



Home of the Scorpions

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FOOTBALL 1973 A BEHAVIOR MODIFICATION PROJECT HONOLULU, HAWAII FOOTBALL 1973

<u>A</u> <u>DELINQUENCY PREVENTION</u> <u>PROJECT</u>

2

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FOOTBALL 1973

GOAL: To increase the numerical concepts and skills of each participant 10-15 years of age an average of one stanine level during the 1973 football 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 Settlementworkers.
- 5. To teach the skills and methodology of competitive football 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. Hold regular meetings with parents and staff beginning with here-and-now topics -- that is, meal planning, work assignments, transportation, etc.

PROJECT DESIGNER'S OVERALL EVALUATION FOOTBALL 1973

Each project takes a certain flavor--a certain personality. Looking back, the 1973 football project has striking characteristics of the Manic Depressive.

Things that were good--were like the little girl with the curl, "very, very good,"--and things that weren't--"were horrid".

The things that were good:

1. The use of A.H.P. (Actualizing Human Potential) techniques by coaches with their teams in an effort to strengthen and satisfy each participant's feelings about himself and to encourage awareness of self-potential and goal.

This unique departure from the traditional "one for the 'Gypper' " lockerroom psychology was exciting to watch, fun to participate in, and rewarding to evaluate.

- Increased skill by staff in diagnosing participant numerical skill.
- 3. Inclusion of a formal physical fitness pre- and post-test.
- 4. Marked reduction of team injuries and illness.
- 5. More unification of field skill instruction (Midget and Bantam).

The "horrids" included:

- A temporary break in maximum programming for all participants, some under and over programming.
- 2. Learning Center material system too complex.
- Problems with the Pop Warner Executive Board causing insecurity--hypersensitivity and a feeling of anxiety among coaches, parents, and staff.
- 4. Temporary lapse in philosophic communication between Settlement staff and volunteer academic coaches.

The overall effect of these pluses and minuses on the youngsters falls into the plus category--66 kids who increased their numerical skills an average of 1.4 grade levels (high of 3.9, low of 0). Who learned to properly play the game of football (27 for the first time; 42 who perfected their field skills). The Bantams again taking the Oahu championship and being undefeated in the State. 79 youngsters who gained weight, grew taller, were able to run faster, jump higher, and who were sick less than before the project.

There were no arrests of participants during this project. The project lasted ten weeks at the rate of \$161 per participant. This included food, medical, dental attention, academic material, uniforms, insurance, officials, travel rewards, and banquet costs.

The minimum number of hours spent by each child at the Settlement for the project was 200--the cost of the service to them was less than \$1.00 per hour*.

*This excludes staff time.

PARTICIPANTS DESCRIPTION

1

She is 12 years of age and of part-Hawaiian extraction. She attends Kalakaua Intermediate School. She is the third child of a family of four girls. Father and mother are divorced. Mother is a probation officer aide and also receives assistance from DSSH. They live in the Kuhio Park Terrace project.

2

She is a part-Hawaiian 11 year old lass. She attends Kalihi Elementary School. She is the second child of three siblings. Both parents are employed. They reside in the Kalihi area.

3

A 12 year old of Caucasian extraction, she attends Central Intermediate School as a seventh grader. She is the eldest of four children. Parents are separated. Mother receives Welfare assistance.

4

She is a Filipino lass 13 years of age. She attends Central Intermediate School. She is the seventh child of a family of eight. Mother and father are separated. Mother receives assistance from DSSH. They live in Mayor Wright Homes project.

5

She is an 11 year girl of part-Hawaiian ancestry. She currently attends Kalihi Waena Elementary School. She is the youngest of four girls. Father and mother are divorced. Mother is a probation officer aide. They reside in the Kuhio Park Terrace project and receives DSSH assistance.

6

She is of Hawaiian-Portuguese-Filipino extraction. She is currently at Kauluwela Elementary School. She is the only girl and the third child of six siblings. Father is a truck driver at Pearl Harbor Naval Ship Yard and mother is a housewife. They live in the Kauluwela project.

7

An ll year old girl of part-Hawaiian extraction, she currently attends Kalihi Elementary School. She is the youngest of three children. Both parents are employed. They reside in the Kalihi area.

8

This youngster is an 11 year old female who attends the sixth grade at Kaiulani Elementary School. The girl is of Chinese-Hawaiian ancestry. She is the third of four children in the family. They live in the Mayor Wright area. The mother works as a secretary and the father is a catamaran crew-man.

9

This is a part-Hawaiian-Portuguese 11 year old youngster. She attends Lanakila Elementary School. She is the eldest child of a family of five children. Father is a self-employed printer and mother is a housewife. They reside in their own home in the Lanakila area.

10

He is a 15 year old Hawaiian lad currently a tenth grader at Damien High School. He is the youngest of six children. Both parents are employed. They live in the Shafter area.

11

He is of part-Hawaiian heritage, 15 years old and attends Farrington High School as a Junior. He is the eldest of five children. His parents are divorced. Father works at Hickam Air Force Base. They reside in Lanakila Homes project.

12

A 15 year old of Samoan-Caucasian ancestry, he attends Damien High School and is a sophomore there. The father is a heavy equipment operator and the mother is a resident manager of an apartment building. The boy is the second of four children. The family lives in the Kalihi area.

13

This is a 15 year old Filipino lad who attends McKinley High School. He is one of five children. Both parents are employed. They reside in their own home in the Liliha area.

14

He is a 15 year old Japanese youngster currently attending Kawananakoa Intermediate School as a ninth grader. He is the youngest of three siblings. Both parents are employed. They live in the lower Nuuanu area.

15

He is a Hawaiian 15 year old youngster. He is now attending Farrington High School as a tenth grader. He lives with his parents and an older brother in Mayor Wright Homes project. Father is unemployed and mother is a dietician aide at St. Francis Hospital.

16

He is 15 years of age of Japanese-Filipino ancestry. He attends McKinley High School as a tenth grader. He is the third child of a family of four children. Mother and father are divorced. Mother receives assistance from DSSH. They reside in the Palama area.

17

He is a 15 year old youngster of Puerto Rican descent. He attends Farrington High School. He is the eldest son of a family of six siblings. Father is a painter and mother is a housewife. They live in the Kalihi Valley Homes project.

18

This youngster is part-Filipino-Negro extraction. He attends McKinley High School as a tenth grader and is 14 years of age. He is the third child of a family of five children. Mother is employed for the Community Action Program. They reside in Mayor Wright Homes project.

19

He is a Japanese lad, 14 years of age. He attends Kalakaua Intermediate School. He is the eldest of three children. Both parents are employed. They live in the Palama area.

20

He is 15 years old of Japanese descent. He attends Farrington High School as a tenth grader. He is the only son and the eldest of five children. Both parents are employed and they reside in the Palama area.

21

He is a 15 year old of part-Hawaiian extraction. He attends Farrington High School as a tenth grader. He is the second child of four siblings. Both parents are employed. They live in the upper Kalihi area.

22

This is a 14 year old of Hawaiian-Portuguese heritage. He is the second child of a family of five. Father and mother are divorced. He resides with his father and step-mother in the Waikiki area. Father is a security guard.

23

He is 13 years old of Hawaiian background. He attends Kalakaua Intermediate School. He is the second child of three sons. Father is a policeman and mother is a housewife. They live in the Palama area.

24

He is a Samoan lad, 14 years old, currently attending Dole Intermediate School. He comes from a family of seven children, of which he is number six. Both parents are unemployed. They reside in Kalibi Valley Homes project. He is a 15 year old lad of Filipino ancestry. He attends Farrington High School as a tenth grader. He is the fourth child of a family of five children. Father works for McCabe Hamilton and Renny Company as a longshoreman and mother is a housewife. They live in the Kalihi area.

26

He is of Samoan extraction and 15 years of age. He attends Farrington High School. He is the eldest of six children. Father works at Fort Shafter and mother is a housewife. They reside in the Kalihi Valley project.

27

He is a 13 year old youngster of Hawaiian descent. He attends St. John's Parochial School. He is currently in the eighth grade. He is the second child of three siblings. Both parents are employed and they live in the Palama area.

28

He is of Japanese-Irish heritage and 15 years of age. He currently attends Farrington High School as a tenth grader. He is the second oldest of four siblings. Mother is a student at the University of Hawaii. They reside in a State Housing project close to Fort Shafter.

29

This youngster is of Hawaiian-Puerto Rican background. He is 14 years old and attends Kalakaua School. He is the youngest of five children. Both parents are employed and live in the Palama area.

30

This is a Filipino youngster, 14 years of age. He attends Dole Intermediate School. He is the eldest of four children. Mother and father separated. They reside in the Kalihi Valley Homes project. Mother receives DSSH assistance.

31

This is a 15 year old Samoan lad. He attends Aiea High School. He is the fourth child of a family of nine siblings. Father is employed for J.C. Pennys, while mother is a housewife. They live in the Lanakila Homes project.

32

He is a 13 year old youngster of Hawaiian-Japanese extraction. He attends Kalakaua Intermediate School. He is the eldest of four children. He resides with mother and step-father in the upper Kalihi area. Both parents are employed. He is 15 years old of Samoan heritage. He is an eleventh grader at Farrington High School. He is the fourth child of a family of eight. He lives in the Lanakila Homes project.

34

He is of Samoan ancestry, 14 years of age. He attends Dole Intermediate School and is in the ninth grade. He is the second child of a family of seven siblings. Father is employed at Punchbowl Cemetary and mother is a housewife. They reside in the Kalihi Valley Homes project.

35

This Samoan youngster is 15 years old. He attends Farrington High School as a sophomore. He is the eldest of five children. Father works for Gib sons Department Store and mother is a housewife. They live in Kalihi Valley Homes project.

36

He is a 15 year old, part-Hawaiian lad. He attends Farrington High School. He is the youngest of two children. Mother and father are separated. They reside in the Kuhio Park Terrace project with their mother. They receive DSSH assistance.

37

He is a Japanese lad, age 12 years. He attends Dole Intermediate School, currently a seventh grader. He is the fourth child in the family. Both parents are employed and live in the Kapalama area in their own home.

38

A 12 year old youngster of Samoan-Hawaiian extraction, currently at Kalakaua Intermediate School. He is the eldest child of a family of four siblings. Father is a warehouseman and mother is a housewife. They reside in a four-bedroom unit in Mayor Wright Homes.

39

He is a 13 year old youngster of Filipino-Caucasian extraction. He attends Kalakaua Intermediate School as a seventh grader. He is the youngest child in the family. Father is a construction worker and mother is a housewife. They live in a unit in Lanakila Housing project.

40

He is a 13 year old lad of Hawaiian-Caucasian ancestry. He attends Kalakaua Intermediate School as an eighth grader. He is the third eldest child of six siblings. Father is a barber, while mother works part-time as a maintenance helper. They reside in the Kapalama area.

41

He is 12 years of age, of Caucasian-Hawaiian extraction. He attends Central Intermediate School as an eighth grader. Both parents are employed. They live in the Palama area.

42

He is of Hawaiian-Puerto Rican ancestry, currently in the eighth grade at Central Intermediate School. He is the second child in a family of five. Parents are separated. Mother gets DSSH assistance. They reside in Mayor Wright Homes project.

43

A 12 year old male of pure Samoan descent. He attends the seventh grade at St. Theresa's Catholic School. The boy is the seventh of eight children of a computer aide (father) and housewife (mother). They live in the upper Lanakila area.

44

A Samoan-Filipino lad, 13 years of age, he currently attends Central Intermediate School as an eighth grader. He is the oldest of two siblings. He resides with maternal grandparents in Mayor Wright Homes. Family is receiving DSSH assistance.

45

He is 12 years old of part-Hawaiian background. He attends Central Intermediate School as an eighth grader. He is the eldest of two sons. He also has a hanai brother. Both parents are employed and live in the Mayor Wright Homes project.

46

A Japanese lad, 12 years of age, he attends Likelike Elementary School as a six grader. He is the youngest of three children. Father works for the Department of Transportation for the State. Mother is a housewife. They reside in the Palama area.

47

A part-Hawaiian lad, 14 years of age, he attends Kalakaua Intermediate School as a ninth grader. He is the eldest of a family of three siblings. Father is a truck driver and mother is a cafeteria helper. They live in the upper Kalihi area.

48

He is 12 years of age and of Hawaiian-Chinese background. He attends Dole Intermediate School and is in the seventh grade. He is the fifth child of a family of seven children. His mother passed away a year ago. Father works for the City. They reside in the Kalihi Valley Homes project.

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He is 11 years of age and of Hawaiian descent. He attends St. Theresa Parochial School as a sixth grader. He is the eldest of three siblings. Both parents are employed. They live in the Kaneohe area.

50

A 13 year old of Japanese-Hawaiian extraction, he is the middle sibling of five children. His father is a Police Lieutenant and his mother is a teacher. The boy attends Kamehameha School and is in the eighth grade. The family resides in the upper Liliha area.

51

This youngster is 13 years of age and of Japanese-Hawaiian heritage. He attends the eighth grade at Kalakaua Intermediate School. The family lives in the Kapalama area. The father works as a warehouseman, while the mother is housewife. The boy is the fourth of five children.

52

He is a 13 year old lad of part-Hawaiian extraction. He currently attends Kalakaua Intermediate School as an eighth grader. He is in a foster home of relatives that have three other children beside himself. Both foster parents work and they reside in the Pearl City area.

53

He is 14 years old of Hawaiian-Caucasian descent. He attends Dole Intermediate School. He is the second eldest of four sons. Both parents are employed and they live in Foster Village.

54

He is 13 years old of Hawaiian-Caucasian ancestry. He currently attends Dole Intermediate School. He is the third child of four sons. Both parents are employed. They reside in Foster Village.

55

He is 12 years old of Black American ancestry. He attends Central Intermediate School as a seventh grader. He is the third eldest child of a family of eight siblings. He lives with his Uncle and Aunt in the Palama area. They are both employed.

56

He is a 13 year old youngster of Hawaiian ancestry. He attends Central Intermediate School as a ninth grader. He comes from a family of four children of which he is the third in line. Children live with their father, who is a laborer for J.M. Tanaka Construction. They live in the Mayor Wright Homes project. This is a 12 year old boy of Filipino-Hawaiian heritage. He is the second of four children and attends the seventh grade at Stevenson Intermediate. His father works for the Telephone Company, while his mother is a hospital security officer. The family lives in the Palama area.

58

He is an Hawaiian youngster, 12 years of age, currently attending Central Intermediate School as an eighth grader. He is the fourth child of a family of six siblings. Mother is a housewife, while father works for a bus company. They live in the Mayor Wright Homes project.

59

He is a 12 year old of German-Japanese extraction. He currently attends Central Intermediate School as an eighth grader. He is the youngest and only son of three siblings. Both parents are employed. They reside in the Mayor Wright Homes project.

60

He is a 13 year old youngster of Hawaiian-Portuguese extraction. He currently is in the eighth grade at Central Intermediate School. He is the eldest of six children. Mother has remarried. They reside in the Mayor Wright Homes project.

61

He is a 14 year old Samoan lad. He attends Dole Intermediate School. He is the fifth child of a family of nine children. The family receives assistance from DSSH. They live in the Kalihi Valley Homes project.

62

He is a 12 year old of Samoan ancestry. He attends Dole Intermediate School. He is the sixth child of a family of nine siblings. The family receives assistance from DSSH. They reside in the Kalihi Valley Homes project.

63

He is of Filipino ancestry and 13 years of age. He attends Dole Intermediate School. He is the youngest of three sons. Father is deceased. Mother stays at home in the Kalihi Valley Homes project.

64

A 13 year old Hawaiian-Filipino youngster, he is the oldest of five children and is currently an eighth grader at Central Intermediate. The family lives in Mayor Wright Housing. His father is employed as a painter, while his mother is a housewife. This boy is 12 years of age of Puerto Rican-Filipino ancestry. He resides in Mayor Wright Housing with his mother, a housewife, his stepfather, a Naval Yard Laborer, an older brother, and an older sister. The boy attends the seventh grade at Central Intermediate School.

66

This youngster is 12 years old and is of Okinawan-Filipino heritage. He attends Kawananakoa Intermediate School and is in the seventh grade. The family lives in the upper Lanakila area. The father works as a carpenter, while the mother stays home and babysits. The client is the second of four children in the family.

13

PROGRESS REPORT

1

This was her first year at Palama's project. She was a member of the Bantam Cheerleaders Squad. Her pre-test score was 5.4 and her post-test was 6.8, an increase of +1.4 in her grade level. She also won Miss Cheerleader award. She was very cooperative and always had a good attitude about almost everything. She also loved to do bonus work. Sharon and I both enjoyed working with her and I assume she enjoyed Sharon too. She requested that Sharon be her Academic Coach again. I was really happy with her success and her increase of almost a grade and a half.

2

This was the first time she participated in an academic achievement project at Palama. Her pre-test score was 2.3 grade 1 e vel and her posttest score was 5.0, which shows a 2.7 grade level increase in the area of concentration for the project for the ten weeks of programming.

3

This was the first time she participated in an academic achievement project at Palama. Her pre-test score was 5.2 grade level and her posttest score was a 6.1 showing a .9 grade level increase in the area of Math for the ten weeks of programming.

4

This was her first academic achievement project as a cheerleader. She scored 6.3 grade level on the pre-test and 6.1 on the post-test in Math. This shows a drop of .2 grade level for the ten weeks of work. She was the only person in the football project who scored lower on the posttest than the pre-test. She was very reluctant to learn new things and always complained that the work was too hard without even trying. She always wanted work which she knew how to do and was already competent in.

5

This was the first time she participated in an academic achievement project at Palama. Her pre-test score was 3.5 grade level and her posttest score was 5.0, which indicated a 1.5 grade level increase in the area of Math for the ten weeks of programming.

6

This was the first time she participated in an academic achievement project at Palama. Her pre-test score was 3.9 grade level and her posttest score was 5.3, which indicates a 1.4 grade level increase in the area of Math for the ten weeks of programming.

7

This past football project was the first for her as a cheerleader in an academic achievement project. There were times when she was in point trouble due to absences. Her parents also created a problem always rushing her to finish her work so that they would take her home. She scored out at a 5.2 grade level on the pre-test and at a 5.8 grade level on the post-test, which shows a .6 grade level increase for the project.

8

This was her first year participating in Palama's football project. She was a member of the Midget Cheerleader Squad. She was pre-tested at a grade level of 3.0; her post-test score was 4.7, with an increase of 1.7.

9

This youngster had a learning difficulty. In the controlled area, Reading, her score on the pre-test was 4.6 and the post-test was 4.3. This was a loss of -.3. In the Math area, the pre-test was 3.0 and post-test was 3.5. This was an improvement of .5. This youngster was given basic one and two number columns in addition, subtraction, multiplication, and division. Her assignments were completed usually on the last day. This was her first project.

10

He is a bright youngster. He was doing advanced Math and we didn't have the answers. In his pre-test for Math, he scored a 9.0 and his posttesting was at 10.0. This was an increase of 1.0 level. It also shows that he can do his work and more, which he earned through making bonus points.

11

This is his first year in the Settlement's project on the Bantam team. In his pre-test in Math, he scored at an 8.5 grade level. In the controlled area, 7.8 grade level. In post-testing the controlled area, he dropped 4.6 grade levels, which overall was a minus 3.2. In the Math area, he improved by a 9.1 grade level, which overall was a plus 6. He always turned his assignments in on time. He was also playful and always smiling.

12

This was his first project at Palama, playing on the Bantam football team. His Learning Center performance was excellent, doing as much work as he could possibly do. He was always in the habit of asking for extra bonus work. He would usually spend at least three evenings of the week in the Learning Center.

His test scores indicate a high Math aptitude, scoring a maximum 13.6 in both the first and last tests. This also earned him one of the Top Scholar awards on the Bantam team.

13

This youngster has been in many of the Settlement's projects. He always worked fast and completed his assignments. In the controlled area, Reading, the pre-test score was 9.5 grade level and his post-test was 11.3. The overall improvement was 1.8. In the Math area the pre-test was 9.5 grade level and the post-test was 12.7. His overall improvement was 3.2. He will not be returning to the project because of age.

14

He has been in Palama's projects for several years playing on both the football and basketball teams. As in past years, both academically and on the field, he did an excellent job. He was a real student and athlete. He always managed to do bonus work and his academic coach found him pleasant to work with. The tests indicated he scored at 13.3 initially and moved up to the maximum 13.6 on the final test. For this he was one of three top scholars on the Bantam team.

15

A member of the Bantam football team, this was his final football project. He has been through the project over two previous seasons. Overall, he did very well in both the field and Learning Center. He made an excellent 2.1 level improvement at the ending of the season. He scored 8.1 on his first test and 10.2 in the final test.

16

He is a returnee to the Settlement's project. He worked very slowly in his assignments. However, it was always turned in on time. In pretesting the controlled area, he scored 8.0. There was no improvement in the post-test. He ended at the same grade level. In the Math area, his pre-test score was 9.3 grade level and on the post-test, he scored at a 13.2. His overall improvement was a 3.9. He did very well.

17

He did a very good job in our academic program. His work was always on time. He got along well with his contingency coach and never complained about the work that was given to him. His pre-test was 4.0; his post-test was 6.1. This was an increase of 2.1.

18

A member of the Bantam football team, this was his first project here at Palama. Overall, he did very well in both the field and Learning Center. He made a 1.5 level improvement at the ending of the season. He scored 7.9 on the first test and 9.4 on the final test.

19

He was a very quiet youngster. He did his regular work and made no attempt to do any bonus work. In the Math area (pre-test) his score was 4.5 and his post-test was 6.9. He had an increase of 2.4 in this area. In the controlled area of Reading (pre-test) the score was 5.1 and post-test was 5.3. There is an increase of .2 level. A member of the Bantam football team, this was his first project here at Palama. In light of this, he did very well in the academic portion of the project. His academic coach was Nancy Chu and she was able to give him challenging and instructive work. His total grade level progression for the project was an excellent 2.3. He also was one of the Top Scholars for the Bantam team scoring out at a 13.6 in the final test.

21

He played on the Bantam team this year. His grade improvement was 1.2 grade levels, from 6.0 to 7.2. His Reading Comprehension score also increased 2.1 grades. He was always able to complete his work on time and do it by himself.

22

This football project was the fourth academic achievement project in which he participated. He scored 4.2 grade level on his pre-test and again at a 4.2 on his post-test in Math, the area of concentration for the project. It was noted toward the end of the project that someone had been doing his work for him. When talked to, it was discovered that up until that time other people had done all of his academic work at Palama. This could be the main reason he did not improve in the ten weeks of programming. It was also discovered that he had been performing poorly in school and had a large number of absences.

23

Working with him gave me an insight to how much help some of the participants needed. In his pre-test he scored a 5.0 and in the posttesting he scored a 5.8. His increase in the Math area was .8. In the controlled area (Reading) he had a decrease of 1.4 levels. Pre-test score was 5.1 and his post-testing was 3.7. Many times he couldn't do basic Math like adding and subtracting with decimals.

24

He was a Bantam football player. His Math increased 2.0 levels, from a 6.0 to an 8.0 level; but his Reading Comprehension dropped .4 grades. He spent a lot of time in the Learning Center. A lot of which was wasted fooling around with his Samoan friends.

25

This past football project was his second academic achievement project. He had a lot of difficulty remembering things which he had learned and he was a slow learner. His pre-test score was at a 6.5 grade level and his post-test score was at a 6.9 grade level which shows a .4 grade level increase for the ten weeks of programming. His second year in Palama's football project. He was a member of the Bantam team and had a fantastic undefeated season. He was pre-tested at grade level 5.4, his post-test score was 6.5, which gave him an increase in grade level of plus .9. He was a very cooperative student. At first, he was very slow and pessimestic about his work, but after a little coaching from Sharon he really didn't mind doing the work. The first couple of weeks of his programming he was late with his points, but after these first weeks he decided that he wanted to play football and was never late. He didn't do too much bonus work but instead got his work in on time and I felt that this was real important and most of all, his grade point improved.

27

This was the first time he had participated in an academic achievement project at Palama. His pre-test score was 6.7 and his post-test score was 8.9, which shows a 2.2 grade level increase in the area of Math for the ten weeks of programming.

28

A member of the Bantam football team, this was his second year in the project. Overall, he did very well in the Learning Center and field. He made an excellent 2.7 level improvement at the ending of the season. He scored 7.8 on the first test and 10.5 in the final.

29

As a member of the Bantam football team, this was his second year in the Palama projects. Overall, he did well in both the field and Learning Center. He made a 1.6 level improvement at the ending of the season. He scored 8.6 on his first test and 10.2 in the final test.

30

This was the second year that he participated in football projects. His pre-test score was 7.1 and his post-test score was 8.6 which indicated a 1.5 grade level increase in the area of Math for the ten weeks of programming.

31

He was a Bantam football player. His Math score increased from 5.6 to 7.4, an improvement of 1.8 grades. His Reading Comprehension also increased 2.0 levels. He is a returnee to the project. He would wait until the deadline to turn work in and if it was too difficult, he would ask to have it changed.

32

This past football project was the fourth academic achievement project in which he participated. He scored out at a 4.0 grade level in the area of Math on the pre-test and at a 7.0 on the post-test. This shows a 3.0 grade level increase for the ten weeks of programming.

33

He is an old timer to the Settlement projects. He is easy going and got along with his academic coach. On his pre-test in the Math area, he scored a 5.4 level. In the post-testing he scored at 8.1. He had an increase of 2.7. In the controlled area of Reading, he increased to a 7.4. However, his pre-test was 5.2 and his post-testing was 13.4. He will be too old to return to any of the Settlement projects. However, it was a delight to work with him.

34

This past football project was his second academic achievement project. He performed well in the Learning Center by doing his regular work with a fairly high percentage of correct. He also did bonus work quite regularly. His pre-test score was at a 6.4 grade level and scored out at an 8.3 grade level on the post-test. This shows a 1.9 grade level increase for the ten weeks of programming.

35

This was the first time he participated in an academic achievement project at Palama. His pre-test score was 7.7 and his post-test score was 9.0, which shows a 1.3 grade level increase in the area of Math for the ten weeks of programming.

36

This past football project was the first for him. He was never in point trouble on his regular work and once in awhile he did bonus work. There were times when he did a lot of bonus work and then other times when he did none. That depended on the mood he was in. He scored out at a 6.2 grade level on the pre-test and at 7.5 grade level on the post-test. This shows a 1.3 grade level increase for the ten weeks of programming.

37

This past football project was the third academic achievement project in which this boy participated. He scored at an 8.0 grade level in the area of Math on the pre-test and at 9.8 on the post-test. This shows a 1.8 grade level increase for the ten weeks of programming.

38

He was a member of the Midget football team and was in his first project here at Palama. He adjusted well in the Learning Center and his academic coach found him easy to work with. On the first test, he scored at a 5.7 level and he improved to where he scored at a 6.4 level on the final test.

39

A member of the Midget football team, this was his first project here at Palama. Overall, he did well in the Learning Center and on the field. On the test, he made a 2.2 grade level improvement at the end of the season. He scored 3.8 on the first test and 6.0 in the final.

40

He is another Midget football player. His Math grade was improved 2.1 levels from 3.0 to 5.1. His Reading Comprehension score did drop 2.3 grades. He was eager to learn. He also did considerable bonus work for extra points.

41

He is a veteran of several projects here at Palama and as a member of the Midget team, he plunged right into that with a great deal of enthusiasm. In the academic area, there were no problems with him. He made a 1.3 improvement in the course of the project scoring at an 8.5 level in the final test after a 7.2 score on the first.

42

He was a member of the Midget football team. He was able to improve his Math score 2.6 grades, from a 2.5 to a 5.1 level. His Reading Comprehension score also improved 1.9 grades. He completed his work on time and was never the one to make complaints. He did have a difficult time understanding some of the work given him and some tutoring by his academic coach was necessary.

43

He did a good job in our academic program. He got along well with his contingency coach, Mrs. Magsanide. His work was always completed on time. His pre-test score was 6.8, his post-test score was 7.8, which was an increase of 1.0.

44

He was a member of the Midget football team. This was his first project at Palama. Overall, he did well in both the field and Learning Center. He made a 1.1 grade improvement at the end of the season. He scored 4.2 on the first test and 5.3 in the final.

45

Having played in the previous basketball project, he decided to turn out for the football team. He did well in both the football and academic aspects. His test scores indicated a .8 level of improvement at the end of the season. He scored at a 7.1 level on the first test and 7.9 on the last test.

46

He was another young man who was very dependable. His work was always completed by Wednesday night. He got along well with his contingency coach. He did a very good job. His pre-test score was 7.7 and his

post-test was 9.8, which was an increase of 2.1.

47

This was his second football project. He is a very slow learner and needs a lot of tutoring. Much time was spent with him on explaining concepts and operations which seems to have helped. He scored out at a 5.3 grade level on the pre-test and at a 6.8 grade level on the post-test. This shows a grade increase of 1.5 for the ten weeks of programming.

48

His pre-test score was 7.0. His post-test was 8.2, which was an increase of 1.2. He had some problems in completing his work on time. Several times his contingency coach had to inform his football coach that he wasn't finishing his work on time. His complaint was that the work was too hard. But overall, he did a good job in our academic program.

49

This was his first year participating in Palama's football project. He was a member of the Midget football team and had a great season. His pretest score was 3.1 and his post-test score was 3.6, an increase of plus .5.

50

Overall, his total Math score improved 2.8 grade levels, from 10.4 to 13.2. The breakdown in this category shows a 3.3 increase in Computation (10.0 to 13.3) and a 1.7 grade increase in Concepts and Problems (11.3 to 13.0). His Reading Comprehension grade, which was our control, also improved. It went from 8.7 to 13.1, an increase of 4.4 grade levels. With the help of these fine scores, he was able to win two of the '73 Midget awards, Top Scholar and Mr. Football.

51

This football project was the first project in which he participated at Palama. He scored 6.2 grade level on the pre-test and an 8.8 grade level on the post-test. This shows a 2.6 grade level increase in the area of mathematics for the ten weeks of programming.

52

This football project was the first project in which he participated at Palama. He scored 6.2 grade level on the pre-test and an 8.4 grade level on the post-test. This shows a 2.2 grade level increase in the area of mathematics for the ten weeks of programming.

53

This football project was the fourth academic achievement project in which he participated. He scored out 8.0 grade level on the pre-test and at an 8.8 grade level on the post-test in the area of mathematics which was the area of concentration. This is a .8 grade level increase for ten weeks of work. He seemed disinterested in the academic portion of our project and exerted minimal effort to get by as his test scores indicate. He has participated in several projects at Palama. The Learning Center aspect was not at all new to him. He was a good student and seemed to have little trouble with the work assigned to him. Most of the time he spent little time in the Learning Center, usually completing his regular work and leaving. He scored rather well on the final testing for Math. He scored at a 9.5 level, an improvement of 1.9 over his first test of 7.6.

55

This was his first project here at Palama. He was a member of the Midget team. Being here in the Learning Center for the first time didn't seem to bother him. He did his work as he was supposed to. Most of the time he did only a little bonus work, though. His score on the first test was at a 5.6 level. He tested out at 6.3 on the final test.

56

He was a delightful youngster to work with. In his pre-test of the Math area he scored 5.4 and the post-testing score of 6.6. He increased 1.2 in this area. In the controlled area (Reading) he increased 2.0--by the way, this was his first year in Palama's program.

57

This was his first year in organized football on the Midget team. His pre-test in the Math area showed 5.8 and the post-testing score showed 8.1. He had an increase of 2.3 grade levels. In the controlled area, Reading, his pre-test score was 7.0 and post-test score was 4.8. It showed a decrease of 3.2. However, I found him willing and able to accomplish his tasks. He was always smiling and friendly when his parents was not around.

58

A member of the Midget football team, this was his first project at Palama. Overall, he did very well in both the field and Learning Center. He received the most improved scholar award. He made an excellent 3.2 level improvement at the end of the season. He scored 4.2 on the first test and 7.4 in the final.

59

A member of the Midget football team, this was his first project here at Palama. Overall, he did very well in both the field and Learning Center. On the basis of the testing, it appears that he picked up quite a bit on the work assigned to him during the project. Although there was a change of academic coaches in the midst of the project, this did not seem to affect his performance and he continued to do well. He made an excellent 2.0 level improvement at the ending of the season. He scored 7.1 on his first test and 9.1 in the final. This football project was the second academic achievement project in which he participated. He scored 5.0 grade levels on the pre-test and again at a 5.0 on the post-test in the area of mathematics, which was the area of concentration for the ten weeks of programming.

61

This was the second year that he participated in a Settlement football project. His pre-test was 4.7 and his post-test score was 5.2, which shows a .5 grade level increase in the area of Math which was the area of concentration for the project over a period of ten weeks of programming.

62

This was the second year that he participated in our football project. His pre-test score was 4.8 and his post-test score was 6.3, which shows a 1.5 grade level increase in the area of Math for the ten weeks of programming.

63

He is a Midget football player. This is his second year in the football project. He was able to increase his total Math score from 3.6 to 5.3 grade levels, an increase of 1.7 grades. In the Control Set (Reading Comprehension) he dropped 2.0 grades. He is quite lazy, and it is difficult to get him to stay and study in the Learning Center for long periods. He will hang around Palama though and be on the grounds. He will invariably wait until the last day to complete his assigned work.

64

This is his first year in the Midget football team. In his pre-test for Math he scored at 5.6. This shows an increase of 1.4 grade levels in the Math area. No reading scores were available for post-testing. However, pre-testing was at 4.8 grade level. He was having a lot of flak from his parents. Many times this situation prevented him from completing his assignments on time.

65

This is his first project. On his pre-test in the Math area he scored at a 3.5 grade level. In his post-test, he scored at a 4.6 grade level. It shows an improvement of 1.1. This youngster had a hard time concentrating on the task on hand. He was distracted by the slightest movement of others. His assignments were always late.

66

For the 1973 football project, Midget player, he was able to increase his total Math score 1.4 grade levels. His total grade level jumped from 7.5 to 8.9 grade level. A detailed breakdown showed an increase of 1.2 (7.8 to 9.8) in concepts and problems. His increase in Reading Comprehension, which was our control, was .8 grade level from 7.1 to 7.9.

CODE	WEIGHT	HEIGHT	WEIGHT	HEIGHT	WEIGHT	HEIGHT	WEIGHT	HEIGHT
NUMBER	SEPTE	MBER 5	OCTOR	BER 1	NOVEN	IBER 7	GAIN O	R LOSS
1	90	4' 9½"	90	4' 9%	91	4' 978"	+1	+3%
2	95	4'10¾"	95½	4'1034"	96 ¹ 2	4'10¾"	+12	0
3	87	4'10 "	84	4'10 "	8334	4'10 "	-3½	0
4	103	5'1"	104	5'1"	106	5'1"	+3	0
5	81	4' 5눛"	81	4' 5½"	8234	4' 53/8'	+1 3/4	+1/8'
6	69	4' 634	70	4' 634'	715	4' 63/4	+2½	0
7	78		77	4' 6 ¹ / ₂ ''	79≩₄	4' 73%	+134	+78"
8	67½	4' 4 ¹ ₂ "	66	4' 4 ¹ 2"			-12	0
9	53	4' 2 ¹ ₂ "	53	4' 2 ¹ 2'	54	4' 23/4'	-1	+装''
10	137	5' 734'	1381/2	5' 734"	137 2	5' 73/4	+ 2	0
11	146	5' 9 "	150	5' 9 "	150½	5' 9 "	+42	0
12	150	5'4"	1503/4	5' 4 "	150	5' 4%	0	+%"
13	107	5' 3'4"	104	5' 3'4"	107 1/2	5' 3초"	+ 1/2	0
14	1342	5'	135	5' 312'	141	5' 3 ¹ / ₂ "	+7½	+312
15	1372	5' 5 ¹ ₂ "	139	5' 54"	1412	5' 5½"	+4	0
16	121	5'1"	124	5'1"	120	5'1"	-1	0
17	11334		114	5' 1'2"	113	5' 1'4"	- 3/4	0
18	121 2	5' 7½"	122	5' 7'2"	125 ¹ / ₂	5' 7 ¹ / ₂ "	+4	0
19	1144	5' 3눛"	116	5' 3'4"	118	5' 3'2"	+3 3⁄4	.0
20	121	5' 5 "	1212	5' 5½"	1251	5' 5낯"	+42	+2"
21	132	5' 5'4"	128	5' 534"	1323/4	5' 5' 4"	+ 3/4	0
22	109	5' 1'2"	105	5' 1'2"	105	5' 1'2"	-4	0
23	138	5' 4'2"	137	5' 4¾'	134	5' 434	-4	+2"
24	130	5' 6 "	132	5' 6 ¹ 2"	137	5' 6'4"	+7	+2"
25	115	5' 4'z"	117	5' 4'4"	120	5' 4'4"	+5	0.
26	138 ¹ / ₂	5' 7½"	139	5' 7'2"	141	5' 7½"	+2½	0
27	143¾	5' 7 ¹ / ₂ "	138	5' 7%	139	5' 77%	-43/4	+3/1
28	130	5' 8 ¹ 2"	132	5' 9 "	129	5' 8 ¹ ₂ "	-1	0
29	1133/4	5' 5'2"	113	5' 5½"	112 ¹ / ₂	5' 5 ¹ ₂ "	-1½	0
30	1192	5' 4 "	120	5' 44"	123	5' 43%	+312	+38
31	136	5' 734"	138	5' 734'	138 🔾	5' 7¾	+2 3/4	0
32	138	5' 5 "	139	5' 5½"	139	5' 5 ¹ ₂ "	+1	+12"

and the second	CODE	WEIGHT	HEIGHT	WEIGHT	HEIGHT	WEIGHT	HEIGHT	WEIGHT	HEIGHT
and and the second	NUMBER	SEPT	EMBER 5	OCT	OBER 1	NOVER	iBER 7	GAIN O	R LOSS
THUR IN THE OWNER	33	156	5' 6 "	155 ¹ 2	5' 6 "	154	5'6"	-2	0
a a a a a	34	126	5' 6'2"	126	5' 6 ¹ / ₂ "	130	5' 6 ¹ ₂ "	+4	0
111170-00	35		5'7"	137	5' 7 "	140 ¹ 2	5' 7 "	+3	0
These are	36	139	5' 9 "	139	5' 9%	139	5' 9%	0	
10000	37	96	5'	93 ¹ 2	5'	AVERU		-21/2	0
alen II	3 8	108	5' 2'4"	1114	5' 2 ¹ / ₂ "		5' 2 ¹ / ₂ "	+3½	-+5.,
Contra de	39	78	4' 8'4"	76 ¹ 2	4' 8½"	80	4' 834''	-+-2	-12"
www.u	40	99	5' ½"	98	5' 2"	1011/2	5' 1¾'	+2 ¹ / ₂	十孝"
THUNK	41	100	4'10 ¹ 2"	964	4'10 ¹ / ₂ "	WAS FREICH		-3*4	0
CHAIL ST	42	942	5'	92	5'			- 2.½	0
Hann	43	1101/2	5'			1000			
and a	44	1212	5' 5 "	122 ¹ / ₂	5' 5 "	1264	5' 5½"	+5%	+2,"
	45	94	5' ¾"	912	5' ¾"			-2½	0
	46	82	4' 8'4"	84	4' 81/1"	CHIEFER K		-2	0
	47	11712	5' 2*4"	113 ¹ 2	5' 23/4	(diterns)		-4	0
	48	1082	5' 2 ¹ / ₂ "	110	5' 3 "			+12	-+ ¹ 2''
	49	116	4'11 "	118	4'11 ¹ 2"	117 2	4'11'2"	+12	+2"
	50	89 ¹ 2	4'10 ¹ 2"	91	4'10 ¹ 2"			+12	0
	51	119	5' 1'4"	117	5' 13/4	115	5' 178"	-4	-15/2'
	52	115	5' 5½"	1142	5' 5½"	115	5' 54"	**	0
	53	121	5' 3 "	120	5' 3 ¹ /2"			-1	+42''
ALL DAYS	54	122 ¹ / ₂	5' 2 "	123	5' 2 "			+ 1/2	0
	55	78½	4º 7½"	79	4' 7½"			十支	0
	56	116	5' 34"	116	5' 3'4"			0	0
	57	113	5' 5%"	112	5' 5½"	115½	5' 54"	+22	0
	58	91	5' ½"	91	5' 2"			0	0
Survey of the	59	100	4'11 "	100	4'11 "		and the second se	0	0
1	60	100	5' 2 "	96	5' 2 "	101	5' 3 "	+1	÷1"
	61	110	5'4"	109	5' 44"	1115	5' 44	+1之	+2"
A STOLEN IS	62	98½	5'	98½	5'	99½	5' 2"	+ 34	+12"
	63	104	5' '2"	104	5' 刻'		orran.	0	+2"
	64	98½	5' 1'4"	101	5' 14"			+-21/2	+12"
	65	91	5' 1'2"	89*4	5' 1'2"		142004	-14	0
	66	881	4'11'2"	92	4'11**		STELLOW STELLOW	+32	+-2,"

HEALTH COMPONENT

The health component was made up of four facets: dental health, weight and height, injuries and illness, and physical fitness.

A general summary of these components provided the following impression: .

The pre and post project physical fitness test measured agility, reflexes, strength, and stamina.

The tests included are agility drills, push-ups, sit-ups, pull-ups, and distance run.

The Training Table and food supplement program provided one high protein vitamin rich meal per day plus an afternoon snack of fruit, juice and sandwich or cookies. 51.3 grams of instant protein and minimum daily intake of vitamins A,B, B_{12} , C, D, and E. Also, the essential amino acids arginine, leucine and isoleucine, methionine and cysteine, phenylalanine, tyrosine, lysine, threonine and tryptophan and minerals such as iron, potassium, phosphorus, etc.

The Midget team ages 11-13, who play at a minimum weight of 85 and a maximum weight of 120 pounds during the season, reflected an aggregate weight of 35.5 pounds; 20 boys gained an average of 1.75 pounds each during the 10 weeks; 13 boys lost weight a total of 32 pounds, an average loss of 2.5 pounds per player; 4 did not loose or gain weight. 17 boys did not show any height increase. The others averaged ½ inch growth each.

The Bantam team ages 13-15 with minimum weight of 110 pounds and maximum weight of 150 pounds reflected the following: 17 boys gained a total of 41.75 pounds, an average 3+ pounds each; 3 youngsters did not gain during the 10 weeks period, and 9 lost 22.5 pounds, an average of 3+ pounds. 17 Bantams did not record a height gain during the project. 10 boys grew--the average was $\frac{1}{2}$ inch--but 2 youngsters grew 3 inches during the period.

One of the most impressive statistics in the project is that the project totaled 79 youngsters who were involved in body contact a minimum of 130 hours each and during this time, the most serious injuries were a chipped phalange (bone in the finger) and a sprained ankle.

There were two major infections, one the result of poor foot hygiene and one an allergy to adhesive tape. The incidence of skin rashes, especially facial rashes around the helmet, were completely absent.

No team "colds" and/or epidemic flu occurred.

One major medical problem was discovered (high blood pressure) and one case of chronic asthma resulted in a few missed practices.

The all-around general health and physical fitness of the youngsters were obvious and very impressive.

Dental: The dental examination revealed an average of 6.5 cavities per participant in need of attention.

A staggering statistic is observable in the results of the dental examination concerning oral hygiene--over 80 percent of the participants had negative markings.

The ethnic-economic relationship to tooth condition is still evidentthe youngsters of Polynesian descent showing the highest incidence of tooth decay. This fact is definitely tied to the high carbohydrates diets of this group.

Oriental youngsters in the project have the better teeth--both diet and economics appear to be contributing factors to dental health.

HOME VISITS EVALUATION

Mai! Mai! Mai!

Come! Come! Come! -- with their voices or a wave of their hands. This phrase was heard -- either through an appointed home visit or just a walk in the neighborhood -- drop-in type visit.

The response from the parents, grandparents, uncles, aunties and what have you, was overwhelming. They were eager, cooperative, and very gracious hosts.

One of the workers was slightly apprehensive about these visits. However, he was encouraged -- that this is a two-way sharing of information that both sides needed.

Why home visits are made? It is conducted primarily for the new participants and their family; also to obtain data for statistical purposes and the social information to help us better understand and work with the participants.

The format that was used was an explanation of the project, the face sheet, and the project agreement. Other information gathered was about the participant himself, his school situation, his home responsibilities, his interests, and what he or she and parents hope he will acquire from this project.

If one feels warmly towards the parents -- they respond in like manner. It helps if one makes an effort with positive feelings about meeting new faces.

Recommendation: Would it be possible to add on to the face sheet --Medical Insurance Benefit or Number? Many times I forgot to ask this question.

HOME VISITS EVALUATION

Being assigned to help out with the home visits, I was at first slightly apprehensive about dealing with the parents. However, all the parents were gracious hosts and were very interested in what the Palama Project was about. It was my usual format to begin the visit with an explanation of the project and then later to deal on their child. Some of the areas I tried to cover were school, illnesses, what was their child like, and if they were expecting their child to learn anything from the project. Most parents were very cooperative, and answered my questions freely.

None presented any problems and all were willing to help in any way possible.

I believe the home visits are very helpful, in that I was able to clear up many of the questions that the parents had concerning the project and also relay to the other coaches some of the situations that the child is dealing with at home.

DENTAL EVALUATION

CODE NO.	NG. SURFACES TO BE FILLED	NUMBER TO BE EXTRACTED	CODE NO.	NO. SURFACES TO BE FILLED	NUMBER TO BE EXTRACTED
1	18	0	33	2	0
2	0	0	34	16	0
3	5	0	35		
4	4	0	36	5	0
5	8	0	37	1	0
6	6	0	38	1	0
7	0	1	39	3	- 0
8	1	0	40	10	0
9			41	4	0
10	6	0	42	4	0
11	11	0	43	14	0
12	8	0	44	10	0
13	2	0	45	5	0
14			46	0	0
15	5	0	47	9	0
1 6	0	0	48	2	0
17	3	0	49	3	0
18	3	0	50		
19	1	0	51	9	0
20	2	0	52	1	0
21	2	0	53		
22	2	0	54		
23	15	0	55		
24	26	0	56	5	0
25	18	0	57	7	1
26	12	0	58	15	1
27	22	0	59	1	0
28	19	0	60	۷,	0
29	7	0	61	16	0
30	13	0	62	16	1
31	8	0	63	24	0
32	18	0	64	0	0

•

CODE NO.	NO. SURFACES TO BE FILLED	NUMBER TO BE EXTRACTED	CODE NO.	NO. SURFACES TO BE FILLED	NUMBER TO BE EXTRACTED
65					
66	7	0			1
			IIIIII		
			1000		
			111111		
			Hum		
			IIIIIII		
			10000		
			UIIIII		
	<u> </u>				
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	+				
	+			+	
			HIB		
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			Infilmen	+	
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	1				
	+		HIII		
			11111		

CALIFORNIA ACHIEVEMENT TESTS

*Maximum test capability reached on the first test.

CODE		REA	DING				MATHE	MATIC	S			RE-T	'EST M/	TH L	EVEL 5	
NO.	COM	IP.	TOT	TAL	CON	MP.	CON 8	PROB	TO	TAL	СС	MP.	CON.	& PROB	ΤΟ'	TAL
1	4.5	16			6.4	20	7.2	20	6.8	40						
	3.5	12	+1.0		6.6	21	3.0	9	5.4	30	+1.4					
2	6.2	23			5.5	35	4.0	18	5.0	53	A 1925 1111					
	3.3	15	+2.9		1.8	11	2.8	12	2.3	23	+2.7					
3	3.2	12			6.6	44	5.3	25	6.1	69						
	4.6	21	6		5.0	3 8	5.6	27	5.2	65	+.9					
4	6.0	21			7.5	25	3.6	10	6.1	35						
	3.5	12	+2.5		6.2	19	6.2	18	6.3	37	2					
5	3.2	12			5.2	32	4.6	21	5.0	53						
	3.1	14	+ .1		3.5	23	3.5	17	3.5	40	+1.5					
6	4.6	17			5.7	36	4.8	22	5.3	58						
	2.9	13	+1.7		4.3	30	3.4	16	3.9	46	+1.4					
7	4.6	17			5.9	38	5.7	27	5.8	65						
	5.2	24	6		5.2	40	5.1	25	5.2	65	+ .6					
8	2.2	8			5.5	35	3.2	14	4.7	49						
	2.5	11	3		3.3	21	2.5	10	3.0	31	+1.7					
9	4.3	16			3.9	23	2.9	12	3.5	35						
	4.6	21	3		3.2	20	2.7	11	3.0	31	+ .5					
10	8.0	27			11.0	36	9.3	22	10.0	5 8						
	5.7	18	+2.3	1. S. Linado	9.3	31	8.5	21	9.0	52	+1.0					
11	4.6	12			9.4	31	8.7	20	9.1	51						
	7.8	19	-3.2		9.1	30	7.8	18	8.5	48	+.6					- 1
12	9.3	21									13.6	45	13.6	44	13.6	* 89
	12.4	37	-3.1		13.6	45	12.8	40	13.6	85	13.6	44	13.6	37	13.6	81

CODE		REA	DING				MATHE	MATIC	S			RE-T	CEST M	ATH LE	EVEL 5	
NO.	COM	۱P.	TOT	TAL	CO	MP.	CON.	& PROB.	то	TAL	COM	Ρ.	CON. &	FROB.	то	TAL
13	11.3	36			12.7	42	12.7	38	12.7	80		******				<u></u>
	9.5	29	+1.8		8.9	32	10.7	37	9.5	69	+3.2					
14	9.7	22									13.6	47	13.6	34	13.6	81
	11.3	35	-1.6		13.4	43	11.3	38	12.7	81	13.6	45	11.0	30	13.3	* 75
15	8.0	27			10.3	38	10.2	33	10.2	71	COLOR LANC					
	7.3	24	+.7		8.5	30	7.8	25	8.1	55	+2.1					
16	8.0	27			13.6	45	11.8	37	13.2	82	THE OWNER					
	8.0	27			9.7	36	9.8	34	9.3	67	+3.9					
17	7.1	24			7.3	24	3.3	9	6.1	35						
	7.0	21	+ .1		3.8	9	4.2	12	4.0	21	+2.1					
18	3.4	13			9.8	36	9.3	29	9.4	65	- D 1 1 1 1 1					
	5.7	18	-2.3		7.7	26	8.2	27	7.9	53	+1.5					
19	5.3	19			8.5	30	4.0	11	6.9	41						
	5.1	16	+ .2		5.8	17	2.3	7	4.5	24	+2.4					
20	13.6	35									13.6	46	12.2	30	13.6	* 76
	12.4	37	+1.2		13.6	45	9.3	33	11.3	7 8	13.6	42	10.0	27	11.6	69
21	5.6	20			8.5	30	5.1	14	7.2	44						
	3.5	12	+2.1		6.8	22	4.6	13	6.0	35	+1.2					
22	3.7	14			4.9	13	2.9	8	4.2	21	·					
	4.4	14	7		4.7	12	3.4	10	4.2	22]
23	3.7	14			5.3	15	6.3	17	5.8	32						j
	5.1	16	-1.4		5.6	16	3.7	11	5.0	27	+ .8					
24	5.0	18			8.7	31	7.2	20	8.0	51						
	5.4	17	4		5.8	17	6.2	18	6.0	35	+2.0					
25	7.4	25			8.1	28	4.8	13	6.9	41						
	6.2	19	+1.2		7.3	24	5.2	15	6.5	39	+ .4					

CODE		RE	ADING			1	MATHE	MATIC	S			RE-	rest M	ATH LEV	VEL 5
NQ.	со	MP.	TOT	AL	COI	MP.	CON. &	PROB.	то	TAL	CO	MP.	CON. 8	PROB	TOTAL
26	4.8	17			7.1	23	5.5	15	6.5	38					
	2.3	8	+2.5		6.2	19	3.7	11	5.4	30	+1.1				
27	7.1	24			10.0	37	7.9	23	8.9	60					
	6.7	20	+ .4		7.7	26	5.2	15	6.7	41	+2.2				
28	8.7	29			13.3	43	9.5	30	10.5	73					
	7.0	21	+1.7		9.1	33	6.5	19	7.8	52	-+2.7				
29	9.8	32			13.3	43	9.0	28	10.2	71					
	6.7	20	+3.1		9.3	34	8.0	26	8.6	60	+ 1. 6				
30	9.1	30			9.5	35	7.7	22	8.6	57					
	8.3	28	+ .8		6.8	22	7.4	23	7.1	45	+1.5				
31	6.8	23			8.7	31	5.5	15	7.4	46					
	4.8	15	-+2.0		6.2	19	4.6	13	5.6	32	+1.8				
32	2.5	10			8.1	28	5.1	14	7.0	42					
	4.0	13	-1.5		5.4	15	1.9	6	4.0	21	+3.0				
33	13.6	38			8.8	28	7.1	14	8.1	42					
	5.2	14	+1.4		5.7	14	4.9	10	5.4	24	+2.7				
34	6.8	23			10.0	37	6.3	17	8.3	54					
	7.3	22	5		6.8	22	5.5	16	6.4	38	+1.9				
35	6.8	23			11.9	41	7.2	20	9.0	61					
	6.7	20	+.1		8.5	30	7.0	21	7.7	51	+1.3				
36	6.0	21			8.3	29	6.7	18	7.5	47					
	4.8	15	+1.2		6.6	21	5.2	15	6.2	36	+1.3		1		
37	10.3	38			10.1	64	9.8	39	9.8	103					
	8.3	34	+2.0		7.6	56	9.0	37	8.0	93	+1.8				
38	4.9	18			6.5	43	6.3	29	6.4	72					
	4.6	21	+ .3		5.8	45	5.4	26	5.7	71	+ .7				

CODE		REA	DING				MATHE	MATIC	CS		I	RE-T	ST MA	ATH LEV	EL 5	
NO.	COI	MP.	TO'	TAL	CO	MP.	CON.&	PROB	TC	DTAL	CO	MP.	CON.8	PROB.	TOTA	L
39	4.8	17			6.2	19	5.5	15	6.0	34	TOTAL					
	7.3	2.2	-2.5		4.4	11	3.0	9	3.8	20	+2.2					
40	3.1	12			6.2	19	3.3	9	5.1	28	and the second					
	5.4	17	-2.3		3.8	9	1.9	6	3.0	15	2.1					
41	5.3	19			8.3	29	8.8	27	8.5	56						
	6.7	20	-1.4		6.8	22	7.6	24	7.2	46	+1.3					
42	4.8	17			4.6	12	5.9	16	5.1	28						
	2.9	10	+1.9		3.4	8	1.1	4	2.5	12	+2.6					
43	8.8	34			8.1	54	7.2	33	7.8	87						
	6.4	28	+2.4		6.4	49	7.8	34	6.8	83	+1.0					
44	6.8	23			4.6	12	6.3	17	5.3	29	1					
	5.1	16	+1.7		4.1	10	4.1	12	4.2	22	+1.1					
45	6.4	22			8.9	32	6.7	18	7.9	50						
	5.4	17	+1.0		7.1	23	7.0	21	7.1	44	+ .8					
46	8.5	33			10.1	64	9.8	39	9.8	103						
	8.7	35	2		8.0	58	7.4	33	7.7	91	+2.1					
47	7.7	26			6.4	20	7.2	20	6.8	40						
	6.7	20	÷1.0		5.8	17	4.2	12	5.3	29	+1.5					
48	5.5	21			8.1	54	8.2	36	8.2	90						
	7.1	30	-1.6		6.9	52	7.4	33	7.0	85	+1.2					
49	3.6	14			3.8	22	3.4	15	3.6	37						
	3.6	17			3.1	19	3.1	14	3.1	33	+ .5					
50	13.1	3 9			13.3	43	13.0	39	13.2	82						
	8.7	27	+4.4		10.0	37	11.3	38	10.4	75	+2.8					
51	9.1	30			9.8	36	7.9	2.3	8.8	59						
	5.7	18	+3.4		7.3	24	4.2	12	6.2	36	+2.6					1

CODE	-	RE	ADING			~	MATH	EMATI	CS			RE-	rest m	ATH LI	EVEL 5	
NO.	CO	MP.	TO	TAL	CO	MP.	CON. S	PROB.	TO	TAL	COM	?.	CON.&I	PROB.	TOT	AL
52	10.5	34			9.5	35	7.2	20	8.4	55		1994 () Katawa			1	1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.
	8.4	26	+2.1		6.8	22	4.9	14	6.2	36	+-2.2	***				
53	7.7	26			8.9	32	8.8	27	8.8	59						
	7.0	21	+.7		8.3	29	7.8	25	8.0	54	+ .8					
54	9.5	31			8.3	29	11.8	37	9.5	66						
	7.3	22	+2.2		7.1	23	8.2	27	7.6	50	÷ 1. 9					
55	7.2	27			6.0	39	7.0	32	6.3	71						
	7.3	31	1		5.6	43	5.6	27	5.6	70	+ .7					
56	6.4	22			7.1	23	5.9	16	6.6	39						
	4.4	14	+2.0		6.6	21	3.0	9	5.4	30	+1.2					
57	4.8	17			7.5	25	8.8	27	8.1	52						
	7.0	21	-3.2		5.6	16	5.8	17	5.8	33	+2.3					
58	3.1	12			7.5	25	7.4	21	7.4	46						
	5.4	17	-2.3		4.7	12	3.4	10	4.2	22	÷3.2					
59	3.1	12			9.3	34	9.0	28	9.1	62						
	4.8	15	-1.7		7.9	27	5.8	17	7.1	44	+2.0					
60	2.2	9			5.5	16	3.6	10	5.0	26						1
	4.0	13	-1.8		5.6	16	3.7	11	5.0	27						
61	6.8	23			5.1	14	5.1	14	5.2	28						
	4.8	15	+2.0		3.8	9	5.5	16	4.7	25	+ .5					
62	6.2	23			6.2	40	6.8	31	6.3	71						
	4.6	21	+1.6		5.0	38	4.1	20	4.8	58	+1.5					ļ
63	2.8	11			5.5	16	4.8	13	5.3	29						
	4.8	15	-2.0		4.4	11	2.6	8	3.6	19	+1.7					
64					7.1	23	6.9	19	7.0	42						
	4.8	15			6.2	19	4.2	13	5.6	32	+1.4					and a second second

CODE		REA	DING	1111		MATHE	MATIC	S		P	RE-T	EST MATH L	EVEL 5
NO.	СО	MP.	TOTAL	COM	íP.	CON. &I	PROB.	тот	LAT	COMP	·•	CON & PROB	TOTAL
65				4.9	30	4.0	18	4.6	48				
	2.5	11		4.4	31	2.2	8	3.5	39	+1.1			
66	7.9	30		8.6	57	9.8	39	8.9	96				
	7.1	30	+ .8	7.4	55	7.8	34	7.5	89	+1.4			
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LEARNING CENTER EVALUATION

To begin this year's football project, the total Palama Youth Development Services Staff took the three summer months to create Math Materials concentrating in the computational area. The staff also formed a coded catalog of all the materials available in the Learning Center to make the academic coaches' (our volunteers) job much easier programming for the participants in the project.

In August we began the screening of our volunteers and setting training courses for them to become programmers. Our project was set up so that each staff member supervised two academic coaches and each academic coach programmed for four participants. We utilized the services of twenty-three academic coaches and a handful of high school students from the Kamehameha Schools who helped in the correcting of the participants' assignments. Out of the twenty-three academic coaches, twenty-one stayed through the entire project.

This group of academic coaches apparently did not fully understand the mechanics and techniques of programming due to a number of responsibilities and the inadequate training which they received. As a result, midway through the project the academic coaches were retrained and many questions were clarified. After the retraining, things seemed to move more smoothly.

The participants were programmed for 100 points each week to earn their way to practice five days of the following week (twenty points a day). They were also programmed for 100 or more bonus points enabling them to earn rewards such as stars for their helmets, outings, University of Hawaii football games, jackets, etc.

Taking an overview of the Football '73 project, very few participants were in point trouble and according to behavior modification techniques, this leads to success. There were times, however, when the programming was not accurate but fortunately, the Y.D.S. staff was made aware of such problems and the programs were changed to suit the needs of the youngsters.

The total number of participants who completed the project was 59 boys and 9 girls. The average grade level increase of these participants was 1.4 for the ten weeks of programming.

Some recommendations would be to: (1) Adequately train the academic coaches so that they thoroughly understand the mechanics and techniques of programming. (2) Revise the diagnostic tool to pin point areas of difficulty which is necessary for good and accurate programming. (3) Revise the catalog which is used by the academic coaches in programming. The categories in the catalog were too general and caused difficulties when programming. (4) Include the conceptual area along with the computational area as the areas of concentration. A great deal of time was spent tutoring the youngsters and explaining concepts which are necessary in performing the computational aspects.

STAR CHART AND REWARDS EVALUATION

Stars: Gold, Red, Blue, Green, and Silver.

Comments by youngsters:

"How come he has stars and I no more," or "How can I get stars like them?" "What you gotta do!" "I do all my work even bonus work and I no see any star by my name." "My academic coach no more star this week -- why?" "She no do her work -- that's why!"

As you read these remarks, you wonder what the heck are they saying? You know they're talking about stars -- what for? Well!

The star chart shows a listing of everyone in the project. Whether you are a participant, volunteer, or a staff member. It also gives anyone a visual means of knowing how many stars he has earned as well as the comparison of his performance to the entire project population.

The stars are earned through these accomplishments: Doing weekly assignments, doing extra assignments (bonus work), getting one hundred percent correct on assignments and through their skills, attendance, and performance on the field.

After the above accomplishments have taken place, a hash mark is given. These may be converted in the ratio of 3.2 (field-Learning Center) for a star. These stars are then put into a bank account and posted on the result chart. When they are ready to purchase any goods the store has, the stars are withdrawn to pay for it.

These are some of the goods that were purchased: jackets, tee-shirts, Wing P's, Scorpion decals, stars for their helments, anklets, etc.

Another reward system was having their names placed in the glass bulletin board with whatever honor they made for that week. (Example defensive lineman, offensive back, cheerleader, top scholar, etc.).

My personal opinion: The star chart is a system that needs to be improved--workers were slow in putting the stars up--glass bulletin board was also neglected. Reward (goodies) many times needed to be ordered. As a whole, this is an important factor to the project and responsible staff should be assigned to the fast and complete availability of rewards to those who earn them.

TRAINING TABLE EVALUATION

Football Training Table began on September 5, 1973 running on approximately ten weeks ending on November 15, 1973.

A total of 3,131 meals were served (participants only) during the project, averaging an attendance of 78 persons daily for 40 days.

During these times of high prices and shortages, we have been able to provide our children with a diet necessary for their health and well being. A diet consisting of meat, eggs, poultry, etc., cooked and raw vegetables, canned and fresh fruits, milk, juice, bread and rice. Vitamins, high protein, and juice were given to each participant each afternoon, five days a week, a part of a program started in early 1972 to supplement their regular diet and especially important for those children who neglect to eat breakfast or lunch.

No project such as Training Table can operate without the help of our staff, parents, and friends, not forgetting the participants themselves who take part in kitchen assignments such as washing dishes, cleaning up, emptying trash, etc. We have been very fortunate in having parents, staff, and academic volunteers come in several days a week to help in food preparation and serving, and other related duties such as maintaining a weight and height chart, and taking daily attendance.

Parent participation in Training Table has done a lot in helping parents understand and see the many benefits and advantages given their children. They get involved also with children other than their own and exchanging ideas and suggestions with one another. Attempts should be made to involve greater number of parents.

VOLUNTEER PARTICIPATION EVALUATION

Volunteers are used in the Learning Center as academic coaches and correctors, helping in the Training Table and as team mothers coordinating the after-game refreshments.

Volunteering as academic coaches the turnout at the start of the season w as 25 prospective academic coaches but as the season started, the number dwindled down to a solid corps of 17. These are the ones who generally continued their programming to the season's end. Except for about five or six of the academic coaches, we did not have an especially enthusiastic group of volunteers in terms of actual participation in our programs. That could have been due to the fact that quite a few stated that they were never really comfortable at Palama and were unsure of what was going on. They just did the essential tasks and didn't stay around any longer. We should remember that volunteers are a mainstay of the project and we should be aware of where they're at. They must see that their efforts are appreciated. We need to guide them along the proper avenues so both the youngsters and academic coaches needs are satisfied.

A real help in the Learning Center was the group of high school youngsters from Kamehameha Schools who assisted in the corrections area each evening of the week. A dormitory counselor at Kamehameha was instrumental in seeing that a minimum of 4 students were present in the evenings. This helped free the staff to do other things. These Kamehameha students were very conscientious in being here and doing the corrections. They got along very well with our youngsters.

We did not get as many parents helping at the Training Table as we would like to have had. Although at the parents meeting a request was made to have as many parents as possible to help with the food preparation and service, only a few volunteered. Throughout the season a faithful corps of four or five mothers regularly appeared to help at the Training Table.

Our after-game refreshments for both the Bantam and Midget teams were a resounding success. This was one area where parent participation was strong in terms of parents providing refreshments for the teams. We had two team mothers who were responsible for scheduling fair share participation of all team parents.

BANTAM FOOTBALL EVALUATION

1973 SEASON

Football season at Palama Settlement began on August 1st of this year. As in previous years, my first concern was the forming of a coaching staff. Vernon Wong, a Palama staff member, was the only coach I had for sure. Harold Lagmay, who had coached with me in previous years, was not certain he would be available again. After a week or so, however, he chose to assist with the coaching rather than accept an interferring new job. Two high school boys, both of whom played for me in prior seasons and who for various reasons were not involved in any football program this season, wanted to come to the Settlement and help coach. It was agreed to try them, but neither lasted longer than a couple of weeks. This left Vernon and Harold together and myself, to form the 1973 coaching staff.

We started the 1973 season with approximately thirty-eight boys. This was the largest group since my first year at Palama. Because of disciplinary problems and for reasons of personal safety, after about two weeks of practice four boys were dropped from the program.

As is customary each year, we attended camp for two days (August 21-22). It was a very good camp. Camp is mainly for the purpose of drawing the team together as a family. When we left this camp session, we were a family unit.

A few problems popped up this year, following break-ins which resulted in thefts at Palama Settlement. It was found that three of those involved were members of the football team. These boys were brought before the team and coaches and it was decided they should be dropped from the squad. In making this decision, we hoped the three would realize that there are other ways of making it in life besides stealing.

Even before the regular season began, looking at the material on the football field it was obvious that this was one of the best teams in Palama history. Our one pre-season game, played against Palolo, was a 36-6 victory. We continued the season winning seven consecutive regular season games. This year Pop Warner added something new to the league procedures; a play-off game between the two Bantam leagues. Palama played Palolo this time winning 8-6 and again capturing the Oahu Bantam championship. This victory led to an island play-off with Kauai. This game proved to be quite an experience.

Having come through with a perfect season, seeing my boys perform, and knowing their talents, I felt confident we were ready for this game. I came out of this game feeling pride in the Palama Scorpions. They had been ready. The time ran out with the game at a 6-6 tie. At this point it was decided to play an extra quarter in an effort to determine the winner. This session ended in a 12-12 tie. One team had to be named in order that the Hilo game for the state championship could be played. The people in charge came up with the plan where each team was given four plays and the team that gained the most yards would be moved to the play-offs. Palama came up short by a few yards. That meant the chance for the state championship was lost. Come to think of it, after seeing what went down with the boys, that 12-12 tie did not mean anything. The pride and feeling about themselves displayed made these boys grow into Super-Men! This is what the program here at Palama Settlement is all about.

As Oahu champions the team spent three beautiful days on the Big Island, Hawaii. Arriving in Hilo, the team had a chance to tour the entire island. We were able to spend a day in Hilo, one viewing the magnificent volcanoes, and finally a day in the area surrounding Kona. The entire trip was FUN! The boys ate what they wanted, saw what they wanted! This time there were no problems. No stealing, no fighting, just a well disciplined ball club. They got a little loud at the Hotel, but that seems very normal for young boys with so much energy to expend.

This season began with some new ideas to try with my boys. Our Program Designer had attended a conference in Oakland, California, where they were working with breathing exercises and meditation on a group of seven year-olds. Being impressed with these new techniques, she asked me if I would like to try them out with our football team. It seemed worth any effort it required, so we set it up. After the first sitting, most of the boys thought the whole thing was funny. But as they came to believe in it, they began to enjoy what we call a "Natural High". We got into breathing exercises, meditation, and energy sharing during these sessions. As we sat inacircle, connecting ourselves with crossed hands, we passed energy around the group -- from player to player. These forms got the team to believe in themselves and acknowledge the type of energy they possessed. The games each Sunday were an expression of this energy.

Before each game, we would meet in my apartment to listen to some music, become more relaxed, get ourselves together for the game to follow. We would get into our circle and I would tell them about the energy they had and the energy which the super-stars on the team had, and that everyone was going to share this energy. This sharing included the coaches. First came the breathing exercises, next, the deep meditation where we came to believe we were the strongest human being alive and in this way, were giving energy to each other. We dealt only with positives during these pre-game sessions. Upon conclusion of this ritual (breathing exercises, meditation, energy giving) we were ready for the football field. After we'd been on the field about five minutes, we did more energy giving in a circle. It seems obvious that these practices paid off!! We had an undefeated season and played some of the best football ever played on Oahu.

To summarize, this was the most interesting and yes, the best season I have had at Palama Settlement. It seems as though I say this every year, but every year things are getting better. I learn more on how to deal with the boys. This season I learned that the positive strokes in practice and on the field paid off much more than dealing with the negative strokes I'd used in prior seasons. As a whole, these boys appear to have become stronger human beings as a result of our 1973 program. One can see the personal pride, the attitude, the discipline that we at Palama work for. It is also my belief that most of these boys will go on to be good football players, students, whatever, as decent young men, who can look back and say, "I learned something at Palama, something which was a big help to me in my growth toward manhood".

MIDGET FOOTBALL EVALUATION

Football '73 began with forty young enthusiatic boys vying for a position on the Palama Scorpion team. The practice session began on August 1st with the first season game to be played on September 15, 1973.

The turnout was encouraging, being the largest in Palama's history. As the practice session increased in difficulties, attraction thinned the squad to thirty-five, the maximum number that a Pop Warner team was allowed.

The twenty-five youngsters practiced in earnest and initially encountered many difficulties, particularly due to their inexperience in contact sports. Out of the thirty-five, there were only nine who had any experience and out of the nine, only one had been a starter.

With three assistant coaches, two coaching for the first time, the basic thrust was to teach the fundamentals of the game.

Our pre-season game unfortunately gave the coaches and team a false sense of security as Palama won 12-8 over a highly regarded opponent. The false security quickly turned into a "fight for survival" as the first two season games were lost.

The coaches began a re-evaluation of personnel and found a combination that was to produce one of the top winners in the league. During this period, the team kept their spirits up and never gave the impression of being quitters. This factor was mainly due to the assistant coaches who transmitted feelings of optimism and showed a dedication to teaching basic football.

Although there were youngsters who had played football before and had been in Palama's projects, there were no real leaders emerging to take charge. Realizing this situation, the use of "energy sharing" was introduced. Initially, the boys were skeptical as was the head coach. Breathing exercises and trust were used. The team began to show evidence of inner strengths that were sincerely shared with each other.

This seemed to be the highlight of the season as the boys were able to share their strengths with each other and performed well in the league. Their record for the season was 5-3 which placed them in 4th place.

The increase in skills by the team and the growth of the coaches lends to the feeling of optimism for the coming year. All coaches have made adjustments in their ability to teach and understand the Midget footballers and this is the crux of their job.

Each year brings on new challenges in working with this age group. It is hearting to see that we have now reached a level where the team, as a whole, is able to perform in a steady upward trend.

CHEERLEADING EVALUATION

The 1973 Football Cheerleading Squad began with fourteen girls--seven girls on each team. The girls were all new to cheerleading and without skills.

My Assistant Coach and I spent the first month training the girls in tumbling skills--jumps, turns, kicks, and other movements that can be utilized to make up specific cheers. The girls were then given the responsibility of creating the words and motions of their own cheers.

After making their academic points in the Learning Center for the privilege to practice, the girls practiced two hours everyday, Monday thru Friday. During the third week of practice three girls dropped out of the project for various reasons. During the eighth week one more girl was dropped because of unexcused absences. During the thirteenth week of practice one girl's parent removed her from the project for the purpose of punishing Palama because the older brother on the football team was under disciplinary actions by Palama staff. So, the project ended with nine girls.

The girls did very well as far as increasing their skills in cheerleading. The two teams looked good the last few games of the season. The Bantam team ended the season with more skills and better discipline than the Midget team. I feel this was due to our expectations, which were less for the younger girls than the older girls and an attempt to correct this will be made in the next project.

The academic scores for all but one girl showed an increase. The highest increase was over two full grade levels. In the earlier part of the project the girls had a little trouble because their programming was a little too hard for them. After an adjustment was made things ran quite smoothly. During the project only two girls were in point trouble and had to sit out one quarter of one game. Their academic work was not completed on time.

The girls had trouble this year being on time. This behavior was not dealt with adequately or it would have been stopped. This area needs attention in the next project.

Looking over the girls' skill increases and the academic increases, I feel this year's cheerleading program was pretty successful and with a couple of adjustments the next one could be even better.

PLAYERS EVALUATION

1

She is 12 years old. She was a Bantam cheeleader who performed her skills very well. She was attentive when directions were given and very cooperative. She learned her cheers well. She had a strong personality and was always trying to lead the other girls. Most of the time she succeeded. She would usually get her academic assignments done on time.

2

This is an 11 year old Bantam cheerleader. She is a year older than her sister on the Midget team, and appears slower intellectually. She has a stubborn streak and pouts a lot. She learned her cheers fairly well.

In the Learning Center she did her work industriously.

3

A 12 year old Bantam cheerleader. She learned her skills well and was creative in making up new cheers. She would often pout and sulk if she did not get her way. She would not pay attention when directions were given and would always ask "what?". She performed mary cheers with lazy motions.

She was often tardy for practice at the beginning of the season. She was late a couple of times with her academic work. She seems to go through periods of being sweet and industrious and then pouty and lazy.

4

A 13 year old Bantam cheerleader. She is very boisterous and lack self-confidence. She was vying for leadership with another girl but was usually put down. She learned her skills and cheers fairly well, but her lack of self-confidence sometimes made her follow the others rather than do what she already knew.

She usually completed all her academic work on time. In following directions, she usually talked back.

5

A healthy looking 10 year old girl. She was a Midget cheerleader who performed her skills be'st of the team. She was rather slow in learning new cheers, and not certain of her sideline cheers. She usually made several noticeable mistakes at the games. She did not show too much initiative in creating new cheers, but did do some creative work with a lot of encouragement from the coach. She followed directions well, until she was disciplined or corrected, then she often groaned. Academically, she is operating below her grade level. She always got her work done on time. She also enjoyed earning points and stars.

6

She is a petite ll year old Midget cheerleader. She enjoyed cheerleading and put a lot of effort into it. Her coordination is a little off, but she tried extra hard. She usually took corrections and discipline with a sigh or a groan. She was willing to try creating new routines, although her lack of self-confidence was apparent at times. She has a pleasant personality and is easy to work with. She learned her cheers fairly well.

She is a slow learner, and she is way below her grade level in Math and Reading. She enjoyed working for stars and other goodies, and she usually got her work and bonus done on time.

7

A 10 year old Midget cheerleader. She can be very stubborn and determined to do things her own way. Often, silent resistance was her way. This attitude hampered her performing her skills accurately. She knew her cheers pretty well, but her motions were often half-assed.

She is intelligent, but she was often rushing and late turning in her academic assignments . . .

8

An ll year old girl, cheerleading for the Midgets. She is good with her skills and learned most of her field cheers well. She would often forget her sideline cheers at practice and games. She was not afraid of creating new routines, and would often boss the others into doing things her way. Because of her bossy attitude and loud mouth, she was not too well liked by the other girls.

She seemed to have difficulty understanding and instructions had to be repeated. She is far below her grade level in Math and Reading. She would complete her academic assignments with enthusiasm and industry.

9

The smallest Midget cheerleader on the team. Her coordination and timing were very poor when she started cheerleading, but they gradually improved with practice. Her coordination is still off, but this 10 year old really puts a lot of effort and practice into cheerleading. She has a slight physical handicap in her back and chest but she won't let that stop her from trying.

She accepts corrections and discipline very well. Being rather shy and lacking confidence in herself, she usually would hold back when making up new routines or helping others.

She was late with her Learning Center assignments a few times. She was often tardy coming to daily practice.

10

He went out for the Damien football team but was dropped from the squad and came to Palama. It seemed that he would be best at fullback but we also tried him at safety. Running at fullback when he got hit, his legs would die on him. This is probably the reason he did not make the Damien varsity football team. He performed best at defensive safety and did an outstanding job. If he will try out at safety or defensive halfback next year for Damien, he will make the team.

11

He is a super football player and is called the "fighter". Whenever I would call him over during a game and tell him he was doing a lousy job and to do better, and that his man was beating him, he would say, "Well, I'll go out and FIGHT" -- which he never did, being able to control himself. He is a good young man with a very beautiful personality.

12

He also tried out for the Damien football team and was dropped. He came out to Palama as a tackle. He has a lot of desire to play football. He has the size, but must work harder on speed, tackling, and blocking. He is a very happy young man; always full of jokes and loves to keep the boys on the team laughing.

13

This was his second year playing left half. He was the smallest man on the team, but very powerful He was the only man who didn't gain a pound from last year. He had a few health problems this year. He was either sick or hurt most of the season. However, when he was able to play, he did an outstanding job or running the ball.

He was the music man! He always carried his mucic with him, whether it was at the game, practice or at the meetings on Sundays.

14

Every year at Palama, there seems to be a genius on the team. He is the "genius" representative this year. He is close to being a straight A student and did excellent in our academic program. He is also a good football player. This year he played center and linebacker. He was the kind of athlete who could always be depended on to do the job He is another super-star. He was a born leader; a born super-star. He has so much natural ability that "Mr. Football" is a good title for this young man. He can do it all. He can run; he can block; he can tackle; he can pass ... anything and everything. He is the kind of athlete coaches dream about. He makes things so easy. He is on his way to being another high school all-star. Another young man who can say he had his beginning at Palama Settlement.

16

He, as a guard, played his first year for Palama. He was not very big, but did an outstanding job both defensively and offensively.

17

He is the man we call the "preacher", being that he was a very religious-minded young man. He said all our prayers before our games. He was a student at Farrington. He tried for their team and quit after the second week. He then came to Palama and was put at right half. He was one of the fastest men on the team. He was one of the boys who hustled every p 1 ay in practice. He had good speed coming around the corners. If he ever learns to turn up and follow his blockers on the sweeps, he will be a top back at Farrington this coming season. He has a very beautiful personality.

18

He was a student at Central, playing his first season with the Scorpions. He was one of the best ends I have ever coached. He had great speed and a great pair of hands. He was always hustling on the field. During a game, he gave 100 per cent. He was the kind of athlete that could play any position on the team. During the last part of the season, a couple of halfbacks were hurt on defense and he was switched to defensive halfback. He did an outstanding job at that position. He will be another high school super-star within the next two years.

19

He played right halfback and defensiveback this season. He wasn't very fast, but he had excellent balance. He was very good at following his blocks and running with the ball.

20

He played defensive and offensive tackle. He had a lot of heart and tried his best whenever he played. He was a very quiet and peaceful young man.

He played for Kalihi last year, but wanted to play for Palama this year. He tried for right half, having good speed. His problem lay in the lack of confidence and faith he had for himself. Once he gets this, he is going to be a very good football player.

22

He is a young man who played on the Midget team last year. He came out as a defensive linebacker. I switched him to a defensive rover back. He was the man who called all of the plays on defense. He isn't very large, but one of the smallest boys on the team. He was one of the best tacklers.

He will be back with us next year.

23

He was one of the strongest boys on the football team. One day in practice, he met one of the strongest boys -- one on **ane**. He beat the man, believed to be the strongest man on the team. He tried out for halfback, then was switched to lineman because of his lack of speed. He did a good job and will be back next year.

24

This was his first year as a Bantam player. He played tackle and defensive end. He did a good job, but there is much more talent which he didn't display. This will come next year as he'll return for one more session.

25

He tried out for the team last year, but did not make it because of surgery on his leg. He came back out this year and made the team. He did not play very much, though he did learn a lot.

26

He played both offensive and defensive tackle. He was another outstanding player and a beautiful person. He is going to be another super-star for Farrington.

27

This was his first season at Palama. He played offensive end and defensive tackle. He was a very big help to the team and did a very good job representing himself. He was playing his second season for me. He made a great improvement over his first year. Although, in his first year during the last game in Maryland, he had his beginning, He found confidence in himself after making one tackle where he knocked the man out. This has given him the kind of confidence he needed to become a top athlete. He has improved on his blocking, tackling, and pass catching. If the ball was anywhere near him, he caught the ball. He never had much to say, but when he talked, he got directly to the point. This is a good characteristic.

29

He has been team manager for two seasons. He decided to play this year. He tried out for quarterback, but saw very little action. It seemed he was more interested in girls than in football.

30

He played left half and defensive half. He did an outstanding job. He is the kind of young man who is very dedicated in everything he tries to do.

31

Playing his 2nd year for me at quarterback he was much improved over last year. He did an outstanding job leading the football team to a championship. He still has much to learn about being a responsible person. He is a good athlete; when he learns how to be responsible, he is going to be a fine athlete.

32

He played center and linebacker. He played on the Midget team last year. He was one of the best tacklers on the team. During the last three games, he showed great leadership. He was outstanding on defense during our most important games.

33

Playing his second year for me, he was the "father" of the team. He tried out for the Farrington team this year at fullback. He doesn't have much speed and was therefore, dropped from the team. He came back to Palama saying he wanted to play fullback. We tried him at that position for a couple of days, but he was just too slow. He switched back to tackle where he has the faith in himself and he knows he can do the job. He was one of the best linemen to play for Palama. However, because he still wanted to play fullback at the end of the season, we let him play some at that position. He did that job well too. 34

This was his first season as a Bantam player. He played offense and defensive tackle. He did not play very much.

35

He came out late for the team and played offensive tackle and defensive end. He didn't play too much this season, due to his lack of knowledge of the game. I think this was his first time going out for football. He learned a lot and he did a good job when he did play.

36

Curly is his nickname by the boys. We nicknamed him the "lover". Usually at practice there was some beautiful girl waiting for Curly. He had a lot of natural ability. He played defensive end at the beginning of the season. Because of his size and speed, he was also used as a guard in the middle of the season and did an outstanding job. He shows a lot of initiative.

37

He was a second year man with a year to go. Size is his handicap. If he grows, he should be a tremendous player. Willing to learn. Aggressive and intelligent.

38

A first year player, he became a starter on offense as a center. He did an adequate job and worked to perfect his skills. He was quiet and shy. He will be returning next year.

39

He was a small youngster who had trouble making the minimum weight. He played with reckless abandon. He makes up for his size by his determination. He needs to perfect his skills in order to become a starter. He'll return next year.

40

He was a quiet youngster who wanted to excel. He had little confidence in his ability. He bacame a starter on defense. He played before. He could have been a leader, but did not want the responsibility.

41

A second year man, he was a diligent worker and made up in determination what he lacked in skills and size. He was intelligent and had good football sense. 42

He was a first year player. He had potential as a pass receiver. He did not apply himself. He did not like contact. He was a sporadic player.

43

He was the youngest player on the team. He made a sincere effort to learn the basics of football. He will be much better (skill wise) next year.

44

He was one of the biggest boys on the team. He was a first year player. He needed a lot of attention and reinforcement. He was able to improve his skills. He performed adequately.

45

A first year man with a desire to learn, he was quiet but aggressive. He became a part-time starter. His improvement was tremendous. He should be a starter next year.

46

He was a small youngster who tried hard. His size and age were his handicaps. However, he stayed with it and should see more playing time next year.

47

If an award for the most improved player could be given, he would be in contention. Age, perhaps, had something to do with his blossoming into a starter this year. He was quiet but alert. He never realized his full potential.

48

He grew up during the season. He never had played contact sports before, so he had to make a lot of adjustments. He was supposed to be the General; however, was not able to carry the load. He was intelligent and willing to learn. He should be a top fighting quarterback next year.

49

He was a jovial youngster who did not take the game seriously and tends to be interested in other things. He needed to have lots of positives to function.

50

He was a small youngster with a lion's heart. He was a coach's

delight. He was able to do many things well. He was quiet and alert. He needs to become more verbal. He could be a tremendous leader.

51

A first year player at Palama, he had all the qualifications to be a good player. However, his heart was not in the game. He performed minimally but seemed to get a lot out of being with the boys.

52

He was a starter with one more year of eligibility. He had tremendous potential. He realized this would make him an outstanding lineman. He was aggressive and smart.

53

He was quiet but aggressive on the field. He had good football sense. He did not take leadership role, although he would have been great. His ability to play football was excellent.

54

He had a natural talent. He was one of the better football players in the league. He was not able to utilize his skill in being a constructive leader. He was content to just get by.

55

His size and mouth were his handicaps. He had lots of potential. He was willing to get in against bigger boys. He should improve his skills in the next year.

56

He was one of the better backs to come out of Palama. He had raw talent and could run all day. His first year playing, he was able to pick up fundamentals quickly. He should become an outstanding athlete in high school.

57

He was a quiet, lanky youngster who started but never really excelled. Aggressiveness was not his trait. He has a year of experience. He should be a good lineman.

58

Football was not his main interest. He did not like contact, although he could perform.

59

He is another natural. He compensated for his size by his aggressiveness and was able to win a starter position. He was good in both offense and defense. He can be a leader next year.

60

He was small but tough. Pound for pound, he was the greatest player. He had lots of confidence in himself.

61

He was quiet and dependable. He blossomed as a football player. He was one of the few players who went both ways as a starter. He did a commendable job.

62

He was the best middle lineback. He was able to excel at this position. He needs to be able to get along better with fellow players. Moody and tends to daydream during practice.

63

He never performed up to his potential. This may have been due to his injury. Moody, sometimes quiet and at times noisy.

64

He did not enjoy football. Played because of father's insistence. Absent more than he was able to play. Did not like contact.

65

A good pass receiver. Speed and hands were his forte. Needs to work on remembering his plays.

66

Good blocker with adequate hands to catch football. Started and will return. Should be even better next year.

ACTUALIZING HUMAN POTENTIAL

The use of A.H.P. techniques by the football coaches varied. The Bantams incorporated a more formalized use than the Midgets.

The Bantam squad spent about an hour and a half each Monday (the day after their games) in "head" sessions. The boys were told that the aim was to find their latent powers, to share energy, and to cement their circle (team). The sessions took place in the head coaches' apartments and included all team members, coaches, managers, etc.

The first sessions were just instructions and practice in deep breathing. The technique used was the 20 - 20 - 20. The boys became delighted with the natural high.

Energy sharing and color meditation were then added to the sessions. on Monday sessions, they frequently elevated the temperature in the room as much as 10 degrees to demonstrate shared power. The majority were able to reduce and increase breathing at will for long periods of time. The "Magic Circle" (energy sharing) was the conclusion of the exercise and was a technique used on the field (before the game, at half-time, etc).

This conscious sharing of inner strengths--this physical affernation, (non verbalizing of oneness) was fantastic to watch. The inner calm; self-confidence, and what the kids termed the, "natural high," was obvious.

The Nidget team, boys one to three years younger, began with the energy sharing, "Magic Circle," and sensual experiences such as the trust walk. This brought a visible "oneness" even with youngsters only 11-12 years old.

These techniques will be expanded in future work with youngsters, as it is a long term Palama goal to utilize competitive sport--to serve as a transidental experience, a place to fulfill oneself, to develop the abilities that prove one adequate to the situation; then, for each to transend his own self-imposed limits.

FOOTBALL BANQUET EVALUATION

December 2, 1973, a Sunday, was chosen as the most appropriate day for the Banquet. Efforts were made to find a suitable location for the banquet, preferably a nice place in the Waikiki area. The banquet is a highlight in the project and a reward for the youngsters' efforts throughout the season. The costs for banquets had gone up considerably since last year and it was difficult to find a nice hotel location within our budget. Princess Kaiulani was decided upon because of the menu it offered, a buffet, and its relatively low price. The location, the Robert Louis Stevenson Room high atop the hotel, provided a spectacular view of the area. The cost was \$5.88 for adults and \$3.50 for children under ten years of age.

Invitations were sent to all the youngsters and their families, academic coaches, Learning Center and Training Table volunteers. Also benefactors of our project, such as our shareholders and other donors, were invited to the banquet. The turnout for the evening was the best we have ever had with a total of a 190 people in attendance. One problem was the number of unexpected guests which youngsters brought without reservations, and in the future, this situation should be taken into account.

One of the factors which helped brighten up the spirit of the evening was the entertainment provided by the Pua Malia Seranaders. Mr. and Mrs. Peter Napihaa, who had previously had youngsters in the project, were members of the group and they graciously provided their services without charge.

The program portion of the evening was coordinated by Reuben Castro, a member of the Bantam team, with some staff help. Reuben was the Master of Ceremonies for the evening and did a wonderful job of handling the program.

One of the new facets utilized in this year's banquet was the invitation of players from former years who presented awards to this year's recipients. This gave our present youngsters a chance to see how former Palama players hadgotten distinguished themselves in both the classroom and football field.

Corsages and leis used to recognize special guests were all donations from interested businesses in our area. They always are very cooperative when called upon to help us out in our program.

An earlier start on the planning of the banquet is recommended for the next time. The approximate four weeks that we had was rushing it a bit. In fact, soon after the start of the season, team members can be approached to get involved in the planning of the banquet. Getting the input of the youngsters in program planning is an essential and should be continued. Also the invitation of alumni guests is a nice thing to have. We may not need to invite as many as we did for this banquet, four or five may be sufficient. It is a nice portion of the program when we can recognize former players. The winners of the awards at the banquet were as follows:

Miss Cheerleader - Opal Davis Mr. Football (Midget) - Stephen Kane Mr. Football (Bantam) - Erwin Aweau Top Scholar (Cheerleader) - Opal Davis Top Scholar (Midget) - Stephen Kane Top Scholar (Bantam) - Alan Anae, Alan Arakawa, Roy Irei Most Improved Scholar (Cheerleader) - Melanie Higgins Most Improved Scholar (Midget) - Michael Makuakane Most Improved Scholar (Bantam) - Phillip Cantere APPENDIX

0

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:

- 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.
- Practice sessions must be attended in order to participate in the scheduled games.
- 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

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

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