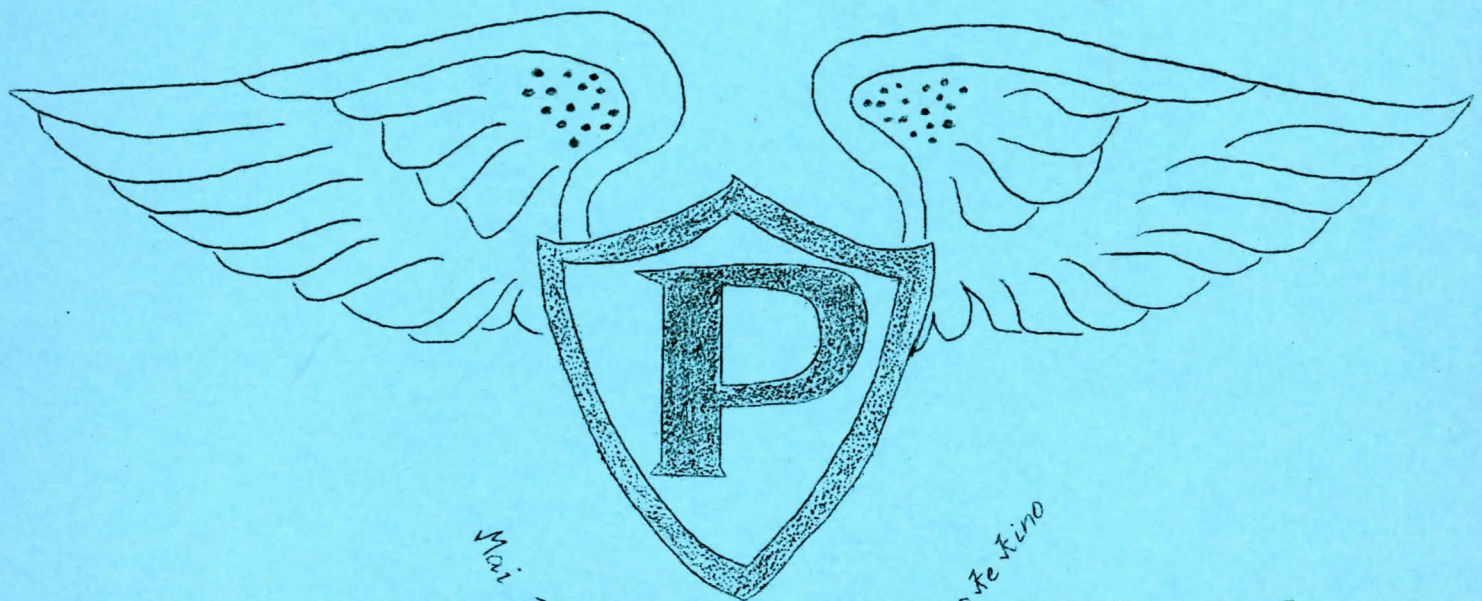


PALAMA SETTLEMENT



FOOTBALL 1971
A BEHAVIOR MODIFICATION PROJECT
Honolulu, Hawaii

FOOTBALL 1971

A

DELINQUENCY PREVENTION

PROJECT

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STAFFING

Executive Director.	Robert Higashino
Program Designer.	Earlene Chambers
Project Coordinator	Kenneth Ling
Learning Engineer	Joyce Tanji
Behavior Modification Consultant	Bob Omura
	Social Welfare Development and Research Institute University of Hawaii
Medical Consultant.	B. Allen Richardson, M.D.
Dental Consultant	Ping Kam Yee, D.D.S.
Photographer.	Warren Hoo
Neighborhood Development Supervisor	James Swenson
Academic Coaches.	Valerie Butcher
	Harry Chun-Hoon
	Beppy Cole
	Lane Elias
	John Fritz
	Mary Fritz
	Doris Herrera
	Joan Ishimaru
	Jean Kawazoe
	Dorothy Kim
	Lois Kimura
	Carol Koshi
	Karel Ling
	Catherine Magsanide
	Charles Mast
	Glenn Ogawa
	Elaine Pavao
	Thia Rossi
	Andrei Sato
	Richard Schmidt
	Joe Sullivan
	Dawn Suzuki
	Blossom Wagner
	Lawrence Yamamoto
	Mildred Young
Training Table Staff.	Doris Dutro
	Girllie Keeno
	Andrea Kupau
	Bertha Maunupau
	Rose Nakagawa
	Violet Piiohia
	Debbie Rederos
	Lydia Segovia
	Janet Tanaka
	Mary Texeidor
	Catherine Uchihara
	Ethel Uejo

Cheerleading Coach.Karel Ling
Cheerleading Student Coach.	Lydia Segovia
Midget Head CoachKenneth Ling
Midget Offensive Back Coach	Willy Chang
Midget Line CoachDennis Okimoto
Midget Defensive Coach.Ailan Yap
Bantam Head CoachJohn Sharp
Bantam Line CoachBob Cole
Bantam Line Coach	Harold Lagmay
Bantam Student Coach.Vernon Valeros

FOOTBALL 1971

GOAL: Increase the numerical skills of each participant one stanine level.

OBJECTIVES:

1. Increase the options for academic success in each participant's life and help him become aware of decision-making.
2. Increase the quality of nutrition in each participant's diet with emphasis on protein and mineral consumption.
3. Provide a means to rational respect of authority, rules and regulations.
4. Facilitate communication between parents and Settlement workers.
5. To teach the skills and methodology of competitive football at the highest level of competence possible.
6. To provide a medium for personal success and reward for all team members and volunteers.
7. To relate the attitudes and skills attained by the project to the individual participant's school situation.
8. To provide an opportunity for multi-disciplinary concern and treatment in the development of children in the area.
9. Facilitate direct interaction of Settlement programs and the individual neighborhood schools.

SUB-OBJECTIVES:

- A. Establish contractual agreement with boys and parents promising to attend, participate and cooperate with the project.
- B. Provide a system of points weighted individually so that each person may earn by accomplishment the right to practice.
- C. Include active participation of classroom teachers in project.
- D. Provide a unique source of professional growth media for creative teachers.
- E. Enlist and incorporate many disciplines and segments of the community in common concern for the growth and development of children in the Palama-Kalihi area.

- F. Provide training table where dinner will be served four nights a week.
- G. Enable complete physical and dental examinations of participants, pre- and post-season. Keep monthly growth scale.
- H. Maintain a learning center and provide materials through which academic requirements may be met.
- I. Administer pre- and post-project achievement tests.
- J. Help establish a car pool to take participants home after study hall.
- K. Hold regular meetings with parents and staff beginning with here-and-now topics -- i.e., meal planning, work assignments, transportation, etc.

TARGET: 120 youngsters 10-15 years of age and their parents residing in the Palama-Kalihi area.

METHODOLOGY: Operant psychology

DATES: August 1-November 24

PLACE: Palama Settlement

SCHEDULE:

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

Project Director - Kenneth Ling
Learning Engineer - Joyce Tanji

PROJECT EVALUATION

This project, designed to divert early delinquent or pro-delinquent youngsters from "out-law" identity at an early age, uses operant techniques to acquire positive skills and football as the participant's reward. This was the eighth such project operated at the Settlement; the fourth utilizing football and cheerleading.

The 3 basic assumptions made some 5 years prior are still the foundations of the project mechanics.

1. That youngsters prefer the "in-law" identity.
2. That acquisition and competence of skills highly regarded by "in-law" society reduces the motivation towards delinquency.
3. That the total person is involved in meaningful change (growth).

The project is completely voluntary and open to any youngster in the area 10-15 years of age willing to sign the contract.

The initial contract for all participants includes an agreement on the part of the player.

1. To participate to the best of his ability in the pre- and post-testing.
2. To accept the skill menu designed by his academic coach.
3. To complete these programs at a rate of 90% or better to earn the necessary 100 points in advance of each week.
4. To attend and participate in daily practice.
5. To eat daily at the training table following the dietary guidelines that's prescribed.
6. To participate and follow medical, dental examination findings.

In exchange for these behaviors the Settlement provides excellent coaching, the best equipment and an opportunity to become a team member.

For team members other rewards are possible to earn; tickets to U.H. games, scholarship awards and if all project goals are attained at the end of the season, and in addition, if the team is the Oahu champions, an off island post-season game will be accepted.

The target behavior rotates from one year to the next. First, word skills; reading, vocabulary, oral expression, expository writing, etc., then the next year numerical skills.

These, because the two basic knowledges required for all specialized learning in all areas, are words and numbers. There is no way to achieve any academic knowledge unless you have the basic skill of words and numbers.

Out-law behavior (anti-social or law violating) is monitored before and after the project but is not directly mentioned to the participants.

Again, this pre-dictated by the project philosophy of "what you talk about -- you get."

PARTICIPANTS DESCRIPTION

1

He is a 14 year old youngster of Filipino extraction and is a seventh grader at Central Intermediate School. He is the second youngest of four children in the family. Father is a mason by trade, while mother is a seamstress. The family own their home in the Liliha area.

2

He is a 12 year old of Japanese ancestry who is a seventh grader at Kawananakoa Intermediate School. He is the youngest of three children. Father is a typewriter repairman and mother is a kitchen helper at a local restaurant. The family resides in the Nuuanu area.

3

He is a 13 year old of Part-Hawaiian extraction and is an eighth grader at Kalakaua Intermediate School. He is the eldest of six children. Father is a dispatcher with Pacific Concrete and Rock Company and mother remains at home as a housewife. The family resides in the Lanakila area.

4

He is a 13 year old of Part-Hawaiian extraction and is an eighth grader at Central Intermediate School. He is the youngest of two children. Father and mother are presently unemployed and the family is on welfare. They reside in Mayor Wright Housing.

5

He is a 13 year old of Part-Hawaiian extraction and a seventh grader at Stevenson Intermediate School. The family consists of an older brother in high school and his parents. Father has his own janitorial business and mother remains home as a housewife. The family resides in the Puumui area.

6

He is a 14 year old of Filipino-Japanese descent and is an eighth grader at Central Intermediate School. He is the youngest of four children. He and another sister remain at home with their mother. They reside in the Palama area in a rented cottage.

7

He is an 11 year old of Filipino-Japanese ancestry and is a seventh grader at Central Intermediate School. He is the eldest of the children. Both parents are employed. Father is a meatcutter and mother is a hotel maid. The family resides in the Palama area in a cottage bordering Mayor Wright Housing.

8

He is a 12 year old of Puerto Rican extraction and is a sixth grader at Likelike Elementary School. There are three boys and one girl in the family, including their grandmother who resides with them. Father is a construction worker and mother remains at home as a housewife.

9

He is a 12 year old and a seventh grader at Kalakaua Intermediate School. He is of Samoan parentage and one of ten children. His parents are both currently unemployed, but father receives disability insurance after a mishap he suffered. The family resides in the Palama area.

10

He is a 13 year old of Caucasian-Hawaiian-Indian ancestry. He is a seventh grader at Central Intermediate School. He resides with his mother. Mother is currently separated. Only he remains at home with her. Mother has six children. They receive income from D.S.S.

11

He is a 14 year old of Chinese-Hawaiian extraction and an eighth grader at Central Intermediate School. The youngest of four children, he lives with his family in the Palama area. Father is a custodian for a cleaning firm and mother remains home as a housewife.

12

He is a 13 year old of Part-Hawaiian descent and is a student at Central Intermediate School. He is in the eighth grade. He lives with his parents and the other four children in the Lanakila area. He is the oldest child. Father is an ambulance driver and mother is a nurse.

13

He is a 13 year old of Hawaiian-Caucasian-Portuguese descent and a seventh grader at Dole Intermediate School. He is the second oldest of five children. Father is a watchman and mother remains at home as a housewife. The family resides in the Kalihi area.

14

He is a 12 year old of Part-Hawaiian extraction and is a seventh grader at Dole Intermediate School. He is the second oldest of four children. Father is with the Carpenters Union while his mother is a housewife. The family resides in the Kalihi area.

15

He is an eleven year old of Part-Hawaiian descent, who is a sixth grader at Hawaiian Mission Academy. He is the second youngest of four children. Father is with the Carpenters Union and mother is a housewife. The family resides in the Kalihi area.

16

He is a 13 year old of Part-Hawaiian descent. He is a seventh grader at Kalakaua Intermediate School. He is the oldest of four children. Father is with the Carpenters Union and mother is a housewife. The family resides in the Kalihi area.

17

He is a 12 year old of Hawaiian-Spanish extraction. He is a sixth grader at Likelike Elementary School. He is the oldest of two children. Father is employed as a warehouseman for a furniture company and mother remains at home as a housewife.

18

He is a 14 year old of Part-Hawaiian extraction and is an eighth grader at Kalakaua Intermediate School. He is the second oldest of six children and lives with his parents in the Palama area.

19

He is a 13 year old of Filipino extraction and is an eighth grader at Central Intermediate School. He is the second oldest of five children. He lives with his mother in Mayor Wright Housing. Mother is a divorcee and works as a waitress and cashier.

20

He is a 13 year old of Filipino extraction and is an eighth grader at Central Intermediate School. He is one of eight children. He lives with his parents in Mayor Wright Housing. Father and mother are both employed.

21

He is a 12 year old of Filipino-Hawaiian extraction and is an eight grader at Central Intermediate School. He is the fourth of six children. Mother who is divorced, is a trainee in the Model Cities program. The family resides in the Palama area.

22

He is 12 years of age, of Part-Hawaiian descent and is a sixth grader at Likelike School. He lives with his mother and stepfather in the Palama area. Also in the family are two step siblings and his sister. Stepfather is a heavy equipment operator and mother is a secretary.

23

He is a 13 year old of Part-Hawaiian extraction and an eighth grader at Central Intermediate School. He is the eldest of six children at home. His mother, a divorcee, remains at home with the family in Mayor Wright Housing.

24

He is a 12 year old of Japanese ancestry and is a seventh grader at Dole Intermediate School. He is the third oldest of the six children. Father is a sheetmetal worker and mother is a housewife. His parents and family reside in the Kalihi area.

25

He is a 13 year old of Part-Hawaiian ancestry and is a seventh grader at Central Intermediate School. He is the youngest of four children. He lives with his parents in the Liliha area. Father is an embalmer and mother is a desk clerk at a bowling alley.

26

He is a 13 year old of Part-Hawaiian extraction and is a seventh grader at Central Intermediate School. He is the second youngest of four children. Father is an embalmer and mother is a desk clerk. The family resides in the Liliha area.

27

He is a 12 year old of Japanese descent and is a seventh grader at Hawaii Baptist Academy. He is the younger of two children. Both parents are employed. Father is in the poultry business and mother is a sales clerk. The family resides in the Kalihi area.

28

He is a 13 year old of Part-Hawaiian extraction and is a eighth grader at Central Intermediate School. He resides with his mother and his two brothers, a sister and an aunt and a cousin in Mayor Wright Housing. He is the second oldest child. Mother is divorced and is employed as a pre-school teacher's aid.

29

He is a 15 year old of Filipino-Chinese parentage and is a seventh grader at Central Intermediate School. His father, of Filipino ancestry, is a construction worker, while his mother, of Chinese ancestry is a housewife. The family resides in the Palama area, and of four children, only he and his younger sister remain at home.

30

He is a 1 year old of Negro descent and is a ninth grader at Dole Intermediate School. He was born in Georgia, and is the youngest of seven children of whom three still remain at home. Father and mother are separated and mother remains with the family. Mother is a housewife. The family resides in an apartment at Kalihi Valley Housing.

31

He is a 15 year old of Samoan descent and is a tenth grader at Farrington High School. He was born in Samoa and is the fifth child in a family of eight. He is currently living with an aunt in Kalihi Valley Housing due to the fact that he is attending Farrington High School. This youngster who initially had a difficult time in terms of understanding what was expected of him achieved success by leaps and bounds as soon as guidelines were given.

32

He is a 1 year old of Samoan ancestry and is a ninth grader at Dole Intermediate School. He is one of ten children. The family resides in a cottage in the Lanakila area. Father and mother both remain at home. Father is apparently disabled and is unable to hold down a job.

33

He is a 15 year old of Japanese ancestry and is a tenth grader at Farrington High School. He is the second oldest of four children and resides in the Kalihi area. Father is currently doing volunteer work for the Health and Community Services Council, since he was involved in an auto accident several months ago. Mother works in a clerical section at Fort Shafter.

34

He is a 15 year old of Portuguese descent and is a ninth grader at Central Intermediate School. He lives in the lower Punchbowl area with his mother and step-father. There are two sisters and one step-brother at home with them.

35

He is a 15 year old of Japanese descent and is a tenth grader at Farrington High School. The family consists of father and mother and four children, three boys and one girl. He is the second oldest. The family resides in the Palama area at Kaauwai Place. Father is a civilian plumber for the Navy. Mother is a waitress in a local restaurant.

36

He is a 13 year old of Hawaiian-Filipino-Spanish descent and is a eighth grader at Kalakaua Intermediate School. He resides with his parents in the Palama area. His father, of Hawaiian-Spanish descent is unemployed, while his mother of Filipino ancestry works for a local linen supply firm.

37

He is a 15 year old of Japanese ancestry and is a tenth grader at Farrington High School. He lives with his family in the Palama area. Father is a carpenter and mother remains at home as a housewife. There are five children in the family of whom he is the oldest.

38

He is a 14 year old of Part-Hawaiian extraction and is a eighth grader at Kamehameha School. He resides with his mother and step-father in the Palama area. Also residing at home are three sisters and an older brother. Father is on the police force and mother works at a local cannery.

39

He is a 14 year old of Part-Hawaiian ancestry and is a ninth grader at Dole Intermediate School. He is the second oldest of six children in the family. The family home is in the Kalihi area. Father is a miller by occupation and mother is a housewife.

40

He is a 14 year old of Japanese ancestry and is a tenth grader at Farrington High School. The family resides in the Halawa area. He is the youngest in the family and only he and his sister remain at home. Father is in maintenance work with the government and mother is a packer at the cannery.

41

He is a 15 year old of Japanese-Chinese-Hawaiian-Portuguese ancestry and is a tenth grader at Farrington High School. He resides with his parents, three brothers and a sister in the Palama area. He is the third oldest of the children. Father is a truck driver, and mother is a sales clerk at Fort Shafter.

42

He is a 14 year old of Hawaiian-Puerto Rican extraction and is a ninth grader at Kalakaua Intermediate School. He lives with his parents in the Palama area. At home is a brother from his mother's second marriage and also two brothers and a half-sister from his mother's first marriage. Father works for Del Monte and mother is a janitress.

43

He is a 15 year old of Samoan extraction and is a ninth grader at Dole Intermediate School. He is the third oldest of nine children. The family resides in Kalihi Valley Housing. Both parents remain at home and the family is very intact.

44

He is a 15 year old of Samoan ancestry and is a ninth grader at Washington Intermediate School. He is the fourth oldest of eight children. The family resides in the Moiliili area. Father is an employed laborer and mother remains at home.

45

He is a 14 year old of Hawaiian-Chinese ancestry and is a ninth grader at Kalakaua Intermediate School. He is the second oldest of four children. Father is currently away from home and mother is a housewife. The family resides in the Palama area.

46

He is a 15 year old of Filipino extraction and is a ninth grader at Dole Intermediate School. He is one of seven children. He lives with his parents in Kalihi Valley Housing.

47

He is a 13 year old of Samoan descent and is a ninth grader at Kalakaua Intermediate School. He is the fourth of eight children. Father and mother are both of Samoan descent.

48

He is a 14 year old of Samoan ancestry and is a ninth grader at Dole Intermediate School. He is the eldest of seven children. The family resides in the Kalihi Valley area. He has aspirations of attending a private school in Hawaii. Father is employed. Mother is a housewife who has just given birth to her seventh child. The family is very much intact.

49

He is a 14 year old of Samoan ancestry and is a ninth grader at Washington Intermediate School. He is the third eldest of nine children. He is a spiratic school attender and has difficulty in comprehending English and this has brought him much frustration and anxiety within the school system as well as here at Palama. Father is unemployed and is raising his family with the help of two older sons.

50

He is a 15 year old of Japanese ancestry and is a tenth grader at Farrington High School. He resides with his mother and older sister in the Kapalama area. Mother works at Tripler.

51

He is a 15 year old of Samoan ancestry and is a ninth grader at Dole Intermediate School. He is functioning very well considering his family background. He is the fourth child of 10 children. His older brothers have had family court records. He is currently trying to get into a private school. His parents speak very little English and at this point we feel that they are unable to understand settlement workers. Mr. Mapu, our Samoan settlement worker, has done most of the work in terms of relating project goals and objectives.

52

He is a 15 year old, of Japanese descent and is a tenth grader at Farrington High School. He is the oldest of four children. The family resides in the Kalihi area in their own home. Father is a chef who works at two jobs to support the family. Mother has been in a coma for close to a year and is confined in a hospital.

53

He is a 15 year old of Japanese ancestry and is a ninth grader at Kalakaua Intermediate School. He is the oldest of four children. Father is a self-employed mechanic and mother remains at home as a housewife.

54

He is a 14 year old of Hawaiian-Filipino-Japanese ancestry and is a ninth grader at Central Intermediate School. He is the sixth oldest of nine children. The family resides in the Palama area in Mayor Wright Housing. His parents are separated and only mother remains with the family. She is a teacher at Harris Pre-School.

55

He is a 13 year old of Caucasian-Hawaiian-Chinese extractions and is a eight grader at St. Theresa School. He lives with father, mother, two brothers and a sister in the Alewa Heights area. This is an intact family.

56

She is a 12 year old of Filipino descent and is currently a seventh grader at Central Intermediate School. She is the youngest of six children living at home with her parents. Father is employed as a rigger and mother remains at home as a housewife. The family resides in an apartment in Mayor Wright Housing.

57

She is a 10 year old of Part-Hawaiian extraction and a fifth grader at Likelike School. She, along with a twin sister, is the second of six children. Her parents are both employed. Father is a truck driver and mother is a telephone operator. The family resides in Mayor Wright Housing.

58

She is a 12 year old of Caucasian-Japanese extraction and a seventh grader at Central Intermediate School. She lives with her mother and five brothers and sisters in the Liliha area. Mother is employed by the Department of Social Services.

59

She is a 12 year old of Filipino parentage and is a seventh grader at Central Intermediate School. She is the second of four children. Her parents are divorced and she lives with her father and siblings in their own apartment in the Liliha area. Father is employed as a terminal attendant.

60

She is a 13 year old of Filipino descent and is an eighth grader at Central Intermediate School. The family resides in an apartment in Mayor Wright Housing. She is one of nine children at home. Both parents are at home. Father having recently retired and mother is a housewife.

61

She is a 12 year old of Part-Hawaiian extraction and is a seventh grader at Kawananakoa Intermediate School. She lives with her family in the Nuuanu area. She is the fourth oldest of six children at home. Both father and mother are employed.

62

She is a 12 year old of Filipino descent and is a seventh grader at Central Intermediate School. She is one of thirteen children and lives with her widowed mother and five other siblings, a grandmother and two nephews in the Palama area. Her mother remains at home and receives financial assistance from the married children in the family.

63

She is an 11 year old of Filipino-Caucasian descent who is a sixth grader at Kaiulani School. She is the third oldest of eight children. Father is a construction worker and mother remains at home as a housewife. The family resides in the Punchbowl area.

64

She is a 13 year old of Filipino-Caucasian extraction and is an eighth grader at Kawananakoa Intermediate School. She is the second of eight children. Father is a construction worker and mother is a housewife. The family resides in an apartment in the Punchbowl area.

65

She is a 12 year old of Part-Hawaiian extraction and is a seventh grader at Central Intermediate School. She is one of seven children. Her parents are divorced and she resides with her mother. Mother is employed as a teacher's aide. The family lives in Mayor Wright Housing.

WEIGHT AND HEIGHT CHART

Code number	WEIGHT 9/7	HEIGHT	WEIGHT 9/21	WEIGHT 10/5	HEIGHT	WEIGHT 10/19	WEIGHT 11/2
1	88	59 "	87	88½	60½"	88	90 +
2	99	57½"	99	98	58 "	99½	100 +
3	113	63 "	116	116½	64 "	114½	116½ +
4	116	62½"	113½	115½	62½"	116	116½ +
5	128	63 "	127	124½	63 "	122½	125 -
6	91½	55½"	93½	93	55½"	93	92 +
7	80	54½"		83	54½"	82½	84 +
8	94	61½"	95	96	61½"	96½	96½ +
9	100	60 "	100	102	60½"		107 +
10	110½	59½"	110½			113	112 +
11	100	61 "	102	102½	61½"	99¾	101 +
12	119½			119½	59½"	120	120 +
13	83½	54½"	83½	84¾	54¾"	86	84½ -
14	90½	57½"	89½	93½	58½"	92½	93½ +
15	96	55¾"	96½	96½	56½"	99	93¾ -
16	113	66 "		115¾	66½"	118	118½ +
* 17	117	61½"	116¾	114½	61½"	116	Dropped
18	92	58½"	94½	95½	59½"	98	99½ +
19	95	59½"		94½	59¾"	96	95½ +
20	102	59 "	103	105	59 "	105	106 +
21	112	62 "	112½	114½	62¾"	115¾	115½ +
22	109	58½"	112	108	58½"	112½	114 +
23	107	65 "	106¾	109	65 "	110	111 +
24	92	56 "	93	92½	56½"	94	95 +
25	95	61 "	95½	97¾	61½"	99	100 +
26	94	61½"	95½	96	59 "	90	96 +
27	89	57¾"	89½	88½	59 "	90	96 +
28	85	57¾"	87	86	57¾"	87½	88 +
29	122	63½"	122	122½	65 "	125	127 +
30	156	71 "	154	152½	71½"	154	152½ -
31	125	63½"	124½	124	63½"	126½	127 +
32	120	65½"	126	128	65½"	129½	133 +
33	107	59½"	109	109½	60½"	110	110 +
34	116	67 "	120	118	67 "	115½	116 s
35	135	64¾"	135	135	65¾"	135½	135½ +
36	133½	64 "	130½	135½	64 "	133	134 +
37	118½	61 "	118½	119½	61½"		120 +
38	102	61½"	103½	101	61½"	102½	105 +
39	135½		137½	139	66 "	130½	143 +
40				131	60½"	128½	129 -
41	107¾	62 "	107¾	107½	62 "	108½	110 +
42	128	61½"	127	127½	61¾"	127¾	139 +
43	120	63 "	121	121	64½"	120	121 +
44	116½	62¾"	116½	117	63½"	120	121½ +
45	134½	63¾"	135	138	63¾"	139½	130 +
46	122½	63 "	120	119	63 "		-

WEIGHT AND HEIGHT CHART (cont'd.)

Code number	WEIGHT 9/7	HEIGHT	WEIGHT 9/21	WEIGHT 10/5	HEIGHT	WEIGHT 10/19	WEIGHT 11/2	
47	130½	60½"	138		60½"	134	133	+
48	151	70½"	146½	146	70½"	146	145½	-
49	142	66 "	141½	142½	66 "	144	146	+
50	127	68½"		128	68¾"	127	131	+
51	141	69½"	140½	139	69½"	140½	140½	-
52	129½	65½"		129	65½"	130	132	+
53	120	63½"	120½	122	63½"	120½	120½	+
54	112½			113½	60 "	114	114½	+
55	139	64 "	140¾	143	64 "	145	143	+
56	55	52 "	55	54½	53½"	55	56	+
57		55½"	81½	85½	55½"	86½	88½	+
58	78	56½"	78½	78	56½"	78½	78	s
59	98	57 "		98½	57 "	98		s
60	84	59½"	85½	85½	59½"	86	87½	+
61	76½	47 "	75½	76	47½"	75½	76	-
62	87	53½"	88	88½	53½"	87½	89	+
63	65	53 "	66½	66	54 "	69	70½	+
64	84	59½"	83½	84	60 "	85½	87	+
65	95	55½"	95½	96	55½"	96	96½	+
66	109	63¾"	112½	113½	64 "	115½	116	+
67	63¾	58½"	78				78½	+
72	91½	59½"	Dropped	- - -	- - -	- - -	- - -	
73	94	59½"	94¾	94	59½"	Dropped	- - -	
78	119	60½"	122	122	61 "	120	Dropped	
79	89	58 "			Injured	- - -	- - -	
80	116	57½"			Dropped	- - -	- - -	
81	121	Dropped	- - -	- - -	- - -	- - -	- - -	
83	126	69 "	127	Dropped	- - -	- - -	- - -	
86	67	50½"	66½	68½	50½"	67½	Dropped	+
87	91	59½"	90½	92	59 "	Dropped	- - -	
89	159		160½		Dropped	- - -	- - -	

* Dropped

DENTAL EVALUATION

Code Number	Total Number Surfaces Filling	Number to be Extracted
1	6	0
2	0	7 (primary)
3	8	0
4	12	0
5	25	0
6	2	0
7	1	0
11	7	0
12	1	0
13	4	0
14	5	0
15	5	0
* 17	29	1
18	0	0
20	3	0
21	12	2
22	8	0
23	12	0
24	0	0
25	6	3
26	6	0
27	0	0
28	5	0
30	23	0
31	8	0
32	19	5
33	0	0
34	5	0
35	13	0
36	16	2
41	17	0
42	0	0
44	9	1
46	15	0
47	3	0
48	11	0
50	3	0
51	19	0
52	2	0
53	18	0
66	21	3
* 68	7	1
* 69	15	0
* 70	26	0
* 71	24	0
* 72	14	0
* 73	9	0

Code Number	Total Number Surfaces Filling	Number to be Extracted
* 74	17	0
* 75	3	0
* 76	0	0
* 77	18	0
* 78	2	0
+ 79	0	0
* 80	0	0
* 81	28	0
* 82	18	1
* 83	0	0
* 84	34	2
* 85	53	0
* 88	9	0
* 89	23	0
* 90	32	0
* 91	18	0

63 - total patients

709 - total

28 - total

* Dropped

+ Injured

TEST SCORES

Code Number	Stanine Score (Pre-test)	Stanine Score (Post-test)	Achievement
1	2	4	2
2	4	8	4
3	2	3	1
4	4	3	-1
5	1	2	1
6	3	6	3
7	3	4	1
8	4	4	0
9	4	4	0
10	2	2	0
11	9	9	0
12	2	1	-1
13	2	3	1
14	2	5	3
15	4	7	3
16	2	2	0
17	1	1	0
18	3	3	0
19	6	9	3
20	1	3	2
21	1	3	2
22	1	3	2
23	1	4	3
24	4	8	4
25	3	3	0
26	4	4	0
27	5	6	1
28	1	2	1
29	2	2	0
30	2	1	-1
31	2	2	0
32	2	3	1
33	5	6	1
34	2	2	0
35	6	8	2
36	2	2	0
37	7	8	1
38	7	7	0
39	4	4	0
40	4	4	0
41	3	4	1
42	7	9	2
43	3	2	-1
44	1	2	1
45	2	4	2
46	2	2	0
47	1	2	1
48	2	5	3

Code Number	Stanine Score (Pre-test)	Stanine Score (Post-test)	Achievement
49	2	2	0
50	2	4	2
51	2	3	1
52	3	5	2
53	4	6	2
54	4	6	2
55	2	7	5
56	2	4	2
57	2	3	1
58	3	5	2
59	6	7	1
60	6	6	0
61	4	6	2
62	2	3	1
63	4	7	3
64	3	6	3
65	1	2	1
66	2	2	0
67	5	5	0

LEARNING CENTER

I. Learning Center Curriculum

Primarily utilized spectrum series math workbooks.

II. Volunteers

The sources of volunteers were from the Volunteer Service Bureau, an advertisement in Pulse of Paradise and flyers at the University of Hawaii. Twenty volunteers from all walks of life were utilized during the project. An orientation over a period of one week in August was conducted with poor turnout. In addition, volunteers were still being recruited after the project began. Contacts with volunteers were made throughout the project but not on a regular periodic basis.

One mid-term evaluation meeting was held at my home using (10 academic coaches showed up) behavior modification within the program meeting itself. This method brought to light several errors in programming, writing contracts, etc.

Rewards were presented at the end of the evening to those who accumulated the most points. (This idea of placing academic coaches on a rewards system is a great one).

An evaluation meeting was held at the end of the project with 6 volunteers in attendance. The primary criticism voiced then, was the inability to relate in depth with each assigned kid, due to guidelines set for them and time allowed. The written evaluation also reiterated this concern.

Criticism

Volunteers have strong needs which we need to look at and attend to if they are "hired," for this is what controls much of their behavior (or non-behavior) within the project. Ideally, volunteers should meet regularly with their supervisor and when possible, attend the Tuesday staff meetings, which generally center around the project.

III. School Involvement

Hook up with the schools were made primarily with the private sectors because their general cooperativeness with the project. Involvements were made with Hawaii Baptist Academy, Hawaiian Mission Academy, Kamehameha School and St. Theresa. The amount and quality of cooperativeness depended with the individual teachers involved. The student, whose teacher made the most effort, made the most improvement in the project. Only one teacher in the private sector outright refused to cooperate for the benefit of the child.

In evaluating this aspect of the project, I have personally found it very difficult to fit our program en masse into the realm of school. From the teacher's point of view, the project is not meeting their needs in terms of problem kids and/or problem subject areas (or problem behavior). They would prefer dealing with another kid, another subject or another behavior (i.e., swearing, sitting in his chair).

It is also unrealistic for any one teacher, who has several kids in our project to do individual programming of each. Such instances have occurred with teachers at CIS, in particularly where several kids had the same math teacher. It is more realistic for tie-up with the schools to be on an individual basis as need (or behavior) warrants it. However, this does not comply with our original goal of eventually having the schools carry on with the project design.

TRAINING TABLE

Training table can only function when volunteers participate and make it become. We were fortunate enough to get a volunteer mother who had a son in the previous projects to carry on the necessary work prior to training table.

Menus were planned, keeping in mind of all the values and nutrition that goes into making a balanced meal. Consideration also had to be noted for time in regards to preparation of these meals.

Samples:

1. Shoyu chicken
Steamed rice
Watercress and lettuce salad
Orange and peaches (slices)
Bread and butter
Milk
2. Baked fish sticks with tartar sauce
Whipped potato
Mixed green salad
Peanut butter sandwich
Peach slices
Milk

During the project a total of 3,019 meals were served, averaging an attendance of 91 persons daily for 33 days. Food costs and other necessary items amounted to \$2,284.80. Reimbursements from D.O.E. amounted to \$932.00.

The volunteers on the kitchen crew logged 566 hours plus.

Besides the hours spent, it was the rapport and feelings level coming across from the mothers to the young men and women. Something one had to see or experience. Their reactions, I noticed, was flexible -- from mothers to sisters or vice-versa, even to being just a friend, if you needed one.

Within the scope to the training table these things were also done:

1. Taking daily attendance
2. Weight was taken every two weeks
3. Height was taken in the beginning and ending of training table
4. Keeping an eye on the over-weight young men
5. Making weekly clean-up assignments

It took tremendous effort from every one to accomplish this goal and still feel good about it. All I can say is, mahalo a nui loa, ke haawi nei ao keia men - me kuu maaui apau.

PARENT INVOLVEMENT

Parents involvement is one of the major concerns in any of the projects. How we approach this situation and communicate with them have a lot to do with their participation.

Pre-planning of events that would be happening was done by staff. Parents were involved in general meetings, training table, after game meals, money-making projects and the Quarterback's Club.

Parents' meetings were usually geared to the explanation of the project or needing help for a money making project. A total of 5 meetings were held during the football projects - an average of not more than 30 people with the staff in attendance.

After game meals was chaired by one member of each team, who called the other parents to participate in making the meals. The parents were involved and made every effort to go out of their way to help.

Money making projects, which is a must in the project, yielded very little cooperation from the parents. It was usually the same faces that came out to volunteer, and they thoroughly enjoyed it.

Somehow, having their child in the project is not enough to bring them out to participate. We need some gimmicks.

MIDGET FOOTBALL

The midget football team started practice on August 1, 1971. The staff involved included Mr. Kenneth Ling, Head Coach; Mr. Dennis Okimoto, teacher at Kaiolo School, Salvation Army; Mr. Allen Yap, teacher at Ilima Intermediate School; Mr. Wilfred Chang, Stockbroker as assistant coaches. With these volunteers, practice was started.

The team in general began with eight returnees who made up the nucleus of the Palama midget team. The boys' pre-season highlight was a game in which they defeated the champions (Kapahulu) 19-13. It was at this point that the staff as well as the youngsters felt that they had a winning combination although the team was still learning better skills. There was no definite leader on the team which caused much conflict. Periodically, individuals would emerge to try and take over leadership, however, none of the youngsters were strong enough to present a good example which all the youngsters could follow.

The season progressed with much up and down performance with never any consistent move by the youngsters to get into a functioning unit.

Organization relevant to coaching, with the volunteers seem to be adequate to all coaches having the primary interest of the kids at heart.

Individual youngsters on the team seemed to hamper the teams growth. Many youngsters were able to see the depth of the Palama project which not only looked at football, but the total individual. It is hoped that through this learning experience that next years' squad will be one in which leadership will be cultivated as well as the teams ability to understand the goals and objectives of the Palama football project.

At this time, although our records show an equal number of wins and losses, it is felt that the learning process has been greatly enhanced and that the youngsters were able to learn basic football skills.

It is our hope that the coaching staff as well as the youngsters will be able to perform with much higher objectivity each year.

BANTAM FOOTBALL

I think this season started out with fewer problems than we did in 1970. There were a few minor problems with individual players on the team, but all of these things were worked out within the first two weeks of the football season. We started out with 37 football players. I knew through past experience that some of these kids would not make the team, mainly because they could not go along with the rules of the program, such as being on time, being at practice everyday and doing the work that was required of them to play football. As the first week went by, I began to really push the rules, I knew that the games were coming up soon and we had to iron out the guys that would not take part in the football program.

Their first week and a half about 4 of the players quit the team, about the third week of the season, at least 6 of the boys quit the football team, their reason for quitting was that they could not go along with the rules of the program. (Doing the academic work, etc.)

The first game we played was with McKinley, we won 48-0. Our next game was with Palolo who are always a tough team to play and we beat them in the last 10 seconds, 6-0. The next game we played was with Pearl City who were unbeaten at this time. The game was considered a championship game. We won 26-0. Then we played the team from our own back yard, Kalihi Valley, and we beat them 24-0. After Kalihi, we had another big game coming up which was also considered the top game of the year with Kalani, we won 30-12, this was the first time all season that any team had scored on us. The only two games that we had left to make it a successful season and win the Oahu championship were Ewa and Kaneohe. We won over both of them.

We won the Oahu championship which meant a trip to the mainland. We, as staff had decided that we were going to go 7,200 miles to Fort Bragg, North Carolina, this meant a lot of work ahead because we had to raise the money to make the trip. We had decided already a month earlier that we were going to have a luau which meant a lot of work for the staff and the players.

The boys knew what they had to do, they knew they had to earn points to buy their jackets and also to earn points to make the trip to North Carolina. I think they all, except one or two gave every ounce of energy they had to earn their trip to North Carolina.

We made money and we had earned the trip to North Carolina. I left a week early for the mainland and was to meet my football team the following week in North Carolina.

We got to North Carolina and were picked up by the military from Fort Bragg. We were halfway there and then we realized that we had left a few behind which was two of the girls and one of the coaches.

Ken and one of the sponsors of the ballgame went back to Charlotte, North Carolina which was about 60 miles and picked up the members of our squad. That night we got to Fort Bragg, one of the sponsors took us to a hamburger joint. We had hamburgers, and french fries, and cokes. After that we were taken to the barracks where we were to live for four days.

We were met by a group of Hawaiian's who were stationed there at Fort Bragg. We gave them leis and pineapples. From that evening on, the red carpet was laid out for our football team. This was during the Thanksgiving holidays and the Hawaiians that were there planned a Thanksgiving dinner for all of the people that were with our squad. We were broken down into groups of fours and on the day of Thanksgiving, the Hawaiian club members came down to the barracks and took us to their homes for dinner which I felt was a very big lift for our players. The players felt right at home and the meal was just too much. We had turkey, rice and all the trimmings. The boys really enjoyed living there in the post-barracks. We always had beautiful meals, we ate whenever we felt like and was treated with a lot of care.

Everyday while we were there, there was something planned for the boys to do. Although we did have our regular workouts, the boys got a chance to visit the museum and recreation hall there on the post.

The night of the game I felt the boys were ready to play football. It was a matter of getting to the field and getting our heads together as a football team. During the first half of the football game we made all kinds of mistakes and it cost us two touchdowns. They were leading at half-time, 12-0, at half-time I had a discussion with my team and explained that we had come 7,200 miles not to lose the football game but to win. I told the boys that we were representing Hawaii, we were representing Palama Settlement, we were representing ourselves, our families and there should be no way that we should lose that football game. We went back the second half and the first two minutes scored. From there on, it was our football game, and I can honestly say I have never seen a group of boys at that age play that kind of football.

They were hitting as hard as any high school football player that I know and with this type of football, it was just impossible for us to lose. We won the game, we won the trophy and it was a very good trip.

On our way back to Honolulu, we stopped at Anaheim, California. We spent a day at Disneyland which is always a trip and the following day we came back to Honolulu where we were welcomed by families of Palama Settlement.

When we got back, we only had a week to prepare for the State Championships against Kauai. I knew from the week of practice that we were not ready to play football. I think our season ended in North Carolina. As we were preparing for the game that week, there was a lot of not being serious, there was a lot of playing, a lot of joking around. This meant that we were going to lose the State Championships.

That Sunday, we played very poorly. This meant that we were going to lose. As the day grew, things grew dimmer and dimmer. We lost the football game to Kauai and also the State Championship. Even though we lost the football game to Kauai, I felt this was one of the best football teams in Palama History. Although we lost the State Championship, I felt that we had talent and good football players and a beautiful group of young men.

My plans as coach this year is to build a stronger football team and build stronger boys so that they not only know football, but know how to survive under any given situation.

INCIDENT THAT HAPPENED AT THE BEGINNING OFOUR FOOTBALL SEASON

On August 30th and 31st of this year, we took our football team to camp for testing and football practice. I felt that the camp was very good. We ran into one problem which we had to iron out the first day there. When we first got there we gave the boys the choice of the cabins and who they wanted to live with. By doing this, we found that they grouped themselves according to race and class. As I checked the cabins, all of the Samoans were living together, all of the Japanese were together and all the boys that lived in the housing were together. About an hour later, I got the word from one of the boys that there was going to be a fight between the Samoans and some other kid in camp. As soon as I found this out, I called all the boys together for a meeting, we talked about the situation and what had happened. I explained to them that this was a football team and that we were going to be one big happy family this season as far as color, as far as whether you were Samoan, Hawaiian, Japanese, or Black, and that it did not matter. I also told them that some of the things that they hear, see, read and even some of the things that they hear in their own homes were not sound basis for deciding whether they like a person or not, and it was getting to know the person and that determined whether you like him as a human being, not because of race, color, or whatever. After we had our discussion on this, we had no more problems with this type of situation the rest of the football season. The team grew into one big happy family and a hell of a football team.

CHEERLEADING

We had two teams of cheerleaders for the football project. One was for the midget team the other for the bantam team. Each team of cheerleaders had a total of five girls, making ten girls in the project. We had a head coach and an assistant coach for the midget team and a student coach who coaches the bantam team.

The girls were taught skills in the area of tumbling, dance steps, jumps, and motions from many different areas of the United States. With these skills the girls' put their imagination to work to come up with their routines in cheers and songs. The girls made up their own motions and words. The majority of the girls worked very hard to increase their academic level in the learning center, earning from 12 to 15 hash marks - meaning one hash mark is equal to one hundred points. Very few girls during the total project were even in danger of having point trouble.

At the end of the project the girls ended up on a scale of 37-62 hash marks, which was a combination of academic and skill work. In other words, from 3,700 points to 6,200 points.

The worker feels that since the girls ranged from 10-13 years of age, the team process worked much more effectively than with 14-16 year old girls. The out=put seemed to be much greater in this age range.

The only problem the worker observed was the use of a student coach of age 14 who was too close to the participants age, and did present some strained situations, who became too subjective in treatment of the girls instead of staying more objective.

FORT BRAGG TRIP

The successful conclusion of the Oahu Pop Warner 1971 schedule made possible the acceptance of a major mainland bowl bid by the Palama bantam squad, the "Scorpions."

A game was arranged -- the Scorpions were invited to participate in the "Trooper Bowl," part of an annual two day Pop Warner Tournament of nationally ranked teams hosted by the U.S. Army at Fort Bragg, North Carolina.

The travel distance, some 7,200 miles (14,400 round trip), set a new record -- no previous Pop Warner team had traveled so far to play a game.

The financial burden of the trip was gargantuan and was centered around a huge luau held in the Settlement gym. The entire Palama-Kalihi community became involved. Parents, staff, relatives, friends and board members, joined the players and the members of the midget team to make the event where some 3,000 persons were served -- a paying success.

Much cooperation was given by the business community of Honolulu -- the news media and especially by television-radio station KGMB-TV.

The traveling team numbered 45, including chaperones. Two of the leading volunteer workers, mothers who headed the training table were included as chaperones.

The long air trip (some 7-8 actual flying hours beginning Nov. 22) ended in a three hour bus ride in army buses from Charlotte, North Carolina to Fort Bragg.

The weary, bleary eyed, shivering Scorpions from Oahu, met their hosts, the army press, and a huge band of "home folks" from the Hawaii Hui a few minutes before midnight November 24.

The trip was kaleidoscopic -- the 20° weather, the red and gold falling leaves of the trees, life on a military post, language difficulty and the food difference.....the Scorpions were in a foreign environment.

Thanksgiving Day, November 25, the Palama group were wine and dined in a regal fashion -- members of the Hawaii Hui taking individuals into their families to share the Thanksgiving festivities.

The game played in the "Trooper Bowl" against the defending nationally ranked Fort Bragg Cardinals was scheduled for 7:30 P.M. under the lights before a crowd of about 4,000. All the pomp and glitter of the Rose Bowl was there, army bands, banners, spot lights (the Hawaii Hui raised a large Hawaiian flag high above the stands and had flood lights illuminating it).

The field was frozen.

Kenneth Ling, Project Director, presented Commandant General Hayes with a large calabash trophy from Governor Burns.

Palama's beautiful little cheerleaders captured the hearts of not only the Hawaii rooters but of all present, such crowds gathered around them as they performed that the M.P.'s had to rope off the area and stand guard.

The girls topped their performance clad in long tutu muumuus of maroon and white aloha print dancing "I Am Hawaii," Little Brown Girl," and "Keep Your Eyes on the Hands".....barefoot in the middle of the icy field.

The applause was deafening.

The game ended with a Scorpion victory 20-19.

The traveling team returned by way of Anaheim with a one day stop at Disneyland.

It is probable that never before had the Settlement and the State been represented so well by such a large group of "Keiki O Ka Aina's." They were the living proof of the Palama motto -- "Mai ka hoo'kahi uhane loa ka ikaika o ke kino." (From one's spirit comes one's bodily strength.)

AWARDS BANQUET

The conclusion of the 1971 season found the project "Football '71" faced with a herculean task.

The bantam team, the Scorpions, were Oahu Champions closing out on a zero undefeated season and in keeping with the operant design of the project specific work accomplished -- specific reward earned.

The team had earned the right to an off island official "bowl" post-season game.

With the great help of President Joseph Tomlin of the Pop Warner National Committtee, the Settlement squad was pitted against the nationally ranked Fort Bragg Cardinals -- a game to be played in the "Trooper Bowl" as part of a three day Pop Warner celebration at Fort Bragg, North Carolina.

Never in the history of Pop Warner Football had a team traveled so far to play a game (some 7,200 miles).

This was all the more astounding because the Palama Settlement team has no parental financial backing. The team comes from the inner city -- a Model Cities Target area.

It was decided by the boys of both teams (midget and bantam), staff, Board of Trustees, parents, and friends of the team to suspend the regular Awards Banquet, and in order to save money, incorporate the awards ceremony with the big fund raising event -- the luau.

The awards were made after the Luau's third setting. The boys and girls, all of whom had been working for at least 12 hours that day (serving, cleaning, parking cars, etc.), were noticeably subdued, but soon swelled with pride as team honors were awarded. The customary excitement mounted for the coveted "Big" awards -- Top Scholar, Most Improved Scholar, and the coveted Mr. Football and Miss Cheerleader.

These are earned in the following manner: Top Scholar, the person scoring the highest in the target skills; Most Improved Scholar, the person showing the most improvement in the target skill (determined by pre-project and post-project testing CAT); Mr. Football and Miss Cheerleader, the person who scores the highest number of points in objective ratings that included actual achievement and improvement in the target skill, actual statistical achievement on the playing field, and actual objective skills improvement on the practice field.

Award certificates were presented to all volunteers, and each participant was presented with his or her team awards.

The midget "Wildcats" big award winners were: Top Scholar, James Gamiao; Most Improved Scholar, Eric Uchihara; Mr. Football, Ramon Ancheta.

The major cheerleader awards went to: Top Scholar, Donna Omine; Most Improved Scholar, Peggy Silva; Miss Cheerleader, Donna Omine.

Bantam winners were: Top Scholar, Lamont Octavio; Most Improved Scholar, Richard Keeno and the Mr. Football award, for the first time, was an absolute tie -- computed to the one hundredth of a percentage point -- the two boys were Paulo Sitagata and Lance Gushiken.

Having the awards celebration in conjunction with such a "hard work" type event as the luau distracted a lot from the "conquering hero" feeling of the past banquets. However, the monetary saving seemed worth it to the kids and their parents -- not as a general procedure but for that one very special purpose.

A P P E N D I X

PALAMA SETTLEMENT
1971 FOOTBALL RATING SHEET

KEY: 1 = excellent
2 = good
3 = fair
4 = poor

[illegible]

WEEKLY

CHEERLEADING RATING CHART

[illegible]

POP WARNER PROJECT AGREEMENT

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

team, I _____, hereby understand and agree with
the conditions set forth below:

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

Date _____

Signature/Child

Signature/Parent or Guardian

DONORS LIST

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

Mr. Gene Erger
KGMB-TV

Mrs. Bella Richards

Mrs. Rose Lane

Mr. Gabby Pahinui

Mr. Cec Heftel
KGMB-TV

Granny Goose Products

Mr. Alvin Koo
Kalihi Press

Mr. A.A. Smyser
Star Bulletin

Mr. Eddie Sherman
Star Bulletin

Mr. Earl McDaniel
KGMB-TV

Mr. August Yee
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Department Stores

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Mr. & Mrs. Bill Olds
& the entire Hawaii Hui
Fort Bragg, North Carolina

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