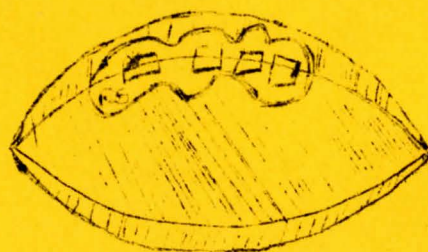


PALAMA SETTLEMENT



FOOTBALL



FOOTBALL 1974
HONOLULU, HAWAII

FOOTBALL 1974

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

A YOUTH DEVELOPMENT PROJECT

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Midgets:

Head Coach	Kenneth Ling
Assistants	Lawrence Keeno
	Reginald Celebrado
	Ronald Rodrigues
Bantam Team Manager	Duval Dutro
Assistant Manager	Stanley Yahiku
Photographer	Glenn Ogawa

FOOTBALL 1974
GOALS AND OBJECTIVES

TARGET: 85 boys and girls 10 - 14 years of age who reside in the Kalihi-Palama area.

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

OBJECTIVES:

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

SUB-OBJECTIVES:

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

The following is a copy of a letter sent to the participants parents and to the volunteer staff at the project's conclusion:

Dear Friends:

I can't begin to express the sincere "aloha" that parents, relatives, friends, staff, and friends of friends have shown during Football '74.

You!--as parents, relatives, etc., help to make this success story that we are able to share with everyone we come into contact with. We here at Palama Settlement have been fortunate to have shared your feelings, your emotions, your food, your hard work, your talents, and yourself through the whole project. Mahalo.

With your kokua, we have been able to accomplish these things:

1. One general parent meeting. Staff sharing what the project was all about.
2. Two beautiful chairmen -- Mrs. Olga Goo and Mr. Jake Lono.
3. Mini-parent meetings during the half-time out at the playing field. Very good--should continue to have these meetings as part of communicating with the parents. If they weren't there on Saturday, they were there on Sunday.
4. After game meals for both teams, which were fabulous. One-hundred per cent participation.
5. Selling huli huli chicken tickets.
6. Working on the "Chicken Day". Well done to all involved.
7. Two pot-luck dinner meetings. Very successful.
8. Selling Palama T-shirts.
9. Helping with training table. Which was very rewarding for me.
10. And above all being at the games to support and cheer on the teams.

May I express from all of our staff, mahalo, and may we continue to have the fellowship that was built during Football '74.

Evaluation of 1974 Football
Academic Achievement Project
Program Designer
Earlene Piko

The project began with a rather large area of confusion and concern. In a rather preceptious manner the Pop Warner Oahu Official body changed the age and weight classifications governing eligibility going from a Bantam division ages 13-15 years, 110-147 pounds in weight to 12-14 years, 105-135 pounds Junior Bantam.

Boys expecting to participate in the project were told that they could not play. Quite a few boys were left with nothing to do, no where to participate.

Not all schools have freshman teams, not all boys were old enough (grade wise) to qualify when teams existed.

By moving the requirements down a year and lessening the weight, an overlap was created in the Midget qualifications - some boys technically could play on either the Midget or Junior Bantam team.

The first problem was explaining to the boys who expected to play at the Bantam level that they could not. Trying to find a "place" somewhere for each youngster. The Settlement feels strongly about turning its back on youngsters.

The second issue was to determine within staff how players would be assigned to each squad. Much time and effort was spent in defining and sharing the method and the feelings involved.

Training recruitment of academic coaches and other volunteers proceeded in a very systematic manner. The staff has evolved some very sound teaching techniques. The continuation of use of the Kamehameha Schools students to correct work on the spot is very helpful.

This year's target was "words" and this area provides a big challenge in programming as one uses words to teach words. It boggles the imagination sometimes to find a way to teach words if one does not understand the words of explanation. But where there is a will, there is always a way.

The entire project seemed better -- more on target measuring, provided little room for error. This was good. Parent participation was notably increased during this project and a great feeling of "family" concern for Palama was felt. This seemed to bring pleasure and pride to the entire area. In general terms, this was an exceptional project.

PARTICIPANTS DESCRIPTION

1

A ninth grader at Kalakaua Intermediate School he is fourteen years of age. He is a returnee to our Midget football team. He resides with his family in the Palama area and is of Puerto Rican descent.

2

A 13 year old seventh grader at Central Intermediate, he is of Hawaiian/mix ancestry. He resides in Mayor Wright with his aunt and family. This is his first year at Palama.

3

This was his first project as a member of the Midget team. He is 13 years of age and a student at Central Intermediate School. Of Samoan extraction he lives with his family at Mayor Wright Housing.

4

A four time returnee to the Midget team, he is a ninth grader at Central Intermediate. Of Filipino, Japanese ancestry he lives with his parents in the Mayor Wright Housing.

5

This was his first year at Palama as a Midget team member. Thirteen years of age, he is an eighth grader at Central Intermediate. He resides with his family at Kukui Garden. He is of Portuguese ancestry.

6

Recently arrived from the mainland, he is a 13 year old of Black extraction. He resides with his mother and brother in the Waikiki area and is a student at Washington Intermediate.

7

A first year member of the Midget team, he is currently 13 years of age and an eighth grader at Central Intermediate. He resides with his parents in Kukui Gardens and is of Portuguese descent.

8

A returnee to the Midget team, he is 13 years of age and a student at St. Theresa's. Of Samoan descent he resides with his family in the Alewa area.

9

Of Japanese-Hawaiian extraction he is a ninth grader at Kamehameha Schools. He is 14 years of age and this is his first Palama project. He resides with his family in the Alewa Heights area.

10

A returnee to Palama he recently moved his residence to Waianae. He is currently 14 years old and a student at Central Intermediate. He is of Hawaiian ancestry.

11

Of Japanese descent he is a 13 year old eighth grader at Kalakaua Intermediate. He resides with his family in the Kalihi-Palama area.

12

A 12 year old seventh grader at St. Theresa he returns to the Midget team for the second year. Of Hawaiian ancestry he lives with his parents a brother and a sister in the Kaneohe area with grandparents.

13

As a 12 year old seventh grader at Central Intermediate this is his first year at Palama. Of Hawaiian descent he is one of three children residing with his parents in Kalihi area.

14

He returns for his second season at Palama on the Midget team. He is 14 years old and a ninth grader at Kamehameha Schools. Of Hawaiian ancestry he is one of five children and resides with his family in Hawaii Kai.

15

One of five children he is currently 13 years old and an eighth grader at Kalakaua. This is his first Palama project. He is of Japanese ancestry and lives with his parents in the Alewa Heights area.

16

He is twelve years old and of Hawaiian-Chinese extraction. A returnee after spending a part of a season here before, he is currently a seventh grader at Central Intermediate. He resides with his family in Mayor Wright Housing.

17

A newcomer to Palama he is 12 years old and a seventh grader at Kalakaua Intermediate. The second youngest of four children he is of Samoan descent and resides with his family in the Palama area.

18

Of Japanese ancestry he is a 14 year old ninth grader at Highlands Intermediate. This is his first year at Palama on the Midget team. He is the youngest of two children at home. The family resides in the Pearl City area.

19

A 12 year old Samoan youngster he is a seventh grader at Dole Intermediate. This is his first year as a member of the Midget team. The family resides in Kalihi Valley Housing.

20

One of twins he is 12 years of age and a seventh grader at Central Intermediate. With his three brothers he lives with his mother in the Mayor Wright Housing. They are of Puerto Rican ancestry.

21

A newcomer to Palama he is a youngster of Hawaiian-Filipino extraction who is 12 years old. He is a seventh grader at Kalakaua Intermediate and resides with his parents and five brothers and sisters in the Kalihi-Palama area.

22

A Palama veteran he is 14 years old and a ninth grader at Central. Of Caucasian-Japanese descent he is the only son and resides with his parents in Mayor Wright Housing.

23

A returning veteran this young man of Samoan ancestry is now 13 years old and a student at Dole Intermediate. He is one of eight children that reside with his parents in Kalihi Valley Housing.

24

A seventh grader at Dole Intermediate he is now 13 years of age. This Samoan youngster is a newcomer to Palama and is a member of the Midget team. He lives with his family in the Palama area.

25

He returns for his second project and is now 13 years old and a student at Central Intermediate. Of Hawaiian extraction he is one of six children who resides with their mother in the Palama area.

26

A returnee he is 13 years old and an eighth grader at Central Intermediate School. He is of part-Puerto Rican ancestry and is the youngest of five children. They live in Mayor Wright Homes.

27

A second year returnee he is an eighth grader at Kawananakoa Intermediate. Of Japanese-Filipino ancestry he is the second of four children and they reside with their parents in the Liliha area.

28

A 14 year old eighth grader at Dole Intermediate he is a returnee to the project. Of Samoan ancestry he is one of four children who lives with grandparents at Kalihi Valley Housing.

29

A newcomer to Palama he is 12 years old and a student at Central Intermediate. Of Samoan descent he is one of ten children living with his parents at Mayor Wright Housing.

30

A Palama veteran he is now 13 years old and an eighth grader at Dole Intermediate. Of Japanese ancestry he is one of six children who live with his parents in the Kapalama area.

31

A first year participant he is 13 years old and an eighth grader at Dole. Of Samoan ancestry he is the oldest in a family of four and they reside at Kalihi Valley Housing.

32

He is 13 years old and a student at Ilima Intermediate School. Of Samoan ancestry he resides with his family in the Ewa Beach area. He is a returnee to our project.

33

A first time to Palama he resides in the Aiea area. He is 13 years of age and an eighth grader at Cathedral School. He is of Japanese-Hawaiian ancestry.

34

This youngster is a 14 year old of Samoan descent who participated in our project for the first time. He lives in the Aliamanu district and attends Radford High School.

35

He is of Hawaiian-Black extraction and resides with his mother and siblings at Kuhio Park Terrace. This was his first year in the project. He is currently enrolled as a student at Kalakaua Intermediate.

36

A veteran of Palama's projects he is currently a ninth grader at Central Intermediate. He is 14 years of age and resides with his grandparents in the Palama area. He is of Samoan-Filipino ancestry.

37

37

A veteran of several projects he is a 15 year old sophomore at Farrington High School. He resides with his parents and two sisters in Mayor Wright. He is of Hawaiian descent and has a sister in the project.

38

A A veteran of Palama's project this 13 year old of Hawaiian ancestry is a student at Dole Intermediate. The youngest of seven children he lives with his father in Kalihi Valley Housing. His mother passed away a few years ago.

39

A member of the Jr. Bantam team he is 14 years old and a student at Dole Intermediate. Of Hawaiian extraction he lives with his parents and siblings in Kalihi.

40

He is a returnee to Palama. Of Hawaiian descent he is a 14 year old ninth grader at Kalakaua Intermediate. One of four children at home, he resides with his parents in the Kalihi area.

41

A 14 year old of Hawaiian ancestry he resides with his aunt and uncle in the Kaneohe area. He is a student at Kamehameha Schools in the ninth grade. This youngster is a returnee to the project.

42

Of Hawaiian ancestry he resides with his uncle in Liliha although his parents reside in Waimanalo because he attends Cathedral School. He is 13 years old and an eighth grader there.

43

A veteran returnee he is 15 years of age and a tenth grader at Radford High School. His parents are separated. He lives with his mother and three brothers in the Aliamanu area. He is of Hawaiian descent

44

Of Hawaiian extraction he is a returnee to the project and is a 14 year old ninth grader at Radford High School. He has a brother on the team and resides with his mother near Radford.

45

A newcomer to Palama this 13 year old eighth grader at Kawananakoa Intermediate is of Hawaiian descent. The middle of five children at home, he resides in the Liliha area with his family.

46

A veteran of several projects he is 15 and a sophomore at McKinley. Of Hawaiian ancestry he is one of four children at home. His parents are divorced and he lives with his father in the Palama area.

47

A veteran of Palama's project he is a 14 year old ninth grader at Central Intermediate. Of Samoan descent he is the oldest of five children residing at home in Mayor Wright with his parents.

48

A recent mainland arrival this 14 year old of Samoan ancestry youth is a student at Central Intermediate. He is one of two brothers in the Palama project. He is the third oldest of eight children. The family resides in Mayor Wright Housing.

49

A newcomer to Palama this youngster of Samoan descent is a 15 year old eighth grader at Central Intermediate. He is the second oldest of eight children in the home and the family resides in Mayor Wright Housing.

50

Of Hawaiian extraction he is 14 years old and currently a ninth grader at Stevenson Intermediate. He is a returnee to the project. Of five children in the family he is the second oldest and the family resides in the Palama area.

51

A veteran of several Palama projects he is now 14 years of age and a ninth grader at Central Intermediate. He resides with his three brothers, mother and stepfather in Mayor Wright Housing. He is of Caucasian-Hawaiian descent.

52

A newcomer of Filipino-Caucasian ancestry he is 14 years of age and a student at Dole Intermediate School. He resides with his family in the Kalihi area.

53

A returnee, he is now 14 years old and a member of the Junior Bantam team. Of Hawaiian-Filipino-Caucasian ancestry he is the fourth oldest of five children and the family resides in Kalihi. He is a ninth grader at Dole Intermediate.

54

A veteran of Palama, he is of Filipino descent and a fourteen year old eighth grader at Dole Intermediate. He is one of three boys who reside with his widowed mother in Kalihi Valley Housing.

55

A 14 year old Hawaiian-Filipino youngster he is in the ninth grade at Central Intermediate. He had been in Palama's project before without completing the season. He lives with his parents, three sisters, and one brother in Mayor Wright Homes.

56

A newcomer to the Junior Bantam team he is 14 years of age and attends the ninth grade at Dole Intermediate. He is one of five children who reside with his parents in the Middle Street area. He is of Japanese background.

57

A cheerleader for the first time this year she is a seventh grader at Central Intermediate. Of Filipino-Japanese ancestry she has a brother in the project and resides with her parents in the Palama area.

58

She is a 12 year old returning cheerleader who is currently in the seventh grade at Kalakaua Intermediate. She has an older sister who is a cheerleader also. She resides with her mother and sisters at Kuhio Park Terrace and is of Hawaiian/mixed descent.

59

A 10 year old fifth grader at St. Theresa's she is of Hawaiian ancestry. This is her first project but has a brother playing on the Midget team. The middle of three children she resides with her parents in her grandparents home in Kaneohe.

60

The youngest in a Hawaiian family she is 10 years old and a fifth grader at Kaiulani. This is her first project at Palama but she does have an older sister that is also a cheerleader.

61

A second year cheerleader returnee she is the second youngest of four children residing at home in Mayor Wright with her parents. She is of Hawaiian ancestry and is a 12 year old student at Kaiulani School.

62

A petite Hawaiian youngster she is 12 years old and a seventh grader at Kawananakoa Intermediate. This is her second project as a cheerleader at Palama. The oldest of five children she lives with her family in the lower Alewa area.

63

A 13 year old she is a ninth grader at Kalakaua Intermediate. She is a returning cheerleader of several projects. She has a sister in Palama and resides at Kuhio Park Terrace. She is of Hawaiian-Caucasian Oriental ancestry.

64

A returnee as a cheerleader she is a 12 year old student at Kalakaua Intermediate. Of Hawaiian descent she resides with her family at Mayor Wright Housing. She has a brother participating in the project.

65

Eleven years of age and a sixth grader at Waialae Elementary this is officially her first project as a cheerleader. Of Hawaiian ancestry she spends much time with her grandparents in the Palama area. Family recently moved to the Makakilo area.

66

A newcomer of Filipino ancestry she is 13 years old and a student at Central Intermediate. One of nine children, she resides in the Palama area.

HEIGHT AND WEIGHT EVALUATION

Each season as part of the health component of our project, all youngsters are required to attend training table each evening for four nights a week. Here they receive a hot, nutritious meal to supplement their diet. In addition, each day the players are required to take vitamin and protein supplements before practice sessions.

In connection with the health component, each youngster's height and weight were charted during the course of the season. They were taken at the beginning, middle, and ending of the season to determine what the gains or losses in height and weight were. This helped to keep track of their general physical development. It was observed that there was maintenance of a healthful, physical appearance of the youngsters in the project.

In the matter of weight gains only 20 youngsters gained any weight between the start and the end of the season. The range in weight gain was from an increase of a quarter pound to a high of seven and three quarter pounds during the season. The average amount gained among the 20 youngsters was about two pounds. The remaining youngsters in the project either maintained their weight or lost anywhere from a quarter pound to seven and a quarter pounds with an average of a two pound loss. This may appear to be a startling figure just taken alone, but taking into consideration their height gains, their physical output on the field, and just normal physical development during adolescence everything is seen in a better perspective.

When it came to the matter of height gain during the season, only four youngsters from the total project did not show any increase in height. The remainder showed height increases of an eighth of an inch to two and one quarter inches. It averaged out to an average height increase of .7 inches for a nine week period.

Generally speaking the height and weight of the youngsters in accordance to their respective ages did not stray far from the norm. Our youngsters seemed to maintain a healthy appearance throughout the course of the project and therefore, the result was a minimum of health related problems.

HEIGHT AND WEIGHT CHART

CODE NUMBER	WEIGHT	HEIGHT	WEIGHT	HEIGHT	WEIGHT	HEIGHT	WEIGHT	HEIGHT
	SEPTEMBER 9		OCTOBER 7		OCTOBER 30		GAIN OR LOSS	
1	90½	4' 11½"	91	4' 11½"	92	5'	+1½	+½"
2	110	5' 4½"	109¾	5' 4½"	112½	5' 4½"	+2½	+½"
3	105½	5' 1"	102½	5' 1½"			-3½	+½"
4	112½	5' 2"	110	5' 2½"	108½	5' 2½"	-4	+½"
5	121¾	5' 8"	118½	5' 8½"	121½	5' 8¾"	-½	+¾"
6	100	5'	97	5'	100	5' 1"	0	+1"
7	122½	5' 4"	121½	5' 4¾"	124	5' 5"	+1¾	+1"
8	119	5' 1¾"	115	5' 2½"	117½	5' 2½"	-1¾	+¾"
9	116¾	5' 3¾"	114½	5' 3¾"	118¾	5' 4"	+2	+½"
10	107	5' 3"	104½	5' 3½"	107	5' 3½"	0	+½"
11	96½	4' 11"	93	4' 11½"	91½	4' 11½"	-4¾	+½"
12	118½	5' 2½"	122½	5' 2¾"	117	5' 3"	-1½	+½"
13	112¾	4' 8½"	109½	4' 9¾"	111	4' 9¾"	-1¾	+1½"
14	101½	5' ½"	97	5' 1"			-4½	+½"
15	119½	5' 3"	115½	5' 3½"	119½	5' 3½"	+½	+½"
16	100	4' 11"	97	4' 11½"	96	4' 11½"	-4	+½"
17	102½	4' 11½"	101½	4' 11½"	103	5' ½"	+¾	+¾"
18	94	4' 11"	92	4' 11¾"	93	5'	-1	+1"
19	99	4' 11"	97¾	4' 11¾"	98	4' 11¾"	-1	+¾"
20	110½	5' 4"	110	5' 4½"			-½	+½"
21	92	4' 7½"	90¾	4' 7½"	90½	4' 7½"	-1½	+½"
22	117	5' 2"	113	5' 2½"	119	5' 3½"	+2	+1½"
23	109¾	5' 2½"	110¾	5' 2½"	109	5' 2¾"	-¾	+½"
24	110	5' 3"	107½	5' 3½"	108½	5' 3½"	-1½	+½"
25	94½	5' 2½"	94½	5' 2½"	97	5' 2½"	+2½	0
26	109½	5' 4½"	110	5' 4¾"	111	5' 4¾"	+1½	+¾"
27	107	5' 2"	105	5' 2"	106	5' 2½"	-1	+½"
28	113	5' ½"	114½	5' ½"	113	5' ½"	0	0
29	111¾	5' 3"	113	5' 3½"	115	5' 3¾"	+3½	+¾"
30	113	5' 3½"	114	5' 4"	112¾	5' 4"	-½	+½"
31	109½	5' 3"	112	5' 3"	112	5' 3"	+2½	0

CODE NUMBER	WEIGHT	HEIGHT	WEIGHT	HEIGHT	WEIGHT	HEIGHT	WEIGHT	HEIGHT
	SEPTEMBER 9		OCTOBER 7		NOVEMBER 11		GAIN OR LOSS	
32	137	5' 5 $\frac{3}{4}$ "	135 $\frac{1}{2}$	5' 6 "	140 $\frac{1}{2}$	5' 7 "	+3 $\frac{1}{2}$	+1 $\frac{1}{4}$ "
33	140 $\frac{1}{4}$	5' 3 $\frac{3}{4}$ "	140	5' 4 "	142	5' 4 "	+1 $\frac{3}{4}$	+ $\frac{1}{2}$ "
34	127 $\frac{1}{2}$	5' 5 "	124	5' 5 $\frac{1}{8}$ "	125 $\frac{1}{2}$	5' 5 $\frac{1}{8}$ "	-2	+ $\frac{1}{8}$ "
35	131 $\frac{1}{2}$	5' 6 $\frac{3}{4}$ "	127	5' 7 $\frac{7}{8}$ "	131	5' 8 $\frac{1}{2}$ "	- $\frac{1}{2}$	+1 $\frac{3}{4}$ "
36	138 $\frac{1}{2}$	5' 6 "	137	5' 6 "	138 $\frac{1}{2}$	5' 6 $\frac{1}{2}$ "	0	+ $\frac{1}{2}$ "
37	125	5' 4 $\frac{1}{2}$ "	122	5' 4 $\frac{3}{8}$ "	124	5' 5 "	-1	+ $\frac{3}{4}$ "
38	133 $\frac{1}{2}$	5' 7 $\frac{1}{2}$ "	131 $\frac{3}{4}$	5' 7 $\frac{1}{2}$ "	133	5' 7 $\frac{1}{2}$ "	- $\frac{1}{2}$	+ $\frac{1}{2}$ "
39	109	5' 4 "	108	5' 4 $\frac{1}{2}$ "	110	5' 4 $\frac{1}{2}$ "	+1	+ $\frac{1}{2}$ "
40	140 $\frac{1}{2}$	5' 3 "	136	5' 3 "	134	5' 3 $\frac{3}{4}$ "	-5 $\frac{1}{2}$	+ $\frac{3}{4}$ "
41	128	5' 7 "	123 $\frac{1}{2}$	5' 7 $\frac{1}{2}$ "	125 $\frac{1}{2}$	5' 7 $\frac{1}{2}$ "	-2 $\frac{1}{2}$	+ $\frac{1}{2}$ "
42	142 $\frac{1}{2}$	5' 7 $\frac{1}{2}$ "	138 $\frac{1}{2}$	5' 8 "	141	5' 8 $\frac{1}{2}$ "	-1 $\frac{1}{2}$	+1"
43	136 $\frac{1}{2}$	5' 5 $\frac{1}{2}$ "	133 $\frac{1}{2}$		133 $\frac{1}{2}$	5' 6 $\frac{3}{8}$ "	-3	+ $\frac{7}{8}$ "
44	140	5' 5 "	138	5' 5 $\frac{1}{2}$ "	137 $\frac{1}{2}$	5' 6 $\frac{1}{8}$ "	-2 $\frac{1}{2}$	+1 $\frac{1}{8}$ "
45	127 $\frac{1}{4}$	5' 8 "	125	5' 8 $\frac{1}{4}$ "	127	5' 9 "	- $\frac{1}{2}$	+1"
46	128 $\frac{1}{2}$	5' 4 $\frac{1}{2}$ "	126 $\frac{1}{2}$	5' 4 $\frac{1}{2}$ "	130	5' 5 "	+1 $\frac{1}{2}$	+ $\frac{1}{2}$ "
47	140	5' 4 $\frac{1}{2}$ "	135	5' 5 "	138	5' 5 "	-2	+ $\frac{1}{2}$ "
48	140 $\frac{3}{4}$	5' 9 "	137	5' 9 "	137	5' 9 $\frac{1}{2}$ "	-3 $\frac{3}{4}$	+ $\frac{1}{2}$ "
49	112	5' 3 $\frac{1}{2}$ "	116	5' 4 "	112	5' 4 $\frac{1}{2}$ "	0	+1"
50	136 $\frac{1}{2}$	5' 7 $\frac{3}{4}$ "	129 $\frac{1}{2}$	5' 7 $\frac{3}{4}$ "	129 $\frac{1}{2}$	5' 8 $\frac{1}{2}$ "	-7 $\frac{1}{2}$	+ $\frac{1}{2}$ "
51	119	5' 5 $\frac{1}{2}$ "	115 $\frac{1}{2}$	5' 6 $\frac{1}{2}$ "	116 $\frac{1}{2}$	5' 6 $\frac{5}{8}$ "	-2 $\frac{1}{2}$	+1 $\frac{3}{8}$ "
52	136 $\frac{1}{2}$	5' 6 $\frac{1}{2}$ "	137 $\frac{1}{2}$	5' 6 $\frac{1}{2}$ "	144	5' 7 "	+7 $\frac{3}{4}$	+ $\frac{3}{4}$ "
53	141 $\frac{1}{2}$	5' 8 $\frac{3}{4}$ "	142	5' 9 "	138 $\frac{1}{2}$	5' 9 "	-3	+ $\frac{1}{2}$ "
54	120 $\frac{1}{2}$	5' 3 "			120	5' 4 "	- $\frac{1}{2}$	+1"
55	117 $\frac{1}{2}$	5' 4 $\frac{1}{2}$ "	117 $\frac{1}{2}$	5' 4 $\frac{3}{4}$ "	119	5' 5 "	+1 $\frac{3}{4}$	+ $\frac{1}{2}$ "
56	114	5' 2 $\frac{1}{2}$ "	111 $\frac{1}{2}$	5' 3 "	113	5' 4 $\frac{3}{4}$ "	-1	+2 $\frac{1}{2}$ "
57	99 $\frac{1}{2}$	4' 10 $\frac{1}{2}$ "	97	4' 10 $\frac{3}{8}$ "	99 $\frac{1}{2}$	4' 11 $\frac{1}{8}$ "	+ $\frac{1}{2}$	+ $\frac{5}{8}$ "
58	94 $\frac{1}{2}$	4' 7 "	92 $\frac{1}{2}$	4' 7 $\frac{1}{2}$ "	93	4' 7 $\frac{1}{2}$ "	-1 $\frac{1}{2}$	+ $\frac{1}{2}$ "
59	100 $\frac{1}{2}$	4' 9 "	99 $\frac{1}{2}$	4' 8 $\frac{3}{4}$ "	98	4' 9 $\frac{1}{2}$ "	-2 $\frac{1}{2}$	+ $\frac{1}{2}$ "
60	68 $\frac{1}{2}$	4' 3 $\frac{3}{4}$ "	68	4' 3 $\frac{3}{4}$ "	69 $\frac{1}{2}$	4' 4 "	+1	+ $\frac{1}{2}$ "
61	78	4' 5 $\frac{1}{2}$ "	75 $\frac{1}{2}$	4' 6 "	76 $\frac{1}{2}$	4' 6 $\frac{1}{2}$ "	-1 $\frac{3}{4}$	+1"
62			59	4' 4 $\frac{1}{2}$ "	60	4' 4 $\frac{1}{2}$ "	+1	0
63	102	5'	101	5' $\frac{1}{2}$ "	101	5' $\frac{3}{4}$ "	-1	+ $\frac{3}{4}$ "
64	110	4' 11 $\frac{1}{2}$ "	106 $\frac{1}{2}$	4' 11 $\frac{3}{8}$ "	109 $\frac{1}{2}$	4' 11 $\frac{3}{4}$ "	- $\frac{1}{2}$	+ $\frac{1}{2}$ "
65	99 $\frac{1}{2}$	5'	98 $\frac{1}{2}$	5'	101 $\frac{1}{2}$	5' $\frac{1}{2}$ "	+2 $\frac{1}{2}$	+ $\frac{1}{2}$ "
66	82 $\frac{1}{2}$	4' 8 "	80 $\frac{3}{4}$	4' 8 $\frac{1}{8}$ "	79	4' 9 "	-3 $\frac{1}{2}$	+1"

ACADEMIC PROGRESS EVALUATION

1

This was his second football project with us and he showed a 1.0 grade increase of 3.8 to 4.8. A breakdown of the test shows a drop from 4.7 to 4.4 in vocabulary but an increase of 2.2 grade levels from 2.9 to 5.1 in reading comprehension.

Initial programming started at grade level 4 and at the end was concerned with Restate Material 5.5. His averages were in the 90% range throughout most of the project. His lowest average was 78% on Sequence and Summarize materials, grade 4.

He did not do much bonus work, averaging about 1½ hours per week during the first half of the season. He did increase this to a little more than three hours during the last half of the season though with his best output being a weekly total of 5½ hours of bonus work.

2

This first year footballer was able to increase his total score from 4.2 to 4.4 for an increase of +.2. He dropped in vocabulary from 3.9 to 3.1 but improved his comprehension grade from 4.5 to 5.7.

Initial programming started out at Apply to New Situations, grade 2. Upon conclusion of the project he was working at level 5, Phase and Story Context. His weekly average during the first half of the season comes in about 95% but drops to 80% during the second half when the work gets harder.

Bonus work did not interest him at the beginning of the season with him having a couple weeks of not doing any work. But during the last four weeks of the project he has averaged 4½ hours of bonus work per week.

3

This youngster started off with lots of difficulties. He was ill the first two weeks of the project. His test score was in the third grade level, however, he couldn't do the assignments. He was lowered to grade one level and needed constant tutoring for every other basic words. His pre-test and post-test scores are as follows: 3.1 grade level and 2.9 grade level. This shows a decrease of minus .2 stanine -- no improvement. However, he did succeed by attaining the 90% or better average on his assignments. This was his first academic achievement project.

4

This youngster showed a great deal of diligence and consistency towards his work. He diligently performed all work given him and consistently did more work than required. He did a variety of work between the fifth to seventh grade level in reading comprehension and vocabulary.

He pretested at 6.7 grade level in vocabulary, 6.7 in reading comprehension, and totaled 6.8 on the total test. On the post-test he achieved 7.7 in vocabulary, 7.9 in comprehension, and 7.8 in the total test.

He, thus, increased 1 grade level in vocabulary, 1.2 grade levels in comprehension, and 1 grade level overall.

5

He was a real go-getter in the Learning Center. In between his frequent talking, he managed to do a substantial amount of bonus work. He seemed to be conscientious enough to want to gather as many points as he could. His accuracy on his work sometimes suffered because of this desire to accumulate points. He managed, however, to show a creditable increase in his final test results. The reading section increase was substantial from a 4.6 to a 6.2 while his vocabulary score increased from 5.3 to a 5.6. His total score of 6.1 was a 1 grade level increase from his initial 5.1 result.

6

This bright youngster showed good progress in the course of the program. Focusing on Drawing Inference skills, he did all the required work and achieved high scores on his work. While doing all required work, he showed little inclination to do bonus work until the last weeks of programming.

He pretested on the 10.3 grade level in vocabulary, 7.7 grade level in reading comprehension, and 8.7 grade level overall. In the post-test he achieved a 10.3 grade level in vocabulary, 9.1 in comprehension, and 9.4 overall. While showing no gain in vocabulary, he gained 1.4 grade levels in comprehension, and .9 grade level increase overall.

7

Pre-test score:	vocabulary 3.4	comprehension 2.9	total 3.1	
Post-test score:	" 5.3	" 5.1	" 5.3	+2.2

He made an impressive gain of 2.2 grade levels. He started off very low but improved quickly through the project.

8

This bright youngster never achieved his full potential. He worked hard enough on his assigned work, but showed a dislike for work that he could not get a 100% on the first try. He generally sought to sustain himself and made no real effort to accelerate the level of his learning. He did receive good scores on his work and did do bonus regularly.

He pretested on the 7.7 grade level in vocabulary, 8.6 in reading comprehension, and 8.2 overall. In the post-test, he achieved 7.7 grade level in vocabulary, 8.3 in comprehension, and 8.1 overall. He showed no gain in vocabulary, .3 grade level drop in comprehension, for a negligible decline of .1.

9

He is a very bright youngster with a reading ability at his own grade level. However, in the test he did drop .2 grade levels from 9.4 to 9.2. This change was due to a drop in vocabulary from 9.8 to 9.4 since his comprehension score remained exactly the same at 9.1.

Programming began at level 5, Apply to New Situations and concluded at level 8, Logical Relations. His average throughout the project was 94%, with a low week of 83%.

Bonus wise, he accomplished about $1\frac{1}{2}$ hours worth during the beginning of the season, but this increased to an average of $4\frac{1}{2}$ hours per week near the end.

10

This youngster demonstrated a very industrious attitude towards his work. He began work on the fourth grade level and was working on the eight grade level at the end of the project. He did all the work required with relatively high scores and beyond this he did a large amount of bonus work.

He pretested at 7.4 grade level in vocabulary, 6.1 grade level in reading comprehension, and 6.8 grade level overall. In the post-test, he scored 6.1 grade level in vocabulary, 6.7 grade level in comprehension and 6.5 overall. This showed a 1.3 grade level decrease in vocabulary, .6 increase in comprehension, and a negligible decrease of .3 overall.

11

Only an eighth grader, he already was achieving above his present grade level at the pre-test time. He was able to increase this score to 10.7 (from 9.6) for an improvement of 1.1 grade levels. While his vocabulary scores remained stable at 9.1, his comprehension level jumped 2 grades from 10.1 to 12.2.

Programming started at the fifth grade Apply to New Situations level and ended at Apply to New Situations, level 8. His scores averaged close to 97% throughout the project.

Bonus work was not done a lot of until the ending of the project. Then he averaged approximately $3\frac{1}{2}$ hours compared to just under one hour at the beginning of the project.

12

The youngster here is a returning member of last year's team. His improvement on the reading test was .4 from 4.1 to 4.5. Improvement in vocabulary was from 3.9 to 4.2, while comprehension increased from 4.3 to 4.9.

Initial programming started out at Story Context, 2.5. The academic coach was able to progress to 5.0, Logical Relations. Scores are almost consistently near 100%. He, however, has needed a lot of help from his academic coach throughout the project. He seems to try hard but is not

able to work rapidly.

He did not do a lot of bonus work. He has a high week of 200 points and three weeks of doing nothing for bonus.

13

He is a first year footballer at Palama and he was able to improve his reading scores 1.0 grade levels from 3.8 to 4.8. This is below his present grade level, which is the seventh grade. His vocabulary score increased from 3.4 to 4.2 and his comprehension increased from 4.3 to 5.4.

Programming began at level 3 for him and was only able to advance to level 4.5, Logical Relations. This was possibly due to his being sick a number of days during the project and also that he seemed to need a lot of help from his academic coach.

He started off great at the beginning of the project doing 225 and 230 points of bonus work during the first two weeks. He, however, has not done any more bonus work since then. This possibly could have been caused by the illnesses he has suffered.

14

The youngster here is a Kam School ninth grader. He is the returning Top Scholar and also garnish the award this year. He was able to do this with a post-test score of 12.1. This was a +.8 increase over the pre-test score of 11.3. He increased from 10.3 to 10.9 in vocabulary and from 11.6 to 12.2 in comprehension.

Programming was initiated at Sequence and Summarize, level 5.5. It concluded at 8.5, Apply to New Situations. Outside of two weeks, when programming was increased too rapidly (grade 10), his grades all consistently were near to 95%.

Bonus work done show that he averaged about three hours throughout the entire project.

15

He was the only Midget player working with three Bantam players, which was alright with him because he is a very quiet person, doesn't say much just does his work, for nine weeks. He turned in his work on time. When the Mudgets season was over he played for the Bantams. In Learning Center did RPU, R.C. SRA, Target Reading, Advanced Vocabulary, Hawaiiana, VW E and D's DIR, RAS II, Word Puzzle, and Sports related items. Also did 63-100% and 2,465 bonus points. His test scores were pre-test vocabulary 8.5, reading comprehension 10.7, and total reading 9.6. His post-test scores were 8.2 vocabulary, 11.1 reading comprehension and total reading 9.6.

16

On his pre-test he scored a 2.3 grade level and his post-test was a 3.1 grade level. It shows an increase of .8 stanine. This youngster always rushed through his assignments to do extra bonus points. His goal

was to be the scholar of the week which he did attain with others -- two weeks in a row. He always accomplished to finish his assignments on time and attain the 90% or better average on his weekly assignments.

17

He was pretested and test results indicated the 2.1 grade level; 3.1 for vocabulary and 2.1 for comprehension.

Because of his low test scores, programming touched all areas in depth. His work scores were high at the start of the season (100's) but lower to the 80's towards the end of the season.

His post-test scores showed an increase, 3.9 for vocabulary and 3.6 for comprehension; total of 1.7 grades.

18

He did not spend a significant amount of time in the Learning Center but he always managed to complete his work on time. He attempted to do bonus work on only one occasion. Much of this was due to the fact that he lived out of the area and usually had to leave for home. He did make a slight increase in the tests with his total score increasing from a 7.7 on the first test to a 7.8 on the final one. Overall, he did not experience any real difficulties.

19

This quiet youngster showed diligence and fortitude in his work. He diligently did all the work required and beyond this did a large amount of bonus work every week. Even though the work was at times difficult, he did all the work to the best of his ability and seldom complained.

He pretested on the 3.8 grade level in vocabulary, 5.5 in reading comprehension, and 4.6 overall. In the post-test he achieved a 3.4 grade level in vocabulary, 5.5 in comprehension, and 4.3 overall. He showed a drop of .4 in vocabulary, .3 in comprehension, and .3 decrease overall.

20

This youngster showed a rather erratic behavior in the project. He failed to complete his work on time and did only what was required. He did no bonus, and performed marginally on his work. He pretested on the 2 grade level in reading, but failed to complete the project.

21

This was the first academic achievement project for this young man. His pre-test score was a 5.3 and his post-test score was a 4.5 which indicate a .8 grade level decrease. This youngster did not spend much time in the Learning Center. He just managed to get his regular work done and did very little bonus work.

22

This youngster performed quite adequately in the course of the project. While he did little bonus work, he did progress from the fourth to the sixth grade level in the level of his work. He did all required work on time and maintained high scores in his work.

He pretested on the 4.1 grade level in vocabulary, 5.4 in reading comprehension, and 4.8 overall. He post-test on the 5.3 grade level in vocabulary, 5.4 in comprehension and 5.4 overall. While showing no gain in comprehension, he increased 1.3 grade levels in vocabulary, and .6 grade level overall.

23

This young man has been in several academic achievement projects in the past. His pre-test score was 5.6 and his post-test score was 6.2 which shows a .6 grade level increase. This young man seemed to work in spurts at times he would do a lot of bonus work and then he would just barely finish his regular work.

24

This was the first academic achievement project for this young man. His pre-test score was a 4.9 and his post-test score was a 3.8 which indicates a 1.1 grade level decrease. This youngster is a very slow learner and required a lot of attention.

25

This consistently, intent youngster showed excellent attitude towards his work. He consistently did a large amount of bonus weekly and spent a great deal of time at his work. He diligently worked on all work given and progressed from the fourth to seventh grade levels of work with good results.

He pretested on the 4.1 grade level in vocabulary, 4.8 in reading comprehension, and 4.4 overall. On the post-test he achieved a 5.6 grade level in vocabulary, 6.4 in comprehension, and 6.1 overall. He showed an increase in all areas: 1.5 in vocabulary, 1.6 in comprehension, and 1.7 overall.

26

This young man has been in several academic achievement projects in the past. His pre-test score was a 5.1 and his post-test score was a 5.7 which indicates a .6 grade level increase.

27

This youngster showed adequate progress. He began his work on the fourth grade level but his was below his level. At the end of the project he was doing ninth grade level work. He did well on the required work and did some bonus work.

He pre-test on the 5.9 grade level in vocabulary, 6.5 in reading comprehension, and 6.4 overall. On the post-test he achieved 6.9 in vocabulary, 6.5 in comprehension, and 6.8 overall. While showing no gain in comprehension, he gained 1 grade level in vocabulary, and .4 grade level overall.

28

A likeable boy, he pretested at the scores of 3.1 for vocabulary and 2.9 for comprehension.

Throughout the project work was programmed within his weak areas, Draw Inferences and Phrase Contest. All of his work scores were within the 80% to 100% level.

His post-test scores, 3.4 for vocabulary and 4.6, showed an increase of one grade level.

29

He was one of the few boys that showed a decrease in grade level at the end of the project. The pre-test indicated the 3.1 grade level.

Programming was started in the "restate material" area and later to other areas. Because of his overall low grade level, all areas were touched in depth. His work scores went down to the 60% level with the majority of scores in the 90% level.

At the end of the project, he scored an increase in vocabulary 3.6 but a decrease in comprehension, 2.9. Overall 2.4, a decrease of .7 grade level.

30

This player is a three-year footballer. He is an intelligent person and it is disturbing that he dropped -.6 grade levels. This drop was accredited to a decrease in his reading comprehension score which fell from 9.7 to 7.9. In vocabulary he was able to increase from 7.7 to 8.2, but this was not able to offset the reading comprehension drop. The total score was a drop from grade 8.7 to 8.1.

The first week of programming was involved with grade 6, drawing inferences. It concluded with grade 8, Apply to New Situations.

He was involved in the Leadership Group. Consequently, he was programmed for only one hour of regular work. As for doing bonus work, his average was only one hour per week throughout the entire project, which could also help account for his poor test showing.

31

This youngster tested out as follows: Pre-test 2.7 grade level; post-test 2.4 grade level. It shows a decrease of -.3 stanine. He was a slow learner and needed a lot of one-to-one tutoring. Much time was spent on basic pronunciation and simple words. Many times sentences had to be explained to him also. Pictorial words really helped him a lot. He felt

very good when he got 90% or 100% on his assignments. This was his first academic achievement project.

32

Pre-test scores: vocabulary 6.2 comprehension 7.1 total 6.3

Post-test: " 5.5 " 6.2 " 6.1 - .2

He shows a loss in grade level of -.2. He didn't try hard in his post-test, he guessed most of it.

33

His pre-score was 6.9. His post-test was 7.3, which was an increase of .4. Although he completed his work on time, he didn't do the job that he could have done in our academic part of the program because he lived in the Pearl City area and he needed more time to do his homework. So we assigned his homework as bonus. Other than homework, he did very little bonus.

34

During the course of the season he was absent on many occasions and this hampered his progress in the Learning Center. Much of the time he would be in a rush to do his work and leave; it showed in the percentages he was getting. He also did only a minimum of bonus work. Nevertheless, he made a one grade gain in the reading comprehension portion of the test. He fell miserably in the vocabulary section over two grade levels for some unexplained reason and his total score was a 4.7 compared to a 5.1 at the beginning of the season.

35

His pre score was 6.5. His post-test score was 6.8, which was an increase of .3. He did a good job in completing his work on time. Throughout the project he made 90 to 100% on his first try. Once in a while he would slack, but would come back the next week. He did very little bonus work.

36

In the academic aspect of our project he appeared to do reasonably well. Although he did minimal bonus work, his regular work showed a constancy in his progress. His scores seemed to be consistently in the 90% or better bracket and he seemed to have little difficulty in achieving this. His test scores at the beginning of the season showed him operating at a 4.2 level but as the season progressed, he seemed capable of handling progressively higher levels of work. His season and tests showed an improvement in his total score to a 5.7. This was an indication of his ability to do more advanced levels toward the ending of the season.

37

His initial testing scores indicated an average of the 5.4 grade level. Throughout the project work was concentrated in the Story Context area where he showed a deficiency. Work scores averaged at the 85% level. For bonus work, he did what was assigned and asked for more.

Towards the end of the project he was doing work at the sixth grade level with high success. He also attempted the seventh grade level work with low success.

His overall increase in grade levels according to work programmed was .5 or a half grade level.

38

Pre-test scores:	vocabulary	5.9	comprehension	6.7	total	6.5
Post-test:	"	5.9	"	7.2	"	6.7
						+ .2

He shows a gain of +.2 grade levels. He did his work and never gave up.

39

His test scores averaged at the 5.7 grade level. His weak area was Draw Inferences. This is where work was programmed.

During the project work was concentrated on his weak area. An increase of one grade level was the result.

He missed a few quarters for not completing his work on time. As for bonus, he did the bare minimum.

His overall grade increase was 1.1 grade; 6.8 from 5.7.

40

This academic achievement project was the second one in which this young man participated. His pre-test score was a 6.6 and his post-test was a 7.9 which shows a 1.3 grade level increase for the ten weeks of programming

During the football project this young man strived to become the Scholar of the Week, an award he earned three times. He did a lot of bonus work and always finished his regular work.

41

He is currently a Kam School student. He is a very intelligent young man. Works very hard in the Learning Center. He lives out in Kaneohe and gets through about 3:00 p.m. He has to go home quite early and gets here late. Some of the work that he has done here are TLCS, SRA, RFU, Why Work Series, RAS II, R.C., Advanced Vocabulary, Vocabulary Development. He has been on time turning in work for nine weeks. Did 37-100% and 1,090 bonus points. His work ranging from fifth to ninth grade. His test scores were pre-test vocabulary 7.7, reading comprehension 7.7, and total reading 7.7. Post-test scores were 7.7 vocabulary, 10.0 reading comprehension, and total reading 8.8.

42

This was his first project at Palama and he showed gains in all academic areas. At times, he seemed to have difficulty with new work on his first

try but it seemed more a matter of rushing and not being careful of mistakes. When he settled down, he seemed to progress accordingly. His test scores indicate almost a one grade level increase in the reading comprehension section from a 5.6 to 6.5. His total score for the test increased from a 6.3 to a 6.8.

43

This young man has been in several academic achievement projects in the past. For this project his pre-test score was a 6.7 and his post-test was a 7.4. This indicates a .7 grade level increase for the ten weeks of programming.

During the course of the season this youngster spent the bare minimum of time in the Learning Center. He never did any bonus work but he did manage to complete his regular work every week on time.

44

His pre score was 7.6. His post-test was 8.8 which was an increase of 1.2. He did a good job in completing his work on time and making a lot of 100%'s on his first try. He earned 2,240 bonus points this season.

45

This past football project was the first academic achievement project this young man participated in. His pre-test score was a 3.9 and his post-test score was a 5.4 which shows a 1.3 grade level increase for the ten weeks of programming.

During the project this young man was really turned on by the academic portion. He worked for the 100%'s and also did a lot of bonus. It was also discovered that his grades in school had improved a lot.

46

Pre-test scores:	vocabulary	5.8	comprehension	6.1	total	6.1	
Post-test scores:	"	5.1	"	6.5	"	6.1	.0

His scores show a gain in reading comprehension but a drop in vocabulary. In total he maintained the same grade level. His approach to academic work was a game. He was a cry baby when he met slight difficulty.

47

His test scores averaged at the grade level. His weakest area was Phrase Context, 3.5. Because his scores were all low, programming began in all areas.

Throughout the project, there was no sign of any increase in grade levels. His work scores were at the 80% level.

His post test scores were 5.9 for vocabulary, increase of .7, 6.2 for comprehension, no increase. The overall increase was .4 grade.

48

His pre score was 6.8. His post-test was 6.5, which was a decrease of -.3. He did a very poor job in the program. Sometimes it took him three tries to get his answer. This meant he did a lot of guessing instead of reading and doing the work.

49

For some reason his final test scores did not show a total improvement in the academic area. His vocabulary section held him back since he dropped from 7.3 to 5.4. In the reading comprehension section he improved one grade level from 7.2 to 8.2; making his total score 7.2, a decrease from his initial 7.4. When in the Learning Center, he would quietly do his work and did not appear to experience any severe academic problems. In general he seemed to do well.

50

Pre-test scores:	vocabulary 6.3	comprehension 4.8	total 6.1	
				+1.4
Post-test scores:	" 7.4	" 7.5	" 7.5	

His accumulative score shows a gain of +1.4 grade levels. He kept up well with his work and tried hard to advance.

51

Pre-test score:	vocabulary 5.1	comprehension 2.9	total 3.3	
				.0
Post-test scores:	" 3.9	" 2.9	" 3.3	

He showed no gain in the test. He hardly tried and relied mostly on guessing. He didn't like to do the academic work only the minimum required.

52

He is new to our academic project. He is a very happy kid, easy to talk to; likes to joke around with you. Did very well in Learning Center. Didn't have any group to attend; spent his time in Learning Center doing TLCS, RFU, Target Reading, R.C., SRA, Countries and Cultures, DIR, Vocabulary Development, RAS II, Advanced Vocabulary, Hawaiiana, and sports related items. Scored out at 7.7 vocabulary, 6.5 reading comprehension, and total 7.1 in his pre-test. Did 59-100% and 1,238 bonus points. Always was on time turning in his work for nine weeks. His work ranged from the fifth grade to the seventh grade level. Post-test scores were 6.2 vocabulary, 6.9 reading comprehension, and 6.7 total reading.

53

His pre-test scores were vocabulary 8.1, reading comprehension 7.1, and total reading of 7.6. He always turned in his work on time for nine weeks. He is a very moody person. You can work with him, but sometimes he is very hard to convince. His accomplishments in Learning Center were 68-100% and 2,410 bonus points. Some of the work he did were R.C., RFU, RAS II, DIR, SRA, Advanced vocabulary, Target Reading, Real Stories, Why Work

Series, Hawaiiana, V.S. Cards, sports related items, and ranging from the fifth to eighth grade. His post-test scores were 7.1 vocabulary, 7.8 reading comprehension and total reading 7.6.

54

Pre-test score:	vocabulary 3.9	comprehension 3.3	total 3.5	
				- .4
Post-test score:	" 2.8	" 3.1	" 3.1	

He shows a decrease of -.4 in grade level. He took the post-test under the influence of drugs.

55

He was very conscientious about doing his work in the Learning Center and his progress on the basis of his test scores brought this out. He made advances in both the vocabulary and reading comprehension sections of the test and therefore, his total score improved from a 4.9 in the first test to a 6.5 in the second; an overall increase of 1.6. Because of commitments at home, he was unable to do as much bonus work as he cared to.

56

His pre-test scores averaged 5.9. The area in which he tested low in was Application to New Situations (4.0). This is where programming began. Target Reading material was first programmed and his scores were about 80%.

Throughout the program various other areas of work were touched and his scores were around the 80% level. His strong work area was the reading comprehension series.

For bonus he did the minimum with high success. At the end of the project, his work showed an increase of 2.0 in his deficient area. Another area showed an increase of 1.5, Draw Inferences. Overall, his grade level increased by two grade levels, which helped him to win "Top Scholar" and "Mr. Football 1974" awards.

57

This past football project was the first academic project for this young lady. She scored out at a 7.2 on her pre-test and at an 8.7 on her post-test. This indicates a 1.5 grade level increase for the project.

58

This past football project was the second one in which this young lady participated. She scored out at 3.4 on her pre-test and at a 3.8 on her post-test. This indicates a .4 grade level increase for the project.

59

Her pre-test score in the reading comprehension area was 3.1 grade level and post-test was 2.4 grade level. It shows a minus .7 stanine. She always waited for the last couple of days to do her weekly assignments and

did it in a rush. Because of the rushing and careless mistakes, she was always in point trouble. Being that she did attend a private school, she did have a lot of school homework, which was not used as her regular assignment. This situation was remedied in the third week.

60

This youngster was always in point trouble. She spent a lot of time in the Learning Center doing nothing or playing with others who wanted to do their work. On her pre-test she scored at a 2.1 grade level and her post-test at 3.4 grade. She did show an increase of 1.3 grade level. According to her progress charts she did attain the 90% or better in her assignments.

61

Her scores are as follows: pre-test 3.5 grade level and post-test 2.2 grade level. It shows a big decrease of -1.3 grade level. She was another youngster that was always in point trouble. It had nothing to do with her weekly assignments. First her work was checked out--it wasn't hard. Then observation of her was taken. She was doing nothing, playing around or sleeping. She was a returnee, however, she lacked the enthusiasm.

62

Her scores in the reading area on the pre-test and post-test are as follows: 3.1 grade level and 3.6 grade level, which show a +.5 stanine. She always completed her assignments on time and did attain the 90% or better average in her weekly assignments. She is a returnee to the academic project.

63

This young lady has been in several academic achievement projects in the past. Her pre-test was a 4.4 and her post-test score was a 5.6 which indicates a 1.2 grade level increase for the ten weeks of programming.

64

This young lady has been in several academic achievement projects in the past. Her pre-test was a 3.2 and her post-test score was a 3.9 which shows a .7 grade level increase for the ten weeks of programming.

65

Her pre-test and post-test are as follows: 2.2 grade level and 3.9 grade level. Her increase was +1.7 grade level. She spent a lot of time doing her weekly assignments and extra work for bonus points. She tried and did attain the 90% or better average in her assignments. This was her first academic achievement project.

66

This past football project was the first academic project for this young lady. She scored out at a 6.5 on her pre-test and a 7.4 on her post-test. This shows a 1.1 grade level increase for the project.

PLAYERS EVALUATION

1

Second year player, Captain of Specialty teams, usually first man to the ball carrier on our kickoff and punt teams.

2

First year player who earned himself a starting tackle position. Also able to go two ways as a defensive end. Did excellent job of blocking for us. Possibility of returning to us next year, but he'll play whatever team he's on.

3

First year player, was being taught a difficult position, that of cornerback. Started to come around and hit more near end of season so hopefully John will be able to use him more next year.

4

The only four year player on the team. A starting offensive guard last year and switched over to become an outside linebacker. Has a good head for reading the offense and also a good one "for hitting". Is given credit for some 72 tackles for the season.

5

First year player. Able to earn himself a starting offensive tackle spot. Realized part of his potential in the Aiea game when he twice deposited opponents with crisp, beautiful open field blocks on the seat of their pants. If he consistently blocks that way he'll be able to start for any team on the island. Laid some 33 down field blocks throughout the season.

6

A very intelligent player, knew the plays for every position in the backfield. Wish we had more time to work with him. He'd have become a very good quarterback.

7

The player here started as a halfback because of his strong running. He also played defensive end and again his strength was responsible for several outstanding defensive plays.

8

A returning member of last year's team he was a starting guard throughout the whole season. He had a lot of chatter and hustle and tried hard to do the best he could. He did a fine job of blocking for us.

9

First year player. He started both as a wingback and cornerback on defense, where he did a good job for us at both positions. On offense he learned to be a good blocker and a scrambling runner and on defense he had good coverage to never get burned deep.

10

Second year player he was our roverback; an excellent defender against the sweep often playing off two or three blockers and still making the tackle. Always around the ball.

11

Second year player also. Hustled well and always attended practice, fullback.

12

Returnee from last year's team. Developed some unexpected speed during the off-season which helped earn him the other starting guard slot throughout the year. Developed into a good driving blocker. Capable of playing Midgets again if he doesn't eat during this next year, but I don't think he's going to make it.

13

A first year player who showed us the desire to mix it up with anybody. He'll return to us next year and we expect great things from him.

14

Our Mr. Backfield, a starting wingback last year -- but switched to quarterback this year. Able to play any position in the backfield both offensive and defensive. Always competing; a real team leader. Winner of last year's Midget Mr. Football.

15

This next player was a real "Iron Man" for us. Playing our defensive tackle and offensive back. Accounted for some 370 rushing yards. Has always been named to some weekly award such as Offensive Back or Defensive Lineman since the season started. Scored an average of 1 touchdown per game.

16

A returnee from last year's team, this player still has one more year of Midget eligibility. We're sure he'll be one of the leaders then.

17

A first year player. He also has one more year of Midget eligibility. We hope to refine his ruggedness so he'll be one of our "terrors" next year.

18

The quickest starting back that we had. Unfortunately was injured in the early part of the season due to a biking accident. Hopefully he'll stay off those next year and provide John a full year of explosive speed.

19

One of the ruggedest little men on the team. Always around the ball and willing to "hit" against the biggest backs. Is also eligible to play for us next year when he could be a "real animal".

20

A quarterback who can return to us next year. Uncovered during our last game this year. Throws a strong spiral and leaves next year's coaches with only the job of finding someone to catch them.

21

Possibly the smallest man on the team. Very intelligent in running his plays and unafraid to bump heads in there. Is able to return next year so we have very high aspirations for him.

22

"Mr. Sticker" of the defensive backfield a returning starter from last year. Good defensive football sense and plenty of "animal" in him. Picked off three passes for us this year with many more to come in the future. Also our punter.

23

The man in the middle for us. Our center on offensive and middle linebacker on defensive. Accounted for some 65 tackles during the season. Also the man who calls our defensive signals. Reads and follows the ball extremely well. The only other player to be named to a weekly award every week of the season.

24

A first year player. Showed good improvement over the season. Has a lot of potential to be tapped still though plays defensive tackle. Also offensive.

25

A starting defensive end throughout the season even though weighing only 95 pounds. Must be an accomplished volleyball player as he was able to volley an intercepted Aiea pass and return it for 40 yards.

26

Our deep threat for everything. Wide receives, Deep Safety, Kick off and Return Man. Blessed with tremendous hands and speed, a great football

career is in the future for him. Gained some 420 yards for us. Was able to score some four touchdowns for us.

27

The smallest man on the offensive line but that never was a deterrent to him. An excellent blocker, he made our long gain sweeps work with his hook block. He played our tight end and could be counted on to catch a pass whenever necessary. Strong down field blocker receiving credit for 30 down field blocks.

28

A returnee from last year. Played our middle guard position. Very strong and very quick and helped to effectively seal off the run against our middle.

29

This player has another year of Midget eligibility left. He should come into his own there and start knocking people on their butts.

30

Another starting returnee. He was switched from offensive guard to our weak side linebacker. Did an outstanding job for us as not many teams ran to his side.

31

A backer's center. Has shown ability to do a terrific job if he doesn't get excited. Hustles well and tries hard.

32

Played center and linebacker. He's a very quiet young man and got along with every member of the football squad. He was very friendly, honest and the type of young man that I could depend on. Although he lived in the Kalihi area at the beginning of the football season, his family moved out to the Aiea area, but he never missed one day of practice.

33

Played tackle, offense, and defensively. He lived in the Pearl City area, but his mother and father had heard about Palama Settlement's football team and our behavior modification program and wanted him to be in the Palama project. We cleared it with the Pop Warner League and he was able to participate in our program.

He was a very quiet young man. At times he seemed like a loner and at other times I saw him playing and talking to some of the other members of the team. Throughout the season he had a weight problem but he did a good job in keeping it down. Although he lived in the Pearl City area, he made it to practice. He is a very honest and beautiful young man.

34

He played right halfback. He didn't play very much because he didn't hustle much in practice. Most of the time he came late and his excuse was that he lived in the Salt Lake area and attended Radford High School.

He was a very quiet young man and got along with every member of the football team. I felt that it was very hard for me to communicate with him. Sometimes I would explain things to him and he'd pretend that he didn't understand or he would not give me an answer.

35

He lived in Kuhio Park Terrace but earlier this summer one of the counselors from that area brought him down to me and asked if he could participate in our football project. He had gotten himself into trouble in school and in the area and his mother wanted to keep him out of the area as much as possible. He was a good football player. He played first string defensive end. He didn't have all the speed in the world but when he had a job to do at his position, he would do it.

He was very quiet and not outspoken at all. I felt that there were times that he had things on his mind but he wasn't really willing to discuss them with me.

36

Played offensive guard and defensive tackle. He was a very strong young man whom I had seen around the area earlier this summer. He had participated in the Midgets last season. He had always come to me and told me that he wanted to play football for me and I expected quite a bit from this young man, but I feel that he never did play up to his potentials.

The young man is very strong, very beautiful, and I feel that all he needs is a little confidence in himself as a young man. I feel that through the season he learned a lot from the coaching staff, players, and from just participating in our program.

37

He was an offensive guard and defensive linebacker. He was a very quiet young man and he had very little to say to anyone on the team. Most of the time he spent alone doing things by himself.

He was one of the best hustlers on the team. Whenever we had practice he always hustled. Whenever we ran sprints he was always out front. Because of this, I decided to give him more of a chance to play in the football games. Although he wasn't as strong as some of the other boys who were playing first team, he had guts and was willing to get out and try as hard as possible. I felt that he learned a lot from this season. By the end of the season he was doing more talking to the players. He was smiling more and getting involved in other activities here at Palama.

38

He was a quarterback. He played on the Midgets last year for Palama and although I felt he wanted to play Midgets again this year, we felt tha

we needed him on the Junior Bantam squad. He got upset easily about minor things that involved him. An example of this was, one day I asked him to run a quarterback roll-out, one where he kept the ball and some of the boys tackled him. He came back to me and was crying, and his feelings had been hurt because the boys had tackled him.

I feel that this is kind of a hang-up with him. . . I really don't know why but one of the things that I try to do with this young man all season was try to build confidence in himself as a young man and as a quarterback. As the season went on I think he worked on it. He did a super job the last few games that we played and I felt that he grew quite a bit. I felt that he will be one of the best quarterbacks on the league next year.

39

He started football season late. His parents went on vacation to Maui the first two weeks of practice and they took him with them, but when he came back he did a good job at the position he was playing which was defensive safety but he didn't get enough work at this position to be the outstanding football player that I feel he could have been.

Because the time he came out limited him to really knowing his position as well as he should have.

He was one of the smallest men on the team but had a hell of a lot of guts.

40

He played offensive and defensive tackle. He was a very quiet young man. At the beginning of the season he had a weight problem but he always made the weight. He got along with the other team members. I felt that sometimes he would take a lot of things from the boys just because he was a very friendly kind of young man. He is a good football player and if he works hard at what he is doing, he'll be one of the best football players to come out of Palama.

41

Played offensive guard and defensive linebacker. He was a very aggressive young man. He is the type of young man that I could always depend on. In the games he was a very intelligent young man. There were several times that he would make decisions within the game that I felt were outstanding.

Sometimes he was easily upset but all I would have to do is talk to him for about five minutes and let him know why I made the kind of decision that I made and he could understand them and usually agreed with the decisions that were being made. One of the younger players.

42

Was the largest man on the football team. When he first came out to football he had no football abilities and he was way over weight. I felt that he would not make the squad. I did not particularly stress his weight,

but at weigh-in he was down to the official weight. As the season progressed he began to learn the game of football. Although he had never played before, he had guts. He was a very disciplined young man. You tell him how to do something and he did it. By the end of the season he was beginning to play a lot of football. There was only one game this season that he did not make the weight. But because of the kind of discipline young man he is he kept his weight down for the rest of the games.

43

He was my fullback and played linebacker on defense. He is a very aggressive young man. Although he did not say too much or talk that much he was well respected by every member of the squad. He was more of an action man. He would rather do the action than talk about it. But he was a member of our leadership group because I felt as the rest of the coaches that he had leadership potentials. As long as he dealt with it in a positive way he would be a very positive and super leader.

44

He was one of the best football players that I have ever coached. He was our offensive guard and our defensive guard. He did an outstanding job all season. The only hang-up that I felt with him was that when things were down for him they were all the way down. This was something that I feel must be worked with; if he can build his confidence and self-control down he's going to be another John Paulo Sitagata. But he must work on his attitude.

45

He was our quarterback, our safety man and our kicker. He was the best kicker that we've ever had in Palama's history. I felt that he was one of the best kickers that I've seen at his age. On our extra points this season he made 90% of the extra points that he tried. There was one game that he tried two field goals; he made one out of the two.

He was a very well-mannered young man who was always dressed neatly and was very kind to everyone on the football squad. He has a very beautiful personality and I feel that someday within the next two years he will be another superstar from Palama.

46

He was a right halfback. He also played right cornerback on defensive. He was also one of the best backs to come out of Palama. He had speed; he had the guts to run over people. He had the guts to tackle people. One of the problems that hung him up is his attitude about things around him and about himself. I think that if we can keep working with this young man, he will be another superstar.

47

He was an offensive tackle and defensive end. He started out the season very slowly. But as the season went on he became one of the best football players on the team. He was very strong. He had guts and he had a lot of desire to be a good football player.

He was one of the best dressed young men on the team. When we made the trip to the mainland I think he changed clothes at least twice a day. The boys on the team liked him and he was a very aggressive young man but very quiet and very peaceful.

48

He, who's a cousin of one of our participants, played fullback and defensive end. I also had high hopes for him at the beginning of the season. He was very strong, very big, and had a lot of speed. But he never put out his potential the whole season. I don't know what was hanging him up but he did have a few problems this season.

49

Played right halfback but did not participate in that many games; not because of not having the ability or the potentials of being a good football player but he just wouldn't put out in practice. I felt that there was certain times I wanted to put him in but with him not knowing the plays as well as he should have, I was afraid that he might get an injury.

He has a very nice personality. He is very friendly and got along with the rest of the players on the team.

50

Was a defensive end. He started out the football season very slow. I didn't feel that he was hustling enough in practice to start our first two games but our third game I put him into the game and he did an outstanding job. There were several times he knocked the quarterback down from his defensive end position. The rest of the season he did an outstanding job at defensive end.

51

Was an offensive guard and defensive linebacker. He was one of the smallest boys on the team but had a lot of guts and a lot of desire to play good football. He was one of the jokers on the team. He was always playing, running, jumping or doing something. This young man had so much energy that he, at times, would interrupt practice by talking or pushing someone down. He was one of the hardest hitting linebackers on the squad.

52

Played offensive guard and defensive tackle. He did not play in too many games and the reason for this was because of his practice. He was another young man who we tried to push because of his potential as a football player. All of the coaches could see this so he was pushed, but there were times that he did not want to put out so therefore, we could not play him as much as we wanted to.

He is a very nice young man. He was never late for practice. He was always at practice and always on time for all of the meetings. Very beautiful personality. He got along with every member of the football team.

53

He was my first string left halfback and he also played end and safety on defensive. He was just an outstanding athlete. He is super and I feel that he knows that he is a super athlete and there are times that he would get the big head and couldn't handle it. This is something that I feel that he will have work out himself and through his participation in the programs here at Palama. He should be an outstanding high school athlete.

54

He was one of my left halfbacks and played cornerback on defensive. He was one of the best cornerbacks that has played football at Palama.

As I began to see him run the football I knew that he had the potentials of being a good halfback. I don't feel that he had confidence in himself or in his running but as the season grew he became a super athlete.

He was a very nice young man and had a very nice warm personality. He got along with the rest of the members of the team.

55

He was one of the young men who was sent up from the Midget team to the Junior Bantams. He played offensive end. He started out very slow but as the season went on he began to catch the football and began to get confidence in himself as an athlete. He was very nice, very quiet and had a very nice personality.

56

He was an outstanding athlete. He won the Mr. Football Award this year because of his ability as a football player and his achievement in the Learning Center. He was an offensive end and linebacker on our defensive team. Every week he was the kind of young man that you could depend on. He never quit; he never gave up. He was always the kind of youngster that would put out to the end.

He was a very quiet person. He got along with the rest of the members of the squad. If there was a chance for the boys to pick him as a captain, he was usually picked because of the kind of respect the rest of the members had for him.

57

This 12 year old young girl was asked to join the project. There was a slot vacated by a returnee who decided to drop out. She was a cheerleader for another team the previous year. So, she already knew many of the exercises and skills that was needed. She had a strong personality and did get stubborn at times. However, she worked hard on her field skills, especially her splits.

58

This 11 year old youngster is a returnee to the project. Her performance was always done lazily. She didn't take kindly to directions. She was also one to pout.

59

This chubby 10 year old youngster had no skills when she joined the team. Before she left she was able to do the back roll. She tried to be cooperative. She couldn't take directions from her peers.

60

Another 10 year old youngster. She had all the potentials and the voice for cheering. She didn't take directions well. She often argued with her older sister who was on the same team. This made her pout. She was always moody and when she practiced, showed motions of being lazy.

61

This 12 year old returnee had a lot going for her. She had the skills and only needed to improve on it. However, she was a moody youngster like her sister and often needed to be disciplined.

62

She is an 11 year old youngster who is a returnee to the project. She was called to fill a slot. She needed to improve on her skills. She was a slow learner and needed a lot of help. Her voice was not loud. Before the project ended she was doing well with her performance.

63

She is a returnee, 13 years of age. She tried to help the student coach many times. She pouted a lot, but did have the skills which she used to get the others to like her. She could have been a potential leader

64

She was 12 years of age and a returnee to the project. She tried awfully hard to do well on the field. Her disposition and behavior has improved whereby she became likeable.

65

She was the youngest girl on the Bantam team, 11 years old. She worked hard to learn all the skills that was needed. She lacked the self-confidence of her performance. However, she enjoyed every minute of being a cheerleader.

66

This tiny 13 year old youngster didn't have any skills, but she had the potentials. She worked hard at learning the skills she needed. She did get her feelings hurt many times but stayed with the project. When the project was completed she could do her front roll with no problem.

GROUPS

An integral part of the project as agreed upon by the staff was the utilization of groups to help diagnose and meet the needs of the youngsters in the program. The focus was on social inter-relationships, especially as it applied to the Palama community and also individual concerns as they required attention. More specifically in order to reach a wide segment of youngsters in the project, several different types of groups with differing purposes were established. Also as the need arose a couple of youngsters were included in a one-to-one situation rather than a group to deal with socio-emotional conflicts.

One type of group was characterized as a leadership group. The youngsters selected for this group were those seen as having potential leadership qualities. This weekly sessions were geared toward communication skills, self-awareness, and understanding of others in their relationships. Other leadership qualities to include planning and goal attainment were also covered in group. All of this was done with the idea of actualizing the potential for leadership skills in our youngsters.

Another group, which we labeled our cultural group, was established primarily for our Samoan youngsters who were unfamiliar with some of our American cultural values and practices. It was more an educational group to create an awareness of our American cultural system. To assist in this area two of our academic coaches who were of Samoan heritage were enlisted to work with a staff member in this group on a weekly basis.

The third type of group, our triads, included youngsters who needed specialized, in-depth attention for psycho-social problems which were potential causes of conflict in their situation. Our focus was to strengthen the youngsters emotionally so they would be better prepared to cope with their live experiences. These groups also met on a weekly basis.

In our project this year a total of 38 youngsters were identified for either inclusion in a group or being worked with on a one-to-one basis. In general, the concept of meeting youngsters needs through specialized groups was a necessary aspect and proved to be successful.

CULTURE INTERACTION GROUP REPORT

WORKERS: Jocelyn, Marcia, Allan

The Culture group had 5 members, all of Samoan descent. They all maintained close ties and identity with their culture. The purpose of this group was to aid in an acculturation process. An objective was to acquaint the members with the social process of the Hawaiian Community.

The outcome of this program is the following:

1. Built pride in their group and their selves.
2. Developed trust among themselves and others.
3. Academic improvement.
4. Members tried harder and encouraged each other and others in their work.
5. The members became very close to each other.

Brief description of each member:

3

He kept order in the group. Most of the members listened to him. He would take most of the discussions seriously. He has a good sense of humor and knew when to joke in the group. He liked all the positions he received. He was the most responsible of the group.

17

One of the big jokers of the group. He would try to make anything funny. He is very jolly and always smiling. He got along well with most of the group. Most of the time he would lead off most of the discussions.

19

Seems to be very shy but once he knows you he is very playful and always willing to listen. He tries hard in his academic work and doesn't like to give up. He gets along very well with the group and others. He was more or less the most acculturated of the group. He was more acquainted with our society than the other members.

24

This person was a true introvert. He kept a lot to himself and in himself. He is the youngest in his family. He seems to have been overlooked by his family. He gives up very easily and most times will not

try. He would start to open-up but suddenly close-up. He has much difficulty in getting along with others. He opens up in a positive atmosphere.

Possible Improvements for the future:

1. Group should be started earlier in the project and have other ethnic groups represented to add more depth in the group.
2. One-on-one meetings to help the member open-up and see another side of him.

All in all the group members as well as the coordinator felt that this program is very worthwhile and positive in its effects on the child. It should be continued in other projects.

LEADERSHIP GROUP
FOOTBALL PROJECT
1974

Since this was our first year we had a leadership group, at least this is the first time we called our group leadership. The word leadership made a big difference in the previous groups. I felt that each member of the group really dug it and felt a lot of pride just being a member of the group. We had good discussions on the role of a leader, on and off the football field. We talked about the attitudes of each member of the group and how it affected other players of the team, the coaches, and the rest of the Palama staff. I felt that most of the guys we picked for the group had potentials of being a leader. With these boys, Vernon, Chico, and myself, had a chance to deal with their feelings. I felt that most of the boys in the group felt free to discuss anything that they had on their mind. Much of the discussion dealt with females, football, and the attitude on fighting. Having the three of us there, Chico, Vernon, and myself, I felt this was a big support to each other because there were certain times when certain questions were asked by one of the members of the group. If I didn't have the answer right away, Vernon or Chico either came up with the answer, which the boys respected very much.

I felt that our leadership group was a success although it was an experimental kind of group this year. I felt that this was the first year the boys really dug coming to the group. I think during the basketball season we should continue the group and we should call it leadership group.

The members of the group were:

38

He was one of the boys we chose mainly because he was the quarterback of the football team and we felt there may be potentials of him being a leader.

He didn't have very much to say, but he listened closely to everything that was being said by the other members of the group and by the coaching staff. When we chose him for the group, we had a feeling he didn't have the natural ability as a leader. But being the quarterback of the team, we felt he should at least get the feeling of being a leader.

41

He was a very intelligent young man, but was very quiet. He never would bring up anything to discuss in group. But when we asked him questions, he would give very intelligent answers. At times I felt he was very mature in his actions, but there were other times he made me realize he was only 14 years old. He has a lot of potentials as a leader, but as a quiet leader. He is v e r y sincere in everything he does.

43

He showed that he had all the potentials of being a leader. But my problem and the other coaches' problem with him was to show him how to be a leader without being so negative in his attitude in everything he does.

His feeling of how to solve a problem with his girl or other people at school--his classmates--was to fight. He felt that licking someone would teach respect and get results from that type of action.

He is a very quiet young man, but he has a lot of potentials as a leader. We discussed his girlfriend and how he dealt with her. His feelings about his girl was if she made him angry or if she did something wrong, he would punch her and he felt that by punching her, it would get the right results. But during the two months he was a member of the group, I felt that his attitude was an attitude I wanted to work on and try to change. I don't know if it did anything but this is the approach Vernon, Chico, and myself took with this young man.

44

He had the same attitude as his brother (the participant mentioned above). His feeling was that the only way to solve any problems, whether it was on the field, in school, at home, or on the streets was physical violence. He believed very strongly in it, although Chico, Vernon, and myself tried to explain to him that there were other ways to solve the problem besides fighting and his negative views and negative actions he took about certain things. I feel that it was very hard for this young man to see the positive side of solving problems mainly because of the environment that he lives under. I know that if parents react in a very negative way around their families, in every action they do, then it is very hard to convince a young man that this isn't the proper way to do it. But I really feel that both participants really grew so much during this football season.

46

He is another born leader. He has the potentials of being a super athlete and the potentials of being a super leader. He is very rough; he's tough. The boys respect him on and off the football field. But he has similar attitudes to the boys mentioned above. His feelings on how to solve problems were through physical violence.

He had a lot of super questions. When he usually came into the group, he would start out asking questions. Although, sometimes they were very stupid questions. But he was concerned about growing. There were a lot of things I felt he wanted to change in his attitude. One of them was whenever he got upset and angry, he went into a pout. He would really get upset and angry. I had feelings sometimes that he wanted to fight one of the coaches if he felt he could get away with it. But he is a very beautiful young man and if he keeps growing the way he did this year, he is going to be a super football player and a super and a very positive leader. I think that his situation is similar to the two brothers mentioned above as the home environment means a lot in the positive growth of these young men.

48

He was also picked to be a member of the group. I think one of the reasons why we picked him was because of the potentials we saw when he first came to Palama as a leader and as a football player. I think we were kind of fooled by his size and by the first day of practice how he ran the ball and how other boys respected him at that time. As the season grew on after the first couple of weeks, we began to see him not really as strong on

having the potentials as some of the members of the other group as being a leader. He was really, as far as I'm concerned, a loner. He did a lot of things by himself. He ran into problems at camp when he hit one of the cheerleaders because he felt angry at something that went down. We also had problems with him picking on small kids and other girls. And I think that this was one of the biggest problems that we had to deal with him in group. And to let him know that if he was going to be a leader or be a super football player, he had to change his attitude about himself. First of all he had to stop picking on little girls or on people that are smaller than he is. I don't know if he got anything out of the group. He didn't have very much to say. But he listened very closely to everything that was going down.

53

He is another young man who has all the potentials of being a super athlete and a super leader. Although he didn't have much to say at the beginning, as things went on he began to feel free to discuss his problems--things that was bothering him, his action at school with the fighting, physical violence that he also believed in. He, I find, was also a fighter. Although his attitude about fighting, about the negatives was much different than some of the members of the group. I felt that he learned a lot from being a member of the group and that if he keeps growing, he has the potentials of being one of the super stars of Honolulu.

I felt that this group was one of the best that I've ever had during the football season and as a whole, I felt that the group really got a lot out of it. They had a lot of pride; they came on time. Only twice a couple of boys came in late. They enjoyed the group so much that they would ask me a couple days in advance if they were going to have a meeting, where it was going to be, what time. This was the kind of attitude we wanted the boys to take, and we hope that the boys will come out for the basketball project and our next football project.

HOME VISITS EVALUATION

An integral part of the project each year is that each youngster's parents are spoken to early in the season. In most cases home visits are made but when that is not possible, visits are conducted with parents here at the Settlement. The reasons for the visits are multiple and serve various purposes.

The visits are necessary, first of all, to inform our parents about programs set up and its objectives. Often times, other than the fact that their youngsters come to Palama, the parents may not know very much about our project. The necessary forms such as the face sheets and project agreements also need to be filled out. The visit also serves to provide valuable information on the youngsters, their families, and their environment that may be helpful to us as we work with the youngsters during the course of the season. Also important is the fact that visits with parents help to open the door to further positive involvement with them during the season.

Specifically, at the start of the football project we had the task of making some visits for a total of 76 youngsters. Of these, approximately 43 of them were new to football. To accomplish this, 8 workers were assigned to carry out the home visits. It was planned that all visits would be completed by the first couple of weeks in the season. Then were some complications but generally speaking, the home visits turned out to be rather successful.

Comments:

1. With non-English speaking families, we should continue to have one fluent in the language do the home visits.
2. All available workers should be assigned home visits in order to facilitate matters.
3. Start with the home visits as soon as the rosters are finalized.
4. The deadline for the completion of visits and reports should be moved up to the start of the season so as not to interfere with other responsibilities.
5. Have coaches insist that necessary forms be completed as a pre-requisition for practice.

TRAINING TABLE

Football training table started September 4, 1974, and ended October 31, 1974. It ran for 9 weeks and a total of 3,111 meals were served.

Prior to training table beginning, we were able to secure some Holiday Mart coupons totaling \$200.00 and all the bread that was necessary for our meals from Holsum Bakery. Others like U. Okada and Co., Ltd. for a variety of frozen goods and C.Q. Yee Hop for all the frozen dinners that could be consumed. Without these donations, supplies would have been costly to Palama's budget.

In addition to the daily dinners which was served 4 nights per week, supplemental feedings of vitamins and proteins with fruit juice were served 5 days per week to each participant before practice.

Meals were prepared and served with the help of staff, parents, friends and volunteers. The fantastic organized unit of helpers went through their tasks like no bodies business--cutting vegetables, buttering bread, cooking rice, helping with the main dish--serving dinner and staying around to see that the participants* did their chores.

Each week the participants had work assignments like washing pots and pans, wiping and putting them away, sweeping and mopping the floors and emptying all the garbage in the rubbish bins. This was a learning process for many of the youngsters who didn't know how to work! Sometimes there was "no show" meaning they forgot they had K.P. or didn't come at all and complaints--"like how come I got to do this?" Or "how come I got hard work?"--all the complaints one expects from kids 10-14 years old.

Training table was of utmost importance in building relationship with the participants, volunteers, staff and giving everyone a nutritional dinner with lots of love and affection.

* Team members

LEARNING CENTER

This year's football project focused on Reading Comprehension and Vocabulary. The reading catalog was revised and categorized to make the academic coaches (volunteers) job much easier in programming work for the participants. New materials were obtained to increase the variety of possible work assignments.

In August, the screening of volunteers began and a training session held. In the project each staff member supervised two academic coaches and each academic coach programmed for four participants. We utilized the services of seventeen academic coaches, of which sixteen completed the entire project, and a handful of students from the Kamehameha Schools who helped in the correcting of the participants' assignments.

In this project several types of groups were held for those participants with specific personal needs. These groups dealt with those youngsters who had adjustment problems, and a cultural group for those youngsters of Samoan ancestry who were either new immigrants or who had problems with adjusting to the life style in Hawaii. This project also provided leadership groups for those youngsters who had the potential of becoming leaders but did not know how to make best use of their ability.

Very few participants were in point trouble. There were some instances where the programming was not accurate and changes had to be made but the amount and quality of work was good.

The total number of participants who completed the project was fifty-six boys and ten girls. The average grade level increase of these participants was a .6 for the ten weeks of programming.

Some recommendations for the next project include: (1) Adequately train the staff so that they thoroughly understand the mechanics and techniques of programming. (2) Provide a check list for the staff of things the academic coaches should have completed. (3) Have the staff members arrange a set time for meeting with their academic coaches to discuss problems in programming, to talk about the youngsters they program for and also to give their support. (4) To obtain more materials in the area of vocabulary. (5) Obtain more materials which deal more with the basics of learning reading and vocabulary, i.e., the process.

LEARNING CENTER VOLUNTEERS

The Learning Center volunteers consisted of the academic coaches, or programmers for the participants of the project and the correctors.

This project had seventeen academic coaches of which sixteen completed the project. Out of these eight who were seasoned veterans. That is to say, they have been in two or more academic achievement projects before. This provided a good nucleus for the group.

The academic coaches were very concerned and dedicated which was indicated by the amount of hours they put in. They really wanted to be involved with the youngsters. We encouraged them to be present at training table, at the games and at the outings so that they could be with the kids. This seems to have been a big reward for our volunteers.

At the end of the project a meeting with the academic coaches was held to have their comments on how the project could be improved. They made good and useful suggestions. They did express that they wanted to be more involved in the program. This group would help with the planning and also the training of new academic coaches, opportunities will be provided for them to spend time with the staff and get to know each other. Academic coaches are a very important part of the project and could take on more responsibilities in aiding the staff as well as having more input into the system.

The other volunteers were correctors. Four of them came from the Kamehameha Schools--one was a student at Aiea High School. There was no big reward for them other than being present with the kids. They were not able to be as involved with the kids as were the academic coaches. They did however, contribute a great deal to the project and hopefully, will continue. Perhaps it would help to look into rewards or ways to involve them with the kids.

1974 Football Season Evaluation

By John Sharp, Head Jr. Bantam Coach

This season was a new experience for the coaching staff. Pop Warner switched from Bantams (13-15) to Junior Bantams (12-14), making the teams (the boys on the teams) much younger.

This was the first year that Palama had a chance to have over 90% of the boys who came out able to play. Because of this, the first two weeks we didn't really pick our football teams. We worked as one unit. We felt that we would wait until the first week and then assign the boys for the Junior Bantam, and Midget teams.

We didn't know how this would work out because a large number of boys by age and/or weight could play in either division, but things worked out beautiful. Everything fell in place. We only had to make a decision on two boys. These two boys were sent down to the Midget team so they could strengthen the football team and the Midgets sent up two of their boys to fill the Jr. Bantam roster.

The season started out very slow. We won our first game with Kalihi Valley, we lost our second game to Pearl City. The next game we played we won 80-0; but after that, I felt that the rest of the games in the season were not played up to the potential of the team.

On Sunday, before each game we had a meeting and stayed together as a family. We did our meditation exercises and when we left Palama Settlement, had the feeling that we were ready to play football.

Into the season during the first quarter of games, I began to see that the boys were not producing as they could. This was very frustrating. The reason for our frustration became obvious, although we were winning, the boys were not playing up to their potential.

One factor was we lost patience at times with these young boys. In past seasons the teams were older and this year we did not anticipate the immaturity of the younger boys.

There were mistakes made but it was a learning experience; we gained a lot from it. Although we were frustrated throughout the season, we ended up having one of our best seasons. One reason for this was that the boys were just a good football team (talented). The entire staff cooperated 100% and I felt that the parents participation was outstanding. Palama won the Jr. Midget division and tied for the League Championship. The division championship was played against Pearl City, whom we had lost to previously in the season. Beating them, we had to play a Cornell system, tie breaker to see who would play Kainalu for the Oahu championship. It was disgusting to me because of the way this system is set up. But we won which earned us a chance to play Kainalu

for the City championship. This game, which we should have won, we tied. Again, we had to go into the Cornell system, to see who would play for the State championship. This device gives each team the ball for 4 plays and the team who gains the most yardage is the winner. Against Kainalu we were on the short end and lost the chance to play for the State championship. We were Oahu co-champions and as such went to the mainland.

The trip to the mainland was a very beautiful and positive experience for these young men. We played in San Bernardino, California. When we arrived at the airport in Los Angeles we were met by the Commissioner of the league.

Palama played the San Bernardino Apaches in the "Mesa Bowl" Sunday, November 24, defeating them 42-0.

The staff, felt very proud of the class these boys showed on the trip. This season as other seasons, was a good experience for all of us. Although we were frustrated a lot with what was going down with the team as far as producing, playing up to their potentials, we learned a lot. The boys also learned a lot and I feel from this team there will be quite a few super stars. I feel that when we succeed in producing these kinds of young men, our behavior modification program using football as a reward is a success.

MIDGET TEAM SUMMARY
HEAD COACH, KENNETH LING

With the project of returning 18 players including 11 starters from last year's Midget team -- my coaching outlook was bright indeed. However, with the advent of the Junior Bantam League and our policy of forming a stronger Junior Bantam team this cut a bit into our talent. This is not to complain about the system for we still had ample talent to select from. We had to cut the greatest number of players from this year's squad than we have ever had, due to team limits.

Finding capable replacements for center and quarterback were the major problem as the offensive line and almost entire defense were considered sound.

Again having numerous scrimmages helped in making the team battle conscious. It was unfortunate that the coaches were not able to pick up on the quarterback's lack of confidence in himself.

Entering the first game of the season, we were matched against the eventual State Champs, Kalihi Valley. Their defense was tremendous. Three backs broke clear long runs against us and led to our defeat.

We came back from that defeat with good spirits, and with several changes in our personnel. We were able to win our next four games. It was mainly through the leadership of the returnees and several key players that we were able to get things rolling. Probably the best game of the season was played against a good Aiea team. Coming into the game "super high" we were able to score quickly and never looked back.

Unfortunately for the next week's game against Pearl City, we were not able to execute as well and lost a heartbreaker 12-6. But the kids still came back in good spirits finishing off the season with a win against Kalihi.

Most of the team will be moving up to the Junior Bantam level next year, with only 7 players returning. Though none was a starter, these seven should provide a good nucleus for us.

I have no complaints about a 5-2 season as long as there has been learning and improvement. Now to set sights on '75 and 6-1 or 7-0!

CHEERLEADING SUMMARY

Mrs. Karel Ling, Head Coach for the cheerleading squads, decided to have her baby during the project. However, before going on maternity leave, with the help of her student coach, the two cheerleading squads were picked.

The Midget girls were ten years to twelve years of age. The Bantam girls from eleven years to thirteen years. Their grades ranged from the fifth grade to the ninth grade in school.

The requirements of the project are: earn 90 points each week; practice their field skills 6 hours per week; take their vitamins and proteins and attend training table four nights.

The Midget girls performed on Saturdays and the Bantam girls on Sundays.

The Midget cheerleaders, being very young, got into arguments with one another, cried a lot and often needed discipline.

The Bantam cheerleaders were very catty and couldn't get along well with one another. However, with the help of the student coach (a previous cheerleader from the project) it was possible to teach them all the skills that were necessary to perform. Her expectation of performance was perfection. The Bantam team did have two returnees. New girls learned their skills very rapidly. By the end of the season these girls were good.

Aside from the cheerleading and academic skills the girls needed to learn how to talk out and cope with their problems among themselves. A group session was held. This was usually held before their games. This worked quite well for the girls.

The only real problem that needed constant attention was the student coach. She had all the field skills to teach but she didn't take too kindly to supervision.

FOOTBALL
PHYSICAL TEST 1974

AGE	TEST	4 LAPS	50 YARD DASH	SIT-UPS
12 YEAR OLDS	PRE-TEST	4:20	7.35	44.0
	POST-TEST	3:43	8.50	158.5
13 YEAR OLDS	PRE-TEST	3:54	7.4	49.3
	POST-TEST	3:32	8.2	114.2
14 YEAR OLDS	PRE-TEST	4:01	7.25	41.9
	POST-TEST	3:20	7.47	87.0

The 12 year olds were able to cut 47 seconds from their 4-lap time. They were slower in the 50 yard dash by 1.15 seconds. They were able to do more sit-ups by 114.5.

The 13 year olds cut 22 seconds from their pre-test 4-lap time. They were slower in the 50 yard dash by .8 second. They showed an increase in their sit-ups by 64.9.

The 14 year olds cut 41 seconds from their pre-test 4-lap time. They were slower in the 50 yard dash by .22 second. They increased their sit-ups by 45.1.

* NOTE: A possible error in the measurement of the 50 yard course may account for the time increase.

AGE	TEST	CHIN-UPS	PUSH-UPS	AGILITY RUN
12 YEAR OLDS	PRE-TEST	3.4	27.3	27.27
	POST-TEST	6.0	57.8	26.7
13 YEAR OLDS	PRE-TEST	4.0	22.36	26.5
	POST-TEST	6.9	39.6	24.9
14 YEAR OLDS	PRE-TEST	10.6	28.6	22.41
	POST-TEST	13.0	47.76	22.26

The 12 year olds increased: their chin-ups by an average of 2.6; their push-ups by 30.5; and cut .57 second off their agility run.

The 13 year olds increased: their chin-ups by an average of 2.9; their push-ups by 17.24; and cut 1.6 seconds off their agility run.

The 14 year olds increased: their chin-ups by 2.4; their push-ups by 19.1 and a faster agility run by .15 second.

FOOTBALL
STAR CHART

In an effort to visually stimulate the achievement of the youngsters the star chart was employed. This chart consists of the names of all the youngsters in the program and is divided into weekly units that correspond with the weeks in which program is in progress. Each of these weekly units contain the stars earned by the youngster on the basis of academic and field achievements (hash marks) attained during the previous weeks activities. The stars were given on the basis of one star for each five hash marks earned. These hash marks are earned by field accomplishments such as individual blocks, points, score, being on time, etc. and in the Learning Center by having 100% of the work correct, work being in on time, etc.

This affords each participant equal opportunities for "stars" equal chance being available on the court and in the Learning Center.

The available extrinsic rewards for this project included:

1. Tank tops
2. Tee shirts
3. Jackets
4. Wristlets
5. Picnic
6. Knee pads
7. Head bands

The banquet is the reward for all who finishes the project and does not require specific additional stars.

STAR CHART - FOOTBALL

AVERAGE NUMBER OF STARS EARNED

TOTAL PROJECT

18. MATRONS 15.1

18.1

* CHERRILEADERS 18.

ACADEMIC COACHES 18.7

WEEKLY AVERAGE

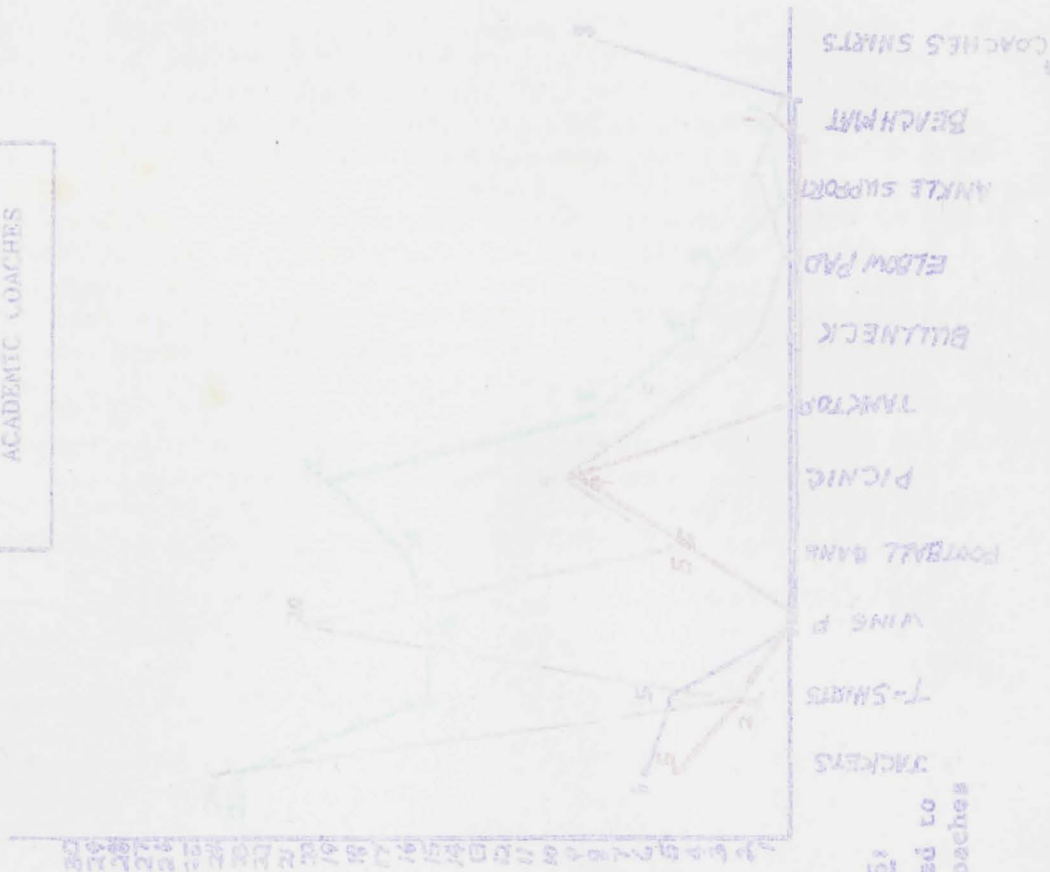
18. MATRONS 15.1

18.1

* CHERRILEADERS 2.2

ACADEMIC COACHES 2.3

* BOTH GROUPS OF GIRLS TAKEN TOGETHER



REWARDS:

* Only offered to Academic Coaches

CHAMPIONSHIP TRIP

If a soubriquet were to be needed to describe the 1974 football championship tour of the Palama Scorpions it would be "A Touch of Class".

After securing their league title and concluding the Island title match deadlocked they were crowned Co-Champions.

The Settlement team accepted a game in the Southern California Mesa Bowl festivities against the San Bernardino "Apaches".

Coordinating the event on the California end was Jim Julsberry of the South California Young All American's group.

The "Scorpions" left Honolulu aboard the "red eye" special at midnight Thursday, November 21, 1974. The San Bernardino folks provided a bus and met the 6:30 a.m. arriving Scorpions at the Los Angeles International Airport. The sleepy sometimes air sick Hawaiians boarded the bus for the long two hours ride cross city to San Bernardino.

The group had not had breakfast and tummies were growling as the bus pulled up to the Travel Lodge Motel. The hosts explained that we were to walk "a little way -- three blocks or so" to the new Civic Center to be officially welcomed by Mayor Holcomb.

We quickly learned there is a distance difference in San Bernardino and Hawaii the "little way" was as the crow flies -- as Scorpions walked it was a LONG way.

Arriving in the Civic Center the group was ushered into the City Council Chambers and a proclamation passed the day before was read. It officially proclaimed Friday, November 22 Palama Settlement Scorpions Day in all San Bernardino County.

After touring the new City Hall and Civic Complex a very hungry football team invaded Howard Johnson.

The kids ate so much that the girl at the cash register made so many mistakes and got so confused with such a big bill, that Ken had to settle with the manager. Now that was a hungry team!

Before six o'clock the hosting Apaches sent buses to take the group to a special early Christmas Disneyland Party given by and for the local telephone company employees and families.

Jim Julesberry, our host's father, is an executive with the company and so the Palama kids and their San Bernardino hosts were included.

Disneyland was closed to the public and open for the party goers only. No individual tickets were required for rides -- once inside the kids could ride as much and whatever they wanted.

Under these circumstances it was not surprising that the "Scorpions" were still riding the Matterhorn at 2:00 a.m. when the park closed.

A colder more tired bunch has never been seen and the two hours trip back to San Bernardino seemed long and endless.

Staff hoped and prayed that the team would be so tired they would sleep late -- at least until 9:00 a.m. Not so -- 7:00 and the "Scorpions" were on the move -- the first groups going out for breakfast.

The team was to be ready to meet their host parents by 11:00 a.m. (the Apache players hosted one Palama player each in their own homes).

The Palama kids were to stay Saturday night in their new friends home.

Apaches and their parents arrived at the motel as early as 9:30 a.m. to pick up "their boys", such a happy scene. The Settlement team brought fresh pineapples, flower leis, banana candy and yummy macadamia nut cookies to give to each household where they stayed -- they also were supplied with an abundant supply of true genuine ALOHA.

Coach Sharp had called a 4:00 practice and so each host parent agreed to bring their "Scorpion" to the San Bernardino High School field for practice and pick them up at 6:00 p.m. for the evening. The game, part of the Mesa Bowl activities, was scheduled for Sunday at Norco High School some thirty miles south.

Individual families planned Saturday night activities for their island guests; They included eating dinner at "The Mug", going to an Air Force Teen Club grand opening to "dine and dance", shooting pool (now that was a familiar activity), home made pizza party by an Italian mother, huge home cooked dinners and family gathering -- fried chicken, corn bread, homemade hot biscuits and pies and cakes, on and on and on.

Coach Sharp decreed an 11:00 p.m. bed time.

Meanwhile back at the ranch -- (motel) former Honoluluans Mr. and Mrs. Silva, now operating a Hawaiian Dress Shop in San Bernardino, gave a grown-up party for staff at their home. (Mrs. Silva is the Aunty of former Palama Scorpion Leroy Akiu).

Sunday morning the group met again at the high school and went out to the game. The "Scorpions" held their one hour pre-game meditation exercise-- all was well -- after Dewey Keeaweehu who was a co-captain arrived -- his host was delayed. There was much concern for Dewey but, as is generally the case, it ended well. He made it.

The final score -- Scorpions 42, Apaches 0.

Half-time activities were put on by the Settlement Cheerleaders. They too put on an inspired performance.

The girls who were excellent in the field execution had captivated the some 4,000 people in the stands during the game; but when they took the field in rainbow held muumuus and danced an absolutely flawless stylize hula accompanied by a tape recording of Don Ho's Kaulana Na Pua, even though the spectators did not understand the meaning and emotions of the dance they became still -- a hush fell on the stadium.

The girls concluded with a flowing and rhythmic interpretation of "I Am Hawaii" (The Palama Cheerleaders traditional trade mark).

Staff all felt hearts swelling with pride -- to be part of this beautiful loving experience.

The hosts brought the "Scorpions" to the motel at 4:00 p.m. so we could board the bus for the Airport Marina Hotel -- the stop for Sunday night.

There were prolong goodbyes at the bus -- the San Bernardino parents said, "Oh, I wish they could stay another night" etc.

The high point of the adult experience was when three separate mothers told staff, "I only hope if my son ever stays away from home like this, he is half as polite, kind and considerate as the boys who stayed in their home". There is no higher tribute from a mother.

Sunday night it was late when the group arrived at the comfortable Airport Marina so the group after a big steak dinner, spent their time bowling, playing cards, eating, etc.

Monday morning early a sleepless victorious band of Hawaiians climbed aboard yet another bus and trickled down the road to Knott's Berry Farm.

At 2:00 p.m. after shopping, eating, riding the weary group headed for the airport and United Flight 5 home to Honolulu where they arrived triumphantly bringing the champions trophy home to Palama's gargantuan trophy case.

POP WARNER PROJECT AGREEMENT

As a member of the Pop Warner Football/Basketball Bantam/Midget/Cheerleading

team, I _____, hereby understand and agree with

the conditions set forth below:

1. In order to attend practice session, I must accumulate a specific number of points set by the staff at Palama Settlement. These points can be obtained by doing my assigned academic work from Palama Settlement.
2. Practice sessions must be attended in order to participate in the scheduled games.
3. I am informed that there will be a home visit in order to obtain statistical data for this project.
4. I will participate in the training table 4 nights weekly.
5. I will have a dental examination (Strong-Carter Clinic)* as well as my pre-season physical.
6. I will participate in a weekly group meeting.

Date

Child's Signature

Parent's or Guardian's Signature

*No cost

BENEFACTORS

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

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Mr. Joe McCole

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Mr. Elverton R. Champion
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Mr. Stanley Unten
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Mr. Richard Cox
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Mr. August Yee
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Family Court