

FOOTBALL 1969

behavior modification

PALAMA SETTLEMENT
HONOLULU, HAWAII



Some people look at things the way they are, and
ask, "Why?"...I dream of things that never were,
and say, "Why not?"...

Robert Francis Kennedy

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FOOTBALL 1969

GOAL:

To use a football program as a tool in strengthening academic achievement, heightening motivation to excel in socially-acceptable activities, and increasing the sense of dignity and worth in boys ten to fifteen years old, and to provide a broad base for participation of parent and child in healthy growth and development personally, as a family, and in the big community.

OBJECTIVES:

1. Provide a threat-free medium for both parent and child where each can function with success.
2. Motivate both child and parent to become aware of the value of academic success.
3. Provide a means of stimulating parent and child concern for diet, hygiene, etc., of child.
4. Provide a means of strengthening the desire for and respect of order in life.
5. Facilitate communication between parents and Settlement workers.
6. Provide an actual measure of academic growth during the project.

SUB-OBJECTIVES:

- a. Establish a contract of agreement with the boys and parents, promising to attend and participate in the program.
- b. Teach the basic skills of the game of football with emphasis on intelligent and honorable team participation, utilizing the principles of systematic-reinforcement theory--that is, that what an individual learns is the consequence of his acts--and strengthening the positive behaviors with rewards.
- c. Provide a training table where dinner will be served four nights each week, stressing low-cost, high-protein diets.
- d. Provide a system of points based on each boy's academic ability so that he may earn by accomplishment the right to practice.

- e. Maintain a study hall and provide materials where academic requirements may be met.
- f. Administer pre- and post-project achievement tests to measure academic achievement.
- g. Provide physical examination at the beginning and end of the project. Keep a monthly height and weight scale check.
- h. Have a car pool manned by fathers to take the boys home after study hall.
- i. Hold regular meetings of parents and staff beginning with here-and-now topics; that is, meal-planning, work assignments, transportation, etc.
- j. Encourage topic-oriented participation of parents working in teams where the participants live in different areas or are from different economic levels.

TARGET: Sixty-six (66) boys and ten (10) girls, ten to fifteen years of age, and their parents, residing in the Palama-Kalihi area.

DATES: August 18, 1969 - November 27, 1969

PLACE: Palama Settlement

SCHEDULE:

Practice - 4:30-6:00 p.m.
Shower - 6:00-6:30 p.m.
Dinner - 6:30-7:30 p.m.
Study Hall - 7:30-8:30 p.m.

WHAT'S IT ALL ABOUT?

The project, begun in 1968, was revised in several rather important ways in 1969. The reward was left the same--playing football on the Settlement Pop Warner teams. The goal was made simpler--to increase each participant's skill in his lowest academic achievement area.

Each child was pre-tested, using the standardized Metropolitan Achievement Test, to determine actual performance abilities. Individual academic menus were then given the participants by the contingency managers, after consulting with the testing specialists, the boys, the school, and the parents.

Options were given to the youngsters in relation to where academic work would be done to earn the thirty points that were needed each day to practice. If he so desired, a player could earn his points while at home, at school, or in our own study hall, which was optional.

Staff workers continued to do the home visits, as in the previous project. However, volunteer contingency managers took over the school visits and the weekly management of the point menus for the individual youngsters, under staff supervision.

At the conclusion of the fifteenth week, the group was post-tested, and the results measured against the pre-test. (See pages 42 - 44.)

The training table was an area of revision also. This year, a part-time D.O.E. cafeteria manager was employed by the Settlement to plan menus, order food supplies, and oversee kitchen operations.

Supplemental monies for food were sought under the Vanik bill, and Department of Agriculture funds were granted. However, the ability to feed a high-protein diet was still hampered by lack of money, due to the very high costs of fresh meats, milk, etc.

Then, in response to a news article in a local paper, a very prominent businessman responded, visited the project, donated the season's fresh produce, and alerted his fellow business associates in the food industry, of the project. Response from the wholesalers was tremendous, and the sound high-protein diet, impossible in 1968, finally became a reality this year.

The medical aspect of the project was also refined. The boys were placed under the evaluation, pre- and post-season, of one physician, who donated his services.

Dental examinations and individually-fitted mouthguards were also done, by the Strong-Carter Dental Group at the Settlement, under the guidance

of Dr. Ping Kam Yee.

Personnel involved in "Football '69" numbered over seventy-five persons.

The broad base of community support made success more possible: the news media were exceptionally helpful; and the Volunteer Service Bureau invaluable.

Coaching--the quality of motivation in the project--was perhaps the strongest and most cohesive element of differences in the project. The skill and ability of the coaching staff was the best available in the state.

The boys were well aware of the fact that they were being taught by experts--and these experts taught completely within the project guidelines. (In the midst of the Hawaii State championship battle, one team's star [regular] quarterback did not meet the requirements for game eligibility. The coach did not allow him to suit up, and the team played one of its most crucial games without him.)

Learned by experience, the key to success of the project is the absolute adherence to the condition for receiving the reward.

By Project Designer Earlene Chambers

STAFFING

Project Coordinator.....Kenneth Ling
Project Designer.....Earlene Chambers
Testing Specialist.....Dr. Christopher Barthel
Learning Engineer.....Edward Lau
Contingency Managers: Rosalee Fishback
Warren Hoo
Harry Chun Hoon
Annette Kaio
Peter Kamakawiwoole
Monica Kanemori
Rose Marie Macaraeg
Charles Mast
Kent Nishimura
Jeanie Pickens
Peggy Powell
Terry Powell
Joann Rocha
Audrey Schwegman
William Schwegman
Marsha Sharp
Wanda Tom
Joe Trimarche
Juanita Walker
Audie Wilson
Family Workers: Dorothy Kim
Edward Lau
Karel Ling
Faaleaga Mapu
John Sharp
Ramon Tanaka
Karen West
Midget Head Coach.....Emory Holmes
Midget Backs Coach.....Wilfred Chang
Midget Ends Coach.....Edward Lau
Midget Line Coach.....Tom Teruya
Bantam Head Coach.....John Sharp
Bantam Backs Coach.....Michael Jones
Bantam Ends Coach.....Ramon Tanaka
Bantam Line Coach.....Wendell Marino
Cheerleading Coach.....Karel Ling
Dietician.....Kiyo Shishido
Training Table Coordinator.....Dorothy Kim
Training Table Staff: Blossom Amaral
Elaine Aweau
Tillie Bargamento
Laverne Beyer

Training Table Staff:

Juanita Castillo
Ellen Gushiken
Lynnette Hale
Ethel Higa
Lei Kaeo
Mycarsia Kamakani
Joan Kealoha
Dolores Kealohapauole
Lena Keeno
Nancy Kodama
Sylvia Kuewa
Katherine Madrid
Sanele Mapu
Bertha Maunupau
Clara Miyashiro
Lillian Molina
Rosalind Nakagawa
Bessie Obra
Nora Octavio
Kimiko Oshiro
Petra Pasion
Violet Piiohia
Nora Robley
Queenie Samuels
Elizabeth Santos
Helen Sasaki
Helen Segovia
Mary Ann Sheeder
Frances Shimabukuro
Yuriko Shiroma
Betty Tanabe
Joyce Tanji
Joann Thomas
Kay Uejo
Juanita Walker

Parent Participation:

Karen West
Dorothy Kim
James Swenson
Faaleaga Mapu

Bantam Booster Club President.....George Kim
Midget Booster Club President.....Joseph Maunupau
Medical Consultant.....Joseph Lam, M.D.
Dental Consultant.....Ting Kam Yee, D.D.S.
Volunteer Recruiter.....Nancy Cannon
Volunteer Service Bureau
Behavior Modification Consultant.....Bob Omura
Social Welfare Development
and Research Institute
University of Hawaii

Photographers:

Warren Hoo
Richard Mallett
Charles Mast

Transportation.....Karen West

Testing and Evaluation:

Earlene Chambers
Emory Holmes
Dorothy Kim
Carol Ann Koshi
Edward Lau
Kenneth Ling
Ramon Tanaka
Joyce Tanji
Karen West

CITIZENS WHO CARED ENOUGH TO MAKE THIS PROJECT POSSIBLE

Mr. August A. Yee
Holiday Mart Discount
Department Stores

Mr. Cecil Heftel
KGMB-TV

Mr. Robert Littlejohn
Armour & Company

Mr. James Turner
Love's, Ltd.

Mr. Oliver Lovan
Y. Hata & Company

Mr. Alister W. MacDonald
MacDonald & Porter, Inc.

Mr. Henry Loo
Foremost Dairies-Hawaii, Ltd.

Mr. Russell Elliman
Best Foods Division of
Corn Products Sales Company

Bishop E. Lani Hanchett
The Episcopal Church in Hawaii

Lieutenant Governor Thomas Gill

Mr. R. L. Stevenson
First Insurance Company
of Hawaii

Mr. Henry B. Clark, Jr.
Castle & Cooke, Inc.

Mr. Henry E. Damon

Bank of Hawaii

Mr. Lee Blackburn
Hawaiian Flour Mills, Inc.

Mr. Robert F. Metzdorf

Mr. Clifford Yee
Finance Factors, Ltd.

Mr. and Mrs. Richard Akeroyd

Mr. and Mrs. C. D. Terry

Hotel and Restaurant
Employees' Union

Hawaii Teamsters' and Allied
Workers' Union

Baba Kea, Inc.

Mrs. Julie M. Batezel

Mrs. Rose W. G. Song

Likeli Faculty Club

Mr. R. L. Walton

Mr. Thomas K. Mah

Mr. Henry B. Kaahea

Mr. Jess Walters
Dole Company

Mr. Lawrence G. Ayala
Equitable Life Insurance
Society of the United States

Mr. Joris A. Watland

Mr. George Miyachi

Mr. George Sumner, Jr.

Mr. Arthur Dalton

J. C. Penney Company, Inc.

Mr. Allen Hoss
Western Airlines International

CITIZENS WHO CARED ENOUGH TO MAKE THIS PROJECT POSSIBLE

Mrs. Eloise Smouse
Frear Eleemosynary Trust

Mr. Spencer A. Murphy
Bishop Trust Company, Ltd.

Mr. Kamehiko Ito
American Sanitary Laundry, Ltd.

Mr. Don Robbs
KGMB-TV

Mr. Bud Smyser
Honolulu Star-Bulletin

Mr. Tim Toner
Honolulu Advertiser

Mr. Orville Krick

Mr. and Mrs. Phillip Swatek

Mr. Bob Merrick
Fred L. Waldron, Ltd.

Mr. William R. Harper
Theo. H. Davies

Mr. Thomas Beattie
Whitby Company

Mr. Mike Rossman
PM & F Foods, Inc.

Mr. Paul Oshita
Tropical Brokerage

Mr. Bob Basso
KHON-TV

Mr. and Mrs. Frank W. Beill

Mr. Toma Tasaki
Lanakila School

Mr. John Cotton Wright
Bishop Museum

Mr. Robert Mizuno
Likelike School

Mr. Harry S. Shiroma

Mr. H. Otsuji

Mr. Ed Edwards
Honolulu Star-Bulletin

Mrs. Nancy Cannon
Volunteer Service Bureau

Dr. Joseph W. Lam, M.D.

Dr. Ping Kam Yee, D.D.S.

Mr. Mitsuo Kawashima
Mits' Health Studio

Mr. Henry Kurihara
Hawaiian Sun Products

Mr. Tom Arnott
Carnation Company

Mr. Louis Jacintho, Jr.
Koloa, Kauai

STUDY HALL

PHYSICAL ENVIRONMENT

The physical appearance and setting was far from what a "typical" study hall is conceived to be by students and staff alike. Perhaps appearance itself was a variable in poor attendance which could have acted as a deterrent factor. Eye strain was prevalent, caused by the poor lighting. Long tables were found to be adequate enough for studying, which was the converse of the cafe-styled booths, which offered an ideal situation for socializing.

ATTENDANCE

Reviewing nightly attendance sheets showed that attendance was inversely correlated with age--the younger a person was, the more likely was he to attend study hall. Students who used the study hall during the early afternoon were found to be least likely to use the study hall at night, primarily because these students attended study hall to make up enough points to practice. Cheerleaders were more apt to attend study hall, but for different reasons. They were more likely to use study hall to socialize or draw ornamental designs which was the current "in thing" at particular schools. Attendance fluctuated from night to night, but averaged about five to six a night.

RESOURCES

Resources were found to be either inadequate or antiquated. Magazines were found useful in finding pictures. Issuance of prepared material was primarily arbitrary, because of lack of an acceptable guideline for the vast number of different students' needs.

ATTENDANT

The attendant was often busy computing and recording points or requisitioning study hall work material for points. Due to his age, the attendant was often scrutinized by peers who often did not listen to him.

One volunteer student helped twice weekly, and provided a boost to time utilization in tallying of daily points accumulated.

TUTORS

Tutors were often available for those who wanted or for those who needed help in homework assignments. Tutors often exhibited mature judgment and were skillful in motivating students. Tutors often related that the relationship between tutor and student proved a satisfying one.

RECOMMENDATIONS

1. Remodeling should enhance the probability of greater use. Lighting fixtures could add to the cheerfulness and utility of the room;
2. One full-time staff member should be available to supervise study hall;
3. Resources should be current and easily accessible. Current magazines, books, encyclopedia, and also newspapers, could prove stimulating;
4. Tutors should be retained in the same manner for future projects.

POINT SYSTEM

The point system, which was based on pre-program test scores, appeared unrealistic to some staff members, who also did not support the concept. Methodology and pre-test extraneous variables operating in the environment seemed to be their argument, which at the time could not be empirically validated.

The point system statistically will show indirectly an increase in academic achievement. Measures of reliability and validity should be applied to these statistical measures. The total items (signed teachers' slips) received at the study hall were 3,590. Of this total, 1,070 items were for the lowest subject area and 498 for the high-test subject area. The total number of Palama-prepared material received was 292. Attendance items numbered 16.

Distribution of points followed basically the normal curve with few students struggling to make points and few with a far ample supply of points needed to practice. Often, measures were initiated too late to both cases. For instance, for those who accumulated too many points, methods of utilizing excess points were initiated too late. Steps to use quality work to earn points proved futile to these over-achievers. Low-achievers were hampered in getting points mainly because of personal reasons having to do with teacher-student relationships, although found to be academically achieving in school. Other avenues of attaining points, such as book reports, research, etc., or work in other related school subjects, should have been made available.

Avenues to spend points, either for activities or purchasing goods, should be implemented at the beginning of future projects. Most attempts to forge teachers' signatures were eliminated by individual counseling.

CONTINGENCY MANAGERS

The football project began with a shortage (11) of managers for the total number of participants. Three weeks into the project, eight additional volunteers were hastily added to the ranks of the managers. Each manager was assigned four participants, except when otherwise specified. The managers came from all walks of life--school teachers, clerical workers, university students and military personnel.

Three meetings of managers were held for purposes of orientation to the project, and, in addition, numerous other contacts with them were made during the period of introduction to and acquaintance with the project participants.

A problem which arose early in the project was the real and, at times, unresolvable one, of managers not being able to go to schools for records and meetings with teachers because of occupation or teachers' schedules. Various attempts were made by the managers to contact teachers--ranging from deliberately taking time off from their jobs, to personally calling upon, or requesting calls from teachers during the evening hours. Although it was not required of them, all the managers were encouraged to make meaningful contacts with the schools that their "charges" attended.

Another area of concern was the lack of project information disseminated to the school teachers involved. Most of the teachers had no knowledge whatever of the project and its attendant mechanics. This fact seriously affected plans to shift from the "production" criterion to the "quality production" criterion, which would have placed point accumulation on a schedule of graded work assignment within a designated subject area. As feedback was received that teachers had not been informed of the project, a short project explanatory note was composed and copies sent out to teachers as a corrective measure. It should be noted that one of the managers composed the note.

On December 1, 1969, an evaluation meeting was called, to which seven managers came. The general opinions expressed, reflected the consensus that the project was basically worthy of further refinement and expenditure of time, effort and capital.

Recommendations of better teacher-Palama Settlement communication, along with designed follow-up procedures of all project participants were volunteered at the meeting. Also the results of the achievement test administered at the start and end of the project were questioned on the premise that administration of the same test affected its validity. This point was taken up with the testing consultant, Dr. Barthel.

An estimation of the number of hours spent on the project by the volunteers varied from sixty hours to thirty hours. A majority of the man-

agers did not specify the extent of their involvement. However, it seems that the minimum time was above their expected contribution.

There was a small core of managers (about seven) who displayed determined involvement in the affairs and project standings of their assigned group. One manager accompanied the Bantam team to San Diego, and several took their boys to post-season dinners, as an additional bonus to a successful season.

The aspect of the project which probably most affected the managers' roles was the lack of communication with teachers. This resulted in the very slow response to increased point accumulations, much of which were not clearly definable with respect to their sources (homework, class work, extra assignments, etc.).

Future use of volunteers, particularly in projects closely interwoven with the school system, would require volunteer hours falling within the conventional 8:00-a.m.-to-3:00-p.m. school day, and, ideally, complete communication with all school figures involved, concerning the project's designed mechanics.

PARENT PARTICIPATION

To even try to evaluate parent participation and involvement will not be an easy task. However, I will try to be specific or generalize most of the situations.

In the beginning of the project, parents, families, and others interested in the program, were asked to participate. Through this, at their first meeting, they were able to choose their chairmen and committee members to represent them. These members were able to sit with staff to plan and decide the projects that they would undertake. The extent of their participation was in these areas:

1. Training table
2. After-game meals
3. Money-making projects
 - a. Huli huli chicken sale
 - b. Pancake breakfast sale
 - c. Bakery goods sale
 - d. Kalikimaka Bowl ticket sale
 - e. Collecting and redeeming beer and soda bottles
4. Transportation
5. Social functions (pot-luck dinners, banquet)

In the area of after-game meals, the participation was a hundred percent, due to the fact that the parents were only too willing to do their share. More so, because one would notice many families coming out to the games played.

On the training table situation, mothers especially were quite involved and enjoyed socializing with others. There was a warm feeling among those who participated, and the willingness to do more.

With the money-making projects, when there was manual labor involved, one usually saw the same faces. On the other hand, when all were asked to help with pre-sale projects, most of them tried their best. Generally, the sincere willingness to get involved and participate in the project was felt. Their need, as well as staff members', was to accomplish and succeed in reaching the goal that was set.

Recommendations:

1. The first meeting with parents should be held right after project registration closes--possibly when training table starts, or before it begins. Parent involvement and total planning of projects that would be undertaken, should then be decided upon.

2. Leaders, chairmen, and staff should be able to communicate, understand, and relate to one another and, above all, should have feelings for others.
3. After-game, pot-luck dinners, is one way to get families really involved.
4. I found that, through constant contact with either parents or youngsters, a great deal of resource information and indications as to areas of need, could be obtained.
5. Constant reminders--either through messages carried by the child to his parents, or through telephone calls, letters, or word-of-mouth--are needed.

TRANSPORTATION

Transportation for the boys in the football project centered around transportation after practice and training table were finished.

The original transportation problem centered around a compulsory study hall which the boys had to attend until 8:30 at night. Because of the late hour and because of the fact that some of the boys lived quite a distance from Palama Settlement, such as Kalihi Valley, transportation was needed.

There were two major factors involved in trying to solve the transportation needs of the boys of the football project. The first factor was trying to find out all the names of the boys on both the Midget and Bantam teams that needed rides, and to what areas they needed rides, such as Kalihi Valley, Kuhio Park Terrace, School Street, Kam Housing, etc. The second factor was trying to contact the parents of these boys to find out if they would be willing to cooperate in forming a car pool, in order to transport some of the boys in their area to and from Palama Settlement.

In dealing with the first factor, I first contacted both coaches and asked them to have the boys that needed rides, let me know who they were. This information was told to the boys by the coaches. However, the boys were lax in coming in and letting me know who they were and where they lived.

After approximately two weeks of shuttling the boys back and forth myself, or should I say, of the staff shuttling the boys back and forth, I was able to get a fairly good idea of who the boys were that needed rides and in what areas they lived.

In meetings with the parents, or in trying to contact the parents in order to set up car pools, I was also able to do my home assessments, since most of my families were scattered throughout Kalihi Valley, Kam Housing and Lower Kalihi. At the time of making my home assessments, I was able to talk with the parents and propose the idea of a car pool to them as we were discussing the football project. This worked out fairly well. However, it took approximately two more weeks before I was able to contact all of the parents involved, to try and get some sort of consensus as to who would drive on what nights and in what area.

Upon the suggestion of one of the mothers that I contacted in the Alewa Heights area, I tried to get the parents to organize themselves by letting them know who else was in their area and how many boys needed rides from their area, and then have them contact each other and make arrangements for the evenings that they would drive and how many boys they could pick up. This worked out quite well, and I had planned to post a calendar in the front of the building so that the boys could check the calendar at

night to see what nights whose mother drove. However, this was not necessary, since the parents got organized themselves; and since I informed the kids that if their parents couldn't help us out, and there were not enough parents, they would just have to take the bus. This was no problem, since after the two weeks' compulsory study hall, the boys were getting finished at 7:30, which was early enough in the evening for them to catch a bus and get home before 9:00 p.m.

This worker recommends that, for the next year's football project, a form letter be sent to each parent as the boys come in and sign up for football. This form letter should inform the parents that we do not provide transportation, and that if they would like a list of people living in their area so that they could form their own car pools, we would be happy to furnish them with such a list.



MIDGET FOOTBALL TEAM

The worker was speaking to several of a group of approximately forty boys who had turned out for a pre-football conditioning period. The boys were situated in a large loop-like circle, and were parrotting--amid smiles and occasional sighs of discomfort--the responses of cadence to the shrill-pitched, shouting coach.

The short calisthenics period was followed by mass division into four groups, each manned by a duo of coaches. At these cross-sectional stations, the blocking, passing, agility, aggressive, theoretical and functional aspects of football were casually explored.

The program lasted from July 21st, until the 1st of August, when the season began. It was principally set up to bring the parents--more particularly, the fathers--closer to their sons. However, of the few parents that did show, none participated actively.

Though the season started on Friday, the 1st, practice was curtailed, and the boys were urged to "get plenty'a rest" in anticipation of the first full weeks of practice, and also to "get those birth certificates to either your coach or the front office--your physical papers too...uh...Who hasn't his physical? Raise your hands...Jeeez, ya guys, howda'ya expect to play without your physicals?"

The boys were desperately happy as the season began, as it was the source of potential glory and reward, to be realized on the field--at grave but lofty sacrifice through practice.

The boys would generally arrive an hour-and-a-half to two hours early, standing in huddles, exchanging opinions and predictions on the ensuing season, or playing pool, loitering, watching adults, watching themselves, playing pass-pass, going to the store, or any of the other missions and/or other related duties of youth.

The worker was assigned to coach the Midgets, who ranged in age from ten to twelve years, with some thirteen-year-olds. In the beginning of the season, the squad ranged anywhere from thirty-five players to thirty. At the end of the season, however, the team was barely above a minimum at twenty-six players. These twenty-six, however, were a kaleidoscope of personalities and races.

The Midget coaching staff consisted of Mr. Tom Teruya, Line Coach; Mr. Willie Chang, Backfield Coach; Mr. Ed Lau, Coach of the Deep Receivers; and Emory Holmes, Head Coach. The coaching staff was supplemented by Mr. Kenneth Ling, Program Coordinator.

Practice sessions began at 4:00 p.m., and were usually over at 6:00 p.m.

Practice was followed by a shower, which was assumed mandatory, and a training table meal. For the first two weeks of the project, there was a mandatory study hall, also required of the football players and the girl cheerleaders.

Each practice would begin with a lap, led by the most zealous team member of that day. This position varied, however, as attitudes and aptitudes became more clearly defined. Those members most often in the lead throughout the season were: Ene Faletogo, James and Curtis Kealohapauole, and Lamont Octavio, all representing the backs; and Mata Tiave and Glenn Rodrigues, representing the linemen.

The lap was usually followed by a calisthenics period, with the boys dividing into either five or six groups, and led by a team member chosen that day by the coach. Those most often chosen team leaders were Nathaniel Beavers, Rockne Maunupau, James Kealohapauole, Lamont Octavio, Alfred Valeros, Mata Tiave and Tufa Filo.

After this short session, the boys were dismissed into two groups--backs and linemen. The boys would hustle through the drills with anxious eyes, watching the coach and assessing the strengths and weaknesses and ways of the boys who would be their teammates. Some boys were regulars at Palama, and would coast through the drills with a "the-coach-is-a-friend-of-mine-and-I-don't-have-to-worry" attitude. This attitude at first intimidated those members who were not directly acquainted with the coach. They, however, did manage to develop semi-broader smiles and sometimes run a little quicker than those resting on laurels.

So astonished was the head coach at his abundance of material and resource at the beginning of the season, that his conversations were often punctuated with long and grandiose references to his team and to the particular heroes and artisans he believed to be represented on the squad: "Christ, man, that Lamont is a natural--he's got hands like an artist and runs like a gazelle...Jeeezeez, he can go anywhere on the field, and James, and that cat Rockne--man, these cats are beautiful, Ken."

The coaches had several meetings, and decided on an "I" formation and split backs. They also decided on a rule for the team--there would be only one unexcused absence allowed a player per week. If a player had more than one unexcused absence, his privilege to play in the game was forfeited. This rule, however, was all but obliterated during the course of the season.

Practice fields were occasionally lined by parents, peers, brothers, sisters, dogs, cats, and the bikes of those members playing on the football field. This potpourri of spectators was often an added incentive and boost to the aggressiveness and happiness of the athletes. Those players represented on the sidelines by doting parents would usually act in a coolly-shy and proud manner. They would occasionally steal glances to the sidelines, assuring those present--with smiles and nods--that their

attendance would soon be rewarded by an approaching athletic phenomenon.

Those members, however, who were not represented by anyone on the sidelines, would either become facially sad and envious, or would turn to the honored athlete and ask questions on the nature and relationship of the participating onlookers.

Practice sessions were loosely organized and would usually culminate in a short half-hour to forty-five-minute inter-squad scrimmage, monitored by coaches. This was the arena in which size and personality became almost insignificant. Some of the smaller boys became furious and worthy opponents to the larger, more clumsy team members. Some of the most significant of these were Alfred Valeros, Lance Gushiken and Kenneth Low. Some of the larger, more imposing boys became meek, apologizing kittens. Some of these were Clayton Ishihara, Cornel Kaeo and William Koa.

The season was preceded by three scrimmages with Kainalu, Kailua, and Pearl City--all of which we lost. The effect of the losses on the squad was significant, as grumbling and scapegoating began to become popular: "Hoooooo, we got one junk coach...yea?" "Shhhe, Alan, you one plug, eh?" "What you mean, calling me one plug?..." "Yea, you had'da drop the pass in the Pearl City game...We would'a won, yea, Mata?"

We, however, entered the season with confidence, as the coach was successful in assuring the members of their overwhelming chances for victory in their first game with Palolo, as was Kenneth Ling successful in assuring the coach of his abilities as a team leader: "Hoooooo, the buggas big, eh?" "It's all in your head, Nathan--they're no bigger than you." "How we going tell 'em from us, Coach?", said Sam Papalii, wagging his fingers at the bright-red football uniforms and boys. "Uh, man, they got on the same color uniforms as we do...How we gonna tell each apart?" asked Coach Holmes, shrugging to Coach Teruya, who suggested, "Maybe you can get them to wear jerseys or somethin'." But, no jerseys were available, and we played that first game with Palolo, and guessing games with Palama.

It was a good day for football. The sidelines were sprinkled with spectators, who stood in clots on opposing sides of the field. The time was approximately 10:00 a.m. on Saturday, the 27th of September. The boys and coaches were pacing nervously down the sidelines in anticipation of the game, while the cheerleaders flashed their pom-poms and practiced cheers, and smiled and nodded at their friends.

The game was about to begin. The players from the two teams were ushered out to the field and stood in two broad lines, facing each other. At this moment, the Pop Warner prayer was read, amid tandem sighs of horror of each member on the two teams, at the assumed fierceness and ruthlessness of his prospective opponent.

The game was more or less a seesaw battle which, however, was not indi-

cated by the score--Palolo, 24; Palama, 0. Spectator comments, like--
" You gonna win some games with that team, Holmes...All you gotta do is
have your linebackers box in more,"--were typical.

Our next game was to be with Kapiolani, a team which had soundly whipped
Palolo in the pre-season. The team confidence soared.

The game began a little late on the morning of October 10th on the Ala
Wai Field. Palama skipped through the pre-game warm-up smugly, and took
to the field like advancing Spartans.

With the absence of our kicker, a new kicker, Sheldon Amaral, had been
chosen. Because of his inability to kick, Sheldon placed the ball flatly
on the ground and kicked it approximately fifteen to twenty yards. Kapi-
olani took over.

The first play of the game was a ten-yard pass into the area which was
supposed to be protected by our defensive halfback.

"Unbelievable! Unbelievable! A pass on the first play! Wow, we gonna
pick that off...uh...Hey!...Where's Curtis? Isn't Curtis supposed to be
out there?...Where's Curtis?!..."

The coach spun around wildly at the sound of Curtis' voice. Curtis had
been standing beside the coach since the beginning of the game and had
not budged--he had been so used to not being able to start the game that
he had probably subconsciously repressed the event of being named a start-
er.

The play was good for a touchdown. The final score was Kapiolani 21, Pa-
lama 12.

Such a depression followed this game which they felt they should have won,
that absences and tardies became the rule. The coaches also began show-
ing signs of stress. Although they would greet each other with smiles
and assurances of chances of modification of the defense, and of shuf-
fling of players, their disillusionment could be easily inferred.

The next week, there was a bye. Coach would begin each practice session
with a brief team meeting. He would discuss the general apathy and un-
aggressiveness. He labored to convince them of their unlimited abilities.
Each assistant coach devoted long periods to these practices. The at-
tempts were successful.

The coaching staff also initiated a system which was designed to discour-
age disorganization. Before each Friday practice, rosters were posted on
the walls of the gym adjacent to the field. Each player was to look at
the roster and memorize the teams on which he played. During games, names
were intermittently checked.

The game was Saturday, October 18th, at Lanakila Field.

"Now this is our first home game, you guys. Show your parents and friends how proud you are to play for Palama...If ya guys don't wanna win, ya never will. Let's see what ya got inside...Let's see if you're tired of losing...Let's see if those two weeks of hard work were worth it...How 'bout it, ya guys?"

The sidelines were thick with spectators. The game was preceded by the appearance of Pop Warner Commissioner Augie Dias, who promptly called for a spot weigh-in. Palama's coaches looked mournfully at the intense accumulation of baby fat resting about the waists and flanks of their most cumbersome athletes--especially, James Kealohapauole, Sheldon Amaral, and William Koa--all of whom constituted Palama's brawn.

The weigh-in lasted some fifteen anxious minutes, and restored the coaches' faith in scales and spontaneous religion, as each of the Palama boys was given the "okay."

The Kapahulu team did not fair so well, suffering three casualties to the weigh-in. Among them was Number 00, considered by Palama to be a veritable goliath.

The cheerleaders crooned and prodded affectionately, each signaling her particular hero of the day and eyeing him with flashing eyes and pom-poms.

The crowd began shifting restlessly as Palama took the field amid paternal sighs of: "Knock somebody down!" The boys trod into the game wrinking their brows gravely, shouting encouragements and threats to their teammates: "Get 'em, Nathan...Get 'em, you guys...Eh, you betta knock somebody down, Clayton."

Kapahulu was to kick. They approached the ball confidently. The crowd and players glared, with teeth and fists clenched and determined.

"Come on, Palama! Leeet's go!...Come on, Palama! Leeet's go!", sang the girls, waving their crepe pom-poms in unison. The game had started. Palama was uncontrollable, peppering the game with interceptions, vicious tackles and blocks, remarkable second efforts with heroic passes and runs. The crowd went swooning, swinging, insane with pleasure.

Each boy licked his lips furiously as the game drew close to the end. It was culminated by a one-handed interception-fifty-yard touchdown play by James Kealohapauole. The game ended with pandemonium and helmets cavorting high into the air, as coaches, players and spectators embraced wildly with the red jerseys darting swiftly through the crowd wide-eyed with disbelief, and shrieking, "We won! We won!" They ran and sang and cried and yelled as they vaulted high and often into the air. The score was Palama 13, Kapahulu 0.

Riding high above the crest of that win, Palama was to go into the greatest test--Kalihi Valley, the perennial champion.

The boys would come to practice telling of incidents at school in which players of Kalihi Valley had called Palama players "plug". There had been two incidents of fights--one, between Mata Tiave and a member of the Kalihi Valley team; and, the other, involving Ene Faletogo and a member of the Kalihi Valley team.

The boys would meet in groups before practice, and discuss the shortest routes to annihilation of the Kalihi Valley team. They had visions of themselves as being a "Cinderella" team who would now sweep Kalihi Valley and the rest of the teams right off the old scoreboard. These thoughts were encouraged, on the whole, by their coach, who was also entertaining similar fantasies.

There were very few absences during the week, as the boys wanted to devote most of their time to improving skills, in order to bring a solemn and sure vindication to the Kalihi team.

Hopes and attendance ran high that Saturday, the 25th of October, at Lanakila Field. Both teams took to the field hungrily. Kalihi Valley was a fairly large team with considerable speed. They snapped through their pre-game warm-up with practiced precision.

There was a larger crowd at this game, because of the anticipation of a showdown between the two teams--the possible champion team and the possible seller team.

Palama boys fought valiantly for the first quarter of the game, but the advantages in speed and size of the Kalihi Valley team soon gave rise to uncertainty in the Palama squad.

One of the team leaders and heroes, James Kealohapauole, could not function at all on an athletic level. He was slow, sluggish and apologizing. He was pouting, hesitant and submissive.

These attitudes soon became contagious. Palama lost badly. This was the worst loss of all. The boys had believed that they would win, regardless of any circumstance. They were confident of their chances and abilities. They had boasted of how they would win and what the score would be. They had also dedicated the game to their coach as a birthday present, and they had lost. They felt humility, because they could not deliver the present as ordered. They were ashamed that they had lost the game and played so poorly. They felt frustration, because they had not been able to successfully channel their aggressions into a rewarding, victorious situation. They felt anger at Kalihi Valley, who had not only beat them on the field, but would now taunt them in school as well; and they also felt aggressive towards their coach, who again became "Junk Coach", of

weeks past--and, "Why did you have to have a birthday inna first place?"

The atmosphere for the rest of the day was tense. The coach became brooding and reflective. His conversations were slow and often hostile. Efforts by the coordinator were, in some degree, successful in restoring his confidence. He also had felt that he had let the team down, and felt angry that there was a team to be let down in the first place. He felt rage that he had been defeated, and frustrated because he had no way to channel his aggressions. He was sad that the boys had dedicated the game to him. He was perplexed as to how he would face the Monday practice.

Monday came swiftly. The players dragged into practice--five minutes, fifteen minutes late...The coach became uptight...He called them into a huddle. He gave them a talk. The talk lasted approximately twenty minutes. He discussed possible plans for the future. He discussed strong points and weaknesses, attitudes and abilities, stupidity and maturity.

They listened in silence. Occasionally, one player would look to another with tense eyes--they felt ashamed of their attitudes, about coming late, about dodging practice.

At the end of the meeting, team leaders spontaneously commanded the boys to break into two groups--lines and backs. They zipped through drills with renewed resolve.

Coach had told them, "if" their practices were executed to the best of their abilities, they could be asked no more by any man. Each day, he would suggest to them how well they would be rewarded, if they were willing to pay the price. Each day, he suggested to them how great their latent talents would be, if they would take the time to develop them.

The game was Saturday, November 1st, at 9:30 a.m., Lanakila Field. The opponent--Aliamanu. It was a track meet. Palama scored at will. They beat Aliamanu handily. They'd been rewarded.

The next week of practice, each player swaggered in, casual still, though not as tardy as before. They felt that they had been rewarded already, and now the rewards were a matter of course. Especially, when they had learned that Moanalua, the team that they would be playing, had been solemnly whipped by Aliamanu, the first game of the season. There was no chance of losing.

On Saturday, the 8th of November, Palama played Moanalua. The game was very close. Palama would occasionally break away with a long pass to Alan Arakaki--he remained open most of the games. We were, however, having trouble completing this pass, as the man who usually ran the play with Alan--James Kealohapauole--was in the hospital.

We therefore enlisted Ene Faletogo, who was an on-off starter, and had

never been given much of a chance to prove himself. The burden proved too heavy. Although he had starred in practices of the previous week, the game situation was too challenging. (His coach offered slight encouragement.) Ene threw interceptions in areas where we had no men at all. We led, nevertheless, at half-time.

The half-time talk was a slight review of team weaknesses, which to that point had been scant--just a few promptings to particular members of the squad to "hustle", if they wanted to win.

The boys lay lazily on the hill at half-time, sucking orange-halves and discussing how many stars would be rewarded them at the end of the game. The backs were arguing about who would score the next touchdown. Each back, in turn, insisted that he should be allowed the honor, as he did not get to score previous touchdowns.

The game was in the bag.

BUT, the second half proved to be disastrous. Toward the end of the game, Aliamanu broke away. Long runs and freak plays--one, involving a "truck-and-trailer", which had not been shown to Palama until that date--stunned the Palama team. Lamont Octavio, halfback for Palama--an extremely bright and gifted athlete--was confused briefly.

Moanalua scored.

Monday practice started again with the team talk. "You guys get big head, eh?", was the subject of the talk. Several references were made during the talk to ideas based on, "Don't count your chickens before they're hatched,"- and, "A score on the board is worth two in the mouth,"-type material. The coach, insidious, vitreolic, ironically mocked, "You guys could'a won the game--you had 'em, man...You let 'em go...As soon as you guys see 'em ahead of you, you guys give up...You guys don't have enough guts to come from behind...You could'a won the game if you wanted to--you guys just don't want it bad enough!"

At this point, new leaders were emerging in the team--these being Mata Tiave, Sam Papalii, Rockne Maunupau, Tufa Filo, Nathan Beavers, and William Koa.

On Saturday, the 15th of November, Palama took the field against Kalihi. As in the previous game, Palama was ahead in the half. As in the previous game, Palama was behind in the third quarter. Unlike the previous game or any other game, Palama wanted to win this game. Fantastic efforts--from athletes like Nathan Beavers, Alan Arakaki, Lamont Octavio, Mata Tiave, and Glenn Rodrigues--were responsible for the come-from-behind drive. Palama held Kalihi Valley on the twelve, then on the goal line for four plays, driving sixty yards in less than a minute-and-a-half to score. Our extra point was nullified by a penalty precipitated

by a disagreement between a fan and a referee.

The game was a tie, but was the most rewarding game that the coach had been a witness to or a participant in. He saw in the eyes of the boys, the strength of character that leads to maturity. He saw--in their smiles and laughing--success coming, and a chance of victory on greater fields than football afforded. He saw--in their flashing, brown-warm faces--endless, ageless, celebrating youth.

The last week of practice was one of fun. The drills, mastered through constant workings, were executed with aplomb. Smiles were frequent. The team hustled without prodding. They began to become philosophical about the close of the season: "I wish this season wouldn't end, Coach--I no more nothing fo' do...Practice times hard, but the games good, yea?"

Our last game against Punchbowl was on Saturday, November 22nd. The game was postponed to 12:00 p.m., because of the pancake breakfast. Members of the Midget team had been up most of the night in preparation for and participation in the fun and activities of work and play involved in the pancake breakfast. It had little or no effect on their field performance, however--they easily defeated the Punchbowl squad. (I would like it to be noted, however, that there were no referees, there were no time-keepers, there were no chains. We scored almost at will. Nevertheless, the boys were as happy for this victory as for any one they experienced during the season.)

In summary, I would like to say, this football season has been one of enormous education to me. I have matured somewhat during this past season. I have learned more about football than I have ever known. I have learned about boyhood and manhood and responsibility and the lack of it, than I have ever known--because of recurrent losses. I have become cynical of overt role-plotting games. Most of the games we played were won long before we went onto the field. It is the games of the mind--so alive in the dream world of the child--that seem to me the most important and constructive. But it is through the strength of the body that they are now channeled.

If I remain at Palama, I would very much like to coach the Midgets again next season. I would very much like to know them better. I would very much like to know myself better.

I can scarcely recall, from childhood or adolescence, events to be the match of this football year: precious laughing children, and smiles--all with faces cheering, tossing, teasing, grins and hair. I love the awesome life of them--grinning, their breakneck, hostile moods, and timid, blushing ways--hot and flashing, fleeting, fruit-brown, blushing ways. I am thankful for the gift of them.

By Midget Head Coach Emory Holmes

MIDGETS' WIN-LOSS GAME RECORD

1969 SEASON

<u>Game</u>	<u>Palama's Score</u>	<u>Opponent's Score</u>
Palama versus Palolo	0	24
Palama versus Kapiolani	12	21
Palama versus Kapahulu	13	0
Palama versus Kalihi Valley	7	40
Palama versus Aliamanu	52	0
Palama versus Moanalua	14	24
Palama versus Kalihi	14	14
Palama versus Punchbowl	26	0
Palama versus Kona (in Marlin Bowl on Big Island)	6	7

BANTAM FOOTBALL TEAM

Although there were a few hang-ups with the football team and the coaching staff at the beginning of the season, I feel, as a whole, that this season was a big success for Palama and the football team.

I had a very good coaching staff, although there was one minor problem with Mike Jones and myself--and this was during an exhibition game before the season started. There was one player whom I felt wasn't doing the job on the football field. I took the player out and Mike sent him back into the game. This caused a hell of an argument between Mike and myself, there on the football field in front of the players, the parents, and the rest of the staff. I felt that Mike and I learned our lesson early enough in the season where it did not affect the players on the football team. And as the season grew, the total coaching staff became closer and we worked as one.

I think that during the next season, one of the things that should be made clear to the assistant coaches is that the head coach should be able to make a decision with any player on the football team. By letting the rest of the staff know at the beginning of the season that the head coach has the right to make the ultimate decision in any matter, we will not have this type of friction among the coaches.

At the beginning of the season, we had about fifty boys to try out for the Bantam football team. I was given two weeks--one without pads, one with pads--to cut the squad down to thirty-five men. This was a very hard decision to make, and some of the boys who tried out, and were later cut from the squad, felt that they didn't get a fair chance. And being the head coach, I got the reaction from these boys who felt this way--my car was stolen, my tires were ice-picked, and something was poured in my oil.

I feel that these boys who acted out in this way really should have had something to fill their needs after not making our football team.

During the early part of the season, we were having a lot of trouble with the football players--they were not coming to practice; they were not coming on time; there was a lack of discipline on the field and off. One example of this was that we were getting a lot of players stealing from other players and Palama.

I decided, at this time, that I had to make a move to get better discipline, and to try and get these boys much closer than what they were. At this time, I set up real strict rules concerning stealing, missing practice, and coming out late for practice.

After our first big scrimmage, things began to change for the best. I think the main reason for this was that we won our first scrimmage against

a team that was twice our size.

As the season progressed, we began to win more football games; we began to get more parents to participate in our program. The boys also grew, day by day, into beautiful young men--they had "class", a lot of respect for their teammates, for their families, and, most of all, they had respect for themselves.

I had boys who never knew who they were. They never felt that they were really human beings. They felt that they had nothing to offer their families, or the society in which they lived.

But now, the boys who were walking with their heads down at the beginning of the season, were walking with their heads up, feeling proud of who they were. They may have been only fourteen or fifteen years old, but they were mature young men. I feel that these boys grew into giants day by day, and if there was any way possible for me to explain this to some of the teachers at their schools who felt that we didn't do our job with these kids, I would be willing to take these kids to each individual teacher, and show him how much these boys really improved.

To summarize, we must make clear the assistant coaches' and head coach's roles, and the authority of each coach. This way, we will not have a Mike Jones-John Sharp power-play again in front of the whole world. Second, we must have more time in choosing our football players in the coming season. Third, we should try, through other means, to fill the needs of those boys we cut from the team. Fourth, I think our football project would be more successful to our community if we do not try to involve the schools. Fifth, when we set up another Behavior Modification Program, we must have a uniform program.

By Bantam Head Coach John Sharp

BANTAM'S' WIN-LOSS GAME RECORD

1969 SEASON

<u>Game</u>	<u>Palama's Score</u>	<u>Opponent's Score</u>
Palama versus Kapahulu	21	6
Palama versus Schofield	24	2
Palama versus Kaimuki	13	0
Palama versus Waimanalo	18	12
Palama versus Kalani	18	13
Palama versus Punchbowl	52	14
Palama versus Palolo	12	12
Palama versus Kapiolani	52	0
Palama versus Alvarado Seminoles (at San Diego)	12	34

THE UNEXPECTED

At the conclusion of the first unbeaten season in over fifteen years of Palama history, it was not altogether surprising that the Bantam "Scorpions" were invited to play the Southern California champions, the "Alvarado Seminoles", in a Pop Warner Bowl game, part of the City of San Diego's 200th birthday anniversary celebration.

The time from the invitation until the date for the game encompassed less than one month.

The gigantic task of financing such a trip was indescribable and also unbelievable. However, the task was accomplished by a series of near-miracles.

The total commitment of the entire Palama staff, parents and friends of the team, the Honolulu news media, a great segment of the Honolulu business community, the team members, citizens of the Palama-Kalihi area, the Settlement Board of Trustees, the Kapalama Unit of the Department of Social Services, the Liliuokalani Trust, and concerned citizens from the entire State, comprised a support force that united in the common effort.

And, November 25th, the contingent of forty youngsters, their coaches, and a handful of adults, set out on "the great adventure".

The trip included a jaunt through Disneyland--the gift of a leading local businessman.

A monkeypod bowl and a letter from Honolulu's mayor, congratulating the City of San Diego, was presented to the mayor of that city by George Kim, Jr., halfback, injured in practice while in California, and unable to play in the "big" game.

The manner in which these real ambassadors of "all the people" conducted themselves--the dignity, the beauty and sincerity of their actions during their five-day stay--would do credit to the top State Department diplomatic corps.

While in San Diego, the team lived in the individual homes of the opposing team, where the socio-economic environment was vastly different, in comparison to that of their own homes.

The ethnic experience was also interesting--as the host team was of entirely Caucasian composition, whereas there were no Caucasians on the "Scorpion" team, and none of the Scorpions had ever spent even weekends in Caucasian homes.

It is difficult to accurately assess the many learnings that this experience provided. The expressed wish of the staff was that the boys form attitudes from their own experiences, not from hear-say--several had pre-conceived impressions. This goal was accomplished.

In evaluating the observations of staff on the trip, the following conclusions were reached:

1. That the ability of the boys and girls to encounter new and unusual situations and react appropriately was remarkable.
2. That this ability was made easier by:
 - a. Self-knowledge that they were the best football players in their league (City of Honolulu)--proven by their undefeated season.
 - b. Self-knowledge that they had signed the project contract and fulfilled it (earned point to practice, had doctors' evaluations and followed recommendations, participated in the training table, etc.--eighteen weeks of fulfilling a promised obligation).
 - c. Self-knowledge that they had earned the respect of the larger community (evidenced by communication-media coverage and support).
 - d. The special financial assistance provided by the Department of Social Services and Liliuokalani Trust, to individuals, in the areas of clothing, spending-money, etc.
3. That this "success and adequacy" knowledge has been generally transmitted into the daily behavior patterns of the participants.
4. That the loss of the game was more personally and deeply felt by the boys than the adults expected. (It is evident that, while the adults went to San Diego to assure the boys "a good time"--to see that they experienced as much of the mainland as possible--the boys went with one main objective--to play their best game and to win. This indicates that adults do not always recognize the values that youngsters hold.)

By Project Designer Earlene Chambers

QUESTIONNAIRE CONCERNING SAN DIEGO TRIP

The following is a questionnaire completed by thirty-three (33) of the youngsters on Palama's Bantam team, who, as Hawaii State Champions, traveled to San Diego to compete against the Southern California champions, in San Diego's 200th Birthday Anniversary Bowl.

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

1. This was my first trip to the mainland.	<u>25</u>
2. This was my first trip off Oahu.	<u>4</u>
3. This was the first time I lived in a haole household for three or more days.	<u>30</u>
4. I enjoyed the flight.	<u>32</u>
5. I do not like to fly.	<u>1</u>
6. I slept well the first night in San Diego.	<u>20</u>
7. I felt lonely in San Diego.	<u>12</u>
8. I liked the idea of staying with the opposing team members.	<u>12</u>
9. I wanted to stay with my teammates.	<u>28</u>
10. The house where I stayed was just like my own.	<u>3</u>
11. I felt uncomfortable around my host parents.	<u>8</u>
12. I could talk easily to my host parents.	<u>20</u>
13. My host parents tried to see that I enjoyed myself.	<u>23</u>
14. I know what jobs my host parents have (what kind of work they do).	<u>16</u>
15. My teenage host was older than I.	<u>16</u>

16. My teenage host was younger than I.	<u>3</u>
17. There were brothers and sisters in the host family.	<u>24</u>
18. I felt accepted by the entire host family.	<u>25</u>
19. I felt that the Hawaii adults with the team, cared what happened to me--if I was happy or sad.	<u>22</u>
20. I could always reach one of the Hawaii adults if I needed them.	<u>21</u>
21. I would like for the teenage host, with whom I stayed, to visit me in my home.	<u>6</u>
22. I liked the food in my host's home.	<u>22</u>
23. I would like to have stayed longer in San Diego.	<u>33</u>
24. San Diego kids are more "hip" than Island kids.	<u>5</u>
25. I enjoyed the trip.	<u>33</u>
26. I feel that my parents are proud of me.	<u>25</u>
27. I feel that Palama should be proud of me.	<u>25</u>
28. On the trip, I was proud of myself.	<u>29</u>
29. If I could change one thing about the trip, it would be:	
<hr/>	
30. Of all the experiences I had, the thing I enjoyed most was:	
<hr/>	
31. What surprised me about the mainland was:	
<hr/>	

Note: The individual responses to items 29, 30 and 31, are listed on the following pages.

RESPONSES TO ITEM 29 OF SAN DIEGO TRIP QUESTIONNAIRE

"If I could change one thing about the trip, it would be...":

- The game we lost.
- The game.
- Eating rice.
- Staying longer in San Diego.
- Staying longer in San Diego.
- Staying with my team instead of the other team.
- Staying longer in San Diego.
- Not going too high, because we might have crashed.
- Staying with my team.
- The game we lost.
- Staying longer.
- Winning the game and staying longer.
- The weather.
- That we won the game and stayed longer at Disneyland.
- To have spent a longer time at Disneyland.
- Nothing.
- The game.
- The loss in the game.
- Nothing.
- To stay longer.
- Nothing.
- More interesting if they had more windows in the plane, and wish that it was longer.

- To make it longer.
- I don't know.
- Longer.
- If it could have been longer.

RESPONSES TO ITEM 30 OF SAN DIEGO TRIP QUESTIONNAIRE

"Of all the experiences I had, the thing I enjoyed most was...":

- Disneyland.
- Going to San Diego.
- Disneyland.
- Go-carting.
- Mostly Disneyland.
- Going to the mainland.
- Cheering at the game.
- Going on the trip.
- Disneyland.
- Disneyland.
- In Disneyland.
- Going to Disneyland, the San Diego Zoo, and the Farrows' house.
- At Disneyland
- Going to Disneyland.
- The sight-seeing.
- The pool table in the house I stayed at.
- Going on the trip.

- Going to San Diego.
- Disneyland, and it was very interesting and fun!
- Cheering.
- Disneyland, Knott's Berry Farm, and being together with everyone.
- The sights.
- The zoo.
- Disneyland and Sea World.
- The trip.

RESPONSES TO ITEM 31 OF THE SAN DIEGO TRIP QUESTIONNAIRE

"What surprised me about the mainland was...":

- It's almost like Hawaii, but for the climate.
- Hardly any trees.
- The lights.
- The way they live.
- The lights.
- The people that I stayed with didn't take me out (at all).
- The weather.
- The food, the climate and a BIG SIGN, "LOS ANGELES."
- The way Disneyland was operated.
- The way they lived.
- The guy's house.
- It wasn't what I thought.
- The sights.

- It wasn't as cold as I thought it would be.
- That the host was so kind.
- I didn't know it would be so cold.
- It was too cold.
- Nothing much.
- Disneyland.
- That it was very big.
- It was just like over here.
- It was cold.
- Their home and island and stadium, etc.
- Was when we lost the San Diego game.
- What happened at the football game.
- I found a girlfriend and she gave me a friendship ring.

CONCLUSIONS DRAWN FROM QUESTIONNAIRE ON SAN DIEGO TRIP

The San Diego trip was the first mainland experience for 83% of the youngsters; and, for 91% of them, it was the first time they experienced living in a haole household.

The majority felt that the hosts were concerned for their happiness.

Participants who said the host home was just like their own home, also said that they wanted to have the host visit in Hawaii.

All of the boys wanted to stay with their teammates. The sense of "team need" was also expressed in the question numbered "29"--as only boys expressed a desire to "change" the results of the game.

It appears, from the very cursory evaluative results that:

1. The group enjoyed the trip, enjoyed the mainlanders, and appreciated and were aware of the hospitality.
2. They felt comfortable and quite sure of themselves.
3. Disneyland was the high point of the trip; the game was the low point.

About two-thirds of the group felt that the adults cared if they were happy or sad. The same group said that they knew at all times how to contact the adults. Perhaps the other one-third did not know any or all of the staff in a personal way.

The girls apparently shared their questionnaires with one another, evidenced by the fact that all changed the wording in item number 27, to read: "I feel that Palama should be proud of the cheerleaders,"--in order to reinforce the success of the cheerleaders and the failure of the team, and illustrates once again the fact that girls are differently motivated than boys, seek different rewards, and seek to make that difference known.

CHEERLEADING

The worker went into this project not really knowing how to pick which girls to put in the project; thus, the worker feels this was not adequately done. Girls were first asked to sign up for a try-out for Cheerleader. The girls were asked to make up motions to a yell, either individually or in a group, and try out in front of the worker on a specified date and time.

There was a total of eighteen girls who tried out and twelve girls were chosen for their agility and creativity. Six girls were put on the Midget team and six were put on the Bantam team.

During the first week of practice, Delores Martin from the Bantam team was dropped because she didn't come for three days, and the worker had received no word from her. At this time, Johnsonette Pahia was added to the Bantam team.

During the second week of practice, Lupi Letuli of the Midget team didn't come to practice and there was no word from her, so she was dropped, and Francine Castillo was added to the Midget team. During the third week of practice, Francine, who had been added to the Midget team, had missed three practices, thus she was asked to quit.

Delores Martin called the worker this week, and explained that she had been in the country because a member of the family had passed away, so the worker gave her a second chance. However, she was placed on the Midget cheerleading team. At this time, both the Midget and Bantam teams had six members on each team.

During the fourth week of practice, Lydia Segovia's mother pulled her out of the project to punish her for a personal matter at home. No one was added to the Bantam team, because it was getting very close to the time when the games would start.

During the fifth week of practice, Delores was pulled out of the project by her grandmother and sent to the country to live. No one was added to the Midget team at this time, so both teams were finally stabilized at five members apiece during the fifth week of practice.

The practices were held from four-thirty to six o'clock, Tuesdays through Fridays. Each day's practice included tunning, tumbling, and work on yells. The girls were told that if they had any more than two unexcused absences they would be dropped from the team. To be late for practice meant extra laps to run, which proved to be the worst punishment, according to the team members. To cut classes was also a way of earning extra laps to run during practice. This proved to be a class-cutting curber.

The worker noted definite changes in the girls in the project. Some of the outstanding changes were in attitudes toward themselves and the other girls in the group. They saw in themselves a self-worth, and saw many sides of the other girls they had not seen or understood. This was shown by an interest in their personal appearance, and their verbal communications with their team members.

At the beginning of the project, personality conflicts were frequent between team members and between team members and worker. The worker continued to demand respect from the girls and between the girls. Also, hostile attitudes were not accepted by the worker, but confronted at the times they occurred, and this brought about a definite change in many of the team members' behavior.

Problems which arose, such as fighting with fists, smoking, and other problems, were dealt with in group meetings--not individually--unless the worker felt the whole group would not benefit from the discussion.

The girls all had cheerleading uniforms, provided by the Settlement, and made by a seamstress from Baba Kea's garment factory. The ten uniforms cost a total of \$125.00. The pom-poms were made by the girls themselves, from crepe paper provided by the Settlement. The girls were asked to buy white tennis shoes, if they didn't have any, to complete their uniforms.

The worker feels that the goals and objectives set up for the cheerleading project were met by the project. The one change the worker would make could be in the way to pick the girls for the project. The worker feels that a program should be set up for the girls to learn and practice skills before they are asked to try out for cheerleading, to give them more confidence in themselves, and at the same time to get a feeling of the project before they are asked to be a part of it. This would take care of the heavy drop-out rate in the beginning, and would result in less time wasted on the worker's part.

By Cheerleading Coach Karel Ling



FOOTBALL '69 ACADEMIC ACHIEVEMENT

Measures were made by administering the Metropolitan Achievement Test to all participants in pre- and post-project tests.

In this test, the stanine level "5" signifies "normal-average-expected" achievement in the named academic subject area by the child at his age and grade level. To fall below the level of "5" indicated underachievement.

The following digest of the results of the project reveals that progress, marked progress (an increase in stanine level of 1.0 or more), was made in the area of poorest ability by two-thirds of the participants.

[Corollaries of this demonstrated academic achievement were: (1) although one-third of the participants entered the project with juvenile police records, anti-social behavior resulting in police or court involvement was practically non-existent throughout the project; (2) social (family-school) behavior, as subjectively reviewed by parents, etc., was enhanced; and (3) physical condition (general body growth and development and dental care) was markedly improved.]

<u>Identity Of Child</u>	<u>Academic Subject Attacked</u>	<u>Stanine Scores Obtained On Pre-Test</u>	<u>Stanine Scores Obtained On Post-Test</u>	<u>Achievement</u>
1	Math	2.0	3.0	1.0
2	Math	3.0	3.0	-
3	Math	2.0	3.5	1.5
4	Math	3.5	3.5	-
5	Math	4.5	4.5	-
6	Math	1.0	2.0	1.0
7	Math	3.0	5.0	2.0
8	Math	1.0	1.5	.5
9	English	2.5	2.5	-
10	Math	2.0	2.5	.5
11	Science	1.5	2.5	1.0
12	Science	1.0	4.0	3.0
13	Science	1.0	2.5	1.5
14	Math	3.0	3.5	.5
15	Science	1.5	3.5	2.0
16	Science	3.0	4.5	1.5
17	English	2.5	2.7	.2
18	Science	1.5	1.5	-
19	Math	3.0	4.0	1.0
20	Math	3.5	4.0	.5
21	-	scores not valid		

<u>Identity Of Child</u>	<u>Academic Subject Attacked</u>	<u>Stanine Scores Obtained On Pre-Test</u>	<u>Stanine Scores Obtained On Post-Test</u>	<u>Achievement</u>
22	Science	4.0	6.0	2.0
23	Math	6.0	6.0	-
24	Math	1.5	2.0	.5
25	(Social Studies	2.0	3.0	1.0
	(Science	2.0	3.0	1.0
26	Science	2.0	2.0	-
27	Math	3.5	3.5	-
28	Math	2.5	2.5	-
29	Math	2.5	no test	-
30	Math	4.5	4.5	-
31	(Science	4.0	5.0	1.0
	(Social Studies	4.0	5.0	1.0
32	Math	4.5	4.5	-
33	Social Studies	2.0	2.0	-
34	-	incomplete testing		
35	Social Studies	1.0	2.0	1.0
36	Social Studies	2.3	4.5	2.2
37	Math	2.5	3.5	1.0
38	Social Studies	3.5	4.0	.5
39	Social Studies	2.0	6.0	4.0
40	Math	2.0	2.5	.5
41	English	2.8	3.0	.2
42	Math	2.5	3.0	.5
43	Science	1.0	2.0	1.0
44	English	2.8	2.8	-
45	Math	1.5	1.5	-
46	Math	1.0	1.0	-
47	Science	6.0	6.0	-
48	Science	1.0	1.0	-
49	Math	1.0	1.5	.5
50	English	1.5	1.5	-
51	English	2.8	3.0	.2
52	Math	2.0	2.0	-
53	Math	5.0	5.5	.5
54	Math	1.0	1.0	-
55	Math	1.0	1.5	.5
56	Science	5.5	5.5	-
57	Math	6.0	7.0	1.0
58	Math	1.0	1.5	.5
59	Math	1.0	1.5	.5
60	Social Studies	1.5	4.5	3.0
61	Math	1.0	1.5	.5
62	English	1.6	2.4	.8
63	Math	5.0	6.0	1.0
64	Math	3.0	3.0	1.0

<u>Identity Of Child</u>	<u>Academic Subject Attacked</u>	<u>Stanine Scores Obtained On Pre-Test</u>	<u>Stanine Scores Obtained On Pre-Test</u>	<u>Achievement</u>
65	Science	3.0	4.0	1.0
66	Social Studies	1.0	2.0	1.0
67	Math	2.0	2.5	.5
68	Science	4.0	6.0	2.0
69	Math	3.5	4.0	.5
70	Math	2.0	2.5	.5
71	Science	1.0	1.0	-

PARENTS' EVALUATION OF FOOTBALL '69

The following is a questionnaire regarding the "Football '69" project, completed by nineteen (19) parents of project participants.

Instructions attached to the questionnaire read as follows: "Please mark the statements that are right."

The number of responses obtained for each item is indicated in the blank adjacent to that item:

1. Kept my boy away from home too much.	<u>1</u> ("sometimes")
2. Made our home life more fun.	<u>17</u>
3. Encouraged better feelings between parents and child.	<u>17</u>
4. Helped my son (or daughter) at school.	<u>16</u>
5. Was fun for my son (or daughter).	<u>19</u>
6. Permitted me to make new friends.	<u>17</u>
7. Gave my son (or daughter) good habits.	<u>18</u>
8. Gave my son (or daughter) bad habits.	<u>3</u>
9. Didn't affect my son at all.	<u>2</u>
10. Gave parents and children more to talk about.	<u>19</u>
11. Let me know my son (or daughter) better.	<u>16</u>
12. Made me proud of my child.	<u>19</u>
13. Taught my child the skills of football (or cheerleading) correctly.	<u>19</u>
14. Increased my son's (or daughter's) desire to achieve--to be "number one".	<u>16</u>
15. Helped my son (or daughter) accept rules and regulations better.	<u>19</u>
16. Took his (or her) mind off school work.	<u>0</u>

EVALUATION OF "FOOTBALL '69"

"Football '69" began with seventy-eight boys and twelve girls, and ran for eighteen weeks. These youngsters, whose ages ranged from ten to fifteen years, participated in the project as either football players or cheerleaders on two teams--the Bantam and the Midget--entered in the Hawaii Pop Warner League.

The primary concern throughout the project was the strengthening of the youngsters' academic skills, using football and cheerleading as the initial incentives.

With the advantage of having had a previous model--the 1968 project--upon which to improve, staff and volunteers eagerly formulated and implemented program revisions which would strengthen and broaden the scope of the present project.

In addition, there emerged an intense "esprit de corps" among the project staff members this year--due to the addition of vital new Settlement staff and carefully-selected volunteers--that made the project a delight for all involved.

Realizing that besides our primary concern, the improvement of academic achievement levels, there were many other areas within the Social Welfare Services that were attacked in the project, I would like to briefly review each aspect of "Football '69".

Ever since the concept of using sports as a tool in a Social Service thrust was implemented at Palama Settlement in 1968, it was acknowledged that volunteers would have to play a major role in all areas of the project, as the number of Settlement staff members was limited. Consequently, volunteers were actively recruited to participate in the most important area of the project--as contingency managers, responsible for monitoring each individual youngster's point schedule for academic work produced at school, at home, or in the Settlement study hall.

Nineteen volunteers were ultimately selected to serve as contingency managers, under the supervision of professional Settlement staff, and were each assigned from four to six youngsters.

Although the volunteer contingency managers underwent orientation sessions, and were offered individual help by professional staff throughout the project, there still appeared, however, to be a need for a more structured workshop to provide these volunteers with a broader theoretical as well as practical knowledge of the functionings of operant learning psychology, upon which the total project was based.

One of the major problems encountered in the project was the difficulty

that the contingency managers had in their dealings with the various schools in the Palama area, which our project participants attended. One basic difficulty was that many of the youngsters' instructors were apparently not informed by their administrators concerning the objectives and programming for the project, and were not told exactly why and how they were to be involved in Palama Settlement's project, "Football '69".

Another problem was the formulation of academic menus that would be appropriate to an individual youngster--points for academic work produced were not being awarded a youngster accordingly. Some youngsters were not being offered enough avenues through which to earn needed points, while others were being given excessively large numbers of points for the volume, and not the quality of their work.

Despite these problems involving the school and occasionally inappropriate academic menus, as well as a few individual personality clashes, the corps of volunteers played a significant and positive role in the project and, with the incorporation of more intensive operant psychology workshops, will be a definite asset to the program.

With the introduction of the cheerleading component into this year's project scheme, girls, for the first time, became active participants, subject to the same academic and team demands as the football players. The inclusion of the girls in the program, was not only a welcome addition--especially, to the young men--but marked the beginning of the project's involvement of more than just the adolescent-male segment of the community.

The actual game of football, which included practice and individual instruction, was vastly improved over last year's project. With the placement of Palama staff as head coaches this year, many of the communication problems that existed in the previous project were eliminated. The coaches were of the highest caliber, and their personal investment of time and concern for the youngsters was immeasurable to the growth and development of each individual participant. Moreover, the head coaches had a firm grasp of the approach and direction of the project, and were highly successful in integrating the philosophy of the program in their daily football practices.

In addition, with the help of dedicated volunteers, who served as assistant coaches, the head coaches were also successful in teaching the youngsters the basic skills of the game, as well as in developing intelligent and honorable team participation. As a result, the youngsters gained a sense of security and togetherness--evidenced by the teams' "win-loss" game record, which provides a graphic picture of men and youngsters working together for a common cause.

Undoubtedly, the success of the teams can only be attributed to the

quality of the coaching staff we had this year.

Another aspect of the project, the study hall, which was on a voluntary basis, proved to be much more effective this year. There were no problems in supervision of the study hall, as the youngsters who attended were generally motivated to do work. However, the supply of materials and resources available at the study hall could be increased somewhat, in order to make the study hall more attractive to the youngsters.

The training table aspect of the program involved providing dinner meals for the youngsters four days each week, and was, in general, a huge success. The help from parents and private businesses was unbelievable and, most of all, the youngsters were served hot, nourishing meals. One of the secondary benefits of the training table was the interaction between adults and youngsters that occurred over the dinner table, and that was increased as the project and the training table received state-wide publicity. The interest shown by adults--some of them, rather prominent in the community--did much to bolster the youngsters' sense of dignity and worth. In essence, the training table added much more to the project than just proper nutrition.

There cannot be enough said about the parents' interest and involvement in this year's project--their response to meetings and fund-raising drives for the project, was just tremendous. A majority of the parents responded, and without their enthusiastic assistance, many areas of the project would not have been as successful as they were.

We have only begun to experiment with using football and cheerleading as tools in improving the academic achievement of youngsters, and there is still much more to be done. Yet, there have been indications of "success", in my estimation, in the process of refining the innovative ideas upon which the project is based, despite the fact that many say "success" is a subjective element and cannot be empirically measured. But, more significant, in my opinion, is what has already been demonstrated--the unequivocal willingness to attempt new ideas--and, even more significant, the willingness to refine these ideas.

"Football '69", I believe, has provided an avenue for meeting the needs of certain individuals who enjoy football. Possibly, however, more exciting and innovative ideas may well be needed in future projects which reward positive behaviors, as "Football '69" has attempted to do.

By Project Coordinator Kenneth Ling

SPECIAL ACKNOWLEDGEMENTS

Social Welfare Development
and Research Institute
University of Hawaii

Mr. August Akin Yee

Mr. Cecil Heftel

Dr. Joseph W. Lam, M.D.

Dr. Ping Kam Yee, D.D.S.

Mahalo nui,

Project Staff
Participants
Parents

A P P E N D I X



PALAMA SETTLEMENT

810 NORTH VINEYARD BOULEVARD

HONOLULU, HAWAII 96817

PHONE 845-3945

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

June 19, 1969

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MRS. EARLENE CHAMBERS

Dear Parents:

Welcome to the Palama Settlement family! We are happy to announce that we will be having a football project that your son or daughter can participate in this year. This project will again consist of Study, Football and Training Table.

The purpose of the project is to provide youngsters and parents with an opportunity to participate in a well-rounded project geared toward increasing the youngsters' academic achievement.

There are no registration fees to participate in the project. However, a major program like this does cost money. Equipment and food are our big expenses. For this reason, we will need to have a fund-raising sale on October 22, 1969. This is one of the areas where we will need your help--in both selling tickets and preparation for the sale.

The other major area where your help will be needed, is with our training table. As in the previous year, we will need all the mothers to volunteer their time on specific days, to cook and serve the food. Fathers are also welcomed to help with the cooking, if they so desire. However, we will primarily be calling on fathers to help with our equipment and with transportation.

We feel that this can be a banner year for our teams, with a lot of fun for both the youngsters and their families.

We are proud of the fact that we have on staff, two highly qualified coaches who will be in charge of our two teams, (Pop Warner Midget and Bantam), and also fine volunteer help to work with the youngsters.

All the youngsters who are to participate in this project must sign a written agreement to take part in the total program. This agreement must also have the approval of you, as parents, because we feel that both youngster and parent are the keys to this project's success.

If you have any questions regarding this project, please call me at Palama Settlement, 845-3945, ext. 44, and I will be most happy to try and answer your questions.

Sincerely yours,

Kenneth Ling
Project Coordinator

(The following letter was sent to all principals of schools in Palama-Kalihi.)



PALAMA SETTLEMENT

810 NORTH VINEYARD BOULEVARD

HONOLULU, HAWAII 96817

PHONE 845-3945

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EXECUTIVE DIRECTOR

LORIN T. GILL

DIRECTOR OF SERVICES

MRS. EARLENE CHAMBERS

August 29, 1969

Dear

We are happy to announce that Palama Settlement will be having a Football Project again this year for our Pop Warner Bantam and Midget Football teams.

The project's goal is to use football as a tool to increase academic achievement. This year, we have included a cheerleading section, which will be handled the same as the football squads.

In total, we will be working with eighty youngsters, whose ages range from ten to fifteen years. The project has three major components: school (homework or classwork); football (practice and games); and a training table (dinner).

We would like to request your cooperation as the school plays an important role in a child's success.

Contingency managers will be contacting your school counselors to set up appointments to meet with our specific individuals and to explain our project.

Each youngster in the project will be individually programmed, using operant learning theory, and will have to complete academic work in order to earn a specific number of points which would then qualify him to attend football practice.

Please feel free to call upon me at any time if there is need for further clarification at 853-945, ext. 44, or 48.

Thank you for your cooperation.

Sincerely,

Kenneth Ling
Project Coordinator
PALAMA POP WARNER FOOTBALL

P. S. Enclosed is a list of boys or girls that are registered at your school--also, enclosed is a brief summary of our football project's goal and objectives.

FOOTBALL PROJECT AGREEMENT

As a member of the Pop Warner Football _____
Bantam (or) Midget
team, I, _____, hereby understand agree

with the conditions set forth below:

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

Signature of Child

Signature of Parent or Guardian

Witness: _____