the Kalihi area with his mother, three female siblings ages 12, 9 and 7, and two male siblings ages 14 and 7.
- (10) Age 14, of Hawaiian-Chinese descent. His parents are married. He resides in the Makiki area with his parents, three female siblings ages 20, 7 and 5, and five male siblings ages 13, 10, 9, 8 and 6. He last attended Stevenson Intermediate School, completing the 9th grade.

(11): Age 15, of Hawaiian-Chinese descent. Marital status of his parents is unknown. He resides in the Kaneohe area with his grandmother and one female sibling. He last attended Salvation Army School, completing the 9th grade.

(12): Age 17, of Portuguese descent. His parents are married. He resides in the Palolo area with his parents, two female siblings and four male siblings. He last attended Farrington High School, completing the 10th grade.

(13): Age 14, of Hawaiian-Caucasian descent. Marital status of parents is unknown. He resides in the Palama area with his grandmother. He last attended Kaiulani Elementary School, completing the 4th grade.

(14): Age 17, of Hawaiian-Chinese-Negro descent. His parents are married. He resides in the Palama area, at the YMCA. He has one male sibling, 14 years of age. He last attended Aiea High School, completing the 9th grade.

(15): Age 16, of Hawaiian-Portuguese descent. His father is deceased. He resides in the Palama area with his mother, two female siblings ages 2 and 12, and one male sibling age 22. He last attended McKinley High School, completing the 10th grade.

(16): Age 16, of Hawaiian-Chinese-Portuguese descent. His parents are divorced. He resides in the Palolo area with his mother and six female siblings, ages 19, 18, 15, 10, 9 and 7, and one male sibling age 8. He last attended Kaimuki High School, completing the 10th grade.

(17): Age 16, of Hawaiian-Caucasian descent. His parents are married. He resides in the Kailua area with his parents, one female sibling and one male sibling. He last attended Kailua High School, completing the 10th grade.

(18): Age 16, of Filipino-Hawaiian-Spanish-Caucasian descent. His parents are married. He resides in the Palolo area with his parents, four female siblings ages 18, 16, 11 and 4, and one male sibling age 13. He last attended McKinley High School, completing the 9th grade.

(19): Age 14, of Filipino-Hawaiian descent. His parents are married. He resides in the Aiea area with his parents, three female siblings ages 16, 5 and 3, and one male sibling age 9. He last attended Aiea School, completing the 8th grade.

(20): Age 14, His parents are married. He resides in the Kailua area with his parents, one female sibling age 8, and four male siblings ages 24, 16 and 11. He last attended Castle High School, completing the 8th grade.

(21): Age 17, of Filipino descent. His parents are married. He resides in the Aiea area with his parents, and four female siblings ages 22, 21, 19 and 8. He last attended Aiea High School, completing the 10th grade.

(22): Age 16, of Hawaiian-Chinese descent. His parents are married. He resides in the Hawaii Kai area with his parents, four female siblings ages 4, 14, 18, 12 and 8, and one male sibling age 17. He last attended Kalani High School, completing the 10th grade.

(23): Age 16, of Filipino-Hawaiian-Japanese descent. His parents are married. He resides in the Aiea area with his parents, one female sibling age 5, and one male sibling age 13. He last attended Radford High School, completing the 8th grade.

(24): Age 16, of Filipino-Hawaiian-Spanish-Chinese descent. His parents are married. He resides in the Kaimuki area with his parents, one female sibling age 7, and two male siblings, ages 11 years and 9 months. He last attended Washington Intermediate School, completing the 9th grade.

(25): Age 16, of Hawaiian-Chinese descent. His parents are married. He resides in the Kailua area with his parents and one female sibling, and two male siblings. He last attended Kailua High School, completing the 10th grade.

(26): Age 16, of Japanese-Hawaiian descent. His father is deceased. He resides in the Kalihi area with his sister-in-law. He has one male sibling. He last attended Molokai High School, completing the 9th grade.

(27): Age 17, of Hawaiian-Chinese-Irish-Indian descent. His parents are married. He resides in the McKinley area with his grandmother, and has no siblings. He last attended McKinley High School, completing the 11th grade.

(28): Age 17, of Irish-Scotch-Hawaiian-German-Dutch-Indian descent. His parents are divorced. He resides in the Palama area with his mother and one male sibling, age 18. He last attended McKinley High School, completing the 12th grade.

(29): Age 14, parents' marital status is unknown. He resides in the Palama area with his mother, one female sibling, and five male siblings ranging in age from 1 year to 19 years of age. He last attended Dole Intermediate School, completing the 9th grade.

(30): Age 15, of Japanese-Indian-Irish descent. His parents are married. He resides in the Kailua area with his parents, four female siblings and three male siblings. He last attended Kailua High School.

(31): Age 16, residing with his mother. He has no siblings. He resides in the Kalihi area.

(32): Age 16, of Hawaiian-Chinese-Japanese descent. His parents are married. He resides in the Kalihi area with his parents. He has no siblings. He last attended Dole Intermediate School, completing the 9th grade.

(33): Age 17, of Caucasian-Hawaiian-Chinese descent. His parents are married. He resides in the Kaimuki area with his parents, one female sibling age 18, and one male sibling age 13.

(34) Age 16, of Hawaiian-Filipino descent. His parents are married. He resides in the Palolo area with his parents, three female siblings ages 14, 13 and 5, and two male siblings ages 18 and 17. He last attended Jarrett Intermediate School, completing the 9th grade.

(35) Age 16, of Samoan-Caucasian descent. His parents are married. He resides in the McCully area with his parents, and two female siblings. He last attended Roosevelt Intermediate School, completing the 9th grade.

(36) Age 15, of Hawaiian-Filipino-Chinese descent. His parents are married. He resides in the Kalihi area with his parents, four female siblings ages 25, 23, 21 and 18, and two male siblings ages 26 and 17. He last attended Jarrett Intermediate School, completing the 9th grade.

(37) Age 16, of Puerto Rican descent. His parents' marital status is unknown. He resides with his mother, four female siblings ages 19, 18, 10 and 8, and three male siblings ages 23, 12 and 11. He last attended Dole Intermediate School, completing the 8th grade.

(--) Code number

a - Prior to In-Community Treatment
b - During In-Community Treatment

VIOLATIONS

c - After graduation
d - After dropped from project

CODE NUMBER	PINS	CURFEW	INCORRIGIBLE	RUN-AWAY	VAGRANCY	TRAFFIC	AFFRAY	DISORDERLY CONDUCT	JAY WALKING	POSSESSION OF FIREWORKS	PROBATION VIOLATION	UNLAWFUL ENTRY SCHOOL PREMISES	UNLAWFULLY ON PREMISES	TRESPASSING	GAMBLING	RECEIVING STOLEN GOODS	UNLAWFUL POSSESSION OF VOLATILE SUBSTANCE	UNLAWFUL INHALATION OF VOLATILE SUBSTANCE	ESCAPEE	ATTEMPTED MALICIOUS CONDUCT	DRIVING WITHOUT LICENSE	MALICIOUS CONDUCT	MALICIOUS BURNING	MALICIOUS INJURY	ASSAULT AND BATTERY	LARCENY 1ST	LARCENY 2ND	ATTEMPTED BURGLARY 1ST	ATTEMPTED BURGLARY 2ND	BURGLARY 1ST	BURGLARY 2ND	ILLEGAL POSSESSION OF DRUGS	POSSESSION OF NARCOTICS	OFFENSIVELY ARMED	UNLAWFULLY ARMED WITH WEAPON	ROBBERY 1ST	ROBBERY 2ND	INTERFERENCE WITH DUTIES OF POLICE	FALSE COMPLAINT	TOTAL 8/1/71			
1		1a		1a						1a		1a			3a			2a							1a	2a	4a 1b													1a	17a 1b		
2				2a							2c							1a				6a					4a				6a											19a 2c	
3	1a	1a 1c 1d		4a		2a					1c											4a					1a 1c						2b	1d		3d						12a 3c 9d	
4	1a	3a		1a							1c	1a				1a		5a							1a	1a	2a				2a	2a										20a 1c	
5	1a	2a	1a	1a	1a										1a			6a									2a	2a	1a		3a	4a					1a					26a	
6																																									-		
7	1a 1b		1b													1a		2a										1a 1c															5a 2b 1c
8	1a			2a 1c		1a					1c	2a						1a				5a 1c 1d	1a				6a				1a	1a											21a 3c 1d
9		3a 1c 3d				1a					1c					1a		2a				2a	1a				1a				1a 2b												12a 2c 6d

Violations

CODE NUMBER	PINS	CURFEW	INCORRIGIBLE	RUN-AWAY	VAGRANCY	TRAFFIC	AFFRAY	DISORDERLY CONDUCT	JAY WALKING	POSSESSION OF FIREWORKS	PROBATION VIOLATION	UNLAWFUL ENTRY SCHOOL PREMISES	UNLAWFULLY ON PREMISES	TRESPASSING	GAMBLING	RECEIVING STOLEN GOODS	UNLAWFUL POSSESSION OF VOLATILE SUBSTANCE	UNLAWFUL INHALATION OF VOLATILE SUBSTANCE	ESCAPEE	ATTEMPTED MALICIOUS CONDUCT	DRIVING WITHOUT LICENSE	MALICIOUS CONDUCT	MALICIOUS BURNING	MALICIOUS INJURY	ASSAULT AND BATTERY	LARCENY 1ST	LARCENY 2ND	ATTEMPTED BURGLARY 1ST	ATTEMPTED BURGLARY 2ND	BURGLARY 1ST	BURGLARY 2ND	ILLEGAL POSSESSION OF DRUGS	POSSESSION OF NARCOTICS	OFFENSIVELY ARMED	UNLAWFULLY ARMED WITH WEAPON	ROBBERY 1ST	ROBBERY 2ND	INTERFERENCE WITH DUTIES OF POLICE	FALSE COMPLAINT	TOTAL 8/1/71		
10		1a									1a 2c	1a	1a									1a					1a				2a	4a 1c									12a 3c	
11			1a	14a 1b						1a												7a					3a				5a	4a 1b									35a 2b	
12	2a	1a	2a	4a			1c				1c	1a	1a		1a			3a				1a			1c						2a	3a									21a 3c	
13		3a				2a																1a				1a	4a				1a	1a									24a	
14			1a	12a		2a					1a							1a	1a			7a				1a	2a															28a
15		3a				2a												1a			1a					1a	3a				1a										12a	
16	1a	2a		2a		2a												1a				4a									1a		1a 1c									14a 1c
17		4a	1a	10a					1a			1a		2a				5a				4a				1a	2a				2a	1a							1a			38a 1c
18	1a					1a						2a						2a				2a					1a				1a	1a					3a					14a

Violations

CODE NUMBER	PINS	CURFEW	INCORRIGIBLE	RUN-AWAY	VAGRANCY	TRAFFIC	AFFRAY	DISORDERLY CONDUCT	JAY WALKING	POSSESSION OF FIREWORKS	PROBATION VIOLATION	UNLAWFUL ENTRY SCHOOL PREMISES	UNLAWFULLY ON PREMISES	TRESPASSING	GAMBLING	RECEIVING STOLEN GOODS	UNLAWFUL POSSESSION OF VOLATILE SUBSTANCE	UNLAWFUL INHALATION OF VOLATILE SUBSTANCE	ESCAPEE	ATTEMPTED MALICIOUS CONDUCT	DRIVING WITHOUT LICENSE	MALICIOUS CONDUCT	MALICIOUS BURNING	MALICIOUS INJURY	ASSAULT AND BATTERY	LARCENY 1ST	LARCENY 2ND	ATTEMPTED BURGLARY 1ST	ATTEMPTED BURGLARY 2ND	BURGLARY 1ST	BURGLARY 2ND	ILLEGAL POSSESSION OF DRUGS	POSSESSION OF NARCOTICS	OFFENSIVELY ARMED	UNLAWFULLY ARMED WITH WEAPON	ROBBERY 1ST	ROBBERY 2ND	INTERFERENCE WITH DUTIES OF POLICE	FALSE COMPLAINT	TOTAL 8/1/71			
19		1a	2a								1a							4a	1a			2a								1a												12a	
20				5a 2c		1a					2a 1c	2a				1a						2a					2a			1a	1a 1c			1a									18a 3c
21		2a	3a	4a							2a							1a				3a	1a							1a													17a
22				2a 1c							2c	1a																				2a		1a								6a 3c	
23											1c											1a								1a												2a 1c	
24		1a		3a 2c							1c		1a															1c					1a									6a 3c	
25	2a	8a									1a									1a		1a	1a	2a 1c			1a				1a	2a	1a									21a 1c	
26		3a		1c							1c																1a	1a									2a					5a 2c	
27				1c								1a																1a									4a					6a 1c	

Violations

CODE NUMBER	PINS	CURFEW	INCORRIGIBLE	RUN-AWAY	VAGRANCY	TRAFFIC	AFFRAY	DISORDERLY CONDUCT	JAY WALKING	POSSESSION OF FIREWORKS	PROBATION VIOLATION	UNLAWFUL ENTRY SCHOOL PREMISES	UNLAWFULLY ON PREMISES	TRESPASSING	GAMBLING	RECEIVING STOLEN GOODS	UNLAWFUL POSSESSION OF VOLATILE SUBSTANCE	UNLAWFUL INHALATION OF VOLATILE SUBSTANCE	ESCAPEE	ATTEMPTED MALICIOUS CONDUCT	DRIVING WITHOUT LICENSE	MALICIOUS CONDUCT	MALICIOUS BURNING	MALICIOUS INJURY	ASSAULT AND BATTERY	LARCENY 1ST	LARCENY 2ND	ATTEMPTED BURGLARY 1ST	ATTEMPTED BURGLARY 2ND	BURGLARY 1ST	BURGLARY 2ND	ILLEGAL POSSESSION OF DRUGS	POSSESSION OF NARCOTICS	OFFENSIVELY ARMED	UNLAWFULLY ARMED WITH WEAPON	ROBBERY 1ST	ROBBERY 2ND	INTERFERENCE WITH DUTIES OF POLICE	FALSE COMPLAINT	TOTAL 8/1/71			
28	1a	3a	2a	3a							1a		1a					1a							1a		4a							1a				1a				19a	
29		2a					1a	1c			1a 1c							4a				1a		1a		5a	1a															16a 2c	
30	1c	1a	1a	3a		1a					1c							2a	1a			8a		1a		1a					1a											20a 2c	
31				3a		1a						1a	1a				1a					6a 1c				5a				1a	2a		1a									22a 1c	
32	1a		2a	11a														1a	1a			9a				4a				1a	1a											31a	
33	1a	2a	1a	2a				1a										1a				4a		1a		2a				1a								1a				11a	
34		1a																3a				7a	1a		1a	5a				1a	2a						1a					22a	
35																																											0

SIBLING VIOLATIONS OF G.G.I.

Total no. of violations
recorded with J.C.P.D.

[illegible]

Sibling Violations of G.G.I.

CODE NO.	PINS	CURFEW	INCORRIGIBLE	RUNAWAY	VAGRANCY	TRAFFIC	AFFRAY	DISORDERLY CONDUCT	JAY WALKING	POSSESSION OF FIREWORKS	PROBATION VIOLATION	UNLAWFULLY ON SCHOOL PREMISES	UNLAWFULLY ON PREMISES	TRESSPASSING	GAMBLING	RECEIVING STOLEN GOODS	UNLAWFUL POSSESSION OF VOLATILE SUBSTANCE	UNLAWFUL INHALATION OF VOLATILE SUBSTANCE	ESCAPEE	ATTEMPTED MALICIOUS CONDUCT	DRIVING WITHOUT LICENSE	MALICIOUS CONDUCT	MALICIOUS BURNING	MALICIOUS INJURY	ASSAULT & BATTERY	LARCENY 1st	LARCENY 2nd	ATTEMPTED BURGLARY 1st	ATTEMPTED BURGLARY 2nd	BURGLARY 1st	BURGLARY 2nd	ILLEGAL POSSESSION OF DRUGS	POSSESSION OF NARCOTICS	OFFENSIVELY ARMED	UNLAWFULLY ARMED WITH WEAPON	ROBBERY 1st	ROBBERY 2nd	INTERFERENCE WITH DUTIES OF POLICE	FALSE COMPLAINT	FIRE ALARM	PROFANITY	LOITERING	VIOLATION OF PAROLE	TOTAL 8/15/71				
5a																															1														1			
6a		1	2	1									2					2				2		1																	1	1				11		
7a		1																																												1		
8																																														0		
9a		1																						1			1					1														4		
10a												1												1				1				2	2														7	
10b																											1	1																			2	
11																																															0	
12a	1			1																																											2	
12b			2									3						5				2										2															14	
12c			1	2			1										1				1				1																						6	
12d	1	3	1	16											1		7		1		6				1		3																				40	
12e																	2														1																	3
13																																																0

Sibling Violations of G.G.I.

CODE NO.																									TOTAL 8/15/71																				
PTNS	CURFEW	INCORRIGIBLE	RUNAWAY	VAGRANCY	TRAFFIC	AFFRAY	DISORDERLY CONDUCT	JAY WALKING	POSSESSION OF FIREWORKS	PROBATION VIOLATION	UNLAWFULLY ON SCHOOL PREMISES	UNLAWFULLY ON PREMISES	TRESSPASSING	GAMBLING	RECEIVING STOLEN GOODS	UNLAWFUL POSSESSION OF VOLATILE SUBSTANCE	UNLAWFUL INHALATION OF VOLATILE SUBSTANCE	ESCAPEE	ATTEMPTED MALICIOUS CONDUCT	DRIVING WITHOUT LICENSE	MALICIOUS CONDUCT	MALICIOUS BURNING	MALICIOUS INJURY	ASSAULT & BATTERY	LARCENY 1st	LARCENY 2nd	ATTEMPTED BURGLARY 1st	ATTEMPTED BURGLARY 2nd	BURGLARY 1st	BURGLARY 2nd	ILLEGAL POSSESSION OF DRUGS	POSSESSION OF NARCOTICS	OFFENSIVELY ARMED	UNLAWFULLY ARMED WITH WEAPON	ROBBERY 1st	ROBBERY 2nd	INTERFERENCE WITH DUTIES OF POLICE	FALSE COMPLAINT	FIRE ALARM	PROFANITY	LOITERING	VIOLATION OF PAROLE			
14																																												0	
15																																												0	
16																																												0	
17a																											1																	1	
17b		1	1	7																	1				1	1									1								1	14	
17c																																												Halawa Jail	
17d																																												Koolau	
18a	1																														1													2	
18b		1																				3																						4	
19a				2																		2																					4		
20a				2																																								2	
20b		1		2							2											8				1	2				4													20	
20c		1		2																		1				4					2														10
21a																																												Adult	

Sibling Violations of G.G.I.

CODE NO.	PINS	CURFEW	INCORRIGIBLE	RUNAWAY	VAGRANCY	TRAFFIC	AFFRAY	DISORDERLY CONDUCT	JAY WALKING	POSSESSION OF FIREWORKS	PROBATION VIOLATION	UNLAWFULLY ON SCHOOL PREMISES	UNLAWFULLY ON PREMISES	TRESSPASSING	GAMBLING	RECEIVING STOLEN GOODS	UNLAWFUL POSSESSION OF VOLATILE SUBSTANCE	UNLAWFUL INHALATION OF VOLATILE SUBSTANCE	ESCAPEE	ATTEMPTED MALICIOUS CONDUCT	DRIVING WITHOUT LICENSE	MALICIOUS CONDUCT	MALICIOUS BURNING	MALICIOUS INJURY	ASSAULT & BATTERY	LARCENY 1st	LARCENY 2nd	ATTEMPTED BURGLARY 1st	ATTEMPTED BURGLARY 2nd	BURGLARY 1st	BURGLARY 2nd	ILLEGAL POSSESSION OF DRUGS	POSSESSION OF NARCOTICS	OFFENSIVELY ARMED	UNLAWFULLY ARMED WITH WEAPON	ROBBERY 1st	ROBBERY 2nd	INTERFERENCE WITH DUTIES OF POLICE	FALSE COMPLAINT	FIRE ALARM	PROFANITY	LOITERING	VIOLATION OF PAROLE	TOTAL 8/15/71	
21b																																												Out of O.P.	
22a																											1				1														2
23																																												0	
24a																											1																	1	
25a	5	1										3	1	1								3				1	3	2		2															22 Adult
25b	1																																											2	
25c																											2																	2	
26a																																												Koolau	
27																																												0	
28a		2																																										2	
29a																		1				1																					2		
29b	1																											1																2	
30a																											1																	1	
31																																												0	

EDUCATIONAL BACKGROUND

CODE NUMBER	TEST DATE	TYPE OF TEST	VOCABULARY	COMPREHENSION	READING TOTAL	REASONING	FUNDAMENTALS	ARITHMETIC TOTAL	MECHANICAL	SPELLING	ENGLISH TOTAL	2nd TEST DATE	VOCABULARY	COMPREHENSION	READING TOTAL	REASONING	FUNDAMENTALS	ARITHMETIC TOTAL	MECHANICAL	SPELLING	ENGLISH TOTAL	CONTACTS & PLACEMENTS	
23	2/71	CAT	8.2	5.9	6.8	7.0	6.7	6.9	8.2	6.4	7.7												
18	2/71	"	3.8	6.5	5.2 ⁴	6.2	7.0	6.4 ⁴	5.8	5.8	5.8												McKinley High School
21	2/71	"	4.5	6.9	5.8	5.9	6.3	6.1	5.8	4.3	5.4	6/21	4.8	5.9	5.3	6.0	6.6	6.4	8.0	9.4	8.4		
19	2/71	"	9.6	8.9	9.3	8.1	7.3	7.5	8.8	10.4	9.2	6/21	10.4	10.3	10.3	8.8	8.8	8.9	9.4	10.4	9.7		
20	2/71	"	7.2	6.5	6.7	6.7	7.0	7.0	7.2	9.4	7.7												
22	2/71	"	6.9	7.8	7.4	6.7	6.4	6.6	8.9	10.8	9.5												
24	2/71	"	11.5	7.9	9.4	7.9	7.3	7.5	7.9	9.8	8.4												
26	2/71	"	3.6	4.9	3.8	5.2	5.5	5.1	4.5	5.8	5.0												
28	3/71	"	10.0	8.3	9.2	7.7	6.8	7.3	8.4	6.2	6.0												
25	3/71	"	7.0	7.2	7.0	6.0-	6.1	6.0-	6.0	6.0	6.0-	6/21	4.0	5.9	4.9	6.7	7.2	7.1	4.2	4.8	4.4		
27	3/71	"	6.1	7.6	6.9	6.0-	6.3	6.0-	7.1	—	6.7	6/21	6.0	7.0	6.6	6.0	7.3	7.0	7.7	9.1	8.0		
29	3/71	"	5.5	6.2	5.8	5.9	6.6	6.2	5.5	6.7	5.8												
30	4/71	"	4.6	4.9	4.4	5.8	6.6	6.3	7.3	9.4	7.8												
33	6/71	"	5.9	7.1	6.6	6.0	6.5	6.3	7.8	8.3	8.0												
34	7/71	"	4.5	5.2	4.5	5.6	6.0	5.7	3.0	5.3	3.8												
32	6/71	"	6.0	7.1	6.6	6.1	5.8	5.9	6.5	8.3	6.9												
35		"	4.8	5.4	4.9	6.1	6.7	6.6	5.4	4.3	5.0												
31	5/71	"	3.0	4.7	3.0	5.5	5.6	5.3	—	—	—												

EDUCATIONAL BACKGROUND

CODE NUMBER	TEST DATE	TYPE OF TEST	WORD KNOWLEDGE	READING	SPELLING	LANGUAGE	STUDY SKILL	MATH COMPUTATION	MATH PROBLEM SOLVING	2nd TEST DATE	WORD KNOWLEDGE	READING	SPELLING	LANGUAGE	STUDY SKILL	MATH COMPUTATION	MATH PROBLEM SOLVING	Contacts + Placements
2	6/70	MAT	4.7	3.3	5.5	5.5	3.9	0	3.0	10/71	5.3	3.5	4.4	3.0-	4.0	—	—	11/70 - Farr. High Sch. - Spec. Ed. School
14	10/70	"	10.0	9.2	10.0	7.0	5.3	7.7	7.8	2/71	10.0+	9.7	10.0+	8.2	9.4	7.8	7.7	National Guard
1	6/70	"	3.0	6.0	5.8	4.0	3.0	5.0	5.4	11/70	6.0	4.9	3.7	—	5.3	5.2	3.7	
15	11/70	"	5.6	10.0+	9.0	9.3	10.0+	5.4	5.8	5/71	6.7	8.3	—	—	8.0	6.9	7.2	CEP - 5/71
10	8/70	"	4.5	3.5	5.3	3.2	3.3	3.6	3.7	2/71	4.7	5.1	4.9	3.8	3.3	3.0-	3.4	
8	6/70	"	10.0+	10.+	8.8	4.4	5.6	5.0	3.9									10/70 - Farrington High School
7	6/70	"	7.0	6.0	8.8	6.7	6.2	4.4	4.7	1/71	6.1	4.2	10.0+	6.4	4.5	4.4	4.4	10/70 - Farrington High School
13	9/70	"	1.7	2.2	0	3.5	0	5.6	2.3									
11	6/70	"	7.0	8.5	10.0+	6.2	7.0	6.2	5.6	11/70	8.1	9.2	10.0+	4.6	8.6	6.1	6.2	9/70 - Castle High School
5	6/70	"	4.1	4.0	4.9	3.6	3.3	4.8	3.0-									11/70 - Manpower Training - CEP
16	12/70	"	5.1	9.2	6.8	5.5	8.6	5.8	5.6	5/71	8.1	10.0+	—	—	7.4	6.4	7.8	6/71 - Honolulu Business College
17	1/71	"	5.6	6.0	4.0	3.8	4.0	4.8	5.0	5/71	5.6	6.0	—	—	6.2	5.4	5.0	
12	8/70	"	3.9	6.0	4.9	5.1	3.0	4.6	4.2									
4	6/70	"	4.1	4.4	5.1	4.6	4.0	—	3.0-									
9	6/70	"	3.3	4.0	4.9	4.8	4.5	—	3.0-									
6	8/70	"	10.0+	10.0+	10.0+	7.3	10.0+	7.7	9.0									
3	6/70	"	8.1	7.3	10.0+	7.8	7.0	6.7	7.7									

H.I.M. TEST RESULTS

CODE NUMBER	CONVENTIONAL B	ASSERTIVE C	SPECULATIVE D	CONFRONTIVE E	% CONVENTIONAL B	% ASSERTIVE C	% SPECULATIVE D	% CONFRONTIVE E	TOPIC I	GROUP II	PERSONAL RELATION- SHIP III	PERSONAL RELATION- SHIP IV	% TOPIC I	% GROUP II	% PERSONAL RELATION- SHIP III	% PERSONAL RELATION- SHIP IV	TOTAL ACCEPTANCE SCORE
1	29	24	19	21	31	26	20	23	21	32	18	22	23	34	19	24	93
2	32	10	12	19	44	12	15	26	17	6	15	25	31	22	21	34	73
3	11	15	12	14	21	29	23	27	11	13	20	8	21	25	35	15	52
4	6	19	8	8	15	46	20	20	9	8	10	14	22	20	24	34	41
5	12	15	18	21	18	23	27	32	10	23	12	21	5	35	18	32	26
6	5	25	10	19					8	18	13	20	8	18	13	20	59
7	16	10	9	15	32	20	18	30	9	11	18	12	18	22	36	24	50
8	16	20	14	22	22	28	19	31	14	19	24	15	19	26	33	21	72
9	15	19	21	25	19	24	26	31	14	23	15	28	18	29	19	35	80
10	17	18	11	17	27	29	17	27	18	17	15	13	29	27	24	21	63
11	7	27	7	13	13	50	13	24	5	22	11	16	9	41	20	30	54
12	18	25	14	18	24	33	19	24	11	21	22	21	15	28	30	28	75
13	24	18	24	21	28	21	28	24	24	16	18	29	8	18	21	33	87
14																	
15	9	13	12	8	21	31	29	19	14	12	19	10	26	29	21	24	42
16																	
17	22	10	8	19	37	17	14	32	18	13	13	15	31	22	22	25	59
18	7	9	9	4					5	9	6	9					29
19	29	22	14	24					19	26	19	25					89
20	0	13	6	7					0	3	6	17					26
21	8	16	16	11					10	16	8	17					51
22	13	15	7	9					9	14	8	13					44
23																	
24	18	12	16	24					12	14	23	21					70
25	22	21	13	25	27	25	16	31	22	25	13	21	27	31	16	26	81
26																	
27	11	15	7	8					8	4	8	21					41
28	8	21	5	6					6	22	12	4					40
29	20	20	14	18					14	25	13	20					72
30	5	19	8	17					5	14	13	17					49

HIM Test Results

[illegible]

COLOR TESTS

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Seeks affectionate, satisfying and harmonious relationships. Desires an intimate union in which there is love, self-sacrifice and mutual trust.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Working to improve his image in the eyes of others so as to obtain their compliance and agreement with his needs and wishes.

III. Characteristics Under Restraint or Behavior Inappropriate to Existing Situation.

Insists that his goals are realistic and sticks obstinately to them even though circumstances are forcing him to compromise. Very exacting in standards he applies to his choice of a partner.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Stress arising from suppression of physical or sexual desires and insufficient consideration for bodily needs.

Psychological Interpretation. The existing situation is disagreeable. He has unsatisfied need to ally himself with others whose standards are as high as his own and to stand out from the common herd.

His control of his sensual instincts restricts his ability to give himself, but the resulting isolation leads to the urge to surrender and allow himself to merge with another. This disturbs him, as such instincts are regarded as weaknesses to be overcome. He feels that only by continued self-restraint can he hope to maintain his attitude of individual superiority. Wants to be loved and admired for himself alone; needs recognition, attention and esteem of others. Demands esteem as an exceptional individual.

V. Actual Problem or Behavior Resulting from Stress.

Needs to achieve a stable and peaceful condition enabling him to free himself of worry that he may be prevented from achieving all the things he wants.

Wants to encompass everything. Rejects non-involvement; feels he has a perfect right to take part in all around him. For him, neutrality is boring.

Blue-Red:Structural Meaning - Cooperative Inter-Personal or Emotional Fulfillment.

In the outside or working life, implies the ability to get along with one's associates, to cooperate with them to mutual benefit and to the benefit of the organization. In private/domestic life, implies harmonious combination of sexual activity and tenderness in both.

Harmony and cooperation is more important than activity.

Cooperation and understanding will lead to more creative action.

Violet-Green:Structural Meaning - Flexible Self-Insistence or Irresponsible Charm.

Great emphasis on charm and on unwillingness to accept the responsibilities of close relationships.

Yellow-Black:Structural Meaning - Sudden Crisis or Headstrong Decisions.

There can be no middle ground (either "Yes" or "No"). A solution must be found--often by headstrong and impetuous means.

Brown-Gray:Structural Meaning - Exhaustion or Depletion.

Here bodily ease and freedom from anything which might cause physical or sensory distress paramount. The body must be protected and allowed to recover. There is greater emphasis on the need for considerate treatment NOW than any other.

Blue-Gray:Structural Meaning - An Interval of Tranquility or a Period of Recuperation.

Needs protection from stress.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Seeks success, stimulation, life full of experiences. Wants to develop freely and to shake off the shackles of self-doubt--to win and live intensely. Likes contacts with others and is enthusiastic by nature. Receptive to anything new, modern or intriguing. Has many interests he wants to expand. Optimistic.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Avoids excessive effort and needs roots, security and peaceful surroundings.

III. Characteristics Under Restraint and Behavior Inappropriate to Existing Situation.

Conditions are such that he will not let himself become intensely involved without making mental reservations.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Ability to withstand pressure has been over-taxed, leading to stress, frustration, impotence and irritability. (ANXIOUS).

Psychological Interpretation. Has lost resilience and strength of will necessary to contend with existing situations. Feels over-taxed, getting nowhere, but is still standing his ground. This subjects him to intolerable pressure from which he wants to escape but he cannot bring himself to make the necessary decision. As a result, he remains firmly involved in the problem and can neither view it objectively nor get rid of it. He cannot leave it alone and feels he will only be at peace when he has reached his objective.

(Unresolved involvement)

V. Actual Problem or Behavior Resulting from Stress.

The fear that he may be prevented from achieving the things he wants leads him to play his part with urgent and hectic intensity.

Wants to encompass everything. Rejects non-involvement.

Sexual drive demands conquests with variety of experiences - sexual experimentation - promiscuity - infidelity - (satyr).

Red-Yellow:

Structural Meaning - Expansive Activity or Development of New Fields.

Both red and yellow being ex-centric, this is a very outgoing group. Active for the sake of action is directed toward the new and undiscovered.

Blue-Brown:

Structural Meaning - Sensuous Ease or Indolent Attachment.

Peace and security can only be achieved by relieving the conditions of physical unease and being treated with special consideration.

Black-Violet:

Structural Meaning - Need for Identification or Compulsive Blending.

Insists on identification; things must fit together-- no concessions, no compromises being permissible.

Green-Gray:

Structural Meaning - Separate Self-Insistence or Defensive Superiority.

Here, the defensiveness of green is emphasized and exaggerated by the defensive gray.

Self-esteem, the need to impress, and prestige-consciousness are all magnified.

Red-Gray:

Structural Meaning - Impulsiveness or Ill-Considered Action.

Action for its own sake, with insufficient attention paid to consequences. There is little attempt to conceal the action.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Wants interesting and exciting things to happen. Able to make himself well-liked by obvious interest and by the openness of his charm. Over-imaginative - given to daydreams.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Works well in cooperation with others, but is disinclined to take leading role. Needs personal life of mutual understanding and freedom from discord.

III. Characteristics Under Restraint or Behavior Inappropriate to Existing Situation.

Circumstances are forcing him to compromise, to restrain his hopes, his demands and to forego for the time something he wants.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Stress arising from suppression of physical or sexual desires and insufficient consideration for bodily needs. (ANXIOUS!)

Psychological Interpretation. The existing situation is disagreeable. He has an unsatisfied need to ally himself with others whose standards are higher than his own and to stand out. His control of sensual instincts restricts his ability.

Needs attention, love, respect.

V. Actual Problem or Behavior Resulting from Stress.

Has fear he may be prevented from achieving the things he wants. This leads him to employ great personal charm in his dealings with others, hoping that this will make it easier for him to reach his objectives.

Violet-Green:

Structural Meaning - The Lure of Fantasy or the Wish for Adventure.

The future must hold excitement, stimulation and interest. Open in his charm, but over-imaginative.

Blue-Red:

Structural Meaning - Cooperative Enterprise or Emotional Fulfillment.

Implies ability to get along with one's associates (to work for mutual benefit).

Implies domestic harmony of sexual activity and tenderness. Harmony more important than activity.

Black-Green:

Structural Meaning - Obstinate; Exclaims Prejudiced Self-Righteousness.

Revolt followed by self-insistence. Obstinate adherence to his own point-of-view.

Brown-Gray:

Structural Meaning - Exhaustion or Depletion.

Here bodily ease and freedom from anything which might cause physical or sensory distress are paramount.

The body must be protected and allowed to recover--a great need for considerate treatment.

Violet-Green:

Structural Meaning - Flexible Self-Insistence or Irresponsible Charm.

Great emphasis on charm and unwillingness to accept the responsibility of close relationships.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Wants to make favorable impression and be recognized. Needs to feel appreciated and admired. Sensitive and easily hurt if no notice is taken of him or if he is not given adequate acknowledgement.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Readily participates in things affording excitement or stimulation. Wants to feel exhilarated.

III. Characteristics Under Restraint or Behavior Inappropriate to Existing Situation.

Very exacting in the standards he applies to his choice of a partner and seeking rather unrealistic perfection in his sex life.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Wishes to be independent--control his own destiny.

Pronounced susceptibility to outside stimuli. ANXIOUS.

Psychological Interpretation. Wants to overcome a feeling of emptiness and separation from others. Believes that life still has far more to offer and that he may miss his share if he fails to make the best use of every opportunity. He therefore pursues his objectives with a fierce intensity and commits himself readily. Feels himself completely competent in any field in which he engages and can sometimes be considered meddlesome.

V. Actual Problem or Behavior Resulting from Stress.

Afraid he may be prevented from achieving the things he wants and therefore demands that others should recognize his right to them.

Rejects neutrality--wants to encompass all.

High value on "I".

Quest for better environment. Puts self on pedestal. Moralizes.

Wants to increase his certainty about his own values.

Green-Blue:

Structural Meaning - Discriminating Control of Self-Contained Orderliness.

Precision, logic and the need to be proved right take precedence over the understanding blue. So order and method are now more oriented towards the increase of self-esteem than the 1-2 possibility. Here order and control may strike others as bossiness. Concentric, self-contained.

Red-Yellow:

Structural Meaning - Expansive Activity or Development of New Fields.

Ex-centric pain--outgoing. Active for action's sake; is always directed at new fields.

Blue-Brown:

Structural Meaning - Sensual Ease or Indolent Attachment.

Peace and security here can only be obtained by relieving condition of physical unease and being treated with special consideration.

Black-Gray:

Structural Meaning - Separate Isolation or Total Non-Involvement.

Considers situation repugnant and wants nothing to do with it. Tries to shield himself from anything which might influence him.

Green-Gray:

Structural Meaning - Separative Self-Insistence or Defensive Superiority.

Here, the defensiveness of green is emphasized and exaggerated by a wall of gray.

Self-esteem, the need to impress, and prestige-consciousness are all magnified.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Preoccupied with things of intensely exciting nature, whether erotically stimulating or otherwise. Wants to be regarded as an exciting and interesting personality with an altogether charming and impressive influence on others. Uses tactics skillfully so as to avoid endangering his chances of success or undermining others' confidence in him.

II. Existing Situation or Behavior Appropriate to the Existing Situation.

Needs warm companionship, but is intolerant of anything short of special consideration from those closest to him. If this is not forthcoming, is liable to shut himself away from them.

III. Characteristics Under Restraint or Behavior Inappropriate to Existing Situation.

Very exacting in standards he applies to his choice of a partner and seeking rather unrealistic perfection in sex life.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Will power and perseverance are in danger of being overwhelmed by excessive stress.

Psychological Interpretation. Resilience and tenacity have become weakened. Feels overtaxed, worn out, and getting nowhere, but continues to stand his ground. He feels this adverse situation as an actual, tangible pressure which is intolerable to him and from which he wants to escape, but he feels unable to make the necessary decision. In brief, unresolved pressure - (group needed as a compensation).

V. The Actual Problem or Behavior Resulting from Stress.

The tensions induced by trying to cope with conditions which are really beyond his capabilities or his reserves of strength have lead to considerable anxiety and a sense of personal (but unadmitted) inadequacy. He attempts to remedy this by intense activity and by trying to get his own way. Faulty self-control can lead to ungovernable displays of anger.

Weakened by the resistance he has encountered, he feels reduced in stature by lack of recognition. This leads to tension and to distress because of the imperative nature of his desires and possibly also from

8

actual physical weakness. This distress makes itself known as a tangible resistance, an actual physical pressure (chest complaints, heart, etc.). He seeks to avoid this pressure.

Wants his own experiences to bring him intensity of experience and fullness of living.

Red-Violet:

Structural Meaning - Susceptibility to Stimuli or Responsiveness.

Desires and actions are directed towards things which fascinate, stimulate and enthrall, while actions themselves are designed to fascinate others. Can be either erotic or aesthetic.

Blue-Black:

Structural Meaning - Absolute Peace.

Black following blue enforces the absolute, imperative need for tranquility.

Yellow-Brown:

Structural Meaning - Total Security and Untrammelled Ease.

Here the solution requires physical ease and freedom from any problems or fears of insecurity.

Gray-Green:

Structural Meaning - Separative Self-Insistence or Defensive Superiority.

The need for protection precedes the egocentric, implying extreme caution in preserving interests and position. The self-regarding quality of green is also associated with a sense of superiority. Green implies an unwillingness to undermine this self-esteem by too close contact with others. This characteristic is often covert in application.

Red-Green:

Structural Meaning - Purposeful Activity or Controlled Initiative.

A desire to exercise one's initiative not for high regard but for the pleasure of the exercise.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Wants to make favorable impression and be regarded as a special personality. Is therefore on the watch to see whether he is succeeding in this and how others are reacting to him; this makes him feel that he is in control. Uses tactics cleverly in order to obtain influence and specific recognition. Susceptible to the aesthetic or original.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Volatile and outgoing. Needs to feel that events are developing along desired lines; otherwise, irritation can lead to changeability or superficial activities.

III. Characteristics Under Restraint and Behavior Inappropriate to Existing Situation.

Able to obtain physical satisfaction from sexual activity, but is inclined to be emotionally withdrawn, which prevents him from becoming deeply involved.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Pronounced susceptibility to outside stimuli (H8-classed ANXIETY).

Psychological Interpretation. Wants to overcome a feeling of emptiness and of separation from others. Believes life has still more to offer and is afraid he'll miss his share of experiences if he fails to make use of each opportunity. He therefore pursues his objective with fierce intensity and commits himself deeply and readily. Feels himself to be completely competent in any field in which he engages, and can sometimes be considered by others to be meddlesome.

V. Actual Problem or Behavior Resulting from Stress.

Has fear that he may be prevented from achieving the things he wants. This leads him to employ a great deal of charm in his dealings with others, hoping that it will make it easier for him to reach his objective.

Wants to encompass everything. Dislikes neutrality.

Adolescent feelings of belief in fairy tales (wants to "cast spells" on others--homosexuality?).

Violet-Green:

Structural Meaning - Flexible Self-Insistence or Erotic Sensitivity.

Emphasis placed on the ideal--charm--and the unwillingness to accept the responsibility of a close relationship.

Red-Yellow:

Structural Meaning - Expansive Activity or Development in New Fields.

Very outgoing. Active for the sake of action. Directed towards new fields.

Instability of self-regulating nervous system suspected.

Blue-Brown:

Structural Meaning - "Sensual Ease" or "Indolent Attachment".

Peace and security can here only be achieved by relieving the conditions of physical unease and being treated with special consideration.

Black-Gray:

Structural Meaning - Separative Isolation or Total Non-Involvement.

Considers current situation repugnant and wants nothing to do with it. Is trying to shield himself from anything that might influence him.

Violet-Gray:

Structural Meaning - Indecision or Lack of Resolution.

The need for solutions predominates but is walled off by gray (against stress) in areas where solutions may be found.

There is a willingness to be committed, but the barrier makes it difficult to discover just what one should commit oneself to.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Wants to make favorable impression and be regarded as a special personality. Is constantly on the watch to see whether he is succeeding in this and how others are reacting to him; this makes him feel he is in control. Uses tactics cleverly in order to obtain influence and special recognition.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Active, outgoing, restless. Feels frustrated by slowness with which events develop along the desired lines. This leads to irritability, changeability, and lack of persistence when pursuing a given objective.

III. Characteristics Under Restraint or Behavior Inappropriate to the Existing Situation.

Emotionally inhibited. Feels forced to compromise, making it difficult for him to form stable emotional attachments.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Suppression of the physical and nervous requirements of the body.

Psychological Interpretation. The existing situation is disagreeable. Has unsatisfied need to ally himself with others whose standards are as high as his own, and to stand out from the rank and file. His control of his sensual instincts restricts his ability to give himself, but the resulting isolation leads to the urge to surrender and to allow himself to merge with another. This disturbs him, as such instincts are regarded as weaknesses to be overcome; he feels that only by continued self-restraint can he hope to maintain his attitude of self-superiority. Wants to be loved or admired for himself alone; needs attention, recognition and esteem of others. Demands esteem as an exceptional individual.

V. Actual Problem or Behavior Resulting from Strees.

Needs to be valued and respected as exceptional individual in order to increase his self-esteem and his feeling of personal worth. Resists mediocrity and sets high standards for himself.

Green-Violet:

Structural Meaning - Flexible Self-Insistence or Irresponsible Charm.

Pleasantness of manner designed to win the regard of others, but without committing oneself or assuming responsibility.

Yellow-Red:

Structural Meaning - Expansive Activity or Development of New Fields.

The two brightest colors both being ex-centric make this a very outgoing and active group. The activity (red) is less controlled than in the red-yellow group (3-4), since yellow (4) makes it both more superficial and more experimental, searching for something new and satisfying.

(Instability of the self-regulating nervous system should/could be suspected).

Blue-Black:

Structural Meaning - Absolute Peace.

Black following blue enforces the imperative need for tranquility.

Gray-Brown:

Structural Meaning - Exhaustion or Depletion.

Here protection for the body and its sensory condition is involved.

To avoid being caught up in any problem or disturbance may afford the constitution the opportunity to recover.

Green-Brown:

Structural Meaning - Demand for Physical Relief or Insistence on Comfort.

The self can maintain itself only if conditions of unease are relieved.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Preoccupied by things of intensely exciting nature, whether erotically stimulating or not. Wants to be regarded as an exciting and interesting personality with an altogether charming and impressive influence on others. Uses Tactics skillfully so as to avoid endangering his chances of success or undermining others' confidence in himself.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Orderly, methodical, self-contained. Needs the respect, recognition, and understanding of those close to him.

III. Characteristics Under Restraint or Behavior Inappropriate to Existing Situation.

Willing to become emotionally involved, but demanding in choice--particularly in his choice of partner and those closest to him.

Needs reassurance and is careful to avoid open conflict, since this might reduce his prospects of realizing his hopes.

IV. Actual Problem or Behavior Resulting from Stress.

Physiological Interpretation. Stress resulting from unwelcome restriction or limitation. ANXIOUS.

Psychological Interpretation. Wants freedom to follow his own convictions and principles to achieve respect as an individual in his own right. Desires to avail himself of every opportunity without having to submit to limitations or restrictions (to control his destiny).

V. Actual Problem or Behavior Resulting from Stress.

Fights against restriction or limitation. Insists upon developing freely as a result of his own effort.

Wants activity to bring intense experience.

Sexual drive not only powerful, but ability to satisfy it is inhibited by egocentricity which compulsively demands variety of experience. (Satyr).

No real satisfaction or release from tension through sexual act.

Red-Violet:

Structural Meaning - Susceptibility to Stimuli or Responsiveness.

Desires and actions are directed towards things that fascinate, stimulate and enthrall, while the actions themselves are designed to fascinate others. Can be erotic.

Green-Blue:

Structural Meaning - Discriminating Control or Self-Contained Orderliness.

Precision, logic and the need to be proved right take precedence over the understanding. Order and method are oriented toward the increase of self-esteem.

Yellow-Gray:

Structural Meaning - Indecision or Lack of Resolution.

Need for a solution predominates. Walled off from solution.

A willingness to be committed, but no way clear to discover how to do what.

Brown-Black:

Structural Meaning - Self-Disparagement.

Very negative--inclined to renounce everything except physical gratification because of a feeling of purposelessness.

Red-Black:

Structural Meaning - Exaggerated Desire or Dramatization.

Normal desires made compulsive.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Longs for tenderness and for sensitivity of feeling into which he can blend. Responsive to anything aesthetic and tasteful.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Having difficulty in making progress and unwilling to put forth further effort. Seeking more comfortable conditions where he can avoid anything disturbing.

III. Characteristics Under Restraint or Behavior Inappropriate to Existing Situation.

Feels that he is burdened with more than his fair share of problems. However, he sticks to his goals and tries to overcome his difficulties by being flexible and accommodating.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Pronounced susceptibility to outside stimuli. Wants to overcome a feeling of emptiness and to bridge the gap which he feels separates him from others. Anxious to experience life in all its aspects, to explore all its possibilities and to live it to the full. He therefore resents any restriction or limitation being imposed on him and insists on being free and unhampered.

V. Actual Problem or Behavior Resulting from Stress.

Does not wish to be involved in differences of opinion, contention, or argument, preferring to be left in peace.

Blue-Violet:

Structural Meaning - Aesthetic Susceptibility, Erotic Sensitivity.

Peace and fulfillment here to be achieved through some form of fascination, either by absorption with the beautiful and aesthetic or by the pursuit of some idealized relationship.

Brown-Red:

Structural Meaning - Sensual Gratification or Self-Indulgence.

The bodily desire for conditions which gratify the senses (six) is followed immediately by the desirous (red), emphasizing the drive towards self-gratification. The most self-indulgent group.

Green-Yellow:

Structural Meaning - Demand for Appreciation or Ambition.

Aspiration is directed towards increased esteem, both in his own eyes and the eyes of others. Ambitions are for self-interest or actions designed primarily to bringing about recognition from others.

Gray-Black:

Structural Meaning - Separative Isolation or Total Non-Involvement.

Here non-involvement is exaggerated and enforced by the imperative nature of black, where everything which follows is renounced (lost later).

Blue-Black:

Structural Meaning - Absolute Peace.

Black following blue enforces the need for tranquility, and implies renunciation of all that is represented by the colors that follow black (none).

I. Desired Objectives and Behavior Dictated by Desired Objectives.

Longs for tenderness and a sensitivity of feeling into which he can blend. Responsive to anything aesthetic -- tasteful.

Needs a peaceful environment -- wants release from stress, freedom from conflicts and disagreements. Taking pains to control the situation and trying to control the situation. Has sensitivity of feeling and eye for detail.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Working to create for himself a fine foundation on which to erect a secure, comfortable and problem-free future in which he will be granted respect and recognition.

Sensuous inclined to luxuriate in things which can give gratification to the senses -- rejects tasteless and vulgar.

III. Characteristics and Restraint Behavior Inappropriate to Existing State.

Circumstances are such that he feels forced to compromise for the time being if he is to avoid being cut off from affection or full participation.

Circumstances are restrictive and hampering forcing him to forego all joys and pleasures for the time being.

IV. Rejected or Suppressed Characteristics -- (Anxiety-Laden Characteristics).

Physiological Interpretation. Stress has led to agitation and anxiety.

Psychological Interpretation. Eager to make good impression, but worried about the likelihood of success. Feels he has the right to what he hopes for, BUT becomes (feels) helpless when circumstances go against him -- in brief, unrealistic self justification.

Physiological Interpretation. Stress and agitation.

Psychological Interpretation. Unfulfilled expectations have led to uncertainty and apprehension.

Badly needs to feel secure and protected. Doubtful that things will turn out right.

In brief -- APPREHENSION INSECURITY.

V. The Actual Problem: Behavior Resulting from Stress.

Depleted vitality has created an intolerance for further stimulation, a feeling of powerlessness subjects him to agitation and acute distress. Tries to escape by relinquishing the struggle to find peace and recuperate in an atmosphere of affection and security.

Disappointment of lost games and fear of formulating new ones result in anxiety.

Is trying to escape from this and find protection and appreciation.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Preoccupied with things of an intensely exciting nature, whether erotically stimulating or otherwise. Wants to be regarded as an exciting and interesting personality with an altogether charming and impressive influence on others. Uses tactics skillfully so as to avoid endangering his chances of success or undermining others' confidence in himself.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Hopes to obtain an improved position and greater prestige so that he can procure for himself more of the things he has had to do without.

III. Characteristics Under Restraint and Behavior Inappropriate to Existing Situation.

Willing to become emotionally involved and able to achieve satisfaction through sexual activity by tries to avoid conflict.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Emotional dissatisfaction has given rise to a touchy and impotent desire for independence, leading to stress and restlessness.

Psychological Interpretation. An existing situation or relationship is unsatisfactory, but he feels unable to improve it without willing cooperation. Unwilling to expose his vulnerability. He considers it inadvisable to display affection or be over-demonstrative.

He regards the relationship as a depressing tie but, although he wants to be independent and unhampered, he does not want to risk losing anything.

All this leads him to react touchily and with impatience, while the urge to "get away from it all" results in considerable restlessness. The ability to concentrate may suffer.

Restless instability arising from emotional dissatisfaction (plus group needed to be very strong to compensate).

V. Actual Problem or Behavior Resulting from Stress.

Fights against restrictions or limitations and insists on developing freely as a result of his own efforts.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Longs for tenderness and for a sensitivity of feeling into which he can blend. Responsive to anything aesthetic and tasteful.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Exercises initiative in overcoming obstacles and difficulties. Either holds or wishes to achieve a position of authority in which control can be exerted over others.

III. Characteristics Under Restraint and Behavior Inappropriate to Existing Situation.

Insists that his goals are realistic and sticks obstinately to them even though circumstances are forcing him to compromise. Very exacting in the standards he applies to his choice of partner.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Stress arising from suppression of physical and sexual desires, and insufficient consideration for bodily needs. (ANXIETY).

Psychological Interpretation. The existing situation is disagreeable. Has an unsatisfied need to ally himself with others whose standards are as high as his own and to stand out from the common herd. His control of his sensual instincts restricts his ability to give of himself. The resulting isolation leads to the urge to show himself and merge with another. This disturbs him, as such impulses are regarded as weaknesses to be overcome. He feels that only by continued self-restraint can he hope to maintain his attitude of superiority.

Wants to be loved or admired for himself alone. Needs attention/recognition and esteem of others.

V. Actual Problem or Behavior Resulting from Stress.

Needs to achieve a stable and peaceful condition enabling him to free himself of worry that he may be prevented from doing what he wants.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Needs recognition. Ambitious. Wants to impress and to be looked up to--to be both popular and admired. Seeks to bridge the gap that separates him from others.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Seeks to share a bond of understanding and intimacy in an aesthetic atmosphere of peace and tenderness.

III. Characteristics Under Restraint and Behavior Inappropriate to Existing Situation.

Feels trapped in a distressing or uncomfortable situation and is seeking some way of gaining relief.

Able to achieve satisfaction through sexual activity, provided no turmoil or emotional agitation is involved.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Pronounced susceptibility to outside stimuli (ANXIETY).

Psychological Interpretation. Wants to overcome a feeling of emptiness and separation from others.

Believes life has still more to offer and he may miss his share of experiences.

V. Actual Problem or Behavior Resulting from Stress.

Afraid he may be prevented from achieving the things he wants and therefore demands that others should recognize his rights to them.

Demand for appreciation - AMBITION.

Aspiration (yellow) is directed towards, increased esteem, both in one's eyes and the eyes of others.

Ambitious self-interest (green) or action to bring about recognition from others.

Violet-Yellow:

Wants interesting and exciting things to happen. Able to make himself well-liked by his obvious interest and by the openness of his charm. Overimaginative--given to fantasy--daydreams.

Blue-Green:

Acts in an orderly, methodical, self-contained manner. Needs the sympathetic understanding of one who will give him approval and recognition.

Gray-Red:

Feels listless, hemmed in, and ANXIOUS. Considers that circumstances are forcing him to restrain his desires. Wants to avoid open conflict with others and to have peace and quiet.

Black-Brown:

Physiological Interpretation. Stress resulting from unwelcome limitations.
ANXIOUS.

Psychological Interpretation. Resists ANY form of pressure from others.
INSISTS on his independence as an individual. Wants to make up his own mind. Resents interference. Detests uniformity and mediocrity.

At times he is reluctant to accept or understand the views of others. In brief: Demanding independence and perfection.

Violet-Brown:Violet

- Greatly impressed by the unique--by individuals of outstanding characteristics.
- A dream made real.
- Charms and delights others.
- Iranians
- Africans
- Brazilian Indians
- World a magical place.

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Brown

- Not significant.
- Need for relaxed ease is regarded as weakness.
- Stress!!!
- Thinks he is "tough."
- Wishes to stand tall and be an individual.
- Puts down sensuousness.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Wants to make a favorable impression and be recognized. Needs to feel appreciated and admired. Sensitive and easily hurt if no notice is taken of him or if he is not given adequate acknowledgement.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Readily participates in things affording excitement or stimulation. Wants to feel exhilarated.

III. Characteristics Under Restraint and Behavior Inappropriate to Existing Situation.

Circumstances force him to compromise and to forgo some pleasures for the time being. Capable of achieving physical satisfaction from sexual activity.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Uncertainty and worry over missing opportunities have led to a condition of agitated tension (VERY ANXIOUS).

Psychological Interpretation. Feels life must yield more than it is and that his hopes and desires must somehow be realized--that they must be granted in their entirety. This existing uncertainty causes considerable worry and he is tensely on guard against missing any opportunity. Anxious to avoid further setbacks, any loss of standing or prestige.

Tries to make sure he is not overlooked and badly needs security.

TENSELY EXPECTANT.

V. Actual Problem or Behavior Resulting from Stress.

Afraid that he may be prevented from achieving the things he wants and therefore demands that others should recognize his rights to them.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Longs for tender and sympathetic bond and for a situation of ideal harmony. Has an imperative need for tenderness. Susceptible to anything aesthetic.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Trying to improve his position and prestige. Dissatisfied with the existing situation. Considers improvement essential to his self-esteem.

III. Characteristics Under Restraint or Behavior Inappropriate to Existing Situation.

Feels trapped in distressing or uncomfortable situation and is seeking some way of gaining relief. Able to achieve physical satisfaction through sexual activity.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Pronounced susceptibility to outside stimuli (ANXIOUS).

Psychological Interpretation. Wants to overcome a feeling of emptiness and to bridge the gap which he feels separates him from others. Anxious to experience life in all its aspects.

Resents any restriction or limitation imposed upon him.

V. Actual Problem or Behavior Resulting from Stress.

Seeks to avoid criticism and prevent restrictions to his freedom.

Wants to act - and decide for himself.

Exercises great personal charm in dealing with others.

(Violet - not of importance because of age.)

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Strives for a life rich in activity and experience and for a close bond offering sexual and emotional fulfillment.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Imaginative and sensitive. Is seeking an outlet for these qualities, especially in the company of someone equally sensitive. Interest and enthusiasm easily aroused by the unusual or the adventurous.

III. Characteristics Under Restraint and Behavior Inappropriate to Existing Situation.

Circumstances force him to compromise and to forego some pleasures for the time being. Capable of achieving physical satisfaction from sexual activity.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Will power and perseverance are in danger of being overwhelmed by excessive stress. (MUCH ANXIETY - EXTREME STRESS).

Psychological Interpretation. Resilience and tenacity have been weakened. Feels overtaxed, worn out, getting nowhere, but continues to stand his ground.

He feels this adverse situation as an actual, tangible pressure which is intolerable to him and from which he wants to escape. He feels unable to make a necessary decision. UNRESOLVED PRESSURE.

V. Actual Problem or Behavior Resulting from Stress.

Disappointment, fear that there is no point in formulating fresh goals have led to stress and anxiety. He wants congenial contact with others and scope for development, but feels that the relationships are empty and his progress impeded.

He reacts with an intense and zealous activity designed to achieve his aims at all costs.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Seeks an affectionate, satisfying and harmonious relationship. Desires an intimate union in which there is love, self-sacrifice and mutual trust.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Imaginative and sensitive. Seeking an outlet for these qualities--especially in the company of someone equally sensitive. Interest and enthusiasm aroused by the unusual or the adventurous.

III. Characteristics Under Restraint or Behavior Inappropriate to Existing Situation.

Feels he cannot do much about his existing problems and difficulties and that he must make the best of things as they are. Able to achieve satisfaction through sexual activity.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Pronounced susceptibility to outside stimuli. (ANXIETY).

Psychological Interpretation. Wants to overcome a feeling of emptiness and to bridge the gap that he feels separates him from others. Anxious to experience life in all its aspects, to explore all its possibilities, and to live it to the full. He therefore resents any restriction or limitation being imposed on him and insists on being free and unhampered.

Expectant Self-Determination.

V. Actual Problem or Behavior Resulting from Stress.

Does not wish to be involved in differences of opinion, contention or argument. Prefers to be left in peace.

- I. Desired Objectives or Behavior Dictated by Desired Objectives.
 Seeks an affectionate relationship offering fulfillment and happiness.
 Capable of powerful emotions and enthusiasm.
 Helpful and willing to adapt himself if necessary to realize the bond of affection he desires.
 Needs the same consideration and understanding from others.
- II. Existing Situation or Behavior Appropriate to Existing Situation.
 Having difficulty standing up to the demands imposed on him. Finds great effort involved and wishes to have the situation resolved.
- III. Characteristics Under Restraint or Behavior Inappropriate to Existing Situation.
 Becomes distressed when his needs or desires are misunderstood and feels he has no one to turn to or rely on.
Egocentric. Quick to take the offense.
- IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).
Physiological Interpretation. Pronounced susceptibility to outside stimuli. (ANXIETY).
Psychological Interpretation. Wants to overcome a feeling of emptiness and to bridge the gap he feels separates him from others. Anxious to experience life in all its aspects, to explore all its possibilities, and to live it to the full. He therefore resents any restriction or limitation being imposed on him and insists on being free and unhampered. (Expectant self-determination).
- V. The Actual Problem or Behavior Resulting from Stress.
 Does not wish to be involved in differences of opinion or argument, preferring to be left in peace.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Feels situation is hopeless. Strongly resists those things which he finds disagreeable.

Tries to shield himself from anything which might irritate him or make him more depressed.

EXTREME DEPRESSION (COVERT).

II. Existing Situation or Behavior Appropriate to Existing Situation.

Avoids excessive effort and needs roots, security and peaceful companionship.

III. Characteristics Under Restraint or Behavior Inappropriate to Existing Situation.

Wants to broaden his field of activity and insists his ideas are realistic. Distressed by fear that he may be prevented from doing what he wants.

Needs quiet reassurance to regain confidence.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Stress resulting from the feeling of belittlement and misunderstanding.

Psychological Interpretation. Feels in invidious position--that trust, affection and understanding are being withheld and he is being treated with a humiliating lack of consideration.

Considers he is being denied the appreciation essential to his self-esteem and that there is nothing he can do about it.

Disheartened by the love struggle against difficulties with no encouragement. Feels he is getting nowhere--instead of the admiration he needs; he is constantly misunderstood.

Humiliated by lack of appreciation.

I. Desired Objectives or Behavior Dictated by Objectives.

Longs for tenderness and for a sensitivity of feelings into which he can blend. Responsive to anything aesthetic and tasteful.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Authoritative or in a position of authority but feels revelation of authority impeded because of existing problematical difficulties. Perseveres despite opposition.

III. Characteristics Under Restraint and Behavior Inappropriate to Existing Situation.

Very exacting in standards he applies to his choice of a partner and seeks unrealistic perfection in sex life.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Desires to control his own destiny.

Physiological Interpretation. Pronounced susceptibility to outside stimuli.

Psychological Interpretation. Wants to overcome a feeling of emptiness and separation from others. Believes that life still has more to offer and that he may miss his share of the "goodies" -- that he must, therefore, make use of all opportunities.

Pursues objectives with fierce determination.

Commits himself deeply and readily -- feels himself completely competent in any field he may engage in.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Desires a conflict-free haven offering security and physical ease. Is in need of considerate treatment and loving care. Fears the emptiness and solitude of separation.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Volatile and outgoing; needs to feel that events are developing along desired lines, otherwise situation can lead to changeability or superficial activities.

III. Characteristics Under Restraint and Behavior Inappropriate to Existing Situation.

Feels that he is receiving less than his fair share and that there is no one on whom he can rely for sympathy and understanding; pent-up emotions make him quick to take offense. But he realizes he has to make the best of things.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Pronounced susceptibility to outside stimuli. (ANXIETY).

Psychological Interpretation. Wants to overcome a feeling of emptiness and of separation from others. Believes that life still has more to offer and that he may miss his share of experiences if he fails to make the best of every opportunity. He, therefore, pursues his objectives with a fierce intensity and commits himself deeply and readily.

Feels himself to be completely confident in any field in which he engages.

V. Actual Problem or Behavior Resulting from Stress.

Needs to achieve a stable and peaceful condition enabling him to free himself from worry that he may be prevented from achieving all the things he wants.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Wants to make a favorable impression and be recognized. Needs to feel appreciated and admired. Sensitive and easily hurt if no notice is taken of him - or if he is not given adequate acknowledgment.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Readily participates in things affording excitement or stimulation. Wants to feel exhilarated.

III. Characteristics Under Restraint and Behavior Inappropriate to the Existing Situation.

Circumstances force him to compromise and to forego some pleasures for the time being.

Capable of achieving physical satisfaction through sexual activity.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Unfulfilled expectations have lead to uncertainty and to apprehension - watchful. Badly needs to feel secure and protected from further disappointment - being passed over - losing standing and prestige. Doubtful that things will be any better in the future.

BUT inclined to make exaggerated demands and reject compromises.

INSECURITY - DANGEROUS to constructive acts.

V. Actual Problem or Behavior Resulting from Stress.

Disappointment and the fear that there is no point in formulating new roads and fresh goals have lead to anxiety. Desires recognition and position but is worried about his prospects. Reacts to this by resisting any attempt to influence him. Tries to assert himself by meticulous control of detail in an effort to strengthen his position.

- I. Desired Objectives or Behavior Dictated by Desired Objectives.
Over imaginative and given to fantasy. Longs for interesting and exciting things to happen and wants to be admired for his charm.
- II. Behavior Appropriate to the Existing Situation.
Exercises initiative in overcoming obstacles and difficulties. Either holds or wishes to achieve a position of authority in which control can be exerted over events.
- III. Characteristics Under Restraint and Behavior Inappropriate to the Existing Situation.
Able to obtain physical satisfaction from sexual activity but is inclined to be emotionally withdrawn which prevents him from being deeply involved.
- IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).
Physiological Interpretation. Emotional dissatisfaction has given rise to a touchy and impatient desire for independence; leading to stress and restlessness. (SEVERE)
Psychological Interpretation. An existing situation or relationship is unsatisfactory by he feels unable to improve it without willing cooperation. Unwilling to expose his vulnerability.
Restless and unstable - arising from emotional dissatisfaction.
- V. Actual Problem or Behavior Resulting from Stress.
Feels rejected and prevented from progressing in seeking a solution which will remove these limitations.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Violet-Green:

Wants to make a favorable impression and be regarded as a special personality. Is constantly on the watch to see if he is succeeding and how others are reacting to him. Uses tactics cleverly in order to obtain influence. Susceptible to aesthetics or originals.

II. The Existing Situation or Behavior Appropriate to the Existing Situation.

Yellow-Red:

Active, outgoing, and restless. Feels frustrated by the slowness with which events develop along desired lines. This leads to instability--changeability and lack of persistence when pursuing a given objective.

Green-Red:

Authoritative but liable to feel that further progress is rendered problematical by existing difficulties.

III. Characteristics Under Restraint and Behavior Inappropriate to Existing Situation.

Blue-Black:

Emotionally inhibited. Feels forced to compromise making it difficult for him to form a stable emotional attachment.

Blue-Yellow:

Exacting in his emotional demands and very particular in choice of partner. Finds it almost impossible to get deeply involved with anyone because of inability to reveal himself.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Grey-Brown:

Physiological Interpretation. Suppression of the physical and nervous requirements of the body for normal functioning forces extreme ANXIETY.

Brown-Grey:

Stress arising from suppression of physical or sexual desires and insufficient consideration of body needs produces extreme ANXIETY.

Grey-Brown:

Psychological Interpretation. The existing situation is disagreeable.

He has unsatisfied need to ally himself with others whose standards are as high as his own. He restricts his instincts to the point of anxiety. Has need and urge to have sexual relationship that is satisfying.

This disturbs him as he feels instincts (emotion) are signs of weaknesses.

Brown-Grey:

The existing situation is disagreeable. He has unsatisfied needs to ally himself with one whose standards are high as his own.

His control of his sensual instincts restricts his ability to give himself but the resulting isolation leads to the urge to surrender and allow himself to merge with another. Wants to be loved and admired for himself.

V. Actual Problem Behavior Resulting from Stress.

Violet-Brown:

Greatly impressed by the unique--by originality and by individuals of outstanding characteristics.

TRIES to emulate characteristics he admires.

Violet-Grey:

Anxious, restless, dissatisfied with circumstances and his unfulfilled emotional needs. He tries to escape into an idealized atmosphere of sympathy and understanding.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Violet-Red:

Takes easily and quickly to anything that provides stimulation. Pre-occupied with things of intrinsically exciting nature either erotically stimulating or otherwise, wants to be regarded as an exciting and interesting personality with an altogether charming and impressive influence on others. Uses tactics closely so as to avoid endangering the chances of success or undermining others' confidence in him.

Violet-Yellow:

Wants interesting and exciting things to happen. Able to make himself well-liked by his obvious interests and by the very openness of his charm. Over imaginative and given to fantasy.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Blue-Brown:

Avoids excessive effort and needs more security--peaceful companionship.

Red-Green:

Exercises initiative in overcoming obstacles or difficulties. Either holds or rushes to achieve a position of authority in which control can be exerted over events.

III. Characteristics Under Restraint or Behavior Inappropriate to Existing Situation.

Yellow-Green:

Feels he is burdened with more than his fair share of problems. However, he sticks to his goals and tries to overcome his difficulties by being flexible and accommodating.

Brown-Blue:

Able to achieve physical satisfaction from sexual activity but restless and inclined to be emotionally with-drawn, which prevents him from becoming deeply involved.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Gray-Black:

Physiological Interpretation. Pronounced susceptibility to outside stimuli (ANXIOUS).

Psychological Interpretation. Wants to overcome a feeling of emptiness and to bridge the gap which he feels separates him from others. Anxious to experience life in all its aspects to explore all its possibilities and to live it to the full. He therefore, resists any restrictions or limitations being imposed on him and insists on being free and unhampered.

Black-Gray:

Physiological Interpretation. Pronounced susceptibility to outside stimuli. He pursues objectives with fierce intensity and commits himself deeply and readily. Feels himself completely competent in any field—can be considered meddlesome.

V. The Actual Problem or Behavior Resulting from Strees.

Violet-Black:

Seeks to avoid criticism and to prevent restriction of his freedom to act and to decide for himself by the exercise of great personal charm in his dealings with others.

Violet-Gray:

Has fear that he may be prevented from asking the things he wants. This leads him to imply great personal charm in his dealings with others hoping that this will make it easier for him to reach his objectives.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Violet-Black:

Has imperative need for some bond or fusion with another which will prove sensually fulfilling, but which will not conflict with his convictions or sense of fitness.

Violet-Green:

Wants to make favorable impression and to be regarded as a special personality, is therefore, constantly on the watch to see whether he is succeeding and how others are reacting to him. This makes him feel he is in control. Uses tactics cleverly in order to aesthetics or originals.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Yellow-Blue:

Easily affected by his environment. Readily moved by the emotions of others. Seeks congenial relationships and an occupation which will promote them.

Grey-Blue:

Relatively inactive--in a static condition while conflict of some sort or another prevents piece of mind. Unable to achieve relationships of the desired degree of mutual affection and understanding (the group is an attempt to compensate).

III. Characteristics Under Restraint and Behavior Inappropriate to Existing Situation.

Red-Green:

Unhappy at the resistance he feels whenever he tries to assert himself. However, he believes that there is little he can do and that he must make the best of the situation.

Brown-Red:

Feels trapped in a distressing or uncomfortable situation and seeking some way of relief. Able to achieve satisfaction through sexual activity providing no turmoil or emotional agitation is involved.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Brown-Grey:

Physiological Interpretation. Stress Arising from suppression of physical (SEXUAL) desires and insufficient consideration of body

pleasure (ANXIOUS).

Black-Yellow:

Stress resulting from disappointment and watchful self-probation.

Psychological Interpretation. The existing situation is disagreeable. He has unsatisfied needs to ally himself with others whose standards are as high as his own and to stand out from the common herd. His control of his instincts restricts his ability to give himself--this resulting isolation leads to the urge to surrender and allow himself to merge with others. This disturbs him as these instincts are regarded by him as weaknesses to be overcome. He feels that only by continued self-restraint can he hope to maintain his attitude of individual superiority. Wants to be loved and admired for himself alone. Needs attention, recognition and the esteem of actions.

Blue-Yellow:

Unfulfilled hopes have led to uncertainty and tense watchfulness. Resents outside control. Doubts that things will get any better--watchful.

V. Actual Problem Behavior Resulting from Stress:

Violet-Grey:

Has a fear that he may be prevented from asking things he wants. Wants to be charming.

Violet-Yellow:

Disappointment and the fear that there is no point in formulating fresh goals, some lead to great anxiety--he is **PANICKED** by lack of any close and understanding relationship. He attempts to escape into a substitute world in where these disappointments are submerged and things are more nearly as he desires them to do.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Violet-Yellow:

Wants interesting and exciting things to happen. Able to make himself well-liked by his obvious interest and by the very openness of his charm. Over imaginative given to fantasy and day dreaming.

II. The Existing Situation or Behavior Appropriate to the Existing Situation.

Blue-Green:

Acts in an orderly, methodical, self-contained manner. Needs the sympathetic understanding of someone who will give him recognition and approval.

Green-Blue:

Orderly methodical self-contained. Needs the respect, recognition, and understanding of those close to him.

III. Characteristics Under Restraint and Behavior Inappropriate to the Existing Situation.

Brown-Red:

Feels trapped in an uncomfortable distressing situation and seeking some way of gaining relief. Able to achieve satisfaction through sexual activity providing no turmoil or emotional agitation is involved.

Red-Brown:

Feels trapped in distressing situation. Able to find satisfaction in sexual activity.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Grey-Black:

Physiological Interpretation. Susceptible to outside stimuli (ANXIOUS).

Psychological Interpretation. Wants to overcome a feeling of emptiness and to bridge the gap which he feels separates him from others. Anxious to experience life in all its aspects, anxious to explore all possibilities. Resists all efforts to limit or restrict him. Reacts against all limitations that hamper him. ANXIOUS, self-determination.

V. Actual Problem or Behavior Resulting from Stress.

Violet-Black:

Seeks to avoid criticism and to prevent any restrictions of his freedom to act and decide for himself.

NOTES

The black issue indicates an anxiety--fear of being deprived of something--a conflict that demands relinquishing too much.

Emotional and mental immaturity indicated. The violet choice indicates a desire for the "magical" erotic or fantasy world. Violet can be found a first choice of South American-Indians, certain African tribes, hypothyroid sufferers, pregnant women and homosexuals.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Red-Yellow:

Seeks success, stimulation, and a life full of experience. Wants to develop freely and shake off the shackles of self doubt to win and live intensely. Likes contacts with others and is enthusiastic by nature. Receptive to anything new, modern or intriguing. Has many interests and wants to expand his fields of activity -- optimistic about future.

Yellow-Black:

Tries to escape from his problems, difficulties, and tensions being abrupt, headstrong and ill -- considered decisions or changes of directions.

II. The Existing Situation or Behavior Appropriate of the Existing Situation.

Green-Blue:

Orderly methodical and self-contained. Needs the respect, recognition, and understanding of those close to him.

Red-Violet:

Readily participates in things affording excitement and stimulation. Wants to feel exhilarated.

III. Characteristics Under Restraint and Behavior Inappropriate to the Existing Situation.

Violet-Brown:

Egocentric and therefore, quick to take offense. Able to obtain physical satisfaction from sexual activity but tends to hold himself aloof emotionally.

Brown-Green:

Feels that he cannot do much about the existing problems and difficulties, and that he must make the best of things as they are. Able to achieve physical satisfaction from sexual activity.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Black-Grey:

Physiological Interpretation. Pronounced susceptibility to outside stimuli, (ANXIOUS).

Psychological Interpretation. Wants to overcome a feeling of emptiness and of separation from others. Believes that life has still more to offer and that he may miss his share of experiences if he fails to make the best use of every opportunity. He therefore, pursues his objectives with fierce intensity.

(INTER-INVOLVEMENT)

Blue-Grey:

Physiological Interpretation. Displays impatience and restlessness inclined to be depressed, (ANXIOUS).

Psychological Interpretation. Feels he cannot control the situation to create the sense of belonging he needs so remains unwilling to place himself in another's hands -- is resisting a condition which he regards as a discouraging responsibility. Feels life has more to offer and remains impatient.

Urge to get away from this discouraging responsibility -- is strong and leads to restlessness and instability -- concentration suffers.

V. The Actual Problem or Behavior Resulting from Stress.

Red-Yellow:

Disappointment and the fear that there is no point in formulating fresh goals have lead to stress and anxiety. He wants congenial contact with others and scope for development but feels that his relationships are empty and that his progress is impeded. He reacts with an intense and zealous activity designed to achieve his aims at all costs.

Yellow-Grey:

The fear that he may be prevented from achieving things he wants may lead to a restless search for satisfaction in the pursuit of illusory or meaningless activities.

Yellow -- cheerful spirit. Fits of whirl wind like activity. First place -- shows great hope and desire -- implies major conflicts from which release is needed.

A strong desire to escape because it accompanies red in first choice -- indicates that sexual excess is the means adopted to escape the sense of inability to effect any change. These facts repeated in second choice.

Grey


He rejects now involvement -- feels he has a perfect right to take part in anything he chooses. He rejects lifeless, calm, and boredom.

TATTOO
INVENTORY

TATTOOS

- . Age 16
- . All on left side
- . All applied while at SA
- . Left scapula: girl's name
- . Base of left fingers: L-O-V-E
- . Left deltoid: M O M

TATTOOS

- . First - 5th grade (10 - 11 years old)
- . Last - 12 years of age
- . All on left side
- . Base of fingers: L O V E
- . Inside forearm: 
- . Web between index and thumb: girl's name
- . Deltoid: H A W A I I A N
- . Inside left calf: a heart

20

TATTOOS

. None

21

TATTOOS

. None

22

TATTOOS

. None

23

TATTOOS

. None

TATTOOS

- . Right hand web between thumb and index - +
- . Right bicep - "Hawaii"
- . Right deltoid - "R" (girl's initial)

TATTOOSLeft Hand

- . Left deltoid - three names
- . Web between thumb and index - +


TATTOOS

- . Left bicep - girl's name
- . Left thumb - index finger web - "D"

TATTOOS

- . Left thumb index finger (web) - "R" (for Richard)
- . Inside of each ankle crosses - +



TATTOOS

- . Left hand:
- . Base of thumb - †
- . Index finger knuckle - •
- . Second finger knuckle - V
- . Right bicep - 
LOVE
- . Right Hand:
- . Web between thumb and index - purple
large keloid scar

Letter P removed with vinegar and clorox--infection resulted--had to go to doctor because of the infection.

P - for penguin

TATTOOS

- . First - 5th grade
- . Right Hand (Back of) "  "
- . Right Forearm - "HELL"
- . Left wrist outside: girl's name
- . Web index finger and thumb: "IVAN"
- . Left ankle: "  "

TATTOOS

First tattoo age twelve "LSD." Put it on while cutting out of school--
hiding under bridge.

- Left Hand:
- Back on knuckles - L-O-V-E
- Left wrist - Love
- Left hand web between thumb and index - Hawaii
- Inside left wrist - BAR
- Inside left forearm - picture of a bird
- Right deltoid - picture of a rose
- Right leg above ankle side of calf - P.V.B.
(Palolo Valley Boy)
- Left leg right above ankle - LSD and picture of
spider (4 legs)



TATTOOSLeft Hand:

- . Base of middle finger (cross) - †
- . Base of index finger (dot) - .
- . Web between thumb and index finger (dot) - .
- . Left deltoid (script) - "Hawaii"
- . Inside left forearm (incomplete name) - J A R
- . Inside left ankle (cross) - †

Right Hand:

- . Web between thumb and index finger - "L"
(initial of a girl)
- . Right bicep - LOVE
- . Inside right ankle (his own initial) - "J" "AK"

First tattoos put on self inside ankles "†" and
"J" done at a church (yard?) after school-- age 14.

TATTOOSLeft Hand:

- . Web thumb - index - "DIANE"
- . Left shin bone (above joint) - P.V.B.
(Palolo Valley Boy)
- . Right arm bicep - G. C.
(Own initials)

All put on by "friend." First one P.V.B., age 12 years, done during summer -- in "tunnel" in "park" at housing area.