

Palama Settlement

Basketball

'74

A BEHAVIOR MODIFICATION PROJECT

HONOLULU, HAWAII

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BASKETBALL 1974

A

DELINQUENCY PREVENTION

PROJECT

STAFFING

Midget Whites:

Head Coach.....	Ron Rodrigues
Assistant.....	Lewis Lillie
Midget Team Manager.....	David Fujihara

BASKETBALL 1974

GOAL: To increase the numerical concepts and skills of each participant one grade level during the 1974 Basketball season.

OBJECTIVES:

1. Increase the options for academic success in each participant's life and help him become aware of decision-making.
2. Increase the quality of nutrition in each participant's diet, with emphasis on protein and mineral consumption.
3. Provide a means to rational respect of authority, rules, and regulations.
4. Facilitate communication between parents and Settlement workers.
5. To teach the skills and methodology of competitive basketball at the highest level of competence possible.
6. Increase the individual physical fitness of each participant.
7. To provide a medium for personal success and reward for all team members and volunteers.

SUB-OBJECTIVES:

- A. Establish contractual agreement with boys and parents, promising to attend, participate and cooperate with the project.
- B. Provide a system of points weighted individually so that each person may earn by accomplishment the right to practice.
- C. Provide training table where dinner will be served four (4) nights a week.
- D. Provide regular dietary supplement of protein and minerals.
- E. Enable complete physical and dental examinations of participants, pre- and post-season. Keep monthly growth scale.
- F. Maintain Learning Center and provide materials through which academic requirements may be met.
- G. Administer pre- and post-project academic and physical fitness tests.
- H. Facilitate weekly triadal communication sessions offering alternative approaches to self actualization for each participant.
- I. Hold regular meetings with parents and staff beginning with here-and-now topics -- that is, meal-planning, work assignments, transportation, etc.

BASKETBALL 1974 PROJECT SUMMARY

Each year each project, like each child, has the same basic composition and yet each concludes with a distinct uniqueness -- no two alike.

The 1974 basketball project was "technically" more sophisticated and more advanced than any to date. The Learning Center system's advancement, begun during the 1973 football project, came to full flower -- a detailed catalog of materials and a complete learning compendium of numerical skills. The programming for each child was more accurate and easier to monitor.

The use of volunteers in support positions aside from their function as academic coaches was done well and results were gratifying.

In an attempt to use the extreme motivation for athletics by the youngsters as a tool to expand the impact of their stay in the project, communication groups called "triads", although in fact they did not adhere to the three kids one adult model very often, were made mandatory. The idea was to provide a forum for the kids to talk about things important in their lives and for the staff to share these ideas.

The time needed was gargantuan. The idea is sound and needed; the system of delivery needs revision.

An interesting situation developed early in the project when the coaches of the Midget teams instituted a different (very different) philosophy in team selection and management. They decided to combine all the youngsters ages 11-13 and according to skill and experience, divide them evenly into two groups i.e., Maroon and White. They spent the greater part of the week practicing and learning together. On game day the Maroon head coach served as assistant coach to the White headman during his game and during the Maroon's game, the White's mentor became his assistant. The idea was, that a more even maximum development of all players could take place. This way the Bantam coaches continued the A and B team split -- older and more skilled players being selected for the A team.

The Midgets ran into trouble mid-season when they began to lose games. Quarrels developed among players, blaming each other for the losses -- one adult volunteer exhibited the same behavior. The two head coaches were puzzled and unhappy.

The youngsters appeared to feel unfulfilled. A great deal of learning DID take place. Skills were taught well. Potential in the game sense was not realized.

The whole issue was magnified by the Bantam A team's very existence. This group was without size -- with mediocre skills but with a sense of "oneness" hard to find. These kids helped each other use every ounce of talent and strength they collectively possessed and were rewarded on the court with another undefeated season -- off the court by inner knowledge of a transcendental experience.

It was, all in all, a growing, learning season.

PARTICIPANTS DESCRIPTION

1

This Hawaiian youngster is 15 years old. He currently is a tenth grader at Damien High School. He is the youngest and only son at home in a family of six children. Both parents are employed and reside in the Shafter area.

2

He is 15 years of age of Hawaiian heritage. He attends Farrington High School as a tenth grader. He also is the eldest of five siblings. Father is employed at Hickam Air Force Base. They live in Lanakila Homes Project.

3

Of Filipino ancestry, this 15 year old lad attends Farrington High School as a tenth grader. He is the fourth child of a family of five children. The two older children no longer live at home. His father is a longshore man and mother is a housewife. They reside in their own home located in lower Kalihi Kai area. Mother speaks little English.

4

This Filipino lad, 14 years of age, attends Farrington High School as a tenth grader. He is the third child of a family of five children. His father is a self-employed tailor and mother is a housewife. They live in the Kalihi area.

5

This is a 15 year old lad of Filipino ancestry. Currently attends McKinley High School as a tenth grader. He is the fifth child of a family of six siblings. Dad is a riggerman at Pearl Harbor and mom is a housewife. They live in the Kauluwela Project.

6

He is a 15 year old youngster of Chinese extraction. He attends McKinley High School as a tenth grader. He is the youngest of three children. Father is a retired butcher and mother is a seamstress. They reside in Kukui Gardens Project. Very little English is used in the home.

7

Of Filipino-Negro descent this lad is 14 years old and a tenth grader at McKinley High School. He is the third child of a family of five siblings. Mom is divorced and is employed for the CAP program. They reside in a three bedroom unit in Mayor Wright Homes.

8

This Hawaiian youngster is 15 years old. Currently attending Farrington High School as a tenth grader. He is the second eldest in a family of four children. Both parents are employed and they reside in the upper Kalihi area.

9

This 15 year old lad is of Hawaiian-Caucasian extraction. Currently a tenth grader at Farrington High School. He is the eldest of four sons. Both parents are employed and they reside in the Foster Village complex.

10

This Japanese-Hawaiian-Chinese lad is 15 years old. He is a tenth grader at Farrington High School. He is the fourth son from a family of five sons. Father is a security guard and mother is a stock clerk. They reside in Hauiki Homes Project.

11

He is of Samoan ancestry and 15 years of age. He attends Dole Intermediate School as a ninth grader. He is the eldest of six children. Father works at the N.C.O. Club in Fort Shafter and mother is a housewife. They live in Kalihi Valley Homes Project.

12

He is a lad, 15 years of age, of Filipino ancestry attending Farrington High School as a tenth grader. He is the fourth child of a family of six siblings. Both parents are employed. They reside in the Hauiki Homes Project.

13

Of Japanese-Irish heritage, this 15 year old lad attends Farrington High School as a tenth grader. He is the second eldest child of a family of four siblings. Mother is a student at the University of Hawaii. They reside in the Hauiki Homes Project.

14

This Samoan youngster is 15 years old. He attends Farrington High School as a sophomore. He is the fourth child of a family of nine siblings. Father is employed for J.C. Pennys and mother is a housewife. They reside in the Lanakila Homes Project.

15

He is a 15 year old youngster of Japanese-Hawaiian-Chinese-Caucasian extraction. He is a tenth grader at Farrington High School. Father is an electrician with Hawaiian Electric Company and mother is a housewife. He is one of four siblings. They live in Hauiki Homes Project.

16

This youngster of Samoan ancestry came to Hawaii in 1971. He is the eldest of ten children. He attends McKinley High School as a tenth grader. Mother is a housewife while dad attends Honolulu Community College. They reside in the Kalihi Valley Homes Project.

17

He is 15 years old of Samoan descent currently attending Dole Intermediate School as a ninth grader. He is the third child of a family of eleven children. Both parents are unemployed. They live in a five bedroom unit in Kalihi Valley Homes Project.

18

This Samoan youngster recently became 15 years of age. He attends Dole Intermediate as a ninth grader. He is the third child of a family of ten siblings. They live in the Kalihi Valley Homes Project.

19

This Chinese-Hawaiian 14 year old youngster is a ninth grader at Dole Intermediate School. He is the second child and only son of a family of four siblings. Father works for Hawaii Housing Authority and mother babysits at home. They live in the Kalihi area on Kam IV Road.

20

He is of Chinese descent, attending Farrington High School as a tenth grader. He is 15 years of age and the eldest of three children. Father is a welder and mother cares for the family. They reside in the Palama area.

21

This Samoan lad 15 years of age is a ninth grader at Dole Intermediate School. He is the fifth child of a family of seven children. Father is a minister and mother is a housewife. They live in a five bedroom unit in Kalihi Valley Homes.

22

This Samoan lad is 14 years old. He attends Dole Intermediate School as a ninth grader. There are seven children in the family of which he is fourth. Both parents are unemployed. They reside in Kalihi Valley Homes.

23

Of Hawaiian-Chinese ancestry, this 15 year old youngster attends Farrington High School as a tenth grader. He is the second child of a family of six children. Besides this family, another couple lives in the home in Kauluwela Project. Both parents are employed.

24

This 15 year old Samoan lad attends Dole Intermediate School as a ninth grader. He was born and reared in Samoa. He is the second eldest child of a family of seven siblings. Dad works at Punchbowl Cemetery and mom is a housewife. Besides taking care of their own siblings, they care for two nieces. They all reside in Kalihi Valley Homes Project.

25

This 15 year old lad is of Japanese-Hawaiian ancestry. He attends Farrington High School as a tenth grader. He is the second child of a family of four siblings. Dad is unemployed at the moment and mother works at Leahi Hospital. They live in the Fort Shafter area.

26

He is 12 years old of Filipino-Puerto Rican extraction. He attends Kalakaua Intermediate School as an eighth grader. He is the second son of mother's first marriage. He also has two half brothers. Step-father is a truck driver and mother is an aid to the Corporation Council. They live in a two bedroom home in the Palama area.

27

He is of Hawaiian extraction, 13 years old and currently attending Dole Intermediate School. He is the third child of four siblings. Both parents are employed, father for Arita plumbing and mother for Mill Mai Corporation. They live in the upper Kalihi area.

28

This 12 year old youngster is of Hawaiian-Chinese ancestry. He attends Dole Intermediate School. He is the fifth child of a family of seven children. Dad is a widower and is employed for the city. They live in Kalihi Valley Homes.

29

This 13 year old is of Hawaiian descent. He attends Kalakaua Intermediate School. He resides with his uncle and aunt. They have three children of their own. Both are employed and live in the Pearl City area.

30

Of Hawaiian-Caucasian heritage, this 14 year old lad attends Dole Intermediate School. He is the second child of four brothers. Both parents are employed and reside in the Foster Village Complex.

31

This is a 14 year old lad of Filipino-Hawaiian-Chinese-Japanese extraction. He is an eighth grader at Robert Louis Stevenson Intermediate School

He is the eldest son of a younger brother and three younger sisters. Father works for a telephone company and mother is a security guard. They live in the Palama area.

32

He is 13 years of age of Japanese-German extraction currently an eighth grader at Central Intermediate School. He is the youngest and only boy at home in a family of three children. Father is a utility man at a hotel and mother is a seamstress. They live in Mayor Wright Homes Project.

33

This 12 year old lad is of Puerto Rican-Filipino descent. He attends Central Intermediate School as a seventh grader. He is the youngest of three children. Mother is a housewife and step-father is a laborer at Pearl Harbor. They reside in a three bedroom unit in Mayor Wright Homes.

34

Of Filipino-Hawaiian-Japanese-Marshallese ancestry, this 13 year old youngster is a seventh grader at Central Intermediate School. He comes from a family of nine children. He is number eight. However, he older sisters are married and no longer live at home. Dad works for a carpet cleaning outfit. They reside in Mayor Wright Homes. Mother is deceased.

35

Of Hawaiian-Samoan descent, this 13 year old lad currently attends Kalakaua Intermediate School. He is the youngest of four children. Father is a warehouseman at Fort Shafter and mother stays at home. They live in a four bedroom unit in Mayor Wright Homes.

36

He is 13 years of age of Japanese-Filipino-Caucasian extraction. He attends Central Intermediate School. He is the eldest of three siblings. Dad is a meatcutter at Kaneohe Marine Corps Air Station and mother is a hotel maid. They reside in the Palama area.

37

This lad attends Central Intermediate School as an eighth grader. He is of Hawaiian-Chinese-Caucasian extraction. He is the eldest of two sons. He also has an hanai brother. Both parents are employed and they reside in a three bedroom unit in Mayor Wright Homes.

38

This 13 year old Samoan-Filipino lad is the eldest of two siblings. He attends Central Intermediate School. He resides with maternal grandparents in a three bedroom unit in Mayor Wright Homes.

39

Of Hawaiian ancestry, this 14 year old lad currently attends Kalakaua Intermediate School. He is the eldest and had two sisters. Both parents are employed and reside in a three bedroom unit in Mayor Wright Homes.

40

He is Hawaiian-Chinese-Japanese-Filipino extraction. He is the second son and has three younger sisters. He attends Robert Louis Stevenson Intermediate School as an eighth grader. Father is employed for a telephone company while mother is a security guard. They reside in the Palama area.

41

This 13 year old youngster is of Filipino-Chinese-Portuguese descent. He is in the eighth grade at Dole Intermediate School. He is the eldest child in a family of six siblings. They have been here on this island for eight months. Parents are divorced, however, father still supports the family. They reside in upper Kalihi Uka area.

42

He is 13 years old of Portuguese descent. He attends Central Intermediate School. He is the eldest of six siblings. Mother remarried and is a housewife. Step-father is a truck driver. They live in Mayor Wright Homes Project.

43

This Filipino-Hawaiian-Chinese extraction youngster is 13 years old. He is an eighth grader at Dole Intermediate School. He is the fourth child of a family of five children. Father is retired and mother is an educational assistant. They reside in Kalihi Uka.

44

Of Hawaiian ancestry, this 13 year old youngster attends Central Intermediate School as a seventh grader. He is the fifth child from a family of six siblings. Mother is divorced. They live in Mayor Wright Homes.

45

This 12 year old lass of Hawaiian descent attends Kalakaua Intermediate School. She is the third child of a family of four girls. Mother is a divorcee and is employed by the Family Court as a Probation Aide. They reside in Kuhio Park Terrace Project.

46

Currently attending Kauluwela Elementary School, this youngster of Hawaiian-Portuguese-Filipino extraction is 11 years of age. She is the

only girl and third child of a family of five children. Father is a truck driver at Pearl Harbor Naval Shipyard and mother is employed for Hawaiian Telephone Company. They reside in the Kauluwela Project.

47

She is of Hawaiian ancestry and attends Kalihi Elementary School. She is the second child of three siblings. Father is a truck driver and mother is a dietician's helper at a neighborhood elementary school. They live in Mayor Wright Homes Project.

48

This 13 year old Filipina lass attends Central Intermediate School. She is the seventh child of a family of eight children. Parents are unemployed and reside in the Mayor Wright Homes Project.

HEIGHT AND WEIGHT EVALUATION

As part of the health component of the project all youngsters were required to attend training table where nutritious evening meals were served four times a week. In addition to this, there was a daily vitamin supplement before each practice session. This consisted of multiple vitamins and high protein supplements.

It was generally observed that there was maintenance of good and healthful physical appearance of the youngsters throughout the project. There were slight gains in both height and weight on the average. When there were variations in terms of weight loss, the differences were five pounds or usually less and were on youngsters who could stand the loss. The greatest weight gains were also in the five pound vicinity. The variation in height was from a group with no height increase to an increase of 1 3/4 inches.

In general, the height and weight of the youngsters in accordance to their respective ages appeared to correspond to normal patterns. There did not appear to be severe health problems through the course of the project.

HEIGHT AND WEIGHT CHART

CODE	WEIGHT	HEIGHT	WEIGHT	HEIGHT	WEIGHT	HEIGHT	WEIGHT	HEIGHT
NUMBER	JANUARY 14		FEBRUARY 4		MARCH 6		GAIN OR LOSS	
1	140½	5' 7 "	138½	5' 7 "	143	5' 7½"	+2½	+½"
2	150	5' 9 "	152	5' 9 "	152½	5' 9 "	+2½	0
3	194	5' 6¾"	192½	5' 7 "	189	5' 7½"	-5	+½"
4	95½	5' 2 "	94	5' 2½"	99	5' 2¾"	+3½	+¾"
5	97	5' 2 "	99	5' 3 "	99	5' 3 "	+2	+1 "
6	100¾	5' 4½"	98	5' 4½"	101	5' 4½"	+ ¼	+⅛"
7	126½	5' 8 "	128½	5' 8 "	130	5' 8½"	+3½	+½"
8	131	5' 5½"	133	5' 5½"	132½	5' 5¾"	+1½	+½"
9	147	5' 11½"	145½	5' 11½"	146¾	5' 11½"	- ¼	+½"
10	129¾	5' 6 "	128	5' 6 "	132	5' 6½"	+2½	+½"
11	144	5' 8 "	138	5' 8 "	143½	5' 8 "	- ½	0
12	121½	5' 5½"	121½	5' 5½"	124¾	5' 6 "	+3½	+¾"
13	134	5' 9 "	135	5' 9 "	139½	5' 9 "	+5½	0
14	139½	5' 7 "	140½	5' 7½"	143½	5' 7¾"	+4	+¾"
15	130	5' 7 "	130½	5' 7½"	130¾	5' 7½"	+¾	+½"
16	150½	5' 7½"	145	5' 7¾"	145½	5' 7¾"	-5	+½"
17	139½	5' 6¾"	137½	5' 6¾"	138½	5' 6¾"	-1	0
18	146	5' 7½"	146	5' 7½"	146	5' 7½"	0	0
19	132¾	5' 3½"	127½	5' 3¾"	128	5' 4 "	-4¾	+½"
20	103½	5' 4½"	102½	5' 4½"	102½	5' 4¾"	-1	+½"
21	129	5' 5 "	128½	5' 5½"	131½	5' 6½"	+2½	+1½"
22	139	5' 7½"	140	5' 7½"	142½	5' 7½"	+3½	0
23	126½	5' 6¾"	129	5' 7 "	127¾	5' 7½"	+1½	+½"
24	132	5' 7 "	131	5' 7½"	132	5' 7½"	0	+½"

CODE NUMBER	WEIGHT	HEIGHT	WEIGHT	HEIGHT	WEIGHT	HEIGHT	WEIGHT	HEIGHT
	JANUARY 14		FEBRUARY 4		MARCH 6		GAIN OR LOSS	
25	124	5' 4½"	123	5' 4½"	125¾	5' 4½"	+1¾	0
26	105	5' 1 "	98	5' 1 "	104	5' 1¾"	-1	+¾"
27	96	5' 1½"	97	5' 1½"	98½	5' 2½"	+2½	+¾"
28	116½	5' 4 "	117	5' 4½"	120	5' 4½"	+3½	+½"
29	115	5' 5½"	115½	5' 5½"	117½	5' 5½"	+2½	+½"
30	129	5' 4 "	131	5' 4 "	134	5' 4½"	+5	+½"
31	140	5' 7 "	135	5' 7 "	138½	5' 7½"	-1¾	+½"
32	104½	5'	102	5' ½"	105½	5' 1¾"	+1	+1¾"
33	94½	5' 4 "	94½	5' 4 "	98¾	5' 4 "	+4½	0
34	82	4' 9 "	81½	4' 9½"	80	4' 10½"	-2	+1½"
35	112	5' 3 "			114½	5' 4 "	+2½	+1 "
36	97	4' 11 "	96	4' 11½"	96½	5' ½"	-¾	+1½"
37	94¾	5' 1 "	92½	5' 1¾"	95½	5' 2 "	+¾	+1 "
38	128	5' 5½"	129	5' 5½"	133½	5' 5½"	+5½	0
39	117½	5' 3½"	116	5' 4 "	116	5' 4½"	-1½	+¾"
40	117½	5' 6½"	118	5' 6½"	117	5' 6½"	-½	0
41	96½	5' 1 "	97½	5' 1½"	98½	5' 1¾"	+2½	+¾"
42	105	5' 4 "	105½	5' 4 "	104	5' 4 "	-1	0
43	129	5' 6¾"	126½	5' 7 "	129	5' 7½"	0	+½"
44	81½	5'	83½	5'	84½	5' ½"	+3½	+½"
45	94	4' 10 "	94½	4' 10 "	92¾	4' 11 "	-1½	+1"
46	74	4' 6½"	75	4' 6½"	75¾	4' 7 "	+1¾	+½"
47	99	4' 10¾"	98¾	4' 10¾"	100½	4' 10¾"	+1½	0
48	110	5' 1 "	111½	5' 1 "	108	5' 1 "	-2	0

PLAYER EVALUATION

1

A first year player. Quiet, very quick, hustles, and was used as the sixth and seventh man. Had an opportunity to start.

2

First year player. Was a starter. Potential to be the best center in the league. Had difficult time dealing with his emotions. Blossomed as a complete player during round robins and post season games.

3

Starter. Played against Palama for two year. An intelligent ball player. Had to adjust to our defensive style. Did a good job. Excellent shooter and rebounder.

4

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

5

Another future starter. Very quick, played defense well. Was on the third unit. First year playing. Should see a lot of action next year.

6

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

7

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

8

A future starter. Was plagued by injuries. Never had a chance to really show his potentials. Played minimally.

9

Tallest man on the squad. Rotated as the fifth and sixth man throughout the regular season. Never played to his true potential. Quiet and moody, did not like to play defense. Lost starting position during round robins.

10

Second unit play maker. Did his job, hustled and performed adequately on his unit.

11

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

12

Size was his only handicap. Complete player, leader on defense. A returnee who was the play maker. Able to direct the team.

13

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

14

The only starter from last year to return. Was the best pure shooter on the team, however, did not provide enough leadership throughout the season. Did perform admirably during tournament play. Will be high school star.

15

A returnee. Best defensive player. The first back-up man on defense. Improved his shooting. Needed to be more aggressive to maintain starting position.

16

This youngster was one of the few players on the Bantam white team who had the potential of becoming a good basketball player. He was a strong rebounder and he had good moves on offense. His potential was not reached during the season mainly because he was not a team player. He was out there for himself. The coaches also had a difficult time with this player. He would do what he wanted during practice and when the coaches tried to correct him, he would not listen. Discipline was a difficult task for the coaches and during the games more playing time was given to those who played well as a team.

17

This youngster probably had the best ability of all the members of the Bantam white team. He was the team's best rebounder averaging 8.5 per game. He won the Most Improved Player Award by improving his court skills 24.25 statistic points, from 2.5 in the first part of the season to 26.75 in the second half.

It is just too bad that he could not be a leader to his teammates. He had a tendency to clown around during practice and when he did, most of his Samoan buddies would also. He probably had great potential to lead for his friends looked up to him. But he would not use this talent for the team's benefit.

18

This youngster was another player who had almost no basketball skills at all. When the season first started he had a difficult time dribbling the basketball. He also seemed to be in the awkward stage of development. As the season progressed he did improve in his coordination and, likewise, his skills. He became a fairly good rebounder and could shoot from the outside. His style may have seemed to be funny but he became fairly accurate. He had a good attitude and usually hustled and he was eager to learn. He would always stay on the court after practice and continue to work on his basketball skills.

19

This young man did not really have the desire to play basketball. He seemed to be content just to be with his friends. He missed three games during the season because he either did not make his points in the Learning Center or he had a kempo tournament.

As far as court skills go, he started the season with almost nothing at all. As the season progressed, he did improve his skills as a ball handler, a defensive player and a shooter. It's too bad he really did not want to put out on the basketball court because he could have become a good player.

20

He was the play maker for the Bantam white team. He alone brought the ball down court so there was a lot of pressure on him. Many times it appeared that he would "blank out" during a game and make senseless turnovers. As the season progressed, he did improve his ball handling and ended up as the second most improved player. He averaged forty statistical points during the first half of the season and a +11.0 for the second half of the season which shows an increase of +15.0.

21

This Samoan youngster was a joy to have on the team. He was well liked by his teammates and by the coaches. He tried hard at whatever he was doing but he was limited because he was uncoordinated. What he could not do skillwise he tried to make up with hustle. Many times, however, this was not enough.

Improvement on the court for this player was very slow. He seemed to be in that awkward stage of development and stayed there throughout the season. He was able, however, to improve some of his skills such as dribbling and shooting.

22

This young man started the season with no basketball skills to speak of. To add to this, he was very uncoordinated. This did cause some problems for him as well as the coaches. He was not on the starting unit and was used sparingly. This caused some frustration for this player and, thus, affected his attitude on the court.

Throughout the season improvement was slow for him. However, as his coordination improved so did his basketball skills. He became a fairly good rebounder, shooter and defensive player.

23

This young man was one of the better skilled players on the Bantam white team. He averaged 15.2 statistical points per game which rates him second in the top player award. He was an asset to the team as a player. He was not exceptional but he was a steady performer. He was missed during the middle of the season when he received an injury which resulted in him not suiting up for three games.

The coaches saw this young man as a quiet person who did what the coaches asked him to do. He never gave the coaches any trouble. It was hoped that he would become a leader on the team but he never came around to fulfill that role.

24

This player tried to establish himself as a leader on the team. Most of the players did respond to him as a leader out there were a few who were set on having their own way. He was a help to the coaches because he would translate what the coaches were saying to the other Samoan players.

On the court, this player showed a great deal of improvement in almost all aspects of the game. He was the third most improved player averaging 2.75 statistical points in the first half of the season and a 13.5 for the second half. At mid-season he became a member of the starting unit due to his improvement on the court.

25

The player here was a member of the Bantam white team. The coaches made him the team captain, but he did not respond well to that position. He was statistics leader. He totaled 152 statistic points throughout the season. He was the one who carried the team through the first half of the season earning 28 statistical points per game, but really dropped in the last half to 16 points. He missed the second to the last game of the season due to an injury incurred during the previous week's game. The coaches did not feel this injury was that serious and thus, saw him as not having the "mental toughness" of a good athlete. He won the Top Player Award for the whites.

His skills improved a lot during the season and he displayed good basketball sense. But he did not possess the instinct of a great athlete. He was unselfish and a good team player.

26

This youngster was absent four days due to illness. He missed two games due to illness also. The total points accumulated for the statistical chart were 45. He has great perception and has a good ability to spot the open man and get his pass to him. He will be able to return next season. He should continue to work on his game. This youngster showed great improvement, from 2 in the first half of the season to 43 in second half.

27

This youngster was absent four days this season. During this period of absence he seemed to forget some of the fundamentals and needed to start over. His total point accumulation was 19. He was given a lot of individual attention and really improved his ball handling. He will not be able to return next season. However, he may endeavor to make the Bantam team.

28

This youngster was absent two days this season. He made the biggest improvement of any of the Maroon Midget players to become Most Improved skilled from 62 points in the first half of the season to 134 in the second for a total of 198 statistical points. He tied for Mr. Basketball. He will be able to return next season and should be quite a good athlete. He has a lot of abilities and needs to keep working at his game.

29

This youngster was absent one day this season. He made great improvement from the first half of the season 15 to 56 the second half. This is a statistical point total of 71. He tied for Mr. Basketball. He will be able to return next season and should continue to work on his game. He is a very intelligent athlete.

30

This youngster had perfect attendance. He had a strong showing in his first four games scoring a total of 61 statistical points. However, in the second half of the season he was able to get only 17. This youngster worked on his attitude throughout the season and was very cooperative during games and practice. This youngster will be able to play Bantam ball next season. He has great natural abilities and should be quite an athlete.

31

This youngster missed one game this season due to illness. He was able to maintain his game and improved enough to be the top skilled person on the Midget Maroon team. The statistical output for his games was 209. He will be able to play Bantam ball next season. It is hoped that he will continue to improve his game because he has a lot of potential.

32

This youngster was absent from practice three days due to illness. He was a consistent performer who improved as a ball handler with great

confidence in himself. His total statistical output was 67 points. This youngster will be able to return next season. He should be quite an athlete as long as he continues to work on his game.

33

This youngster was absent four days due to illness. He was one of the younger members of the team but made the starting position as a guard. His total statistical point output was 79. He will be returning next season. He should continue working on himself to especially improve his depth perception.

34

This youngster was absent only one day this season. He was a consistent performer. He improved a lot too from 7 in the first half to 35 in the second half for a total of 28 points. He will be able to return next season. Hopefully, he will continue to work on his game.

35

This youngster missed two games this season due to illness. He was still able to receive the most improved skills on the team. His statistical output was 88 points. He improved from 17 points in the first part of the season to 71 in the second half. This individual also received the Mr. Basketball award for his all-around abilities. He will be able to return next season and should be a valuable asset to the team.

36

This youngster had a difficult time this season. He missed two games due to illness and in all missed eight days due to illness. Because of all these absences, he ended up the low man in points. The total points he accumulated were eleven. This young man will be able to return again next season. It is hoped that he will be in better health and improve his ball handling.

37

This youngster had a perfect attendance record throughout the season. His total points on the statistical chart was 111. He played five outstanding games of basketball this season. He will be able to return next season. He has consistently improved himself as an individual gaining poise and confidence in his game.

38

This youngster had four unexcused tardies this season. He was not absent at all. The total statistical points accumulated by this youngster was 362. There were three games in which this youngster played with the intensity of which he was capable. He needed continual stroking and to build pride in himself. He has the physical abilities to be a fine athlete.

39

This young man had a perfect attendance this season. His total point output for the season was 59 points. It was amazing the amount of improvement he made in the game of basketball. He put in the effort and improved from one who couldn't even dribble to a player with confidence and belief in himself.

40

This youngster missed one game early in the season due to illness. He was never able to gain poise and confidence in himself. His total statistical output was 45 points. This youngster will be able to return next season.

41

This youngster had four unexcused absences and was very close to being dropped from the team. Included in this were two games which he missed. He had the potential to become a fine athlete but did not put out the effort required. He scored a total of 52 points this season on the stats chart. He showed signs of greatness in two games this season. He seemed to play well when he was angry about something.

42

This youngster was absent two times this season. His total statistical point output was 255. He was a very consistent and competitive performer. Every game he played in he was a steady scorer and rebounder. What he lacked in size he made up in drive determination. He wanted to be a fine athlete and worked hard at it.

43

This youngster developed into the most skilled athlete on the team. As far as statistics were concerned he scored 872 points. He had an outstanding season averaging 18 points a game and 17 rebounds. This youngster got down on himself half way through the season. He was able to overcome this and end the season with a great performance. It is hoped that he will continue to improve himself for he has great natural ability.

44

This young man was absent for three days this season. He had to help his parents move into their new place. His total point output was 29 points for the season. He missed one game also due to illness at the beginning of the season. This youngster will be able to return again next season. He has been improving on his game and should continue to gain confidence in himself especially in regards to ball control.

BANTAM BASKETBALL EVALUATION

The 1974 basketball season began with tryouts on December 1, 1973. There were approximately twenty-three boys out for the team. Out of the total tryouts, there were four returnees including one starter.

It was evident during the first week of practice that the young men out for the team were skilled and unskilled with youngsters at both extremes. Approximately two weeks after practice the squad was cut to the maximum fifteen which gave us three complete units. During pre-season we were fortunate to play against Junior Varsity teams throughout the island. Winning a fair share of our games gave the team the confidence to complete in the tough Pop Warner League.

The season progressed as scheduled with Palama winning all of its games. The team had no visible leaders at this point and team work was often ragged and disorganized. The superior talents and conditioning of these young men wore down their opponents.

During the latter half of the season the team began to jell and team work became noticeably improved. Frequent meetings had been held to go over strategies as well as discuss such concerns as drugs and schooling.

The round robin culminated the team work and individual abilities as they won all of their games to maintain a perfect season record and Palama's fifty-five consecutive wins in five years. They were again the champions.

This year's team was very quick and provided Palama with one of its best offensive units. Handicapped by lack of size, the team compensated with hustle and desire. The coaching staff worked well together which helped to produce the final outcome. The addition of a student coach was tremendous as the gap was bridged between the players and the coaches. The team's philosophy of all or nothing that was demanded was tough but the student coach had lived it for two years himself and was living proof of the outcome.

All in all, it was a season which began in great anticipation and culminated in the youngsters becoming men with pride and dignity.

COACH'S EVALUATION
BANTAM WHITE

The 1974 basketball season began in early December. The original intention was to have just one Bantam team but in the first few weeks of try-outs the number of young men wanting to play exceeded the maximum amount of players desired for one Bantam team. The decision was then made to enter another Bantam team to allow these young men a chance to play and be a part of Palama. Thus, Palama had a Bantam Maroon team consisting of the top fifteen players and a Bantam White team consisting of the lesser skilled players.

In the beginning the White team only had seven players which was not enough to meet the minimum requirement for number of players comprising a team. These seven players, wanting to have a team, brought friends along who wanted to play basketball. The Bantam Whites ended up with thirteen players.

These thirteen players had never participated in organized basketball before and thus, most of these young men possessed almost no basketball skills whatsoever. The season was a constant repetition of basic basketball skills. At times it got very boring and monotonous but the reward was improvement.

In the beginning the team had little confidence in their abilities and this showed during the games. As the season progressed, however, their skills improved and they became more confident of themselves. There were games where we played some of the top teams in the league and lost by close margins. For a team that had almost nothing to begin with to reach that point was an accomplishment in itself.

It was very frustrating for the players, as well as the coaches, to go through an entire season without a regular season win. It was a learning process for many of the team members and I am sure that many benefited from being on the team. This was a team which started out with almost nothing, improved perhaps the most of all of the teams in the league, but still did not win a game. Maybe they did not win a game on the court, but I feel that they are all winners because they put up with a lot on the playing court and came through. They all improved in the Learning Center.

COACH'S EVALUATION MIDGET MAROON

This was my first year coaching basketball at the Midget level. Ron and myself were assigned as Midget coaching staff for both A and B teams. Ron coached the Midget B team last year and I had the Bantam B team.

Ron and I met a couple of times before our practice begun on December 3 to discuss our ideas and to make plans for the season to come. We decided to try something different. Instead of building one strong team to be the A team and the rest of the guys who didn't make it the B team, we would split the team as equally as possible into two teams and call them Maroon and White. We would work together (Ron would be the head coach of the White and I would be his assistant and vice-versa when the Maroon team played).

We believed that kids at this age level in athletic ability are basically at the same level "beginning" and have the super ability to learn fast. We wanted to teach all of our kids to play the game of basketball, teach them the basic skills of the game, and how to apply them. We would have two hours instead of one; more time to practice, more time to play.

Before the season we would practice both teams as one. The first hour and fifteen minutes were spent on basic fundamental drills such as dribbling, passing, shooting, defensive drills, different types of man-to-man drills, fast brake drills and rebounding drills. The last forty-five minutes would be used for scrimmaging. We believed that it was how well you learned your basic skill, how good of an athlete you're going to be. Since we both played in the same league, A and B teams alike, both teams had a chance to be champions. This would increase their interest and desire to improve (morals).

On our first day of practice (December 3) we started at four o'clock and ended at six o'clock. Some thirty-five young men turned out for the two Midget teams, five of them returnees from the A and B team last year. They were Clifford Shiroma from the A team, Wilfred Goo, Charles Nelson, Darren Celebrado, and Glenn Uchihara from the B team. The rest of the players were all new to our basketball project. We explained the first week and a half would be used for try-outs. We would try to get a good look at everyone before we had to make a cut (cutting deadline was on December 11). After the first cut on the eleventh was made we had twenty-seven youngsters left on the team for the rest of the week. At the beginning of the next week eight of our key players had quit, three of them came back only to drop later on during the season. This left us with twenty-three players for the two teams.

Our season started on Saturday, January 19, 1974 with both teams playing. We explained to the kids our plan about the two teams and what we wanted to accomplish by our plan (that of giving every individual an equal opportunity to improve himself as a human being and as a basketball player). Using this philosophy, "a basketball team consists of five individuals and each individual had to, at one time or the other during the course of a game, help his fellow teammate (or fellowman), but before you can really help someone else, you have to be able to carry out your assignment to the best of your ability". We told them that each player had a part of the load to carry and insisted upon preparing himself as such in practice. During the course of the season we wanted each one of our youngsters to have a chance to win or

lose a ball game. (Win) To have each individual experience the ultimate pressure of competition, to be the desire factor of a game. The team was split into Maroon and White two weeks before the season started.

CHEERLEADING EVALUATION

Cheerleading practice for basketball began in December right after Christmas vacation. The five girls chosen to be on the team were all cheerleaders in the football project.

These five girls had learned very little as far as cheerleading skills during the football project, so the first month was spent working in this area. The girls learned to perfect tumbling and dance skills, also rythm and working together as a team. The next couple of months were spent in creativity, writing their own cheers and learning new motions on their own.

It did not seem that these girls were very interested in being the best or bettering themselves until the last month of the project. It seemed they just wanted to do what they had to do and no more. Finally, in the last month they began to show some initiative of their own to improve. At this time, they began to work more as a team and began helping each other.

One girl was dropped from the project in February due to her great number of absentees. This did seem to have a good effect on the rest of the team members as far as production went. They all began to work better together.

As far as their academic progress, the girls did pretty well. All but one girl increased her grade level in math. The increase of the lowest girl was a .5 or five month increase and the highest was a 1.4 grade level increase.

By the end of the project all four girls had increased greatly in the skill area.

Georgette Riel took the Miss Cheerleader trophy; however, Opal Davis was only one point behind her and Melanie Domingo only three points behind her.

Three girls are young enough to return for the football project and probably will. Only one girl will be too old to return.

All in all, it seems that this cheerleading project was quite successful, shown in the growth of the girls over the past four months.

FIELD SKILLSLEARNING CENTER SKILLS

CODE NO.	WEEKLY SKILL TOTAL	ON TIME AND ATTEND.	GAME SIDE-LINES	GAME REG. CHEER	SMILE, VOICE, GAME ON TIME & IN UNI.	FIRST TEST	SECOND TEST	INCREASE ON TEST	L.C. BONUS GROUP	VITAMINS	TOTAL
45	2 447	3 12	3 7	3 3	4 28	3 6.6	4 7.9	3 1.3	3 5,830	3 V.7	31
46	3 458	4 14	3 7	2 1	2 25	2 4.5	2 5.9	4 1.4	4 7,553	3 V.7	29
47	1 425	2 11	2 6	2 1	1 23	2 4.5	1 5.0	2 .5	1 2,513	2 V.5	16
43	4 482	3 12	4 8	4 6	3 27	4 7.3	3 7.3	1 .0	2 4,020	4 V.8	32

LEARNING CENTER EVALUATION

This basketball project got off to a good start. The Youth Development staff had revised the math catalog and had devised a new diagnostic tool in analyzing learning difficulties. This was based on the Mathematics Continuum of the Hawaii Department of Education and similar materials obtained from various high schools. This approach seemed to put things together in a more orderly fashion. The academic coaches and our volunteers, seemed to understand it and found it easier to program. Thus, they spent less time doing the mechanics and spent more time helping the youngsters.

The academic coaches for this project were a bunch of concerned and dedicated volunteers. Nine of them had been with us for football and we gained two new academic coaches. They really wanted to be involved with the youngsters so we encouraged them to be present at training table, at the games, and we even had picnics so that they could be with the kids. This seems to have been a very big reward, if not the BIG reward for our volunteers.

We also had help again from the students of the Kamehameha Schools during the evenings at our correction table. This took a big load off of the staff and the academic coaches.

In this project we also added the requirement of attending triad group meetings. These meetings were run by the Palama YDS staff members to allow the youngsters to express themselves, to bring out problems and also for the staff to get to know the youngsters. Some of the academic coaches, through their desire to really be involved with the youngsters they program for, sat in on the meetings and some even ran the group meetings. Some of the youngsters seemed to like the idea of expressing themselves and some were completely "turned off". All in all, however, I feel that it was a beautiful thing.

Taking an overview of the Basketball '74 project, the amount and quality of work done was fairly good until about mid-season when the youngsters began to use their stars they had earned to buy rewards such as jackets, tank tops, shirts, picnics, and etc. At this point, the amount and quality of work increased. Not very many youngsters were in point trouble due to inadequate programming because we had very capable academic coaches, staff supervisors, and a better system.

The total number of youngsters who completed the project was 44 boys and 4 girls. The average grade level increase of these participants in the area of math was 1.5 for the ten weeks of programming.

Some recommendations were: (1) To go through the catalog and eliminate some of the objectives which are unnecessary (2) to go through the materials and eliminate those which do not fit the particular objective under which they are listed (3) have triad groups only for those youngsters whom the staff view as needing help or enrichment and (4) have only one or two staff members run these groups.

PROGRESS REPORT

1

In the course of the project he covered materials from writing money to first year Algebra. The materials used were primarily drawn from the Spectrum Math Series, particularly the purple book. The Algebra material was drawn from TEMAC Algebra. His overall average for his regular work was about 95%. In the four weeks he had Algebra he averaged 97% on the materials.

He did all the required work on time; however, he did not do any bonus work until the last week of programming.

He pretested at 10.5 and completed the project at 11.6 with a net gain of 1.1 grade levels.

2

He usually did the minimum work in the Learning Center. As the season progressed his attitude did change for the better. He became quite a bit more positive and mature. His scores showed no improvement throughout the project. In both tests, he scored at a 9.0 grade level which is below his current grade placement.

3

He is a very bright young man. His initial test indicated his abilities. He passed very easily through the initial fifth to eighth grade material given so that half the program was involved in Algebra. The materials given varied from Su material to TEMAC Algebra material. The majority of the assignments were drawn from the Spectrum purple book and TEMAC Algebra. His overall average came out to be about 97%. In the Algebra work alone he maintained a 99% average.

He did all of his work on time yet refrained from doing much bonus. After the initial few weeks, he did not do any bonus work.

He pretested at 13.6 and finished at 9.6 for a net loss of four grade levels. This loss due to deliberate malfunction by the participant on the test.

4

First year in basketball project. Master of Ceremonies at the Basketball Banquet. Played on the Bantam maroon team. Quiet if he doesn't know you, otherwise very verbal and comical. He likes the project. Did five weeks of 1,375 bonus points. Had assignments from Su-Elementary of Math Sp6-SpP-SpB-8000, 3000-SpY, and Algebra. Pre-test 8.4; post 11.1; improvement +2.7. First week eighth grade level, from second week to end of project, Algebra.

5

He worked very hard on his academics in the basketball project. He always had his daily work finished early and did do quite a bit of bonus work. On the first test, he scored out at a 6.4 in the Math level and the second test he scored out at a 7.5. He showed an increase of 1.1 in the nine weeks of programming.

He was never in point trouble. He always kept his work up and in on time.

6

First time in Basketball project. Played on Bantam maroon team. Won Top Scholar Award. He is a quiet boy, but asks a lot of questions about the project. Likes the project very much. Had assigned work from Di, No, Mu, and 8000, also pages from SpB-SpY, Sp and Algebra. Did four weeks of 660 bonus points. Pre-test 8.9; post-test 13.0; improvement +4.1. First week reviewed eighth grade level, second week Geometry and Algebra. Remainder of project he did Algebra.

7

This youngster set a goal for himself in this project. His hope was to do well academically so that he could enroll in a private school in the fall. In the Learning Center he would do extra work at a feverish pace in order to qualify for more stars. He made a 1.0 advancement in his test score. He tested out on the pre-test at 7.8 and the final at 8.8. This is a little below his current grade level, but with enough perseverance he can hopefully work to succeed toward his goal.

8

He did a good job in the basketball project. He was an enjoyable young man to work with. There was never any hassel between him and his academic coach on doing his work on time. Most of the time he completed his work by Wednesday evening. Most of the time he made 90% or better on his first try. His pre-test score was 7.8, post-test 9.1. His improvement for the project was 1.0 which is very good. His academic coach had a lot of beautiful things to say about his work and personality.

9

He did very well this year but is still not reaching his potential. He didn't seem to care for bonus work but did all regular work well and on time. At first he could hardly even say hello, but toward the ending of the project he talked a lot more even in group session. He started in level three and worked up to level five with scores above average. I enjoyed working and coaching him and felt he did learn Math and how to be a little bit more sociable with people. The results of his test score showed that he had improved .9 grade point level. The results of before and after test scores are:

	Computation	Concepts and Problems	Total	Increase
Beginning	7.9	7.8	7.8	+1.9
Ending	7.8	9.8	8.7	

10

He has changed somewhat from last year. This year he has been more talkative. He did very well this year, one of his goals was trying to score 100% on his first try. His attitude was always good and I had no problem working with him. At times he just talked too much. He also liked doing a lot of bonus work and would always say "give me plenty". He started at level three and moved up to level six. He scored only once in the 70% and averaged 98% for all the rest of his work done on first try. The result of his test showed he had improved at +1.6 grade point levels. The results before and after test scores were:

	Computation	Concepts and Problems	Total	Increase
Beginning	8.5	6.7	7.7	+1.6
Ending	10.2	8.2	9.3	

11

He put in quite a bit of time in the Learning Center trying to do as much bonus work as he could. His perseverance in the academic area seems to have yielded favorable results as he made an increase of 2.2 in his post-test. His initial test score was 6.4 and his final was 8.6.

12

He is the kind of young man that makes the program enjoyable. No matter how much work he was given, he never grumbled about doing it. This really paid off for him. He scored 7.3 on his pre-test, 10.6 on his post-test which was an improvement of 3.3. This was the second best on the Bantam team and third best in the project. This was one of the big reasons why he was chosen Mr. Basketball. A super job for him!

13

During the course of the project, he covered materials from the fourth grade level to first year Algebra. A variety of materials were assigned but a large part was drawn from the Spectrum purple book and TEMAC Algebra. His overall average was 93%. He did not appear to have any great problems with the work given. He completed all his assignments on time; however, he did not do any bonus work.

He is a returnee to the program. He pretested at 10.1 and completed the project at 11.6 for a net gain of 1.5 grade levels.

14

He did not spend much time in the Learning Center. He did the minimum and at times, even had others doing work for him. This resulted in a slight gain of .1 in his final testing over his first test score which was 6.8.

15

Played on the championship team last year and this year on the Bantam maroon team. Very quiet boy. Likes the project. Did not care much for Math; had too much in school. Assigned work from Di-SpB-SpP, Su, 8000, Algebra, Sullivan Math, PS and WP. Did only three weeks of 305 bonus points. Pre-test 8.6; post-test 10.3; improvement +1.7. First week eighth grade level; second week Algebra and Geometry, and did Algebra remainder of project.

16

He played the complete season. He was also doing a good job in the academic portion of the project. But for some reason he did not show up for the post-test.

17

He had some trouble in the academic part of this project. He always waited until the last minute to get his academic work done. He also ran into point trouble two different times, the first time missing one quarter; the second time missing three quarters of the game. He also did very little bonus work. His first test score was a 6.0 in Math and the second was a 7.2 which shows a 1.2 increase in the nine weeks period.

18

He took part in our basketball project for the first time and did an outstanding job. The first two weeks he earned from 90 to 100% on all his work at first try. The third week the work got a little harder and he didn't do as well. But the next five weeks he earned 90 to 100% on his first try. His pre-test score was 8.0; his post-test 9.1 which was an improvement of 1.1. Very good job. His academic coach enjoyed working with him.

19

He did a fine job but could have done better. He would always wait until the last day to do his work. His academic coach had to always remind him every week that he had to complete his work. Sometimes even going to the gym to remind him on Thursday that it was the last chance to do his work so that he wouldn't miss any quarters in the game. He didn't take the academic courses too seriously. His pre-test was 6.2; post-test 7.0 which was an improvement of .8.

20

He progressed very rapidly. His grasp of mathematical concepts was very good. He learned very quickly. The materials contained a mixed group of Mu, Mi, and Wp's. His overall average in the project came out to be 94%. In the area of Algebra the work was centered on TEMAC Algebra material. His average in Algebra was 96%. In the areas of materials used a heavy reliance was placed on the use of the Spectrum Math Series, especially on

the blue and purple books. On the last weeks of programming, special practice items were made to review mistakes and also the review sections of the Spectrum purple book were used.

He did do a lot of bonus work. In this area he had a consistently high number of 100%'s. Again, the great majority of this work was done in the Spectrum blue and purple books.

He pretested at 11.1 and completed the project at 13.6 for a net increase of 2.5 grade levels. He also attained the highest number of correct answers on the test to date (91).

21

He was a pretty hard worker in the academic area of this project. He usually had his work done early except for one time he missed one quarter for not showing up for his group meetings. He did some bonus work but not every week.

His first test score was a 6.0 in Math and the second test score was an 8.2 showing an increase of 2.2 in nine weeks.

22

He started at the third grade level with numbers and operations and ended in the fourth grade level with problem solving. He usually completed his assignments early; however, he didn't turn them in until the last day. In the beginning, first few weeks, he couldn't achieve the 90% area. His assignments was adjusted and explained until he finally achieved the 90% area. This lad did not do any bonus work during this project. His pre-test was 7.1 and his post-test was 7.5. It shows a net gain of +.4.

23

In the project before. Played on the Bantam white team. Quiet boy. Took his work home all the time. Did six weeks of 1,610 bonus points. First week eighth grade level; second week Algebra and Geometry. Pre-test score 8.2; post-test 11.3, improvement +3.1. Assigned work from Di-Sp-G-PS-C-SpB-Elementary of Math-Cyclo Tech-SpP-Mi-8000-Sullivan Math-SpO-No-Wp and Algebra.

24

During the basketball project this participant always tried to achieve 90% or better on his assignments which started at basic third grade level, Multiplication and ended in the fourth grade problem solving. He earned 89% bonus points also. His pre-test score was 7.5 and his post-test was 9.2. It shows a net gain of 1.7 grade increase.

25

He is another young man who progressed rapidly. Being a very bright individual he progressed from basic materials of fourth grade level to first year Algebra material. His overall average was about 94%. In his

work much of the material was drawn from Elements of Math and Spectrum Math Book, purple. In Algebra TEMAC, Algebra material was given. In Algebra he averaged 88%.

In the areas he did a lot of bonus work. Most of this work was drawn from Spectrum blue. His marks were generally in the 90's. The work was always done on time. Being that he was new to our program he seemed to do more work.

He pretested at 12.7 and completed the project at 13.6 for a net gain of .9 grade level.

26

A newcomer to our program, he did well. He was, in the course of the project, given material from the fourth grade to the eight grade levels. He scored a fair number of 100%'s. His overall average was about 85%. The materials given varied from programmed Math to Mu and Spectrum Math Series.

He completed most of his work on time, however, he did fall behind in the last weeks of the program. He did not do much bonus work. He did bonus work only in the last week of programming. His bonus work was taken from Spectrum purple.

He pretested at 8.3 and completed the project at 8.7 for a net gain of .4 grade level.

27

This past basketball project was the first academic achievement project for this young man. He began the project at a 6.2 grade level in the area of Math and finished up at an 8.3 which shows a 2.1 grade level increase for the ten weeks of programming.

This young man learned new things rather quickly. He did not hesitate to ask questions when he did not know how to do something. If he was not sure of himself, he would also ask for assurance. At the beginning of the project, he was not enthusiastic about work but toward the middle of the project when he saw the rewards that people were earning, he began to catch fire and do excellent work and a lot of bonus work. He was not exceptional on the court but he made up for it in Learning Center.

28

In his pre-test he scored at 7.4 and the final test at 9.9 which showed a 2.5 increase. He spent quite a bit of time here at the Settlement. However, not all of it was in the Learning Center. Nevertheless, he managed to do a fair share. His test scores showed the academic potential that he has if he cares to make use of it.

29

In his pre-test he scored out at 8.2 and second test he achieved a score of 11.9 which made him the Top Scholar of the team. Although he wasn't

able to remain at the Learning Center every evening, when he was there he made maximum use of his time. This was indicated by the amount of bonus work he usually accomplished. His outlook in the academic area was always positive.

30

He is a bright young man as indicated by the initial test in the CAT. The work he was given ranged from third to eight grade level. He did not appear to have had any great problem with the material since he did score a high number of 100%'s. The material varied being drawn from PS Series, Spectrum Math Series, and Mu material. His overall average was about 88%. This low figure relate to a few low grades.

His performance was rather erratic; on occasions he barely was able to complete on time. Also, especially in the last few weeks he failed to complete on time. He did not do any bonus work until the last weeks of the program and even then he did very little.

He is a veteran of our program. He pretested at 9.8 and completed the project at 10.6 for a net gain of .8 grade level.

31

The student is a Midget maroon player. This is his first project at Palama. His initial test score was 7.0. Initial programming was in the fourth grade level, Numbers and Operations. During the final week of programming, the student was being assigned work in the seventh grade Computations area. His scores throughout the project averaged about 84%. The final test showed him scoring at 8.8 grade levels. This is an increase of 1.8 grade levels. In the control, which was Reading Comprehension, he increased from 7.6 to 10.5.

32

He was given a variety of materials to increase his mathematical skills. They range from programmed Math to Spectrum Math. The majority of the materials revolve around the PS materials. His progress was from fourth grade material up to eighth grade NO material. In these works he scored a very high number of 100%'s. His overall average was 98%.

He was a veteran of our program. He completed his regular work on time. However, he did not do that much extra bonus work. Only in the final weeks was there more attempt to do bonus work. The bonus that he did do were items that were relatively easy Mu items.

He tested out on the pre-test at 8.8 and finished the project at 9.2 for a net gain of .4 grade level.

33

This youngster scored out at 4.4 on his second CAT Test in Math. He was able to get only 250 point of bonus work done throughout the project. On the first test he scored out at 5.5. There was no improvement and in

fact, there was a decline. He had only 18 Learning Center hash marks throughout the whole season. The materials used were Spectrum Math red, green, yellow, Mu, Ad, and Cyclo Teach. This youngster did his regular work. He was the only youngster that this staff's academic coach was not able to move very much.

34

This youngster scored out on the CAT Test in Math at 5.3 on the first test and 8.1 on the second, an improvement of 2.8. He did 1,290 points of bonus work throughout the project. He received work in the Spectrum Math Book green, yellow, PS, WP, AD, and SU. This youngster did his work in the beginning of the week and saved the end of the week for bonus.

35

This basketball season was this young man's second academic achievement project this year. He scored out at a 6.6 grade level on the pre-test and at a 7.9 on the post-test which shows a 1.3 grade level increase for the ten weeks of programming.

This young man is intelligent and does his work faithfully. He always finished his work on time and sometimes did some bonus work. He picks up new things quite rapidly and he understands what he reads quite well. He did not ask for too much help because he was able to do things on his own. He was not hesitant, however, to ask for help when he needed it.

36

Although this youngster has been out sick several times during the project, he always managed to complete his assigned work. He was not able to do as much bonus work due to commitments at home. However, he managed to do his fair share. His initial test score was 8.2 and his post-test was 9.9. He made a substantial gain of 1.7. His attitude about his work was always good.

37

He is a returnee to our program. He did well in the work given. He progressed from fourth grade to eighth grade work. The material given varied but the majority of the material was drawn from Elements of Math, PS, and Spectrum Series. He had an overall average of 97%. He had a high number of 100%'s.

He completed his work on time and did do bonus work. He did do much bonus work in the early part of our program but he did a great deal within the last two weeks of the program. Materials in the bonus work included material from the Spectrum green and purple books, also materials from Ad and Mu materials.

He pretested at 8.6 and completed the project at 10.5 for a net gain of 1.9 grade levels.

38

This basketball project was this young man's second academic achievement project this year. He began at a 6.7 grade level in the area of Math and finished with a post-test score at the 6.5 grade level which indicates a decrease of .2 in grade level.

This young man did not seem to like to do the academic portion of the project. He would wait until the last possible moment to finish his regular work. A few times he did not finish his work and had to miss quarters in the game.

39

This past basketball project was his third academic achievement project. He has constantly improved with each project. He began this project at a 6.5 grade level in Math and after the ten weeks of programming he tested out at a 7.1 which shows a .6 grade level increase.

This young man is a very slow learner. He does not comprehend the things that he reads very well and requires a lot of help. He does try very hard to do his work and when time permitted, he would do as much bonus work as possible.

40

In his first test he scored at an 8.0 and the second at 8.7. It shows an increase of .7. Perhaps this can be explained by the fact that he did minimal work and could not stay here in the evenings. It did not appear that he was having difficulty with the work he had.

41

This was the first project for this Midget white player. The boy initially tested out at grade level 6.6. The final test score was 7.7 which produced a grade increase of 1.1 levels. He started programming in the fourth grade, Computation area. For the final week, he was doing work in the Computation area at the seventh grade level. His average score for the project was 89%. He did not like to do much bonus work.

42

This youngster's score on the CAT Test (Math) was 6.0 to 6.3, an improvement of .3. He did only 185 points worth of bonus work. This work was done on the week of the twelfth of February. He received work in the Spectrum Math Book orange and yellow, Ad, Ps, Di, Mu, C, and Cyclo Teach. There was also a tendency for him to do his work on Thursday, the day the work was due.

43

The youngster is a Midget white player. This is his first Palama project. His score on the first test was 7.1. At the end of the project, his test grade was 8.1 which was an increase of 1.0 grade level. The boy's

programming started in the fourth grade, Computation area and ended in Numbers and Operations, ninth grade level. His average score throughout the project was 94%. The student averaged about 65 points of bonus work each week, except for the final week in which he made 800 points so as to make use of all his field hash marks.

44

This youngster scored out on the CAT Test in Math at 5.0 on the first test and 5.9 on the second, an improvement of .9. He did 1,620 points worth of bonus work. The majority of his bonus work was done on the ending weeks of the project (March 7). He received work in the Spectrum Book green and yellow, Ad, Cyclo Teach, Ps, C, Di, and Mu. This youngster became able to get himself to do his work early in the week to leave the end for bonus.

45

She worked very well this year. She liked doing lots of bonus work and completed early every Thursday. Her attitude always seemed to be very positive. She started out in level four and worked up to level six with most of her first scores in the 90 - 100 percent bracket. The result of her test score showed she had improved 1.3 grade levels. Results before and after testing:

	Computation	Concepts and Problems	Total	Increase
Beginning	5.8	7.4	6.6	+1.3
Ending	8.7	6.9	7.9	

46

This was the second academic achievement project for this young lady. Her pre-test score was at a 4.5 grade level and her post-test score was at a 5.9 grade level which shows a 1.4 grade level increase. This improvement earned her the Most Improved Scholar award for the cheerleaders.

She complained that the work was too hard but would always end up doing it and usually with a lot of perfect papers. She constantly did a lot of bonus work.

47

This was the second academic achievement project for this young lady. She scored out at a 4.5 grade level on the pre-test, utilizing the CAT as an instrument and at a 5.0 on the post-test. This indicates a .5 grade level increase for the ten weeks of programming.

This young lady demands a lot of attention. There were many times when she would ask for help when she already knew how to do the work. There were other times, however, when she did not understand the work. Much time was spent on explanations. When she did understand how to do things she did good work.

48

She worked extremely well, always on time and always liking lots of bonus work. She showed no improvement as the result of her test score. As for programming weekly she had raised herself from level 4 to 6 with all of her scores way above average. I enjoyed working with her and feel she got a lot out of the project. The results of before and after testing are:

	Computation	Concepts and Problems	Total	Increase
Beginning	7.7	7.0	7.3	+
Ending	8.1	6.3	7.3	0

TRIAD EVALUATION

It was a slow beginning! Although it was explained to the boys and girls that attendance at group meetings was mandatory, a large number of them were not showing up. We, the staff, knew that in order for the triad groups to function, the kids had to be there!

At a staff meeting, it was decided to incorporate group meeting attendance into their academic programming. Academic work would account for 90 points, leaving 10 points for group attendance. Following this move, attendance increased by about 95% and finally, the triad groups began to function well.

The activities of the group included the showing of two movies. The first, a picture dealing with drugs, did not produce the response hoped for from the kids. The film was outdated. It did not deal with the real feelings of kids who actually use drugs. However, it was the most recently produced film available from the Health Department (1969).

The second film was Super Bowl VII. This picture received a very favorable response from both staff and kids. Because of its success, attempts to show two films a month during the upcoming 1974 football season will be made. All project participants will be welcome to attend!

Another group activity involved a visit to the Palama's branch of Hawaii Planned Parenthood. About twenty students attended and were shown a film followed by a twenty-minute question and answer period. The boys seemed to get a lot out of this visit and as a result, a return visit for the 1974 football project members will be scheduled.

Following the eight weeks of triad group meetings, we held a meeting of staff and academic coaches to evaluate the groups. It was a super meeting in that most of the discussion seemed to deal positively with the project.

After the first two weeks the triads began to move toward goal accomplishments, although a few students continued to be absent from meetings. For those who attended, the meetings were successful in reaching the goals set!

TRAINING TABLE EVALUATION

Basketball Training Table began on January 14, 1974 running for approximately ten weeks and ending March 21, 1974.

A total of 2,821 meals were served (participants only) during the project and averaging an attendance of 69 persons daily for 39 days.

The cost of food was very expensive. However, the head cook was able to provide the necessary diet for the participants' health and well-being. She made the meals tasty, attractive and used all the essentials required for a nutritious meal.

An example of the meal is as follows: spaghetti with ground beef, bread and butter, tossed green salad with dressing, banana cake and milk.

Prior to having their meals and before practice, supplemental feedings (vitamins and high protein) with fruit punch and a light snack was provided.

During basketball season, serving times are usually adjusted due to the scheduled night games. Participants are also assigned to kitchen detail as part of their responsibility.

We have been fortunate to have volunteers, parents, staff and friends involved in the preparation and serving of the meals. Our ace in the hole, however, was the head cook with her understanding, patience, kindness and devotion to each one who came into the kitchen. She risked herself by sharing and giving all she possibly could share with anyone.

To a beautiful lady, Rosalind Nakagawa, "ALOHA" and "MAHALO NUI"!

VOLUNTEER PARTICIPATION

Palama has always been fortunate to get good volunteer response and this year was no exception to that rule. In all quarters except one, which was the Training Table, we did receive fine volunteer help.

We had a total of twelve academic coaches undergo training at the ending of December, prior to the start of our basketball season. The majority of them were returnees from our football project but a couple were new to the program. Although most were returnees, nevertheless, an intensive workshop to orient them to the project was undertaken. The response was very positive in spite of the fact that they had to learn a new catalog system and learning continuum in a relatively short period of time. The upcoming season was greeted with much enthusiasm by all. This initial enthusiasm carried on throughout the season and produced rewarding experiences for all involved.

Unlike past years academic coaches were more involved in the project as a whole. They spent more time with the youngsters in the Learning Center, group meetings and the Training Table. They derived benefits from these relationships and the youngsters also benefited from these continuous contacts. More meaning was attached to their being here at Palama. Two picnics held during the season open to both youngsters and academic coaches helped to cement the fondness for each other. This was quite instrumental in making the project a success that it was. The time and effort put in by the academic coaches is almost immeasurable but there is no mistaking the impression they have left with our youngsters.

As with our football project we depended heavily on the help of students from the Kamehameha Schools dormitories to help us. There were a total of twelve who came once a week to help at the correction tables. Without their help, valuable staff time would have had to be diverted to corrections. Paul Meyer, one of the dorm counselors, served as the liaison between Kamehameha and Palama and he saw to it that we had a minimum of two correctors each evening. Besides corrections, the students from Kamehameha were able to relate well with our youngsters and several formed meaningful friendships. A beneficial experience for all involved.

Since both Midget teams from Palama played a Saturday schedule, it was necessary to get parental involvement in providing after-game refreshments. As usual, the response was good. We did not know what to expect at first because two parents' meetings called at the beginning of the season resulted in an extremely poor turnout. Refreshments for the kids was another matter. Parents were most generous in providing them. Much credit should go to the two team mothers, Mrs. Olga Goo and Mrs. Catherine Magsanide, who graciously consented to coordinate the after-game refreshments. They both did a wonderful job. There is no question that the teams enjoyed these refreshments.

Volunteer help for the Training Table was poor. Much of the slack was taken up when several of the academic coaches regularly stopped to offer their help to the kitchen cause. None of the parents came to offer their services.

We got through the season alright but it would have been much better if we could have had parents involved in the food preparation and serving.

HOME VISITS

Visitation to the homes of new participants to the project is primarily made to give information about the program, also to get some feedback from parents about their youngster and other relatives at home. If possible, attempts were made to enlist them in helping areas of need in the project.

There were a total of nineteen new participants to basketball '74. There were five Filipinos, five Samoans, three Chinese and six of a mixed ethnicity.

The problem that four staff and one student volunteer ran into was language. Many of the parents could not respond in English; however, they did understand some. Getting that student volunteer to help communicate with the Samoan families was good but he didn't stay long enough to complete the sessions.

For this reason, the staff was unable to complete the visits until after the project was over. However, all necessary information was gathered while the youngsters were still here.

As a whole the parents, friends and relatives were delighted that someone would take the time to visit and explain what the project was all about. Many of them did not know what their youngster was involved in. It was good to see the response and cooperation from the parents. It helped a lot.

Suggestions:

1. Starting home visits as soon as the cut is made.
2. Knowing the ethnic background of each new participant and enlisting an interpreter if needed.
3. Give the face sheet to the youngster when he first comes to the project -- then staff can make their initial contact with parents.
4. Make sure (on staff's part) that every blank space is filled.
5. Unfortunately, deadlines are not met.

ONE WORKER'S VIEW OF HIS HOME VISITS

Having been assigned to do some home visits for the second successive project, I enjoyed doing them this time around more so than during football. Primarily, I think this was due to being assigned only five families, as opposed to ten during football. Also, with the added experience, I was more relaxed during the visit which helped me be more aware of the things being said. Throughout the five visits, I tried to be especially aware of what ways parents would like us to help their kids. There were two cases in which the parents expressed some concrete idea on how we could help their child.

There was a February 15 deadline set for all the reports to be turned in. This unfortunately, was not met. There was no delay in contacting the Castillo, Kam and Chun families. The Napihaa's were not done until March 1. though, due to the inability of both parents to meet. The Butac visit took the longest since the mother does not speak English and the father's work schedule varies.

Once again, the families all were very hospitable and honest throughout the season.

As soon as I conducted the visit, I related to the triad leader or academic coach of any area that warranted attention. But once again, I believe these reports were too late in being made. Possibly if someone could devote their total duties to this area in the early weeks, then there could at least be a verbal feedback as to what or how the parents feel.

OVERALL HOME VISITS EVALUATION

The overall visits to the homes of the players proved to be most enlightening. It was found that many of the parents (that I visited) had very little knowledge of the program at Palama. The parents, in general, were very cooperative in their attitude and expressed general satisfaction with the program, once explained, and felt that their son derived some benefit from the program.

My personal impression of the home visits indicated that most parents visited knew only that their son went to Palama daily. For the most part, they made little or no effort to find out about the project. Most were content to know that their son was playing sports at Palama. Of course, some parents were genuinely concerned with our program and really wanted to know what our program was about. My immediate impression of the home visits points to the value of it in our program in both helping to understand our boys and also to help parents understand our program.

From my experience, I would recommend that the visits be done early. It may not elicit any further parent interest or involvement, but at least we will have explained our program to them. It will also give us an insight into the home which may prove helpful in dealing with the client in our program.

SAN BERNARDINO TRIP

The Palama Scorpions (Bantam A) concluded their 1973 season racking up the Settlement's 55th consecutive league win in an undefeated season.

They were invited to return to San Bernardino, California and play their championship squad, the Elks.

Plans called for rushed attendance at the last Los Angeles Laker's game of the season at the Forum but the telephone arrangements and telegrams missed the mark and the group arrived in Los Angeles only to learn they were a day late--the game was played the night before. The group champions all accepted the situation with a c'est la vive attitude and spent the evening making the best of the situation at the Airport Marina Hotel. It was not a dull evening.

The group assembled for breakfast and an early departure by bus for San Bernardino with a stop at CBS television studio.

The bus ride was comfortable and quiet, as most of the team slept (making up for the active night before). The studio tour was a disappointment; just a tour of the buildings but the sights were different.

The team arrived in San Bernardino at the Sands Motel in early afternoon and after getting settled and eating lunch, Palama's old friend, Mel Barrett, Recreation Supervisor of the City and County of San Bernardino, arrived with a bus to take the group to their practice court at El Cajon High School.

After a good practice and dinner, the team quieted down to think about the next night's game. At practice Elk's Coach, Ludie Taylor (the man who coached the All Stars that a former Settlement team had tussled with), came to say hello and somehow student coach, Alfred Valeros, learned that the Elks were not only the Valley area champions, but boasted a 6 feet 5 inches center and several 6 feet 4 inches players. Coach Kenneth Ling remarked in jest that, "We have a 5 feet 6 inches center so it's the same thing". It was intended to give the team a lift, but in the dark of the still night that 6 feet 5 inches was a disturbing thought.

The game day was full of activities. The bus arrived early for the trip to the Palm Spring Tram Way, the longest tram way in the world going from the bottom of the Palm Spring desert floor (sea level) to the top of snowy Mt. San Jacinto some 9,800 feet high.

Up on the mountain, the team explored the trails, played in the melting snow, bought souvenirs, etc.

When the group descended some three (3) hours later and went to find the bus, they discovered that they were the "sights" for a strange sight seer, a big horned sheep, who was perched on the ledge above the bus and who watched intently the whole group.

The team stopped on the way back for a pre-game meal of steak and lobster.

Game time was 7:30 p.m. at the El Cajon High School gym. On the floor there was living proof that a good little team is no match for a good big team. The frustration of the game was harrendous, but the Scorpions never surrendered. In the final minutes, Ricardo Castillo found he was contending with a 6 feet 3 inches opponent. The game ended non too soon for Palama a 96 - 66 loss.

The minute the game was over the Scorpions began taking pictures of the fantastic dunk shots of the Elks. It seemed too a wise idea to have "proof" of the size of that team to bring home.

The Scorpions had not lost a game. The sting was not pleasant, but knowing that they had played their best, no one wept. Soon the gloom disintegrated.

The night concluded with a midnight snack and preparation for the next day's "snow trip" to Wrightwood. Saturday was a busy day, a two hour trip into the mountains with host Mel Barrett ended with a mountain climb and snowball fights.

Upon return to San Bernardino, the Scorpions quickly changed clothes and were off to "Inland City," a large shopping center.

The San Bernardino Recreation staff hosted a taco dinner for the Scorpions at a Youth Center; the Elks were not there because they were playing in the California Teenage Championship Round, which they won.

Mel, Judy, Coach Taylor and the others cooked up a storm of tacos and the island kids "gave um".

The departure from San Bernardino was early and the team "invaded" Disneyland for a record "sprint"--the stay was a brief four hours; leaving only time to hurriedly board another bus, rush to the Los Angeles Airport, board the 747 and head home four days older and a lot wiser. The one thing shinning through every moment of every day was the impression of gentility, courageousness and grace that this Scorpion unit left in the hearts of all they met.

This team had "CLASS".

AWARDS BANQUET

The Awards Banquet for Basketball '74 was held at the Surfrider Hotel. The banquet was a gala affair with approximately two hundred people in attendance. The program was handled by the young people involved in the project. This year was a pleasant surprise as more parents were an attendance, which really made the evening a night to remember for the youngsters.

The Bantams were crowned champions of the Pop Warner League for the fifth consecutive year and were presented with individual trophies for their accomplishments.

The highlight of the evening was the Mr. Basketball and Miss Cheerleader Awards. The evening was a great success and ended a great season.

A P P E N D I X

STAR CHART EVALUATION

A breakdown of some of the figures involved with the star chart while not perfect does contribute to the overall evaluation of the basketball project.

A brief examination is undertaken in order to evaluate the working of the program as it relates to the subject. The statistical breakdown is divided into Bantam A, Bantam B, Midgets, Cheerleaders, total figures, and statistics on redemption of stars. The Bantam teams are taken as separate entities due to the contracting player composition of each team. "A" team has the returning, better quality players; on the other hand, "B" team is made up of largely new, novice players.

The figures on Bantam "A" shows a relative degree of consistency. In Learning Center, after an initial burst of activity, the team did not maintain a high degree in the Learning Center. While never attaining the figure of the first week, the figure level was to be between 5 - 7 Learning Center hash marks per week. The pattern of activity is that of an up-down sequence. Coincidentally, the average number of field hash marks also parallels this up and down pattern set by Learning Center activity. As a result of this dual pattern, the stars earned per week also parallels this up and down sequence. Starting initially high, the average in the following week down, only to rise again the subsequent week, again to drop, again to rise, and the pattern is made.

Bantam "B" follows a more erratic pattern of activity. Initially starting out with large gains in Learning Center, the work dropped off dramatically in the second week. Following weeks showed a gradual rise until it reached a peak in the fifth week, then it begins to drop reaching its lowest point on the eighth week. Field marks, after a good start, drop off, then rise until it peaked on the seventh week. The remaining two weeks show a declining trend. The stars given follow more the pattern established by the field hash marks.

The Midget figures show a very interesting course of development. While the stars gained show a more or less constant rising trend, both the Learning Center mark and field marks show abrupt changes. In both instances, the sixth week become a departure point for a sudden rise in marks earned. This is especially dramatic in the Learning Center areas where there is a gain of nine marks. As for the field marks, it continues to rise reaching an all time high average of 17.3 in the final week.

The Cheerleaders follow an erratic course. In all cases, the highest number of marks is attained in the seventh week.

A summary average for the nine weeks of the project proved most interesting. While the combined Midget teams attained the highest average field marks per player having 13 more than Bantam A and 15 more than the Cheerleaders, the Midgets did in fact, gain one less star overall. The Learning Center marks differential was not that great, two at the most. This indicates that there was probably a very disproportionate amount of

marks earned by certain individuals. Evidently those that earned the marks on the field failed to capitalize on them by doing more in Learning Center. Conversely, those that did a lot in Learning Center failed to achieve a great number of field marks. The overall averages of the teams are very similar, the greatest variance is in the Bantam "B's". The average player earned 5 field marks, 6 Learning Center marks, and 2 stars per week. In the end, he gained an average of 18-19 stars. Despite individual team variances it does appear that the end result is a rather uniform amount of work done and even more important, the reward system does provide an adequate number of reward units.

The actual rewards given out indicated that jackets and tank tops were the two most requested items. The new player, i.e., those that had not previously been in the Palama program, showed keen interest in these items. It is interesting to note that in the kinds of items given (knee pads, wristbands, and headbands) appear restricted only to the Midget team. The Bantams were either not interested in these items or they were not given the opportunity to get these items.

Judging from the rewards given out, it is safe to say that jackets and tank tops are prime reward items. Picnics are also a popular item. Along this line, maybe other outing type rewards would be good items as rewards.

Looking at the statistics on our academic coaches, it does indicate that we had a very good group of people. Two stars per week is indicative of all essential work being done, however, the average is above, this indicates that our academic coaches were doing much more. The most they could gain per week was three or with an outing, four. As with the players, the most popular reward item for the academic coaches was the jacket.

WIDGETS

• AVERAGE WEEKLY FIELD HARMONICS

• AVERAGE WEEKLY LEARNING CENTER HARMONICS

• AVERAGE STARS GAINED WEEKLY

F.H. - Overall Average = 7.4

L.C. - Overall Average = 6.5

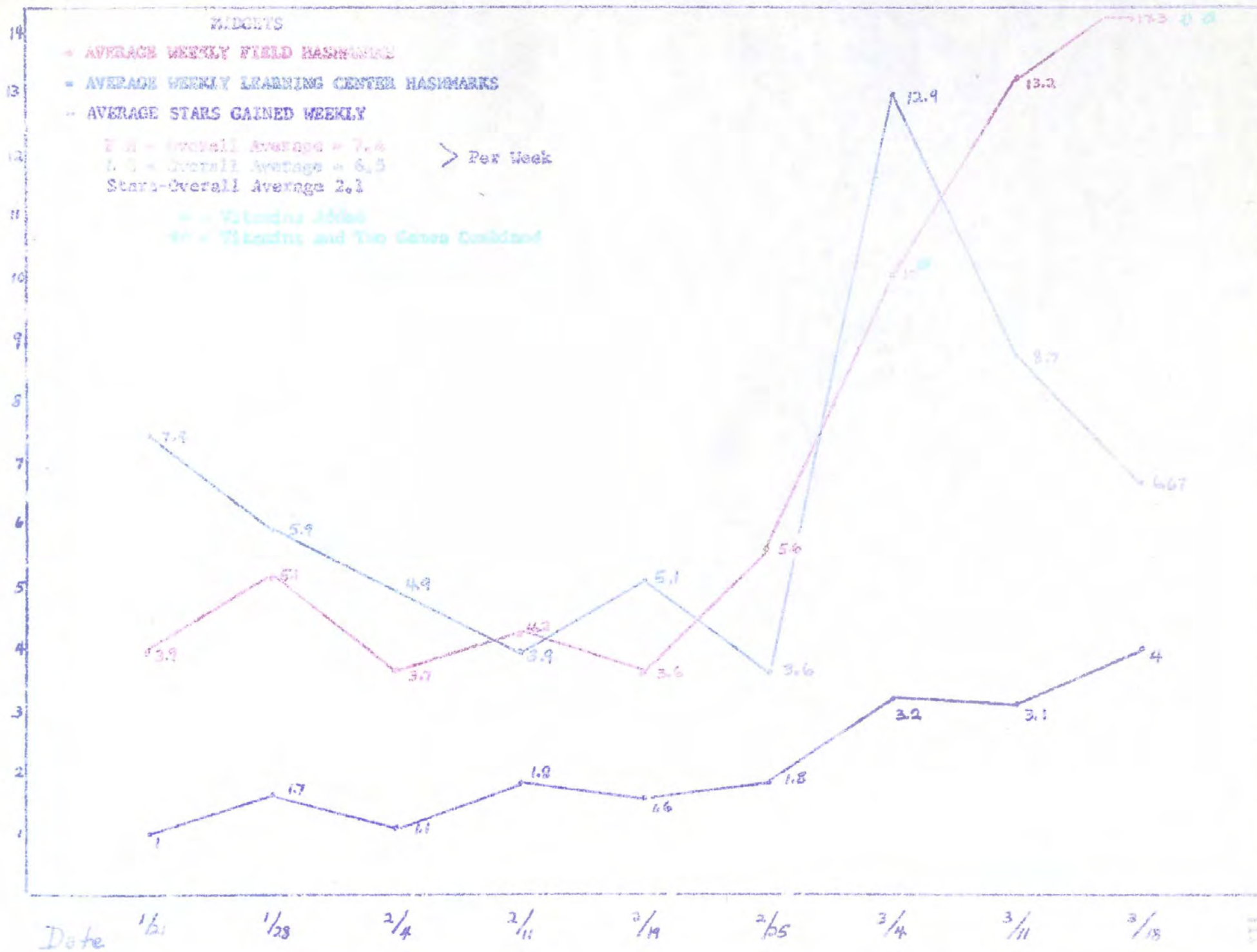
Stars - Overall Average 2.1

> Per Week

• - Windows Alone

•• - Windows and Two Games Combined

Averages



BANTAM "A" * Playoffs Not Included

* AVERAGE WEEKLY FIELD HASHMARKS

- AVERAGE WEEKLY LEARNING CENTER HASHMARKS

- AVERAGE STARS GAINED WEEKLY

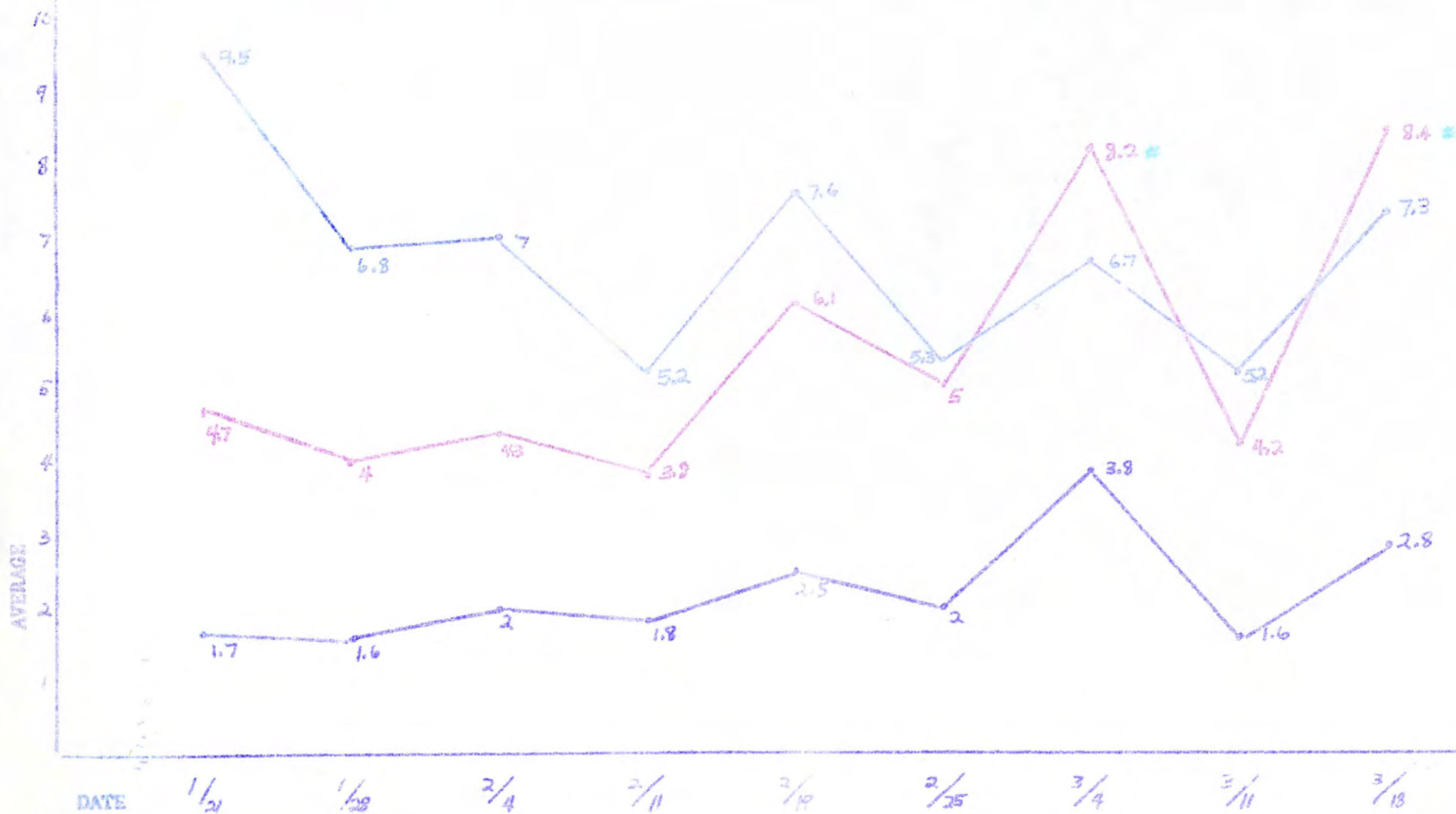
H - Overall Average = 5.4

L.C. - Overall Average = 5.7

Stars-Overall Average = 2.2

Per Week

* Victoria Included



BANTAM "B"

• AVERAGE WEEKLY HASHMARKS-FIELD

• AVERAGE WEEKLY LEARNING CENTER HASHMARKS

• AVERAGE STARS - WEEKLY

H - Overall Average = 4.9 > Per Week

L - Overall Average = 5.2

Stars-Overall Average = 1.8

* Vitamins Added

AVERAGE

DATE

1/4

1/29

2/4

2/11

2/19

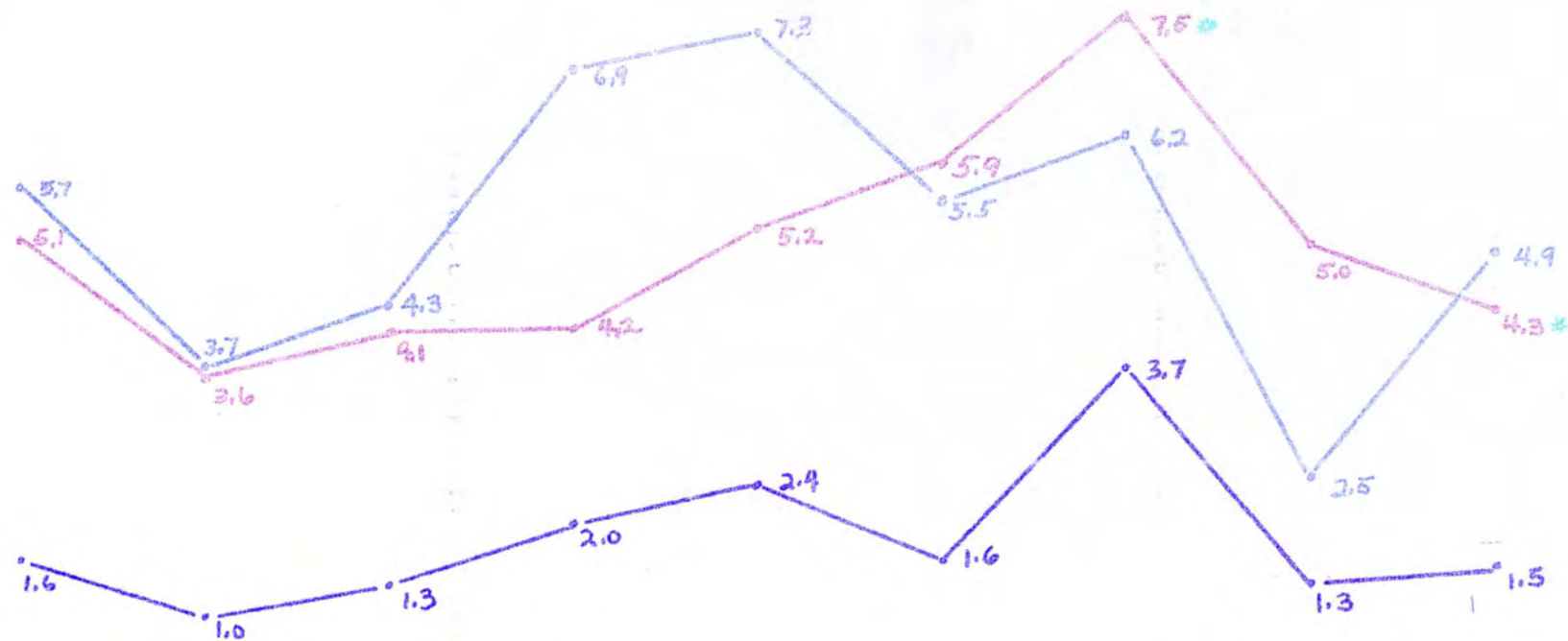
2/25

3/4

3/11

3/18

4



CHEERLEADERS

• AVERAGE WEEKLY FIELD HASHMARKS

• AVERAGE WEEKLY LEARNING CENTER HASHMARKS

• AVERAGE STARS EARNED WEEKLY

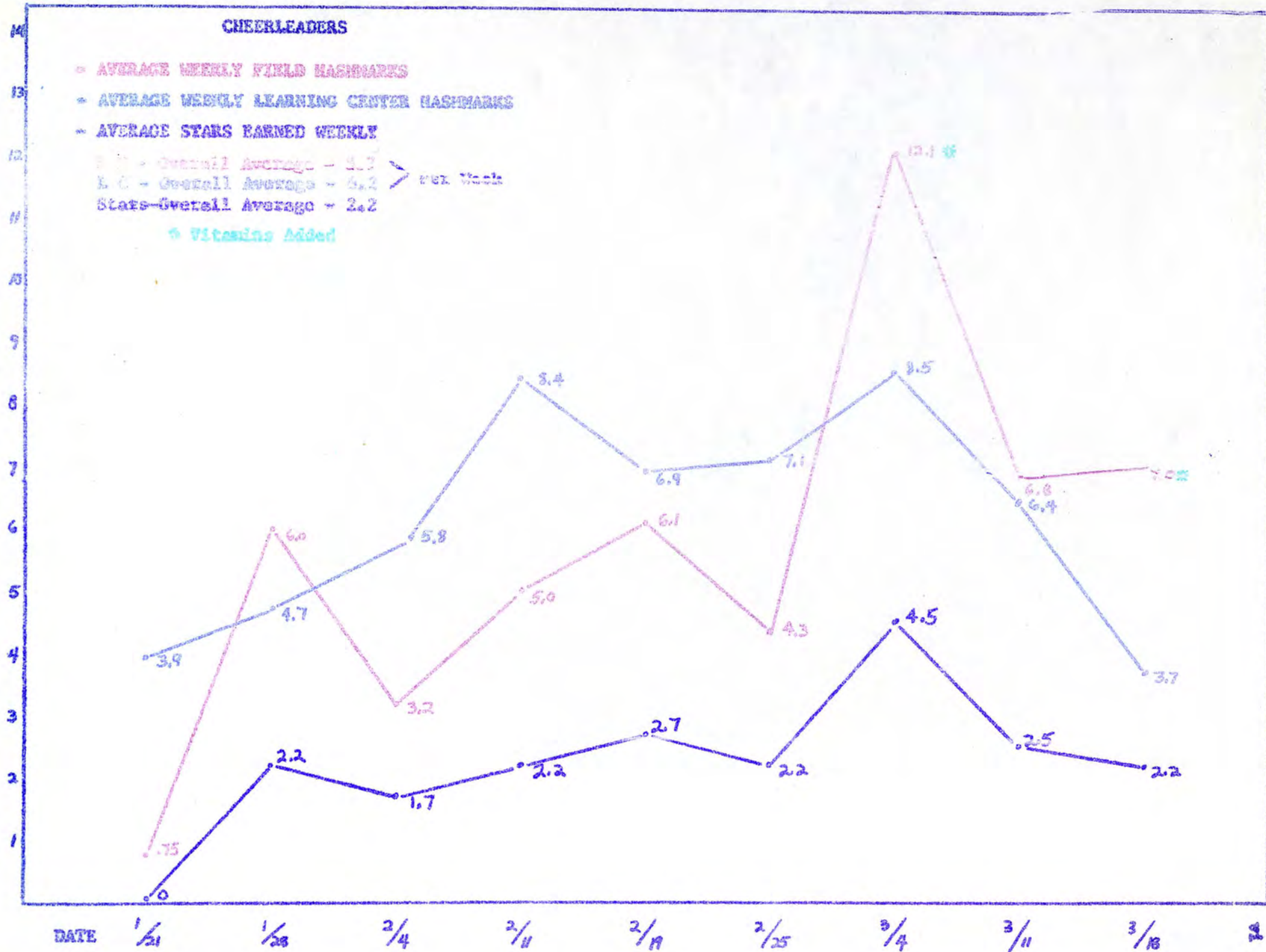
F.H. - Overall Average - 4.7 > per Week

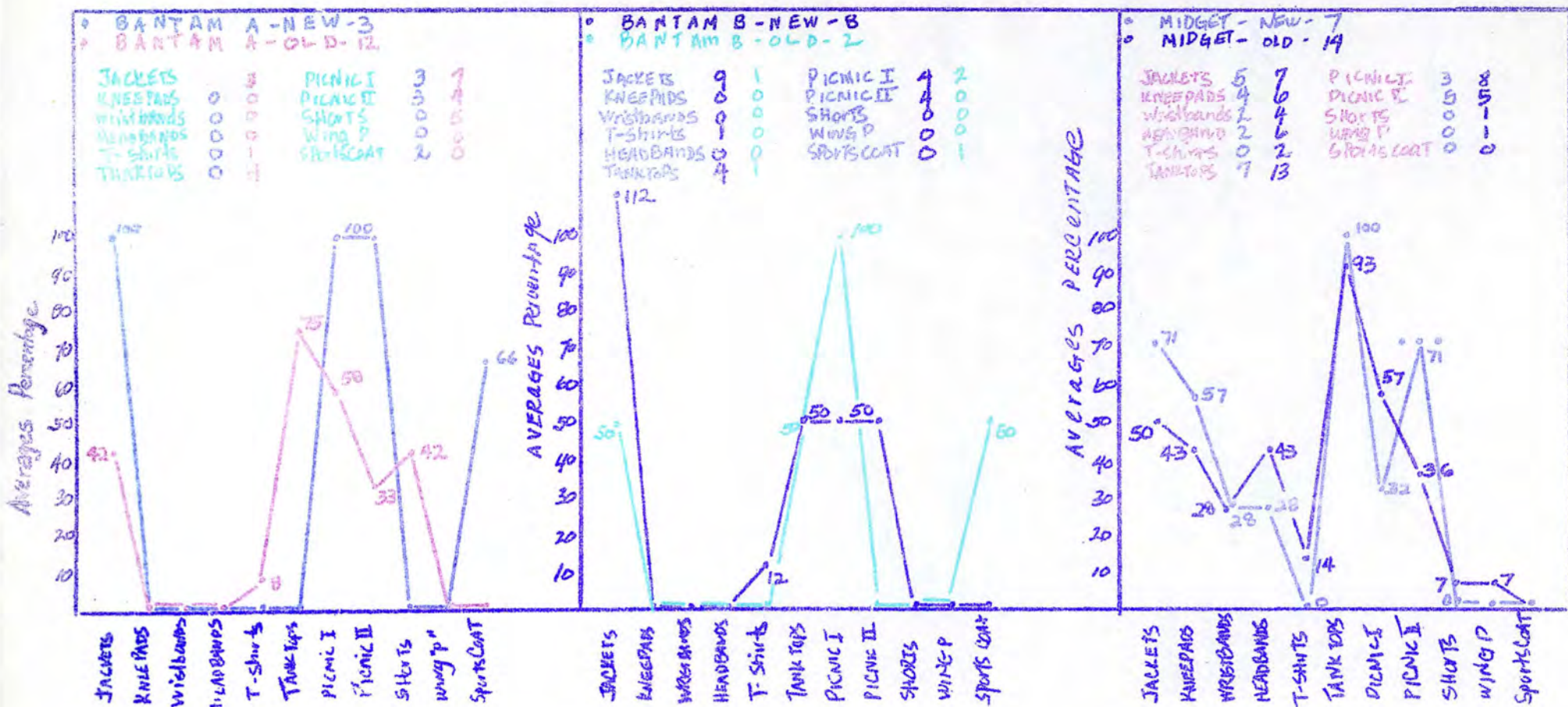
L.C. - Overall Average - 4.2

Stars - Overall Average - 2.2

• Vitamins Added

AVERAGE





CHEERLEADERS

JACKET 1
KP 2
PICNIC I 2
PICNIC II 1

TOTAL ITEMS TAKEN:

JACKETS 51
KNEEPADS 13
WRISTBANDS 6
HEADBANDS 8
TEE-SHIRTS 4
TANKTOPS 34
SHORTS 12
WING P 1
SHIRTS 8
SPORTSCOAT 12

ACADEMIC COACHES (12)

AVERAGE NO. OF STARS EARNED PER WEEK 2.4
AVERAGE TOTAL NO. OF STARS EARNED 21
TOTAL STARS EARNED 257
GOODS RECEIVED:

JACKETS 10 - 83%
DINNER 1 - 8%
OTHER 1 - 8%

MIDGETS

	No. of Players		* PLAYED ONE EXTRA GAME TOTAL FIELD HASHMARKS	TOTAL LEARNING CENTER	TOTAL STARS
	Begin	End			
MAROONS	10	9	596	545.9	173
WHITES	11	10	709*	497.5	206
TOTAL TEAM	21	19	1,305	1,043.4	379
	Dif. 1		Dif. 113	Dif. 48.4	Dif. 33

BANTAMS

	No. of Players		* ONLY TO NINE WEEKS - PLAYOFF NOT INCLUDED TOTAL FIELD HASHMARKS	TOTAL LEARNING CENTER	TOTAL STARS
	Begin	End			
"A" *	15	15	725	898.3	290
"B"	13	10	509	532.0	185
	28	25	1,230	1,430.3	475
			Dif. 220	Dif. 366.3	Dif. 105

CHEERLEADERS

	No. of Players		TOTAL FIELD HASHMARKS	TOTAL LEARNING CENTER	TOTAL STARS
	Begin	End			
	5	4	206	222.2	82

TOTAL PER PLAYER AVERAGE (FOR NINE WEEKS) MARKS EARNED IN THE TOTAL NINE WEEKS

MIDGETS	66.6 Field Hashmarks	58.3 Learning Center Marks	18.9 Stars Earned
BANTAM "A"	48.6 Field Hashmarks	60.3 Learning Center Marks	19.8 Stars Earned
BANTAM "B"	44.1 Field Hashmarks	46.8 Learning Center Marks	16.2 Stars Earned
CHEERLEADERS	51.3 Field Hashmarks	55.8 Learning Center Marks	19.8 Stars Earned

POP WARNER PROJECT AGREEMENT

As a member of the Pop Warner Football/Basketball Bantam/Midget/Cheerleading
team, I _____, hereby understand and agree with the
conditions set forth below:

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

Date _____ Signature/Child _____

Signature/Parent or Guardian

DONORS LIST

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

Mr. Norman Ahakuelo	Judge Herman Lum
Mr. Wilfred Chang	Mr. Joseph Lyons
Mr. George K. Charlton	Mrs. Peggy Melim
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Mr. Lowell Dillingham	Ossipoff, Snyder, Rowland, and Goetz
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