R E P O R T R E S U M E S

ED 019 369 UD 005 653

UPWARD BOUND--WAR ON TALENT WASTE AT INDIANA STATE UNIVERSITY.

INDIANA STATE UNIV., TERRE HAUTE

PUB DATE JAN 67

EDRS PRICE MF-$0.50 HC-$2.72 66P.

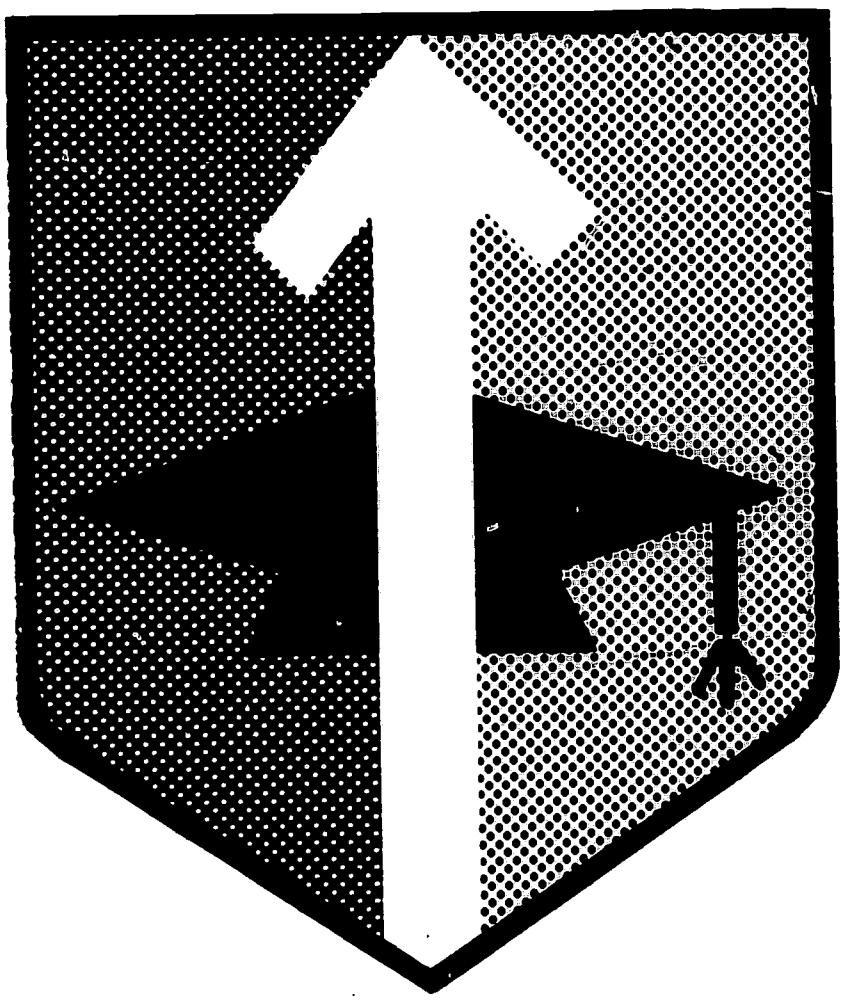
DESCRIPTORS- *HIGH SCHOOL STUDENTS, *COLLEGE PREPARATION, *EDUCATIONAL PROGRAMS, *UNDERACHIEVERS, *DISADVANTAGED YOUTH, RECRUITMENT, SELECTION, COUNSELING SERVICES, COCURRICULAR ACTIVITIES, LANGUAGE ARTS, MATHEMATICS EDUCATION, STUDY SKILLS, PERCEPTION, MUSIC EDUCATION, ART EDUCATION, THEATRE ARTS, PHYSICAL EDUCATION, EDUCATIONAL INNOVATION, PROGRAM ADMINISTRATION, PROGRAM EVALUATION, ADJUSTMENT (TO ENVIRONMENT), URBAN EDUCATION, BIBLIOGRAPHIES, INDIANA STATE UNIVERSITY, UPWARD BOUND

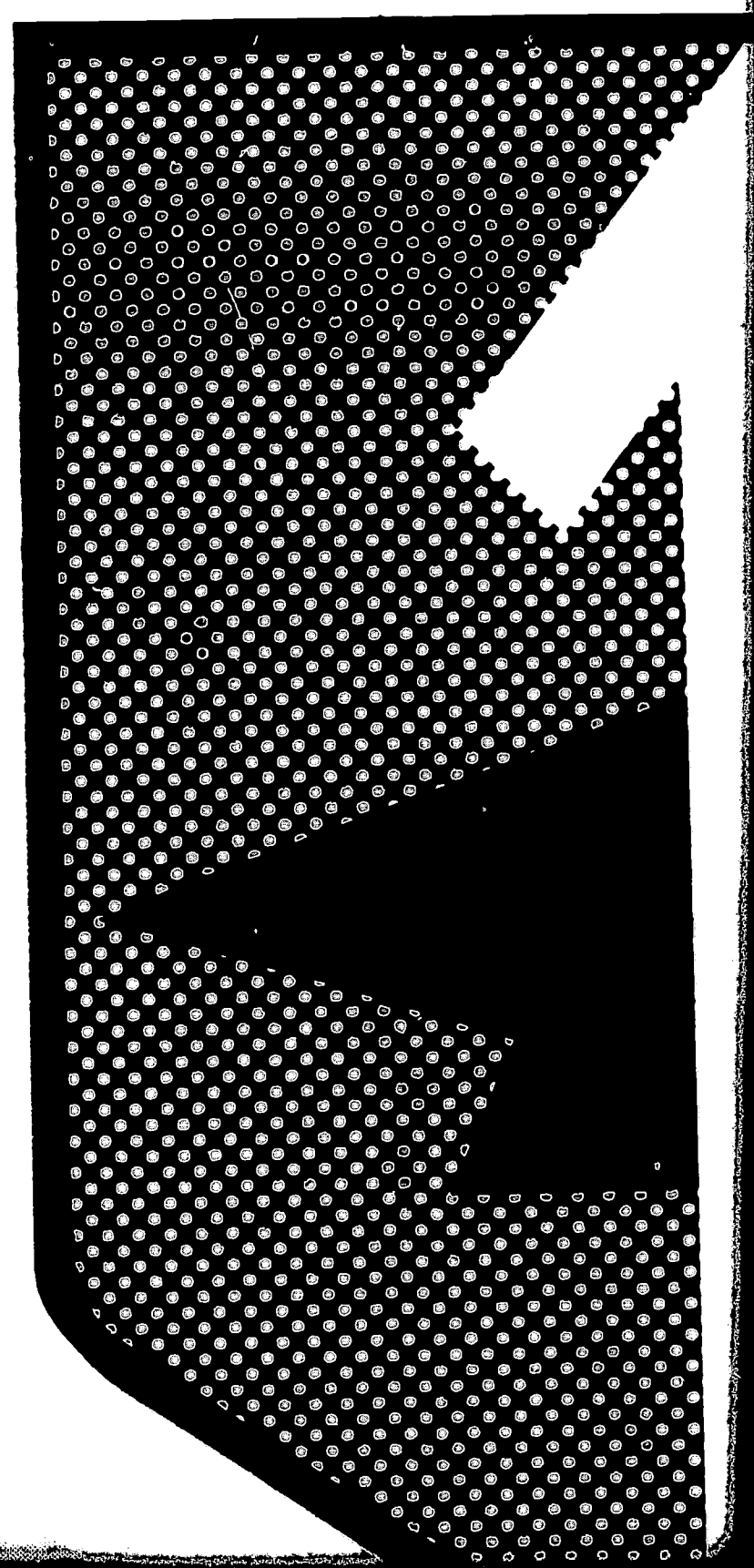
THE UPWARD BOUND PROGRAM AT INDIANA STATE UNIVERSITY IS THE SUBJECT OF THIS SPECIAL ISSUE. HIGH SCHOOL STUDENTS FOR THIS PRECOLLEGE PROGRAM WERE RECRUITED IN METROPOLITAN AREAS WHICH HAD ACTIVE COMMUNITY ACTION PROGRAMS. THE PRIMARY AIM WAS TO IDENTIFY AND REDIRECT UNDERACHIEVING DISADVANTAGED YOUTH WITH POTENTIAL AND TO ENCOURAGE THEM TO ASPIRE TO A COLLEGE EDUCATION. THE INDIVIDUAL ARTICLES IN THE ISSUE DISCUSS PURPOSE, RECRUITMENT, AND SELECTION CRITERIA, THE THEORETICAL FRAMEWORK, COUNSELING SERVICES, AND EXTRACURRICULAR ACTIVITIES. THE PROGRAM IS DESCRIBED BY PARTICIPATING INSTRUCTORS, WHO TAUGHT LANGUAGE ARTS, MATHEMATICS, STUDY SKILLS, PERCEPTUAL SKILLS, MUSIC, ART, THEATER, AND PHYSICAL EDUCATION. ONE ARTICLE REPORTS ON SOME INNOVATIONS, AND ANOTHER DISCUSSES THE PROGRAM DURING THE ACADEMIC YEAR. THERE ARE SECTIONS ON THE ADMINISTRATION AND EVALUATION OF THE PROGRAM AND ON ITS POTENTIAL EFFECT ON EDUCATION IN GENERAL. A STUDY OF THE INFLUENCE OF ACTING IN A PLAY ON A STUDENT'S ADJUSTMENT IS INCLUDED. THE FINAL ARTICLE URGES THE DEVELOPMENT OF AN URBAN-ORIENTED EDUCATION. THERE IS AN EXTENSIVE BIBLIOGRAPHY. THIS DOCUMENT IS A SPECIAL ISSUE OF THE "TEACHERS COLLEGE JOURNAL," VOLUME 38, NUMBER 4, JANUARY 1967. (NH)

the Teachers College Journal

INDIANA STATE UNIVERSITY TERRE HAUTE, INDIANA

VOLUME XXXVIII, NUMBER 4
JANUARY, 1967





UPWARD BOUND:

WAR ON TALENT WASTE at INDIANA STATE UNIVERSITY

The Teachers College Journal seeks to present competent discussions of professional problems in education and toward this end restricts its contributing personnel to those of training and experience in the field. The Journal does not engage in re-publication practice, in belief that previously published material, however creditable, has already been made available to the professional public through its original publication.

Manuscripts concerned with controversial issues are welcome, with the express understanding that all such issues are published without editorial bias or discrimination.

Articles are presented on the authority of their writers, and do not necessarily commit the Journal to points of view so expressed. At all times the Journal reserves the right to refuse publication if in the opinion of the Editorial Board an author has violated standards of professional ethics or journalistic presentation.

Published October, November, December, January, March, and May, by Indiana State University, 217 North 6th St., Terre Haute, Indiana, 47809. Second class postage paid at Terre Haute, Indiana.

. . . FROM THE UPWARD BOUND GUIDELINES, 1967-68

One of America's greatest wastes occurs when capable young people who could succeed in college never attend because of the psychological, social and physical conditions of poverty backgrounds. This waste is especially cruel when we remember that more than ever before, higher education holds the key to so many jobs in the future.

No one knows how much talent is lost to the nation because of poor performance during the formative years of a youngster's education. UPWARD BOUND is designed to cut into this waste and to see if substantial numbers of potentially successful youngsters can profit from a real chance at a higher education.

Sargent Shriver
Director
Office of Economic Opportunity

Table of Contents

ACKNOWLEDGMENTS

Much of the credit for this month's issue of **The Journal** is attributed to the following persons: to Professor Daniel Jordan, guest editor and provider of the manuscripts; to Raymond Jeffords for special editorial assistance; to James Huntley, I.S.U. Audio Visual Department for cover design and other art features; to Betty Borchers, graduate assistant; and to Sid Jones, Assistant to the Editor.

THE TEACHERS COLLEGE

JOURNAL

VOLUME XXXVIII No. 4 January, 1967
Articles from the Journal are indexed in the Education Index

SPECIAL ISSUE . . . GUEST EDITORIAL

Dr. DANIEL C. JORDAN, writer of the editorial which follows, also solicited the manuscripts for this special issue which describes his UPWARD BOUND project at Indiana State University. Dr. Jordan is Associate Professor of Psychology and Education and Director of the Institute for Research in Human Behavior at Indiana State University.

The Editor wishes to express appreciation to Dr. Jordan and his UPWARD BOUND staff members for their contributions to this issue of THE JOURNAL.

Editorial: Education and the War on Poverty

By Daniel C. Jordan

That subcultures characterized by meager economic resources have deleterious effects on the development of those growing up in them is a well-documented phenomenon. Since these effects are transmitted from one generation to the next, the problems generated by a poverty culture continue in each subsequent generation until something intervenes to keep them from being passed on. What ever intervenes will have to reverse these detrimental effects in significant numbers if the war on poverty is to be won.

Of all the strategies employed in the war, the crucial ones are those designed to get at the causes underlying the perpetuation of the poverty culture into the future. These important strategies are largely educational in nature, for they are the only ones which have a hope of bringing about a permanent reversal of detrimental effects through learning. UPWARD BOUND is one of those campaigns of the war which directly reflects the educational strategy. Its goal is systematically to take thousands of secondary school youngsters out of poverty each year via an educational route.

Many have challenged the wisdom of establishing such a program since it appeared to duplicate the opportunities available in the public schools. Such a duplication would obviously be expensive and an inefficient use of resources. The question as to the wisdom of the program is a good one. It also has a very good answer.

In simple terms the answer is that UPWARD BOUND is not a duplication of opportunities available in the public schools. The nature of the difference between UPWARD BOUND education and public school education can best be explained in terms of the degrees to which the two approaches reflect an understanding of the ways in which culture shapes the human personality.

The sub-culture of poverty imprisons those born into it by precluding the development of the kinds of abilities that are essential to survive outside it. Culture is not used here in the sense of "fine arts, music and elegant manners" but refers to interrelated ways of thinking, feeling, and acting which are transmitted from one generation to another. When those things transmitted in a given culture preclude the development of abilities necessary to survival outside it, a vicious circle is set up so powerful that few can break out of it without some kind of specialized assistance from an external source.

The ways of thinking, feeling, and acting which constitute any culture are always transmitted through the social relationships to which the young have access by virtue of the families into which they are born. The child born into a family of severely inadequate income will be seriously disadvantaged precisely because he has no meaningful social contact with the kinds of people who can transmit to him the ways of thinking and behaving that are necessary to the development of his potential, and the development of this potential is the only way to break out of the poverty situation. On the contrary, what is transmitted to him will insure his failure when trying to make his way in a cultural system outside his own. (The school is by and large outside that system. It was established and is operated by people who belong to another culture.) Thus, the speech patterns transmitted to him from the social contacts he does have will forever be a drawback, the basic attitudes he develops will always get him into difficulties, he will have no *real* opportunity to develop the mental abilities needed to think his way out of the situation, nor will he even have the means of acquiring motivation to seek help from an external source. In comparison with his peers who have rela-

DR. JORDAN *is Director of the Institute for Research in Human Behavior and Project Director, Upward Bound, Indiana State University, Terre Haute, Indiana.*

tionships with those who can transmit the things he needs for development of his potential, he is clearly disadvantaged socially, and those who are socially disadvantaged are almost always educationally disadvantaged.

The social contact with teachers in school is not apt to be meaningful to the disadvantaged student because the teachers do not relate to him—talk to him, feel about him, behave toward him—in terms of his life situation. Teachers do not deliberately refrain from relating to such students in terms of their life situations. They often do not have time nor do they know how. In trying to teach them successfully, most teachers are socially disadvantaged, albeit in reverse, because they do not have significant and meaningful social relationships with persons from the poverty sub-culture who could transmit to them a real knowledge and understanding of the young people growing up in it. The situation is worsened by the fact that most teachers would not recognize this as a disadvantage, nor would they want to develop close relationships with people living in the sub-culture.

Thus, school for the disadvantaged student is not a place where opportunities for development abound, but a place where experiences of failure are accumulated, and compulsory involvement with irrelevant activity, as he perceives it, is enforced.

Before learning can take place consistently over long periods of time, two criteria must be met:

(1) the subject matter to be learned must be relevant to the learner's life situation, and;

(2) the teacher must have an appreciation and acceptance of the learner in the context of his situation as well as mastery of the subject matter.

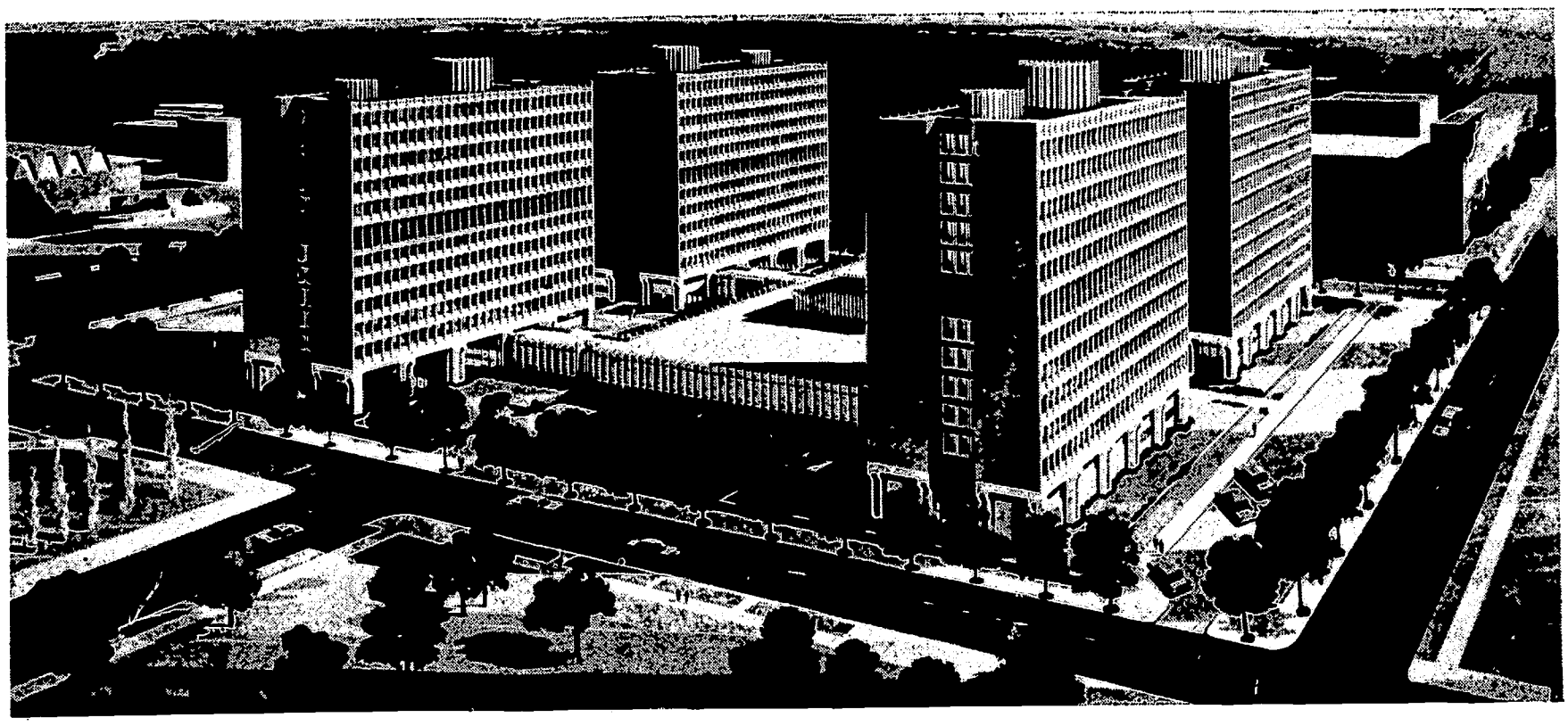
The public schools are not yet set up to teach efficiently the culturally different—those whose life situations are "distasteful", "disgraceful", "intolerable", or just beyond the comprehension of the middle-class teacher. Hence, at this point in time, the schools cannot function as the intervening force which is needed to reverse the detrimental effects of deprivation and keep them from being passed on to the next generation.

UPWARD BOUND may help to spearhead a development in that direction. It represents a concerted effort to provide a learning situation that meets the above criteria. If it can be given enough support long enough, it has the potential of providing new and successful ways of solving one of the nation's most pressing problems: how to stop the double loss represented by talent waste in one million annual drop-outs on the one hand, and the costly increase in rates of delinquency, crime, welfare services, and mental illness on the other.

Every UPWARD BOUNDER who can break out of his cultural prison will enter the labor force, have the joy of developing his talents, earn a good living, and pay back in taxes during his own life time more than was spent on him during his participation in the program.

If UPWARD BOUND can demonstrate success in achieving its purpose, no one will be able to deny the good sense in continuing a substantial investment in this or similar kinds of programs. This issue of the *Teacher's College Journal* presents a description of UPWARD BOUND at Indiana State University and a preliminary report on its achievements to date.

There is a good indication, admittedly based on only one year's experience, that UPWARD BOUND can achieve its purpose.



RECRUITMENT AND CRITERIA FOR SELECTION

By Barbara Seibert

Upward Bound is a pre-college program for secondary school students, involving a full-time summer program, and follow-up programs during the regular school year to keep them college bound. Upward Bound seeks to identify and redirect secondary school students with potential who have been handicapped by economic, cultural, and educational deprivations. It seeks to rescue the youngster whose brains and ability may be lost to society, or worse yet, be directed against society, unless he can be motivated to apply his talents and energies constructively.

Students for the Upward Bound program at Indiana State University were recruited from high schools in the greater Indianapolis and Terre Haute areas in accordance with the purposes of the program. These two areas were selected because they have active Community Action programs already in progress and Community Action Agencies which were able to render valuable assistance in planning, recruiting students with the assistance of community members, and helping to implement the program. The following eligibility criteria were established as the basis for admission to the program:

a. The student must have completed 15 credit hours by the time of his admission into the program;
b. The student had to be unmarried;
c. He had to have a recommendation by teacher, counselor, or other appropriate person who would testify that he had the ability to do college work;
d. The student's ability had to exceed his present level of achievement;
e. The student had to come from a family whose total income did not exceed the maximum income standard set by the Office of Economic Opportunity.

MISS SEIBERT *is a staff member of the Community Action Agency, Indianapolis, Indiana.*

As a general policy, the Advisory Committee did not accept emotionally disturbed students as participants in the program unless clearance was given by an attending physician certifying that the nature of the disturbance was such that it would not impair his ability to benefit from the program nor likely to be a serious distraction to others.

Assistance from a great number of agencies and individuals enabled the recruitment program to get underway with all deliberate speed. Neighborhood Youth Corps counselors assumed responsibility for obtaining records on, and for talking with, all eligible students currently enrolled in their programs. Representatives of Community Action Agencies and members of the Advisory Committee in Indianapolis and Terre Haute participated in the program as recruiters. They contacted high school teachers and counselors, attended faculty meetings, helped distribute application forms, and in many cases identified students who were eligible. Teachers and counselors were given preliminary application forms and were urged to nominate students who they felt would benefit from the program. Community service personnel such as recreation directors, youth club advisors, juvenile court and probation officers, and the staffs of local settlement houses and welfare agencies were asked for their nominations and suggestions.

Each student who was nominated was sent a folder describing the Upward Bound program and was given an opportunity to indicate whether or not he wanted to be considered for the program. All of the students who indicated interest or who

were nominated directly by some school official or private citizen were interviewed. Applications and interview information were then presented to the Advisory Committee in each case and a final selection was made.

For the most part, all of the schools in Terre Haute and Indianapolis from whom students were being recruited pitched in and rendered invaluable assistance in helping us to identify and screen the students who met the eligibility requirements.

One of our most difficult tasks in working with high school personnel was communicating convincingly the need to resist the temptation to include, consciously or unconsciously, additional eligibility criteria which, when applied, tended to steer us away from the target population. Perhaps the most prevailing unconscious criterion was that the student selected should "deserve" the opportunity to participate in such a program. In the eyes of many, the Upward Bound program was considered a reward for the under-achieving student who was docile, passive, or at least behaved reasonably well. In some cases "deserving" the program became more important than having the potential to do college work. This program was not designed for the passive under-achiever only. It was also designed for the so-called "problem student" who always talks back, seems impertinent, likes to argue, and generally finds himself an irritant to his teachers.

Another unconscious question lingering in the minds of those helping to select Upward Bounders was: "Would the candidate be a good representative of our school?" Whether or not a student was a good representative of his school was judged to be irrelevant. As a matter of record, our experience during the summer indicated that the students who tended to give school personnel a hard time and who were very likely to be regarded as "bad" representatives were also those who had a great deal of potential which for some reason was not being developed. The frustration stemming from not being able to make the kind of contribution and progress a student intuitively feels himself capable of making is often expressed through some kind of hostile, aggressive, or rebellious activity.

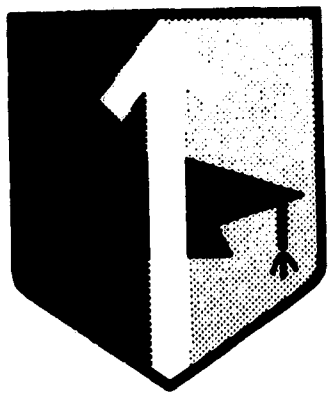
The most problematic principle of selection to apply was the one indicating that candidates for the program must have the capacity to do college work. It was problematical because conventional means of assessing such potential and the instruments for making reliable predictions for success in college, such as the various intelligence tests, achievement tests, and other standardized test batteries, are not appropriate for use on the kind of population for which Upward Bound was created. Therefore, there could be no reliance on intelligence or achievement scores in themselves as an objective means of assessing capacity to do college work. We relied heavily, instead, on evaluation of teachers and counselors whose experience with each candidate had convinced them that his grades were not a reflection of his capacity, either because he was not motivated, was working and couldn't do his studying, or that for some reason interest could not be maintained in school work. In this regard we were expected to take some risks, and we did. In most cases where the teacher expressed both a concern and a conviction that a candidate could do the work in spite of his academic record to date, we found that judgment reliable.

By and large the student body of the Upward Bound program at Indiana State approximated that of the national population of Upward Bounders:

Total number enrolled	76
Sex distribution:	
a. male	46%
b. female	54%
Mean age	15.6
Ethnic composition:	
a. Caucasian	45%
b. Negro	55%
c. Indian—claimed to be part Indian	18%
d. Unknown	13%
Grade level completed upon entry to the program:	Grade 10
High school grade point average upon entry:	
Mean grade point average	2.17
C or lower	72%
No information from school	18%
Above B and below A	9%
Above C and below B	42%
Above D and below C	29%
Below D average	1%
Living with both parents	47%
Living with one parent	50%
Living with neither parent	2%
From 1-4 children in family	33%
From 5-8 children in family	47%
From 9-12 children in family	15%
From 13-14 children in family	4%

Although one might think that because of the many selection criteria applied, the Upward Bound student body would be relatively homogeneous; this turned out not to be the case. Students and staff alike agreed that the high degree of diversity in talent, racial background, tastes, interests, and values were one of our most highly prized educational assets.

THEORETICAL FRAMEWORK OF THE PROGRAM



By Daniel C. Jordan

The proliferation of educational and psychological research in the last fifteen years has been truly remarkable. Even more remarkable, however, is the gap between the researcher with his findings and the teacher in the classroom who remains largely unexposed to this abundance of useful information. It was our intent that the Upward Bound program at Indiana State would reflect a genuine attempt to close the gap between theory and practice and that there should be some conscious theoretical basis for most aspects of the program. A systematic effort was therefore made to review the massive literature pertaining to the education of disadvantaged young people as a means of better understanding the population which was to be served by the program, as a means of setting goals which would be most pertinent to the needs of the students, and as a way of providing information on methods, techniques, and materials which would help to insure the success of the program. Since there are many publications which summarize information on new techniques in teaching mathematics, language arts, art, music, how to study, social studies, and so on, this information will not be reviewed here.

Description of the Population to be Served. Since educational institutions are the chief agencies in our society which dispense certificates pertaining to kinds and amounts of information to which the bearer has been exposed and tested, they usually give more attention to the subject matter to be taught than is given to finding out the nature of the students who are to learn it. Not knowing and often not even caring about the characteristics of the student population guarantees that the teacher will not be able to teach efficiently and that students will not be able to learn easily. Our first task, then, was to ascertain the general characteristics of the student body which we were going to recruit, so that the program could be tailored to fit their needs, interests, and levels of understanding.

DR. JORDAN *is Project Director, Upward Bound, Indiana State University.*

A good many of the characteristics of the population from which we expected recruitment of Upward Bound students were related to disadvantages stemming from a wide variety of experiences which were missed because these students had no relationships with significant adults who could transmit to them ways of thinking, feeling, and acting which would have put them on an equal footing with the "advantaged" middle-class student.

Some of the basic experiences which many of the students could be expected not to have were:

A family conversation which—
encouraged him to ask questions, answer his questions, and extend his vocabulary;

gave him a need and a right to stand up for and explain his point of view on his own life situation as well as events taking place in the world.

A family envirnoment which—
provided examples of the joy of reading;

provided a variety of play materials, toys, and books, with colors, sizes, and textures to provide contrast and challenge his ingenuity with hands and mind.

Two parents who—
spoke good English fluently;

read a good deal to themselves and to him;

demonstrated convincingly to him that they believed in the value of reading and in other educational pursuits;

rewarded him for all achievements in this direction.

An early school experience which—
was challenging but not threatening and which provided an atmosphere of safety by consistent rewards for efforts.

On the basis of the experience of several members of the Advisory Committee, as well as information gleaned from the literature, we anticipated our students to have many of the following characteristics:

— An incomplete or different sense of reality
— A sense of inferiority when it comes to the academic environment
— An unrealistic self-depreciation and a confusion about personal worth
— Confusion and frustration because of the variation between democratic ideals and actual discrimination practices
— Submissive and having some withdrawal tendencies
— Little self-understanding
— A low level of aspiration
— Low self-esteem
— Self-defeating kinds of thinking
— Few or under-developed psychological mechanisms for surviving failure, and little adequate means of internalizing or drawing upon experiences of success
— Non-competitive academically
— Usually learn and work slowly
— Restricted vocabulary and may not speak standard English
— Inferior auditory discrimination
— Inferior (or different) judgment concerning time, numbers, and other basic concepts
— Learn better by doing than by listening to verbal explanations
— Live primarily in the present and have no well-developed concept of a personal future
— An inability to postpone immediate gratification for the sake of attaining a future goal
— Short attention spans where mental activity is concerned.

We also noted some of the positive characteristics mentioned by Frank Reissman, (Reissman, 1962): cooperativeness and mutual aid that is often characteristic of persons who come from extended family environments, avoidance of strain accompanying competitiveness and individualism, a certain informality and well-developed sense of humor, capacity to enjoy each other's company, freedom from being word-bound, freedom to express anger, slow to harbor a grudge over long periods of time.

To tell the honest truth, when the live spirits of the Upward Bounders descended upon us, we did, indeed, see *some* evidences of each of the characteristics, but our experiences with them clothed the words with new meanings and made us realize the necessity of understanding the characteristics of the teacher as well as the pupil before maximum efficiency in teaching and learning can take place.

We noted that the responsibility of communicating and relating to others is a two-way street, and that teachers working with disadvantaged students can just as accurately be labeled disadvantaged teachers. Their disadvantages stem from being culture-bound in the same way that the disadvantaged student finds himself bound to a culture that makes integration into a different culture troublesome and difficult. In the past we have always expected the student to assume the responsibility for breaking down the barriers of his cultural-boundedness, for it was not even recognized that a teacher could be culture-bound as well, or that if she were, it was the "right" culture. We were forced to confront the fact that we were human beings who tended to be so affected by social class values concerning trivial aspects of decorum (gum chewing, shirt tail out, hair not cut, assigning blame, meting out punishment for infraction of basically unimportant rules), that we had no concern for the crucial issues in the lives of human beings (e.g., how to discover and encourage the development of talent, how to provide a learning situation which would insure the maximum opportunity for growth, how to establish a relationship with every student in such a way that his potential could be developed, how to increase the level of aspiration and develop confidence in certain abilities as a basis for sound career choice). We found it difficult to swallow the fact that by nature we preferred a kind of social distance which would not permit us to become involved and committed to a degree that would disrupt our private and comfortable lives.

We discussed one research finding which demonstrated how teachers expected too little, accepted too little, and therefore got too little from culturally different students. We resolved to check a tendency, which had been demonstrated to exist in us, of jumping to conclusions or easy explanations for behaviors which might rub us the wrong way rather than taking time and effort to get at the real cause. Finally, we agreed to wear one shoe which fit very well—the tendency to impose, rather than invite an investigation of our own values by the students, thereby destroying a good working relationship with the students. We also had to confess to a certain amount of anxiety arising from the fact that we had much to learn and that our teachers—the disadvantaged students —might or might not help us to learn in the most kindly manner. We hoped that the anxiety we felt was an indication that we had begun to achieve a degree of humility, a fundamental prerequisite to learning.

Objectives of the Program. On the basis of the anticipated characteristics of the student population the general objective of the Upward Bound program was established as folllows:

To create an enduring aspiration to complete a college education or some other kind of post-secondary high school training in each student and to assist him to acquire the basic skills and knowledge needed to realize this goal.

The general objective was then broken down into the following specific goals on which various aspects of the program were based:

1. To increase students' reading speed and comprehension;
2. To increase their vocabulary and facility in verbal expression;
3. To increase auditory and visual perceptual skills;
4. To increase mathematical skills;
5. To increase ability to think critically;
6. To increase other skills essential to academic success, such as using the library, taking exams, and studying efficiently;
7. To identify special talents and abilities in each student so that each one may feel he has a special area that he can develop and around which he may begin to build his future;
8. To develop general social skills and the ability to work effectively in groups;
9. To increase each student's capacity to enjoy and understand the things around him through a program of cultural enrichment and recreation;
10. To increase each student's awareness of career opportunities and to encourage him to begin thinking in terms of careers which can be within his reach because of a college education;
11. To resolve each student's medical problems so that there is no impairment of his progress in the program for health reasons;
12. To create an Upward Bound spirit in the high schools, the families, and the communities from which these students come. so that going to college becomes accepted as a realistic aspiration and an attainable goal for all young people in this segment of our population;
13. To assist each student in choosing a college, and in helping him with any admission problems he may encounter (this objective can be realized only after this program has been in operation for at least 2 years).

Application of Research Findings. Research findings relevant to the implementation of activities to achieve the goals listed above are in such abundance that only those related to the most important aspects of the program are discussed below. *A selected bibliography appears at the end of the journal for those who might like to have more specific information.*

The problem of how to move people to positive and maximum effort has been a concern of man for centuries. The problems of motivation, values, and attitudes have appeared in legends and proverbs, many of which impart erroneous views but which nonetheless are very difficult to discard. For instance, many people readily accept the saying: "You can lead a horse to water, but you can't make him drink." If that saying were true, then Upward Bound would have no reason for being. This is not to say that there is no problem involved in getting the horse to drink, but there is enough research to pinpoint the most fruitful areas for finding a solution. Instead of concentrating on techniques for forcing the water down his throat, it is now generally agreed that the more fruitful approach is to find out how to make the horse thirsty. He will then drink with healthy relish.

Our approach was to search the literature and draw on our own experience for practical suggestions as to how we could help to develop a thirst for knowledge and education in each student. This was accepted as the key task to be achieved over the next two or three years. Obviously if this problem could be solved, all other objectives could be considered attainable.

Motivation refers to both a need that is goal-directed and a drive to act in such a way that the goal is achieved. Before action can be purposeful, the subject must have both a goal and a drive, since a goal without drive is superficial or irrelevant to the functioning of the person and a drive without goals results in frantic and meaningless activity. We therefore set out to discover ways and means of encouraging the Upward Bounders to define goals and acquire a drive to achieve them. As it turned out, a large number of the students had goals with no drive ("I want to be a physician, but I don't want to sweat through chemistry or biology,") or a good deal of drive but no goals ("I'm always interested in beginning something new but I never really like to finish anything."). Research has established the fact that, to a considerable degree, attitudes are learned and that the general principles of learning are as applicable to the process of acquiring attitudes as they are to other kinds of behavior. It therefore became the intention of the entire staff always to reinforce any activity, verbal or otherwise, which took the student in the direction of establishing goals or working to achieve already established goals.

Unfortunately, the problem is inordinately complex, since acquired motives, in order to be sustained, have to form a reasonably self-consistent and compatible structure within the context of the student's on-going life situation. Plans therefore had

to be made for intervening in the life situation in order to protect nascent attitudes or feelings about goals and goal-directed behavior. It became clear that the staff required to do this effectively would be enormous, yet some provision had to be made for this kind of protection if we were realistically to expect that attitude changes be relatively permanent. This is no doubt part of the rationale behind the residential aspect of each Upward Bound summer program. Being away from the student's usual life situation would free him to develop different attitudes and to consider possible goals. There is evidence which indicates that people change attitudes when they shift from one role to another. It is obvious that pressures arising out of their life circumstances force many of these young people to shift roles or assume two incompatible roles simultaneously. This is particularly true in the case of those who have a need to make an independent living (adult role). It is not too difficult to understand how shifting from one set of roles to another would cause the student to have such ambivalence about what kind of goals should be adopted that he ends up having none. We therefore decided to devote a considerable amount of our counseling efforts to an understanding of this dilemma.

In light of the fact that the results of research tend to substantiate the conclusion that strongly fixed attitudes and opinions are little affected by knowing the facts, we decided that in the initial phases of the program we would not spend too much time presenting factual information on such things as the relationship between income and degree of education attained or the relationship between the kinds of jobs which one can get and the level of education attained, but would concentrate instead on putting to use another research finding: that attitudes and values are most easily changed through meaningful relationships established with other human beings, particularly if the person has membership in a tightly knit group.

As might be expected, attitudes appear to be organized around an individual's concept of himself and they are therefore almost always expressed in the first person. Since an individual tends to behave in a way that is consistent with his self-image, the problem of modifying self-image as a means of increasing motivation became a major concern in planning.

A human being builds up his self-image from interpretations, either right or wrong, of other people's views of him as they express them both by words and actions. It is thus very easy to see how injustice and discrimination against a human being will create a kind of self-image in him that precludes the kind of behavior patterns which will enable him to develop his potential. It was therefore established as a regular principle of the program that although the presentation of information in the classroom would be geared to a level at which the student found himself, the staff would speak to and relate to the potential—a kind of latent reality, if you will—in each student so that he could begin the process of re-structuring his self-image.

Based on the knowledge that self-concept is related to attitudes, and that attitudes shift when a person shifts roles, we felt that a program of theatre activities might be expected to help pry a person loose from his own self-image. The notion here was that if the students would be given the opportunity to assume different roles and see their contemporaries in different roles with all the supporting accouterments of the theatre—costuming, different settings, make-up—they would begin to relax their grip on the old self-image and develop a willingness to admit some new possibilities. (*For a study carried out in this connection see page 178.*)

Some attention was given also to the relationship between self-concept and inhibition. Exercises were needed in which an openness to experience in creative activity (lessening inhibition) could be achieved. For this reason considerable emphasis was placed on an experience with music and art, activities which require discipline but also a kind of initiative to overcome inhibition. Every other day throughout the summer, students had the opportunity to work through the inhibitions they felt when they tried to approach new experiences with openness and tried to see themselves in the role of an artist—one who creates—who risks part of himself in order to make something new. It was our intention that the art experience would not only impart useful knowledge and information about the arts but that it would also have a direct bearing on the process of modifying self-concepts.

The literature reports that one of the common characteristics of disadvantaged students is the inability to postpone immediate gratification for the sake of the attainment of a future goal. It was clear that unless we could provide some successful experiences of deferred gratification for the sake of a reward to come in the future, that the six or seven-year stretch of formal education lying ahead would be almost impossible to tolerate. The theatre program, the classes in art, and the section on music were all designed to demonstrate positively the rewards and pleasures of working over a long period of time in order to attain a goal in the future. In the case of the theatre program the goal

was the production of a play for parents and the public; for music, it was the performance of a concert; and, in art, the reward was the production of a satisfying picture or vase which would attract the admiration of friends and relatives. Special efforts were made in all course work to provide occasions where gratifications of a limited kind might be enjoyed over the long haul towards the main goals.

Consideration was given to the principles of motivation concerning formal learning and study. No matter how excellent teachers may be or how modern the facilities in a university, most students would not be able to get through a university if they did not teach themselves by outside study. It is probably no exaggeration to say that the problem of establishing efficient study habits takes priority over all others with the exception of the problem of how to achieve general motivation. Perhaps the main obstacle to overcoming poor study habits is that of bringing the study situation under adequate stimulus control. Because of the Upward Bound students' home situation and their need to work, the probability of their being able to control stimuli distracting to study is very low without having some kind of conscious knowledge about the need to do so and ways of doing it. A session on how to study became an integral part of the course work in Methods and Techniques (reported in detail in a later section). There are a good many available materials on how to study effectively, and several of these were acquired for use in this part of the course. It was intended that, of all the learning of new habits that might take place during the summer, if the session on how to study could be truly mastered, then each student would have gained a valuable asset in his efforts to complete high school and go on to college.

Premack's principle that if behavior B is of higher probability than behavior A, then behavior A can be made more probable by making B contingent upon it, was adopted as the theoretical basis for developing a games approach to certain subject areas. Our procedure here was simply to identify a behavior which could be assumed to occur with a frequency of higher probability than the kind of behavior we wanted to see develop and then to find some way of making the latter behavior contingent upon the former. This principle was implemented wherever feasible and whenever it was possible to do so with a certain degree of clarity. (*Please see the section on innovation for further information on the application of this principle to the instructional use of games.*)

Among the most difficult research findings to apply was one which demonstrated that motivation to learn something about a given subject area is extremely difficult to develop if the subject matter is regarded by the learner as irrelevant to the most pressing concerns he faces in his life. The converse is also true: that motivation will be present to the degree to which subject areas can be made relevant to the important concerns in the learner's life. It is not difficult to understand how learning to make a sentence grammatically correct could appear utterly irrelevant to the important issues in an Upward Bound student's life, particularly if he had no view of a personal future on which that skill might depend. Here we found ourselves in a vicious circle: the subject matter which they needed to master in order to be successful in completing high school and entering college is, in conventional modes of presentation, largely irrelevant to the student's life situations; and, to engage the student in the subject matter by tying it to the achievement of a future goal, required of the student two things which were highly likely to be missing—a firmly fixed goal for attainment in the future and the capacity to defer the need for immediate gratification for the sake of attaining that future goal. We identified three routes of escape from that vicious circle. The first was to introduce relevance by having the subject matter expressed within the framework of general topics of interest to such students. Many of the topics chosen might easily be considered taboo topics in public schools. The second principle that was applied concerned the motivating effects of immediate feed-back on performance. At least having immediate feed-back on how one is performing increases general motivation and imparts a feeling of relevance about the activity in its own right. The third principle which was applied is closely related to the second: that in order to get around the inability to deter gratification for the attainment of goals too far in the future, arrangements were made for an infinite number of small successes in, or rewards for, small actions which in many ways would bring the student nearer to the main goals. In behavioristic terms, this was the application of the principle of gradual progression towards the establishment of complex repertoires of behavior, all of which might be subsumed under one goal designation.

We also turned to the literature to see whether or not there might be some good pointers that would help us make decisions about whether or not to have a highly structured or loosely structured program, whether or not to have electives or to require attendance in all subjects, and some information that would lead to wise decisions about

the use of free time. For the first year of the program we decided to have a relatively well-structured program since it has been shown that persons feel more secure and adapt better to new situations if they are relatively well-structured (i.e., having it fairly clearly spelled out what the expectations are and then plenty of information as to how to fulfill those expectations with not too much insistence on having to choose among a wide number of alternatives). Some studies have also indicated that if persons are young and somewhat on the immature side, they respond more productively to structured situations. In light of our concern to provide contrasts among the three summers which the Upward Bound students were to be spending on the campus, we felt it wiser to begin with a relatively well-structured situation and move toward a progressively less-structured one each successsive year.

Based on information that the students we were recruiting might tend to reject participation in experiences with which they were unfamiliar, we decided to make all courses required during the first year. This would then provide everyone with adequate information on which to base a decision as to whether or not he should continue in course work which was required during the first year, but which would be presented as electives during subsequent years.

In regard to the use of free time, we concluded that permitting an abundance of free time during the first year when students would not be aware of all the possibilities of things to do, could easily result in a sagging of spirits and listlessness that might be hard to deal with. It seemed more sensible to pack the program full of activities and then thin them out and make room for free time as needed. Resident counselors were made responsible for working in small groups with the students to plan group activities for only part of their free time, thereby leaving opportunities for individuals to pursue whatever kind of activities they wanted—including napping or just wasting time. The program began at 7:30 in the morning every day and went through to the evening meal with play rehearsals, concerts, and other activities planned from time to time in the evenings.

By no means does the above sketch of the theoretical background present a thorough survey of research findings relevant to the creation of a good Upward Bound program, but it does touch upon the salient points to which much time and consideration were given. *The selected bibliography at the end of the journal may serve as a reference for those who desire more extensive information.*

THE BIRD AND THE WORM

"'Come", said the bird to the worm one day
"And take a walk with me"
"And we shall slowly walk and talk,
Down to the deep blue sea".

Now the worm was merely a baby,
And the bird was almost grown
But they pictured each other as tasty treats
For a quiet dinner at home.

So they fought and fought, and the fight went on
But the worm turned out the victor,
For I neglected to say when my story began;
That the worm was a Boa Constrictor.

Georgia Drain
Upward Bound Student

"Four years ago I would have sworn none of them would make it."

Description of Program by Participating Instructors

Language Arts For Upward Bound

By Miss Marguerite Taylor

The ideal language arts classroom is a workshop, adequately supplied with an abundance of diversified and challenging materials, properly filed, arranged or displayed for the effective and creative use by a prepared and inspired teacher and teacher-assistants; it exists for students with varying desires to engage in the great adventure of learning and living through communication. Figuratively, this classroom should have doors and windows that open, not only to the other areas of instruction, but to life—its problems, its satisfactions. The language arts teacher who works without adequate materials in an inadequate environment is disadvantaged, underprivileged, and deprived.

Early in June we found ourselves, very happily but suddenly, a member of the teaching staff. Our late entry into the program and lack of knowledge about the students who would be in the program was a major source of disadvantage. Therefore, our approach was to meet the Upward Bounders, become acquainted with them well enough in the first few sessions to try out a number of different approaches to language arts, and prepare ourselves to alter any given approach as needed.

Although some diagnostic testing was administered to the students in the language arts area, it was not possible to have immediate results of their performances on the tests in the form of standard test scores. In order to get around the problem of trying to make the classwork fit the needs of the students without the standard test scores, I set up a testing program made up of various materials. On the basis of the students' performance on these tests, special needs of the students were identified and met through different classroom groupings which reflected both interests and abilities. A summary of approaches and activities which seemed to bear a measure of success follows.

MISS TAYLOR *is a language arts Instructor at Garfield High School, in Terre Haute, Indiana.*

The Science Research Associates Reading Laboratory materials were introduced as a means of increasing the rate and comprehension in reading. It was found that a good number of the Upward Bound students had already been exposed to these materials. We then shifted gears by creating and extending an interest in reading for leisure through the use of a small classroom library and the use of community library facilities which the classes visited several times. Library cards were issued which permitted the Upward Bound students to use the Indiana State University library as well as the Terre Haute city libraries.

Opportunities for each student to develop facility for free written expression was provided by keeping a "Journal of Opinions and Comments". These journals functioned as a running diary for each student, who was encouraged to record any feeling or opinion he had about himself, the program, his life situation, and his aspirations. The students recorded their feelings and comments on the left-hand side of a double-columned notebook and I recorded my reaction to their comments on the right-hand side. The statements by students in the journal were one source of direct feedback about the program. In some cases aspects of the program were altered on the basis of suggestions or complaints entered in the journal. Counselors especially found the journals helpful. (*Excerpts from these journals may be found in the section on evaluation.*)

One of the responsibilities of the language arts program was to present materials which were related to other aspects of the program so that the students would feel that their academic experiences were integrated into a meaningful whole rather than one made up of independent parts which seemed to have nothing to do with one another. In accordance with this responsibility the language arts classes studied in depth one of the plays which was being presented in the drama section of the program. Copies of **Riders to the Sea** by J. M. Synge were available to all four classes prior to its introduction in the theatre program during the last half of the summer phase. There were many opportunities for discussing the structure of the play as well as its meaning. This provided a good working context within which the actual producers and actors of the play could approach their responsibility for producing it.

Integrated with the mathematics section, through a comparison with the concepts of ratio and proportion, were exercises in verbal reasoning and a study of word analogies. Study units in verbal word reasoning and word analogies were prepared especially for Upward Bound students. The study of word analogies was also utilized to increase vocabulary. By way of introductory activities to this unit, a full discussion of the meaning of verbal reasoning was held, followed by an explanation of test scores in verbal reasoning and the need for improvement as a part of college entrance examination requirements. Time was taken to relate the concept of verbal reasoning to mathematical proportions (i.e., 2 is to 4 as 3 is to 6). Exercises were then set in defining the relationships between words. As an example students were asked to explain the relationship between the word **coop** and the word **chicken** (a coop confines a chicken) or the relationship between **amplifier** and **loud** (an amplifier makes a sound louder.)

After the ability to state or define a relationship between words began to develop, exercises in supplying one missing term in a proposition were given to the students. For instance, such propositions as the following were presented: sly is to fox as wise is to _____ (owl); _____ is to kite as leash is to dog; mint is to _____ as bakery is to bread. As soon as facility in supplying one missing term in the proposition had been developed, students worked together in small groups to prepare statements like the above, making up their own propositions with the criterion that they had to be sensible and true. A subsequent lesson in verbal analogies involved supplying the last two missing terms in a proposition. For instance, bed is to lie as _____ is to _____ (**chair** is to **sit**); or length is to long as _____ is to _____.

Small committees were then formed for the purpose of preparing similar exercises. We found that having the students actually make up the problem helped them to develop understanding of the reasoning process involved in working with analogies. Finally the students worked many exercises in supplying the first and last terms of the propositions. For instance, _____ is to lie as chair is to _____; or _____ is to finger as leg is to _____. Students were given a master worksheet with basic material for constructing verbal analogies and were required to prepare their own lists of verbal analogies with the extreme terms missing. Each student reported to the class and the class criticized his work. Additional periods were scheduled for practice in supplying the second and third terms (prison is to _____ as _____ is to chicken); and in determining first and last terms through verbal reasoning (_____ is to vanquished as win is to _____).

An experimental method in spelling designed to tie in with the Perceptual Skills Laboratory experience was tried, the idea being to increase the student's perception in recognizing misspelled words

through timed observation of prepared lists of words, some of which were spelled correctly and some of which were misspelled.

Another section of the language arts program was devoted to exercises designed to increase students' awareness of acceptable forms of usage by spotting errors in sentences projected on a screen. An overhead projector was used and transparencies of sentences conveying meanings of particular significance to Upward Bound students were specially prepared by the language arts instructor. This was supplemented by activities geared to increasing the understanding of sentence structure. An introductory unit in basic grammar made available through the Indiana State University English Curriculum Center was used as the basis of this part of the program. Extensive use was made of visual aids especially prepared for these Upward Bound students.

Poetry was introduced as a means of changing pace and providing a contrast in course content. Some poetry was used for choral reading.

The knowledge of sentence structure attained through formal instruction was applied through an experimental use of a sentence-structuring game which was prepared and introduced by the director of the project. (*See the section entitled Innovations for more details about this part of the language arts program.*)

Activities for increasing listening power, strengthening recall, and facilitating oral expression were carried out through an experimental approach to learning based on the use of IBM dictating units. (*For more detailed information, see the section entitled Innovations.*)

Since there was a wide range of language arts abilities represented by the students, it was necessary to make provision for a good deal of individualized assistance and independent study as well as small group activities, such as discussion of the principles of sentence structure, grammar, punctuation and spelling, and critizing each other's exercises and performance. Much of the small group activity was supervised by National Teacher Corps personnel.

Wherever applicable the basic technique of "test —teach—test—teach—test" to the point of mastery was utilized. All students were provided with a dictionary, two paperback novels for reading and comprehension exercises, and all other paper and pencil supplies needed. The objectives for each day's work were spelled out specifically at the beginning of the class period and posted on the blackboard so that each student had an immediate orientation to what was to be achieved during a given class period.

In the regular school year the philosophy of integrating the many facets of the language arts into one course is generally accepted to be sound. A teacher has time to make each area of instruction meaningful in unity with others. On the other hand, in an intensive eight weeks' course it would seem that a separation of skills would contribute to a greater degree of progress for the student who may have signs of weakness in one or two directions.

For this reason, we believe that during subsequent programs, the language arts section could be improved by predetermining each student's strenghts and weaknesses in the various language arts areas—spelling, grammar, usage, reading, vocabulary, etc., and assigning students to one or both of the following language arts classes: (1) reading skills, vocabulary, spelling, and (2) usage, grammar, sentence building, and verbal reasoning. Students who are more than two years retarded in reading should be excused from the regular language arts classes until their reading level has improved to the point where integration into regular class instruction is feasible.

Following is a compilation of comments entered into the journal and written up in the form of free verse. The excerpts, which come from the journals of several different students, reflect the feelings and thoughts of the students about the program as a whole, and also serve to represent the expressive function of one section of the language arts program.

I have taken the first step in preparing myself,
I have admitted my problem and I shall receive help.
I shall never be completely satisfied with living
My former dull existence again.
We have had some classes
That are strange to us;
Getting to sit and heckle the teacher—
That's a switch!
I know that I am able
To accept responsibility;
The play that I am in
Has helped me
To realize this.
The program is working,
And is a success—
To us, at least,
If not to others.
Each should be grateful
And accept whatever may happen
With patience and hope
That it will be cleared.
We have a chance
To see people
As they really are.

It helps,
At least me,
To understand people—
Their true selves.
The independence of one is great,
But the independence of the world is greater,
And unique;
I now understand this concept.
I see college as the beginning
Of a new life
And a new understanding
Of myself and life,
No longer as a four-year stretch.

What 'he' said made sense to everybody,
And we were all very quiet for a minute after 'he' finished;
Then we all clapped for him because we knew 'he' was right all the way—
And that we were wrong to think
That we don't have to work for what we get in life.
We have lived together, played together, and eaten together,
You see, I'm willing to help prove to people
That race, color, religion, or creed
Don't matter to us.

Mathematics For The Upward Bound

By William Giffel

If you had taught academic mathematics for twenty years in socially middle-class high schools where gum-chewing students were considered a major problem and if your only knowledge about teaching boys and girls from low-income families came from reading *Blackboard Jungle* and *Up the Down Staircase*, wouldn't you have been apprehensive about teaching 75 Upward Bounders? I was. But as they were leaving, my sunglasses helped to hide my feelings for I had learned to love those kids!

Our week of orientation before they arrived helped me to understand better my prospective students, but only served to increase my anxieties. I heard about their homes, about their needs, about their limitations, and about experiences that other teachers had had, all of which made me doubt if I had the strength of soul to plunge myself deeply enough into their lives to be effective. Could any mathematics teacher reach these academically disadvantaged students who disliked mathematics? What could I do? Where would I start? And how?

At our first general meeting one big boy came down front in his white hat, sunglasses, and goatee, put his feet up on the seat in front of him, and lit up a cigar. Although no one ever attempted to correct this "young hood" by direct confrontation, within a couple of weeks each of his marks of defiance disappeared one by one. The boy became the "most popular" among his peers and gained the respect of the staff.

I considered my first day in class a crucial one. I had to convince them immediately that I could teach them mathematics and that I would. Throughout the eight weeks I did everything possible to convince them that I was a good teacher and because of this I could explain any topic we would study so clearly that everyone would be able to understand and solve the problems. I felt that I had to use this approach, for they were convinced that they couldn't learn mathematics and knew so little that they were unable to ask an intelligent question about it. If I could make clear explanations and never show the slightest impatience at having to repeat myself several times, maybe they would want to learn. This was my philosophy and in a great part it succeeded. It wasn't easy to explain something three times and to say to that one who still did not understand, "I'll come to the dorm tonight and help you some more." But there is no greater thrill than to have a group of learners quietly moan when told that class is over.

Each class began with the special problem they had been assigned. Such problems as "When is 5 more than 9 equal to 2? (use the clock) or "If half of 5 is 3, how much is one-third of 10?" came under the category of "special". These non-credit exercises were just for fun, but by being first each day, they served to get the students to class on time as well as to develop a degree of critical thinking. The problems became more complex and although the secretaries who duplicated my materials gave up on them, many students did not. They became cautious because some were trick problems and required more analytical efforts to solve them.

Since it was expected that many of these students would be entering college in two years, it was necessary to build up experience in mathematics to the extent that they would have a better chance of successfully completing courses in

MR. GIFFEL *is a mathematics teacher at Garfield High School, Terre Haute, Indiana.*

mathematics. This year I dealt primarily with arithmetic with plans to delve into algebra next year. Since the classes were not grouped according to ability or by background, there were students in each class who had no algebra background; others were familiar with algebra and geometry. To maintain interest I answered such questions as "Why invert the divisor and multiply when dividing fractions?" or "How can we know that the fraction 2/3 really equals 6/9?". Using prime factors to find a least common denominator was almost unheard of by these students; therefore, considerable time was devoted to this mathematically sound approach. Any junior high school mathematics teacher will admit difficulty in teaching percentage. Knowing that my students would be particularly inexperienced in this area and that previous teaching approaches had been unsuccessful, I taught this topic by writing and solving proportions in which the fourth term was representing 100 percent. The test results indicated that most of these students achieved a high degree of success with percentage.

A part of many sessions was devoted to "new mathematics." For some time I developed a counting system in Base 5 until they became quite proficient in counting and computing. This gave me the opportunity to discuss the history of our number system and reason to investigate a problem such as "Why is 8 x 3 = 24?" Under new mathematics, work with sets and modulo systems was introduced and explained.

Every classroom had a television set in it. I was sure that someone would ask, "When are we going to watch TV?" I had almost given up, when finally, in the 5th week, someone asked about it. I explained that it was a closed-circuit system and no outside programs were available. With some help they decided that they could provide a program. From each group I selected four good students who had not received their share of attention. Each group demonstrated something different. One covered extraction of square root, one showed arithmetic in Base 5, another worked a couple of special problems, and the last explained casting out 9's as a checking process. A ten-minute time limit was set and we taped a program on Friday to be shown on Monday. Each group saw every other group, and it really became quite a learning situation. They watched carefully for mistakes, of which there were many, and enjoyed how some reached for the panic button while others retained their poise in the face of difficulties. I considered it a success when they decided to do it weekly next summer.

It's difficult for most teachers to ignore chewing gum, but it is more difficult to overlook hats and sunglasses, but I did and they disappeared. Because they were accustomed to sitting in class, ignored, and never asking or being asked, getting them to respond freely was difficult, particularly at first. I gave each student a daily opportunity to respond at least once. I tried to talk with every student at least once during the hour to tell him how well I thought he was getting along. Physical contact with the students seemed to facilitate communication. Since we were told to do anything that we thought might help these students, occasionally I responded with a hug or a pat on the back. With these particular students I feel that it helped my relationship with them and encouraged them to learn in my class.

At the end when I began writing my reports on each student, I realized that I really didn't know many of these students as personally as I would have liked. I had tried in class but it suddenly came to me that I had not been a good listener. How many times had I really given Jeannie or Vickie or John or Steve the chance to talk while I just listened? I couldn't help wondering if I had spent too much time teaching mathematics and not enough time teaching boys and girls. But there is no greater thrill, following many handshakes, hugs, and tears as the bus prepares to leave, than to have one student walk up and say, "I love you, Mr. Giffel."

Methods and Techniques

By James Wheeler

The purpose of this part of the Upward Bound program was: (a) to help each student gain some insight into his own particular methods and techniques of study and handling of school work in general, (b) to identify poor habits and replace them with more productive ones, and (c) to develop an understanding of the principles underlying sound methods and techniques.

It was the aim of this instructor to make of this program something more than mere preachment. The purpose here was to try to keep the student from feeling that he was just being "lectured to again" about his study habits.

MR. WHEELER *is an Instructor, Meramec Community College Kirkwood, Missouri.*

A three-phase program was implemented to achieve these objectives. The first phase of the program involved the teaching of basic learning theory principles on a rather elementary level. This was done through the use of films from the Indiana State University audio-visual library on the learning processes and by lecture-discussion sessions.

The second phase of the program involved the laboratory demonstration of the workings of the learning principles as they were discussed. Underlying this approach was the expectation that students would not believe anything the instructor told them merely at face value. If they were told that a certain principle applied to a certain process, the operation of this principle was demonstrated for the class.

Particulars of Phases One and Two

I. Reinforcement (films on reinforcement)
   - A. Effects of reinforcement explained in terms of response probabilities. Response in T-maze has .5 probability. One reinforcement changes this.
   - B. Delay of reinforcement. Demonstrated by predicting the course of learning in a pencil maze task. Students saw that the learning of correct responses (elimination of "blind alley" responses) progressed from "start" to "goal".

II. Motivation (films on motivation and reward in learning)
   - A. Explained in terms of deprivation.
   - B. Discussed ways of increasing their own motivation — since success is motivating, ways of insuring success were discussed.

III. Practice
   - A. Stressed the fact that responses are necessary for learning to occur.
   - B. Repetition facilitates learning.
   - C. Programmed texts were used as a means of showing how learning requires active response, the provision of immediate reinforcement, and the use of repetition.

IV. Perception (films on perception)
   - A. Films demonstrated how our perceptions are affected by learning—how past learning can even distort our perceptions.

V. Attention
   - A. Stressed the importance of attention in learning.
   - B. Related attention to listening—and to study habits in general.
   - D. Memory is dependent upon attention.
   - E. The response of taking notes facilitates memory. This idea was demonstrated by having one student work on a pencil maze and another watch. As each "responder" completed his first errorless trial, his "observer" was asked to try. Every "observer" found that it took a number of trials to make an errorless trial, despite the fact that he thought he had learned it while observing.

Phases One and Two took up about two-thirds of the program. With the kind consent of Dr. Paul Horn, some aspects of the demonstration phase involved experiences in the Experimental Psychology Laboratory, where the students were allowed to observe advanced psychology students putting to use the operant conditioning techniques which had been discussed.

The third phase of the program involved the learning of a particular study technique. This technique, known as the PQRST system of study, provides a step-by-step approach to learning new material and is firmly rooted in the findings of learning psychology. The letters stand for each stage of the study system: preview, question, read, state, and test. The PQRST system was presented to the students by use of a programmed text entitled **Programmed Study Technique (How to Study Workbook)** written by Thomas F. Staton and published by American Guidance Service, Inc.

It is felt that the primary aim of the instructor (to make of the instruction more than mere preachment) was realized. The students tended to show genuine surprise and interest when they could see the predictions concerning their behavior and learning come true in the demonstrations.

At least one part of the program, which may have appeared "preachment" in the beginning, took on a new meaning for the students. This was the charge that, "You can what you will".

Training In Perception For The Upward Bound

By Phillip Yunker

For students who are educationally disadvantaged, reading is often a chore to be avoided. Their pre-school experiences rarely fostered an atmosphere conductive to reading, and like most other tasks related to a school environment, early reading probably received little emphasis or encouragement from the parents. When they reached the primary grades, reading became a basic problem and a pattern of reading failure became established. Unless the student is able to read with reasonable speed and comprehension, he gives a false picture of his intelligence both on tests and in the classroom. Teachers then begin to react to him as they *perceive* his intelligence and are further hampered in their efforts to help him.

The Upward Bounder needed a program of reading instruction which would begin at the most basic level of reading experience: the perception of the words. Mastery of the content of reading material can only be achieved through adequate recognition of the printed symbol. A basic assumption of our program is reflected in the statement by Bloomfield in G. C. Barnett's *Learning Through Seeing*: "We comprehend meaning only if we accurately perceive the abstract symbols that represent meaning." It would seem likely that an improvement in the ability to recognize these "printed symbols" would tend to increase as a basis for increased interest.

To provide such training in the recognition of words, the tachistoscope—with a capacity to project words, geometric forms, digits, and sentences up to speeds of 1/100 of a second—was used. Repeated practice in viewing symbols flashed on a screen reduces the time interval required between reception in the visual centers and interpretation.

The tachistoscope is an overhead projector with an exposure-control flashmeter device. Speeds from 1/10 to 1/100 seconds can be selected. Words or symbols were projected on a screen in a semi-dark room to groups of 20 students. The students then recorded what they perceived on paper; their recorded perceptions were checked initially by the instructor and later by the students themselves. Slides containing the symbols to be presented were obtained from the Keystone View Company. They ranged from familiar forms (pictures) to geometric forms, words, phrases, sentences, digits, and sets of digits.

Two groups of approximately 20 students met for the first four weeks of the program and another two groups for the second four weeks. The program began with an introduction to the tachistoscope by means of the familiar form series and the geometric form series. Two to four days were devoted to noun and service word (various "non-noun" words—verbs, adjectives, etc.) recognition. Next came digit recognition training. This training was introduced not because it is always necessary for one to be able to perceive digits rapidly, but rather because it forced the students to focus their attention on symbols which to them were not as familiar in grouped arrangements as, for example, the letters of the alphabet.

Recognizing grouped numbers is more demanding. For instance, it is not as easy to recognize the four digits "7362" as it is to recognize the four letters, "look", especially at 1/100 second. Recognition training began with three consecutive digits and progressed as far as six. At that point, sets of ten to fourteen digits were presented and the students were asked to record the *first* and *last* digits, the *first two* and *last two* digits, and so on, with the purpose of increasing their perceptual span. After this training the program proceeded into short phrases and sentences, and then longer series of the same. All of the work was carried out using the speed setting of 1/100 of a second, mainly because of limited time, but also because it appeared more challenging for the high-school age Upward Bounders to start with the simple forms at fast speeds and work up to the more complex at the same speed, as opposed to starting with slow speeds. By starting with the simple forms and gradually working into more abstract material, the students rarely met with "impossible" recognitions, and were thereby provided with a situation in which reinforcement was always possible. On this basis a change in their attitudes toward reading could be built.

A review of the summer's program indicated the areas for improvements in next year's schedule. Most of these concern the need for supplementary materials and a more reliable method of measuring the actual accomplishments of the program.

MR. YUNKER *is a graduate student at Indiana State University, Terre Haute, Indiana.*

It was suggested that reading materials in context using reading pacers or specialized texts should be used so that the student may have immediate feedback, in concrete, practical terms, on how his reading is improving. Students needed to see for themselves that a continuity exists between the perceptual training and language arts program. The tachistoscopic training may have appeared to some of the Upward Bounders as an exercise without direct, practical advantage.

It also was apparent that four weeks would be inadequate for lasting effects to take place. For those students who show greater need according to pre-testing, the program should probably run the full eight weeks.

Preliminary testing for reading speed and comprehension and similar subsequent testing should be included as a means of measuring the program's effects. Pre-testing with a tachistoscope on an individual basis to establish threshold levels, and post-testing at the end to ascertain new levels would also provide a measure of the direct effects of the tachistoscope training on perceptual speed and span.

Grouping, either according to ability already established during the summer of 1966 or by new criterion tests to be given at the beginning of the summer of 1967, should be adopted in order that each class can proceed at a rate that is challenging but not discouraging to all members. It may be that some are already efficient readers, but tachistoscopic training can be of benefit even to these students. With more advanced groups, work entirely with numbers, supplemented by comprehension pacers, would probably be in order. If staff and time limitations did not permit all of the second-year students to be included in the perceptual laboratory experience, obviously those deficient in threshold attainment on the preliminary tests should be those singled out for the program.

Class periods for both groups would be mid-morning preferably. Actually, any time between eight and eleven o'clock would seem optimal, though there will always be a few "chronic sleepers". Daily meetings seemed to work well also, although they may not be as necessary for the second-year students.

With enough feedback for the student to feel that his efforts at word recognition and comprehension are successful, redevelopment of basic skills necessary for reading can be achieved. In the process of shaping the Upward Bound students' reading responses to adequate levels of performance, the program established a basis for increased chances of good reading behavior in the academic-year school situation. Tachistoscopic training as a means of providing a basic approach to the redevelopment of reading skills established itself as an integral aspect of education for students coping with educational disadvantages.

Music For Upward Bound

By Robert Hounchell

Before one progresses too far in setting goals, at least a cursory survey should be made of the means available for attaining them. However, information on musical ability and background necessary for establishing goals for the music portion of the Upward Bound program was not available. This made the preliminary planning of the music program difficult. In spite of the lack of useful information on the Upward Bound students, the following specific goals were established. After the completion of the summer session, I felt the success of the program could be attributed to the fact that specific goals had been established.

The Primary Goal. In my own personal philosophy and method of teaching music, the development of active musical skills is of primary importance. All formal, appreciative, and technical knowledge must follow the development of the student's own ability to make music. To me the *most* important—not necessarily the *only* important—single thing that a music teacher can impart to the student is musical skill, i.e., the ability to do something musical in preference to gaining knowledge about music.

Therefore, I decided that I would work with the talent available to prepare a musical program which would be given near the conclusion of the program. For the students that could not be utilized to such ends, other types of activity would be instituted as the need arose. The separation of the class, however, into those who would perform and those who would not was avoided.

The Second Goal. Properly presented, a final performance should make the strongest contribution to the social, moral, and recreational facets since music can also make an important contribution to the overall success of the program. However,

MR. HOUNCHELL *is an Assistant Professor of Music, Indiana State University, Trere Haute, Indiana.*

The Teachers College Journal seeks to present competent discussions of professional problems in education and toward this end restricts its contributing personnel to those of training and experience in the field. The Journal does not engage in re-publication practice, in belief that previously published material, however creditable, has already been made available to the professional public through its original publication.

Manuscripts concerned with controversial issues are welcome, with the express understanding that all such issues are published without editorial bias or discrimination.

Articles are presented on the authority of their writers, and do not necessarily commit the Journal to points of view so expressed. At all times the Journal reserves the right to refuse publication if in the opinion of the Editorial Board an author has violated standards of professional ethics or journalistic presentation.

Published October, November, December, January, March, and May, by Indiana State University, 217 North 6th St., Terre Haute, Indiana, 47809. Second class postage paid at Terre Haute, Indiana.

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

No one knows how much talent is lost to the nation because of poor performance during the formative years of a youngster's education. UPWARD BOUND is designed to cut into this waste and to see if substantial numbers of potentially successful youngsters can profit from a real chance at a higher education.

Sargent Shriver
Director
Office of Economic Opportunity

Table of Contents

ACKNOWLEDGMENTS

Much of the credit for this month's issue of **The Journal** is attributed to the following persons: to Professor Daniel Jordan, guest editor and provider of the manuscripts; to Raymond Jeffords for special editorial assistance; to James Huntley, I.S.U. Audio Visual Department for cover design and other art features; to Betty Borchers, graduate assistant; and to Sid Jones, Assistant to the Editor.

THE TEACHERS COLLEGE JOURNAL

VOLUME XXXVIII No. 4 January, 1967

Articles from the Journal are indexed in the Education Index

sue which describes his UPWARD BOUND project at Indiana State University. Dr. Jordan is Associate Professor of Psychology and Education and Director of the Institute for Research in Human Behavior at Indiana State University.

The Editor wishes to express appreciation to Dr. Jordan and his UPWARD BOUND staff members for their contributions to this issue of THE JOURNAL.

Editorial: Education and the War on Poverty

By Daniel C. Jordan

That subcultures characterized by meager economic resources have deleterious effects on the development of those growing up in them is a well-documented phenomenon. Since these effects are transmitted from one generation to the next, the problems generated by a poverty culture continue in each subsequent generation until something intervenes to keep them from being passed on. What ever intervenes will have to reverse these detrimental effects in significant numbers if the war on poverty is to be won.

Of all the strategies employed in the war, the crucial ones are those designed to get at the causes underlying the perpetuation of the poverty culture into the future. These important strategies are largely educational in nature, for they are the only ones which have a hope of bringing about a permanent reversal of detrimental effects through learning. UPWARD BOUND is one of those campaigns of the war which directly reflects the educational strategy. Its goal is systematically to take thousands of secondary school youngsters out of poverty each year via an educational route.

Many have challenged the wisdom of establishing such a program since it appeared to duplicate the opportunities available in the public schools. Such a duplication would obviously be expensive and an inefficient use of resources. The question as to the wisdom of the program is a good one. It also has a very good answer.

In simple terms the answer is that UPWARD BOUND is not a duplication of opportunities available in the public schools. The nature of the difference between UPWARD BOUND education and public school education can best be explained in terms of the degrees to which the two approaches reflect an understanding of the ways in which culture shapes the human personality.

The sub-culture of poverty imprisons those born into it by precluding the development of the kinds of abilities that are essential to survive outside it. Culture is not used here in the sense of "fine arts, music and elegant manners" but refers to interrelated ways of thinking, feeling, and acting which are transmitted from one generation to another. When those things transmitted in a given culture preclude the development of abilities necessary to survival outside it, a vicious circle is set up so powerful that few can break out of it without some kind of specialized assistance from an external source.

The ways of thinking, feeling, and acting which constitute any culture are always transmitted through the social relationships to which the young have access by virtue of the families into which they are born. The child born into a family of severely inadequate income will be seriously disadvantaged precisely because he has no meaningful social contact with the kinds of people who can transmit to him the ways of thinking and behaving that are necessary to the development of his potential, and the development of this potential is the only way to break out of the poverty situation. On the contrary, what is transmitted to him will insure his failure when trying to make his way in a cultural system outside his own. (The school is by and large outside that system. It was established and is operated by people who belong to another culture.) Thus, the speech patterns transmitted to him from the social contacts he does have will forever be a drawback, the basic attitudes he develops will always get him into difficulties, he will have no *real* opportunity to develop the mental abilities needed to think his way out of the situation, nor will he even have the means of acquiring motivation to seek help from an external source. In comparison with his peers who have rela-

DR. JORDAN *is Director of the Institute for Research in Human Behavior and Project Director, Upward Bound, Indiana State University, Terre Haute, Indiana.*

ally disadvantaged.

The social contact with teachers in school is not apt to be meaningful to the disadvantaged student because the teachers do not relate to him—talk to him, feel about him, behave toward him—in terms of his life situation. Teachers do not deliberately refrain from relating to such students in terms of their life situations. They often do not have time nor do they know how. In trying to teach them successfully, most teachers are socially disadvantaged, albeit in reverse, because they do not have significant and meaningful social relationships with persons from the poverty sub-culture who could transmit to them a real knowledge and understanding of the young people growing up in it. The situation is worsened by the fact that most teachers would not recognize this as a disadvantage, nor would they want to develop close relationships with people living in the sub-culture.

Thus, school for the disadvantaged student is not a place where opportunities for development abound, but a place where experiences of failure are accumulated, and compulsory involvement with irrelevant activity, as he perceives it, is enforced.

Before learning can take place consistently over long periods of time, two criteria must be met:

(1) the subject matter to be learned must be relevant to the learner's life situation, and;

(2) the teacher must have an appreciation and acceptance of the learner in the context of his situation as well as mastery of the subject matter.

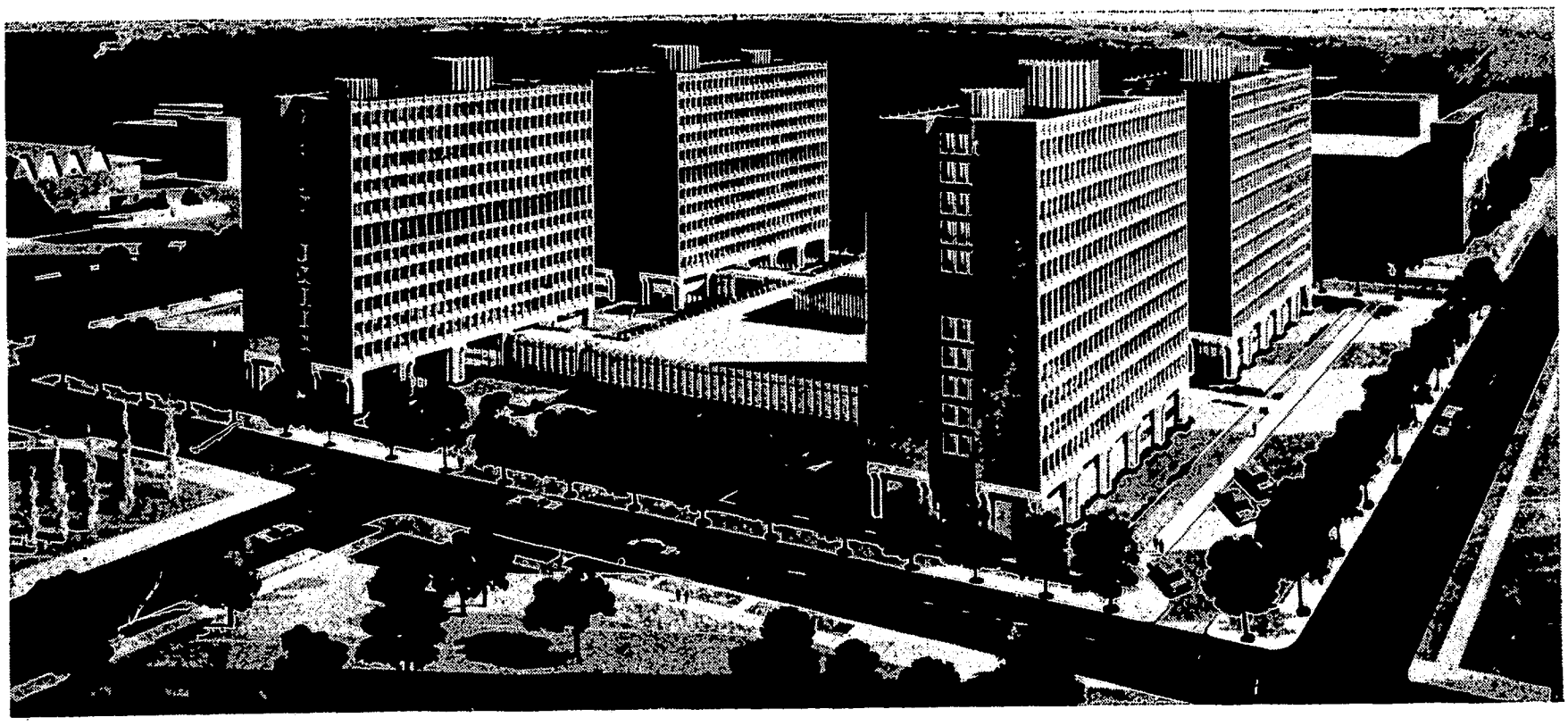
middle-class teacher. Hence, at this point in time, the schools cannot function as the intervening force which is needed to reverse the detrimental effects of deprivation and keep them from being passed on to the next generation.

UPWARD BOUND may help to spearhead a development in that direction. It represents a concerted effort to provide a learning situation that meets the above criteria. If it can be given enough support long enough, it has the potential of providing new and successful ways of solving one of the nation's most pressing problems: how to stop the double loss represented by talent waste in one million annual drop-outs on the one hand, and the costly increase in rates of delinquency, crime, welfare services, and mental illness on the other.

Every UPWARD BOUNDER who can break out of his cultural prison will enter the labor force, have the joy of developing his talents, earn a good living, and pay back in taxes during his own life time more than was spent on him during his participation in the program.

If UPWARD BOUND can demonstrate success in achieving its purpose, no one will be able to deny the good sense in continuing a substantial investment in this or similar kinds of programs. This issue of the *Teacher's College Journal* presents a description of UPWARD BOUND at Indiana State University and a preliminary report on its achievements to date.

There is a good indication, admittedly based on only one year's experience, that UPWARD BOUND can achieve its purpose.



AND CRITERIA FOR SELECTION

By Barbara Seibert

Upward Bound is a pre-college program for secondary school students, involving a full-time summer program, and follow-up programs during the regular school year to keep them college bound. Upward Bound seeks to identify and redirect secondary school students with potential who have been handicapped by economic, cultural, and educational deprivations. It seeks to rescue the youngster whose brains and ability may be lost to society, or worse yet, be directed against society, unless he can be motivated to apply his talents and energies constructively.

Students for the Upward Bound program at Indiana State University were recruited from high schools in the greater Indianapolis and Terre Haute areas in accordance with the purposes of the program. These two areas were selected because they have active Community Action programs already in progress and Community Action Agencies which were able to render valuable assistance in planning, recruiting students with the assistance of community members, and helping to implement the program. The following eligibility criteria were established as the basis for admission to the program:

a. The student must have completed 15 credit hours by the time of his admission into the program;
b. The student had to be unmarried;
c. He had to have a recommendation by teacher, counselor, or other appropriate person who would testify that he had the ability to do college work;
d. The student's ability had to exceed his present level of achievement;
e. The student had to come from a family whose total income did not exceed the maximum income standard set by the Office of Economic Opportunity.

MISS SEIBERT *is a staff member of the Community Action Agency, Indianapolis, Indiana.*

As a general policy, the Advisory Committee did not accept emotionally disturbed students as participants in the program unless clearance was given by an attending physician certifying that the nature of the disturbance was such that it would not impair his ability to benefit from the program nor likely to be a serious distraction to others.

Assistance from a great number of agencies and individuals enabled the recruitment program to get underway with all deliberate speed. Neighborhood Youth Corps counselors assumed responsibility for obtaining records on, and for talking with, all eligible students currently enrolled in their programs. Representatives of Community Action Agencies and members of the Advisory Committee in Indianapolis and Terre Haute participated in the program as recruiters. They contacted high school teachers and counselors, attended faculty meetings, helped distribute application forms, and in many cases identified students who were eligible. Teachers and counselors were given preliminary application forms and were urged to nominate students who they felt would benefit from the program. Community service personnel such as recreation directors, youth club advisors, juvenile court and probation officers, and the staffs of local settlement houses and welfare agencies were asked for their nominations and suggestions.

Each student who was nominated was sent a folder describing the Upward Bound program and was given an opportunity to indicate whether or not he wanted to be considered for the program. All of the students who indicated interest or who

ection was made.

For the most part, all of the schools in Terre Haute and Indianapolis from whom students were being recruited pitched in and rendered invaluable assistance in helping us to identify and screen the students who met the eligibility requirements.

One of our most difficult tasks in working with high school personnel was communicating convincingly the need to resist the temptation to include, consciously or unconsciously, additional eligibility criteria which, when applied, tended to steer us away from the target population. Perhaps the most prevailing unconscious criterion was that the student selected should "deserve" the opportunity to participate in such a program. In the eyes of many, the Upward Bound program was considered a reward for the under-achieving student who was docile, passive, or at least behaved reasonably well. In some cases "deserving" the program became more important than having the potential to do college work. This program was not designed for the passive under-achiever only. It was also designed for the so-called "problem student" who always talks back, seems impertinent, likes to argue, and generally finds himself an irritant to his teachers.

Another unconscious question lingering in the minds of those helping to select Upward Bounders was: "Would the candidate be a good representative of our school?" Whether or not a student was a good representative of his school was judged to be irrelevant. As a matter of record, our experience during the summer indicated that the students who tended to give school personnel a hard time and who were very likely to be regarded as "bad" representatives were also those who had a great deal of potential which for some reason was not being developed. The frustration stemming from not being able to make the kind of contribution and progress a student intuitively feels himself capable of making is often expressed through some kind of hostile, aggressive, or rebellious activity.

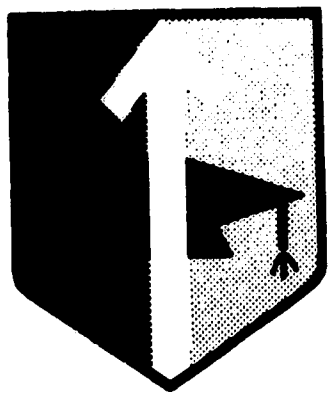
The most problematic principle of selection to apply was the one indicating that candidates for the program must have the capacity to do college work. It was problematical because conventional means of assessing such potential and the instruments for making reliable predictions for success in college, such as the various intelligence tests, achievement tests, and other standardized test batteries, are not appropriate for use on the kind of population for which Upward Bound was created. and counselors whose experience with each candidate had convinced them that his grades were not a reflection of his capacity, either because he was not motivated, was working and couldn't do his studying, or that for some reason interest could not be maintained in school work. In this regard we were expected to take some risks, and we did. In most cases where the teacher expressed both a concern and a conviction that a candidate could do the work in spite of his academic record to date, we found that judgment reliable.

By and large the student body of the Upward Bound program at Indiana State approximated that of the national population of Upward Bounders:

Total number enrolled	76
Sex distribution:	
a. male	46%
b. female	54%
Mean age	15.6
Ethnic composition:	
a. Caucasian	45%
b. Negro	55%
c. Indian—claimed to be part Indian	18%
d. Unknown	13%
Grade level completed upon entry to the program:	Grade 10
High school grade point average upon entry:	
Mean grade point average	2.17
C or lower	72%
No information from school	18%
Above B and below A	9%
Above C and below B	42%
Above D and below C	29%
Below D average	1%
Living with both parents	47%
Living with one parent	50%
Living with neither parent	2%
From 1-4 children in family	33%
From 5-8 children in family	47%
From 9-12 children in family	15%
From 13-14 children in family	4%

Although one might think that because of the many selection criteria applied, the Upward Bound student body would be relatively homogeneous; this turned out not to be the case. Students and staff alike agreed that the high degree of diversity in talent, racial background, tastes, interests, and values were one of our most highly prized educational assets.

FRAMEWORK OF THE PROGRAM



By Daniel C. Jordan

The proliferation of educational and psychological research in the last fifteen years has been truly remarkable. Even more remarkable, however, is the gap between the researcher with his findings and the teacher in the classroom who remains largely unexposed to this abundance of useful information. It was our intent that the Upward Bound program at Indiana State would reflect a genuine attempt to close the gap between theory and practice and that there should be some conscious theoretical basis for most aspects of the program. A systematic effort was therefore made to review the massive literature pertaining to the education of disadvantaged young people as a means of better understanding the population which was to be served by the program, as a means of setting goals which would be most pertinent to the needs of the students, and as a way of providing information on methods, techniques, and materials which would help to insure the success of the program. Since there are many publications which summarize information on new techniques in teaching mathematics, language arts, art, music, how to study, social studies, and so on, this information will not be reviewed here.

Description of the Population to be Served. Since educational institutions are the chief agencies in our society which dispense certificates pertaining to kinds and amounts of information to which the bearer has been exposed and tested, they usually give more attention to the subject matter to be taught than is given to finding out the nature of the students who are to learn it. Not knowing and often not even caring about the characteristics of the student population guarantees that the teacher will not be able to teach efficiently and that students will not be able to learn easily. Our first task, then, was to ascertain the general characteristics of the student body which we were going to recruit, so that the program could be tailored to fit their needs, interests, and levels of understanding.

DR. JORDAN *is Project Director, Upward Bound, Indiana State University.*

A good many of the characteristics of the population from which we expected recruitment of Upward Bound students were related to disadvantages stemming from a wide variety of experiences which were missed because these students had no relationships with significant adults who could transmit to them ways of thinking, feeling, and acting which would have put them on an equal footing with the "advantaged" middle-class student.

Some of the basic experiences which many of the students could be expected not to have were:

A family conversation which—
encouraged him to ask questions, answer his questions, and extend his vocabulary;

gave him a need and a right to stand up for and explain his point of view on his own life situation as well as events taking place in the world.

A family envirnoment which—
provided examples of the joy of reading;

provided a variety of play materials, toys, and books, with colors, sizes, and textures to provide contrast and challenge his ingenuity with hands and mind.

Two parents who—
spoke good English fluently;

read a good deal to themselves and to him;

demonstrated convincingly to him that they believed in the value of reading and in other educational pursuits;

rewarded him for all achievements in this direction.

An early school experience which—
was challenging but not threatening and which provided an atmosphere of safety by consistent rewards for efforts.

On the basis of the experience of several members of the Advisory Committee, as well as information gleaned from the literature, we anticipated our students to have many of the following characteristics:

— An unrealistic self-depreciation and a confusion about personal worth
— Confusion and frustration because of the variation between democratic ideals and actual discrimination practices
— Submissive and having some withdrawal tendencies
— Little self-understanding
— A low level of aspiration
— Low self-esteem
— Self-defeating kinds of thinking
— Few or under-developed psychological mechanisms for surviving failure, and little adequate means of internalizing or drawing upon experiences of success
— Non-competitive academically
— Usually learn and work slowly
— Restricted vocabulary and may not speak standard English
— Inferior auditory discrimination
— Inferior (or different) judgment concerning time, numbers, and other basic concepts
— Learn better by doing than by listening to verbal explanations
— Live primarily in the present and have no well-developed concept of a personal future
— An inability to postpone immediate gratification for the sake of attaining a future goal
— Short attention spans where mental activity is concerned.

We also noted some of the positive characteristics mentioned by Frank Reissman, (Reissman, 1962): cooperativeness and mutual aid that is often characteristic of persons who come from extended family environments, avoidance of strain accompanying competitiveness and individualism, a certain informality and well-developed sense of humor, capacity to enjoy each other's company, freedom from being word-bound, freedom to express anger, slow to harbor a grudge over long periods of time.

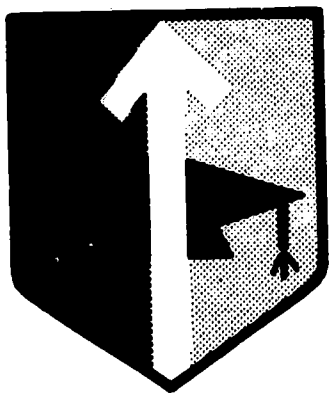
To tell the honest truth, when the live spirits of the Upward Bounders descended upon us, we did, indeed, see *some* evidences of each of the characteristics, but our experiences with them clothed the words with new meanings and made us realize the necessity of understanding the characteristics of the teacher as well as the pupil before maximum efficiency in teaching and learning can take place.

We noted that the responsibility of communicating and relating to others is a two-way street, and that teachers working with disadvantaged stu- that makes integration into a different culture troublesome and difficult. In the past we have always expected the student to assume the responsibility for breaking down the barriers of his cultural-boundedness, for it was not even recognized that a teacher could be culture-bound as well, or that if she were, it was the "right" culture. We were forced to confront the fact that we were human beings who tended to be so affected by social class values concerning trivial aspects of decorum (gum chewing, shirt tail out, hair not cut, assigning blame, meting out punishment for infraction of basically unimportant rules), that we had no concern for the crucial issues in the lives of human beings (e.g., how to discover and encourage the development of talent, how to provide a learning situation which would insure the maximum opportunity for growth, how to establish a relationship with every student in such a way that his potential could be developed, how to increase the level of aspiration and develop confidence in certain abilities as a basis for sound career choice). We found it difficult to swallow the fact that by nature we preferred a kind of social distance which would not permit us to become involved and committed to a degree that would disrupt our private and comfortable lives.

We discussed one research finding which demonstrated how teachers expected too little, accepted too little, and therefore got too little from culturally different students. We resolved to check a tendency, which had been demonstrated to exist in us, of jumping to conclusions or easy explanations for behaviors which might rub us the wrong way rather than taking time and effort to get at the real cause. Finally, we agreed to wear one shoe which fit very well—the tendency to impose, rather than invite an investigation of our own values by the students, thereby destroying a good working relationship with the students. We also had to confess to a certain amount of anxiety arising from the fact that we had much to learn and that our teachers—the disadvantaged students —might or might not help us to learn in the most kindly manner. We hoped that the anxiety we felt was an indication that we had begun to achieve a degree of humility, a fundamental prerequisite to learning.

Objectives of the Program. On the basis of the anticipated characteristics of the student population the general objective of the Upward Bound program was established as folllows:

EXTRACURRICULAR ACTIVITIES



By June Ritter

That was the summer that was! Terre Haute 1966 experienced as hot and humid a summer season as ever, but that didn't stop the Upward Bound guys from having their football play-off. Some of the girls were even brave enough to withstand the heat in order to watch that unusual display of physical agility, lightsomeness and superior strategy. They cheered their men of the hour on with shouts and assorted squeals, "Way to go gang."

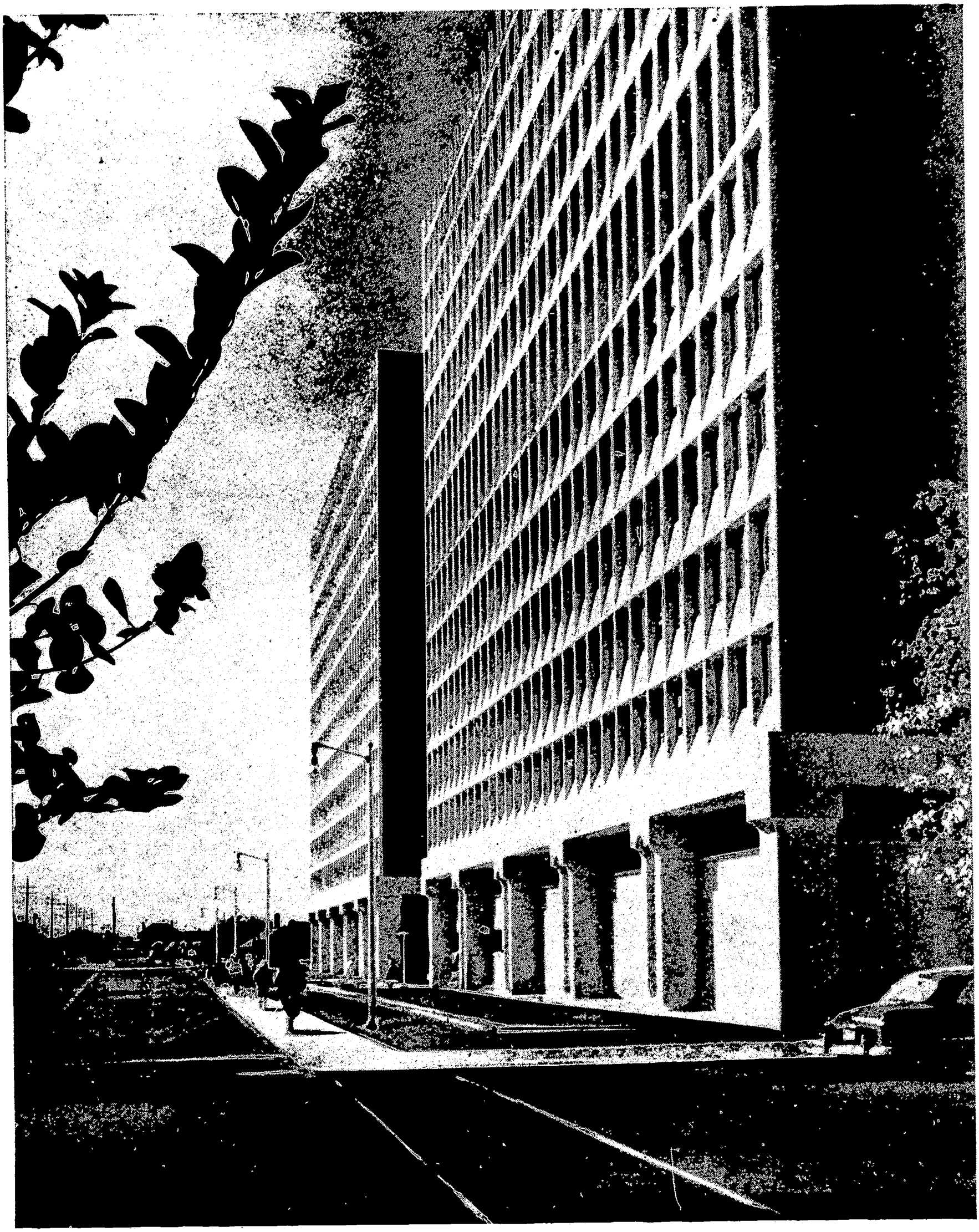
The swimming pool was a favorite retreat for all Upward Bounders. The would-be swimmers drank most of the water in the shallow end, while fancy diver Doug and company splashed the remaining few drops out of the deep end. We managed to get everyone wet somehow, including the spectators. At least three or four speed demons were in the pool at all times and in the midst of the usual echoing pool sounds one could detect the low churning sounds of one of the jet-set revving up. Without warning the waters would part, flying to either side and spurting into the air at odd rhythms before the dynamic force of a headless amphibian. Shortly, at the far end of the span we could recognize a familiar triumphant face. At least twice that face belonged to C. C. Williams. It was a fun time for everyone. We still have, however, one unsolved mystery. Mr. Wheeler sat on the pool's edge; suddenly there was a water spray and from the depths we could see Mr. Wheeler slowly surfacing. Our quiet, timid Charlotte had strolled past him only seconds preceding this unusual occurrence. We can speculate, but none truly can say what really happened.

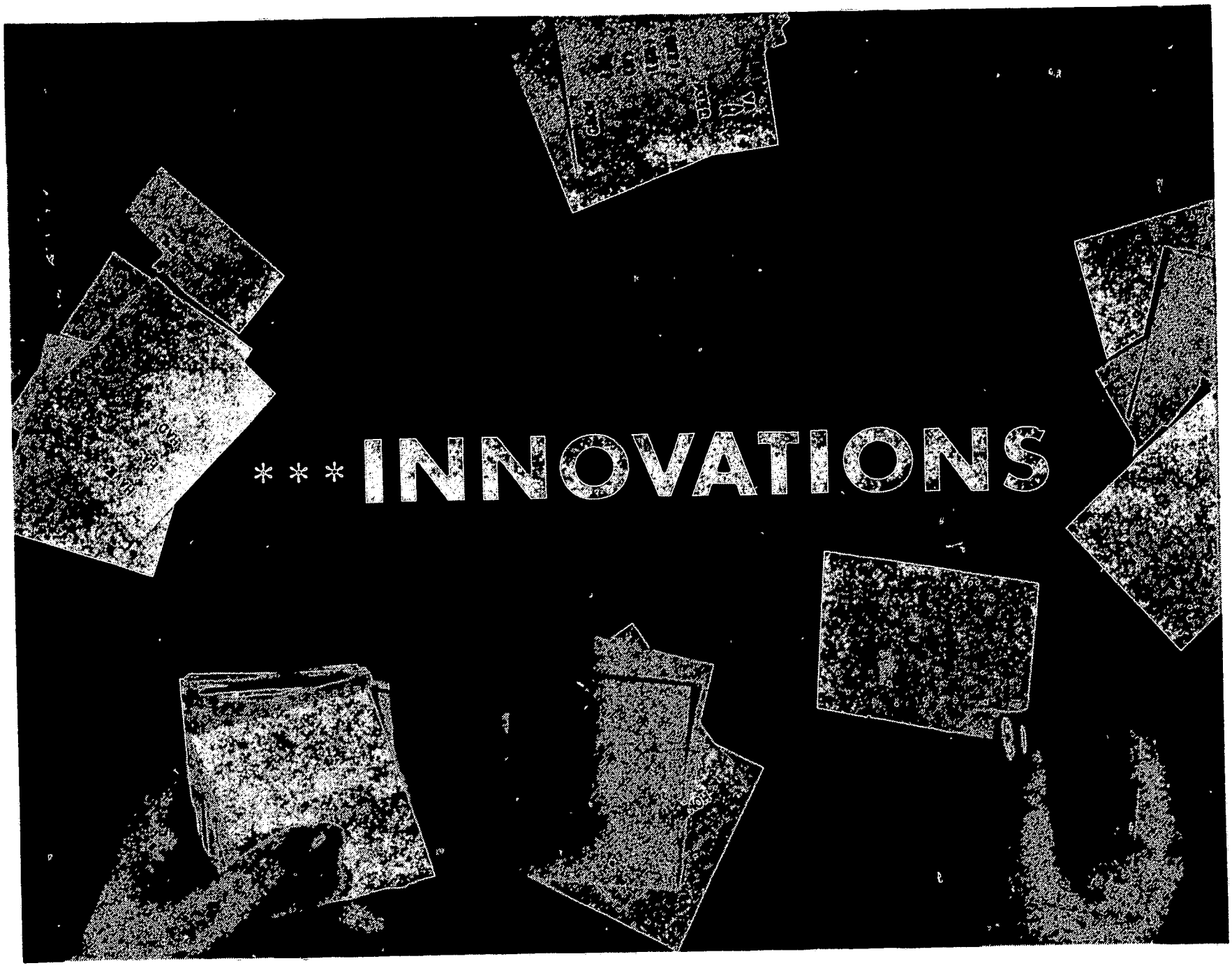
Neither rain nor wind nor lost I.D. cards could keep us out of the Men's Gymnasium. The attraction? The apparatus room, of course. We swung on the flying rings, hauled ourselves up on the parallel bars, attempted the horse and fell in love with trampoline. As our skills increased, so did our body awareness. Aching muscles have a way of alerting the most hidden and forgotten areas of the body. (The truth of this needs no verification but if you are a doubter we invite you to investigate.) With every new aching muscle we became more dedicated to the trampoline. The spectators learned to spot for the man on the canvas as a safety precaution and every eye followed the active member of the group as he bounced up and down. And in each man's heart there was a silent prayer uttered when Selma's turn came 'round. "Please God, keep Selma on the canvas." Who could catch him should he bounce off, was an unanswerable question. The room was nearly always quiet except for the thud of a body hitting the canvas. Sometimes instead of several clear thuds there would be one thump, a splat, silence and a trailing wave of nervous laughter. No matter what happened we always came back.

There were many other extra curricular activities: the trip to McCormick's Creek, the weekend in Indianapolis as guests of the Indianapolis Upward Bounders (oh, those buses!!); going to church on Sunday; bull sessions and listening to records in the evenings; singing in the lounge (the beauty of which was not totally appreciated by all within ear shot); taking part in a TV Show, "'Music to Climb By" (with Barry Moss's getting sick and dizzy under the lights in the middle of the performance); recreation and picnic at the University's camp site (with bugs swimming in the lemonade); movies and late snacks at Burger Chef; attending open houses at the homes of Upward Bound staff members; and, the record hops in Hulman Center. Then there were the weekly theatre performances.

MISS RITTER *is an instructor of physical education in the public schools of Washington, D. C.*

Some of us saw "Never too Late" four times and with a different date on each occasion! Enough of that—we do not want to go into extra-extra curricular activities. We also gave several birthday parties—including one for our resident counselor, Miss Simmons. We can't remember everything, so it will suffice to say, "That was the summer that was!"





By Daniel C. Jordan

In recent years there has been a great emphasis placed on the need for innovation in teaching procedures, techniques, and materials. That innovative procedures are meaningless or, indeed, harmful unless it can be demonstrated that there are positive advantages of the new over the old has often not been given enough consideration. It is always easy to demonstrate that something is new but not so easy to demonstrate that it is more effective than the old. The innovations which were introduced into the summer phases of the Upward Bound program are only "relatively new" and since the thrust of Upward Bound is not experimental or research-oriented, there were insufficient resources to make an objective evaluation of them. However, enough information has been gathered through direct observation to warrant plans for further use and a more objective evaluation.

Premack's principle, that if behavior B is of higher probability than behavior A, then behavior A can be made more probable by making behavior B contingent upon it, was the theoretical principle behind the introduction of a sentence-structuring card game. In this case behavior B, playing a card game, could be considered of higher probability than behavior A, studying how to structure sentences. The less probable situation of studying how to structure sentences was then made contingent upon an activity of higher probability, playing cards, by making sentence-structuring exercises an inherent part of the card game.

Several different card games were devised using the same deck of cards. One of these is explained below.

Several decks of 250 cards were made. Each deck of 250 cards was broken down into four subdecks consisting of 170 white cards (on which one word was written which could function as noun, adjective, verb, or adverb), a pink deck of 25 cards (containing interrogative, relative, and personal pronouns), a blue deck of 35 cards (containing conjunctions and prepositions), and a yellow deck of

30 cards (containing definite and indefinite articles and interjections). To play the game, each of the sub-decks is shuffled, the dealer deals seven white cards to each player. Each player is then permitted to draw one or two cards from each of the pink, blue, and yellow decks. After examining all of his cards each player selects two cards that he does not want and passes them to the player on his left. This much of the procedure was the same for all games. The object of this particular game is to make a grammatically sound sentence that makes sense out of as many words as is possible in the hands dealt. A point is given for every white card used, and if all seven are used there is an additional bonus point. Successive hands are dealt until 25 or more points are accumulated by one person. The person who makes 25 points wins the game and is given a small token prize of some kind.

One of the ideas behind the game was to get the students into the habit of understanding sentence structure in terms of the functions of the words which make up a sentence. It came to our attention that a good number of the students thought that a given word was either a noun or a verb or some other part of speech but could not fall into the category of more than one part of speech. On the white cards, for instance, one word is printed with several possible endings to the word listed in parentheses with a code in the lower left-hand part of the card indicating the different parts of speech the word could be. The card that has the word "paint" on it may be used as an example. The word could be paint, paint(ed), paint(er), or paint (ing), and these various words could function as nouns, verbs, adjectives in the form of past participles, gerunds, and so on.

Though there is evidence that under-achievers do not respond constructively to competition, the spirit of the game seemed to transcend that problem, and in any case the competition was not so much that of one person against another as it was each person trying to make out of his own individual hand of cards, which had been randomly dealt, the best possible sentence using the greatest number of cards. Since the class had to be broken down into small groups in order to play the games, this provided another change of pace and increased the variety of activities in the language arts program.

Another innovation introduced into the language arts classes involved the use of small IBM portable dictating units. Special materials were prepared for oral presentation to a class which had been divided into four small groups of five, each one of which had a small dictating unit. After the members of each group had been instructed in the use of the dictating unit and had had a chance to practice using it, the specially prepared talks were then presented to the class. Each verbal presentation contained material that was engaging and interesting. Each one contained a discrete amount of information so that some measure of information recalled could be made. The purpose of this exercise was to develop the student's capacity to listen carefully to a verbal communication, recall as as much of it as is possible accurately, and represent it verbally without editorial comment and with or without a reorganization of content. One of the topics presented concerned the controversy between the tobacco companies and the Surgeon General's report linking smoking to lung cancer; another concerned the charges by independent writers that the Warren Report on President Kennedy's assassination was incomplete or erroneous because certain crucial kinds of information were missing, notably the autopsy photographs and X-rays. Interest ran high and students were generally very surprised at the amount of information which they could, with concentration, retain and re-express verbally. Some students could remember as much as 99 per cent of the facts given. Another purpose behind this exercise was to develop the student's ability to weed out essential information from non-essential information in a verbal communication so that facility in taking relevant notes from classroom lectures might be increased.

National Teacher Corpsmen, who were assisting in the language arts program, prepared short five or ten minute speeches on various topics such as the two mentioned above for presentation to the class. After each presentation one person in each group would summarize the speech he had heard on the belt of the IBM dictating unit. These would be played back immediately, and other members of the group would then identify gaps in the information recorded or would point out distortions or inaccuracies in the recording. In this way each student was able to have immediate feed-back on his performance. For most students, these exercises turned out to be a positive experience, since nearly everyone found that he could maintain attention for a relatively long period of time with a high degree of intensity and recall the material with an admirable degree of accuracy.

A third purpose behind the use of the IBM dictating units concerned the need for students to have realistic self-images. Many of the students had never heard recordings of their own voices before. For some this turned out to be almost painful. In every case it afforded the opportunity for the student to witness his own need for improvement in speech and an increase in his ability to communicate verbally.

The inclusion of a perceptual laboratory experience was something of an innovation where these students were concerned. Besides affording an opportunity to increase perceptual speeds and spans, the exercises demonstrated rather dramatically the need to pay attention and be alert if learning is to take place (for more details about the perceptual laboratory see previous section).

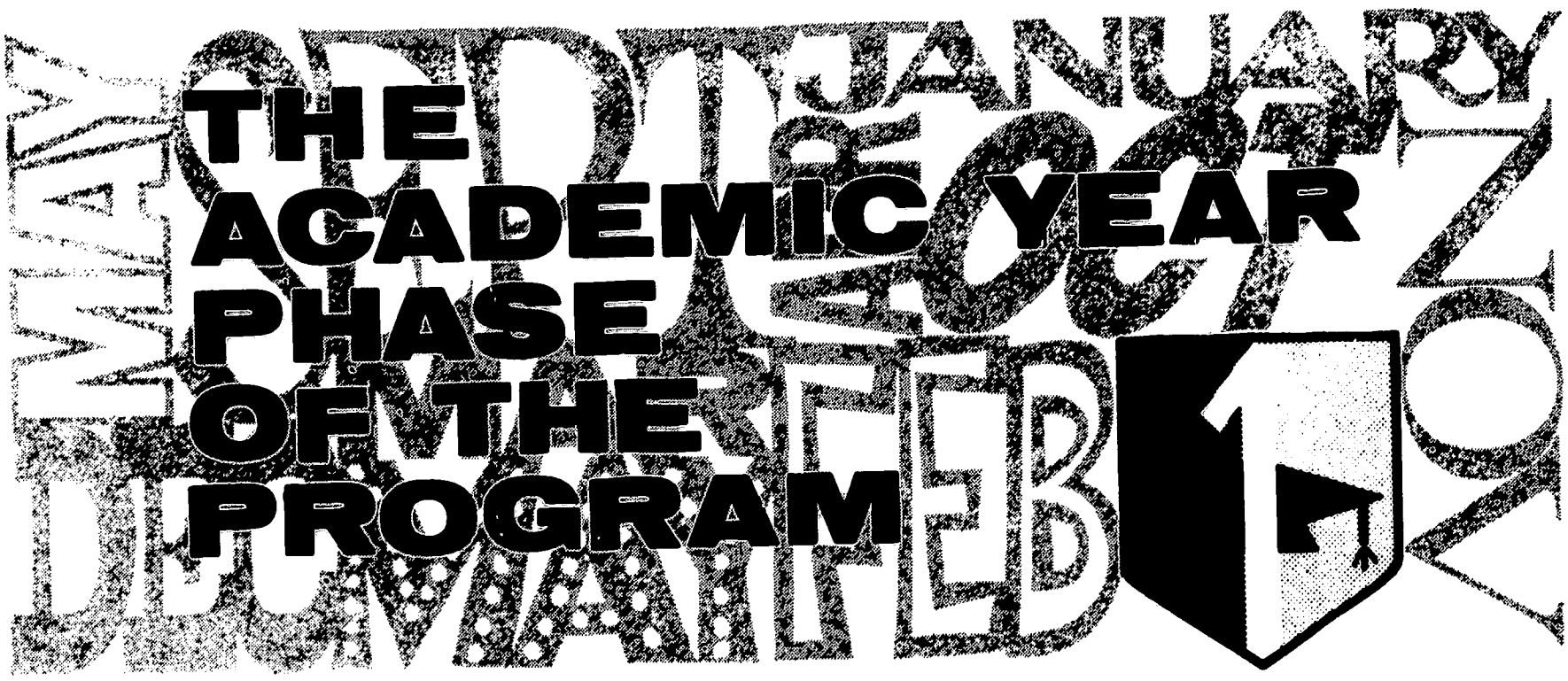
Using Premack's principle and other experimental evidence about the stimulus properties of music, one special session was developed and presented in which music was used to achieve several objectives: (a) to impart basic information about music itself through an explanation of all the elements which make it up and the relationships among them, (b) to increase the understanding of verbal analogies by drawing comparisons between the relationships among the elements and the relationships of the Upward Bounder to the goals of the Upward Bound program, (c) to impart feelings and information about the Upward Bound program to the student body as a means of stimulating further inquiry and developing a deeper awareness of the kind of opportunity Upward Bound held for each of the participants, and (d) to demonstrate that all academic disciplines are interrelated and that knowledge of one always sheds light on another. Some fifty-six separate analogies were presented and discussed with actual examples given from the piano. For example, it was explained how a musical composition is made up of a sequence of tensions (dissonances) and their satisfactory resolutions (consonances). In order to satisfactorily resolve the musical tensions, the notes had to obey certain laws (principles of harmony). The idea was conveyed that good music is music which is not devoid of tension, but is music which contains a good deal of tension satisfactorily resolved, and that each Upward Bounder's life could be "harmonious" not by avoiding tensions but by exploring the most creative and imaginative ways to resolve them. Though there was no formal examination to ascertain how much of this information had been retained, response was extremely favorable, and many students found that they remembered a good number of the points quite effortlessly.

Several approaches were used to modify each student's self-image in such a way that he could begin to see himself realistically as a person who subscribes to values and goals similar to those of the Upward Bound program. In a very real sense, every aspect of the program was designed to do this in one way or another, but a particular use of role playing was made to help achieve this goal. Every student participated in the production of one of four one-act plays. (*For detailed information on the theeoretical background of this use of play-acting and the evaluation of this approach, please see the section on evaluation by Nicholas Carpenter.*)

We were also interested in finding out some way in which the Upward Bound students could see themselves playing typical non-constructive roles in a classroom situation so that they might further understand with greater impact how certain kinds of behavior undermine the possibilities of their achieving success in high school as well as college. A fine opportunity to do this arose when the National Teacher Corps program was established at Indiana State University. One of the central features of their teacher training program was the use of video-tapes in recording short teaching episodes (micro-teaching) in a simulated classroom situation where small groups of students (micro-class) were given different kinds of roles to play. The Upward Bound students found it rather unusual to be asked to act like they were bored, deliberately "bug" the teacher, act in a distracting manner, and generally behave in ways inappropriate to the classroom. After each session was video-taped, the Upward Bound students, their micro-teaching instructor, and the National Teacher Corps training staff reviewed the video-tape and all of them together analyzed the reasons why the behaviors on the part of both student and teacher impaired or facilitated the learning process. For many of the Upward Bound students, the maladaptive nature of such behaviors was convincingly portrayed and provided the stimulus for a good deal of discussion about it.

Yet another kind of role-playing was introduced as a means of further deepening the relationships between staff and students. As we were nearing the end of the summer phase we wanted to find some additional means by which we could reaffirm our appreciation and acceptance of the Upward Bound students as personal friends as well as students aspiring to a college career. One way of doing this was to step out of our roles as administrators and instructors and entertain the students by poking fun at ourselves and at them through the means of a faculty skit. Therefore the director of the theatre program wrote a short, humorous skit for faculty and staff in which the idiosyncracies of staff members and students were humorously dramatized and different events of the summer were symbolically depicted in a humorous way. Different lines from each of the four one-act plays which they had memorized were worked into the text in unusual and imaginative ways. The text of the skit was filled with so many "in" jokes, that it would make sense to no one outside the program, but the possibilities for humorous treatment can be imagined

by knowing the setting: the scene was the entrance-way to the Pearly Gates, and the director of the counseling program played the part of Saint Peter who interviewed applicants (members of staff and student body) for heaven before permitting them to enter the Pearly Gates. Saint Peter appeared in a blond angel-hair wig and by himself was good for 10 minutes of uproarious laughter. Though unrehearsed, the skit elicited a joyful and noisy response, and we learned that people are convinced they are a dear friend of yours if you are willing to poke fun at yourself in front of them.



By Daniel C. Jordan

A common misconception about Upward Bound is that it is only a short-term summer program of a remedial nature.[1] Yet all of the official literature from the Upward Bound office and the Office of Economic Opportunity stresses the importance of the academic year portion of the program. The purpose of the academic year phase is to consolidate all of the gains made during the summer and foster a continuing growth in an "Upward Bound" direction so that the probability of each Upward Bounder's going on to college is progressively increased.

The academic year phase of the Indiana State University program is characterized by an emphasis on six basic categories of activities designed to achieve that purpose.

1) *Counseling*. Since the Upward Bound students live in two separate counties, the possibility of establishing a counseling program on the Indiana State University campus could not be considered. Therefore, counselors in the high schools where Upward Bound students are attending were indentified and asked to join the staff. All attended a brief pre-service orientation period to gain an understanding of the Upward Bound program and their responsibilities to the students. Each counselor meets each student at least once a week for the purpose of reviewing his program to date, discussing any special problems which may have arisen, planning any course of remedial action that may be needed, and talking about achievements that have been made with a view to reinforcing all efforts made in keeping with the Upward Bound spirit. If, for instance, a student finds that he cannot study at home, he may ask his counselor to help him work out a satisfactory supervised study program at school or a community center. Naturally, not all of the Upward Bound students need a full-hour session of counseling every week, and in some cases a few may need more. Each counselor uses his own discretion about the amount of time needed.

As a need arises for special assistance from community agencies, for medical help, or for dental care, counselors notify the Project Director or Associate Director for action. A full record of activities, events, and decisions relevant to each Upward Bound student is kept and regular reports are submitted to the Upward Bound office in Terre Haute. In this way a complete file on each student is built up so that any background information needed to anticipate problems or seize opportunities is readily available.

2) *Tutoring*. The counselors discuss the academic progress of the students with their several teachers and take immediate steps to find them tutors in whatever academic fields tutorial assistance is required. Generally speaking, each student is provided with one hour of tutorial assistance per week.

Persons serving as tutors are high school seniors who have recognized ability in the

[1] Mark Levy, "Upward Bound: Summer Romance?" *The Reporter*, October 6, 1966, p. 41.

area for which assistance is needed, teachers, or other community persons who may not be teaching professionally, but who have the academic background to render such service.

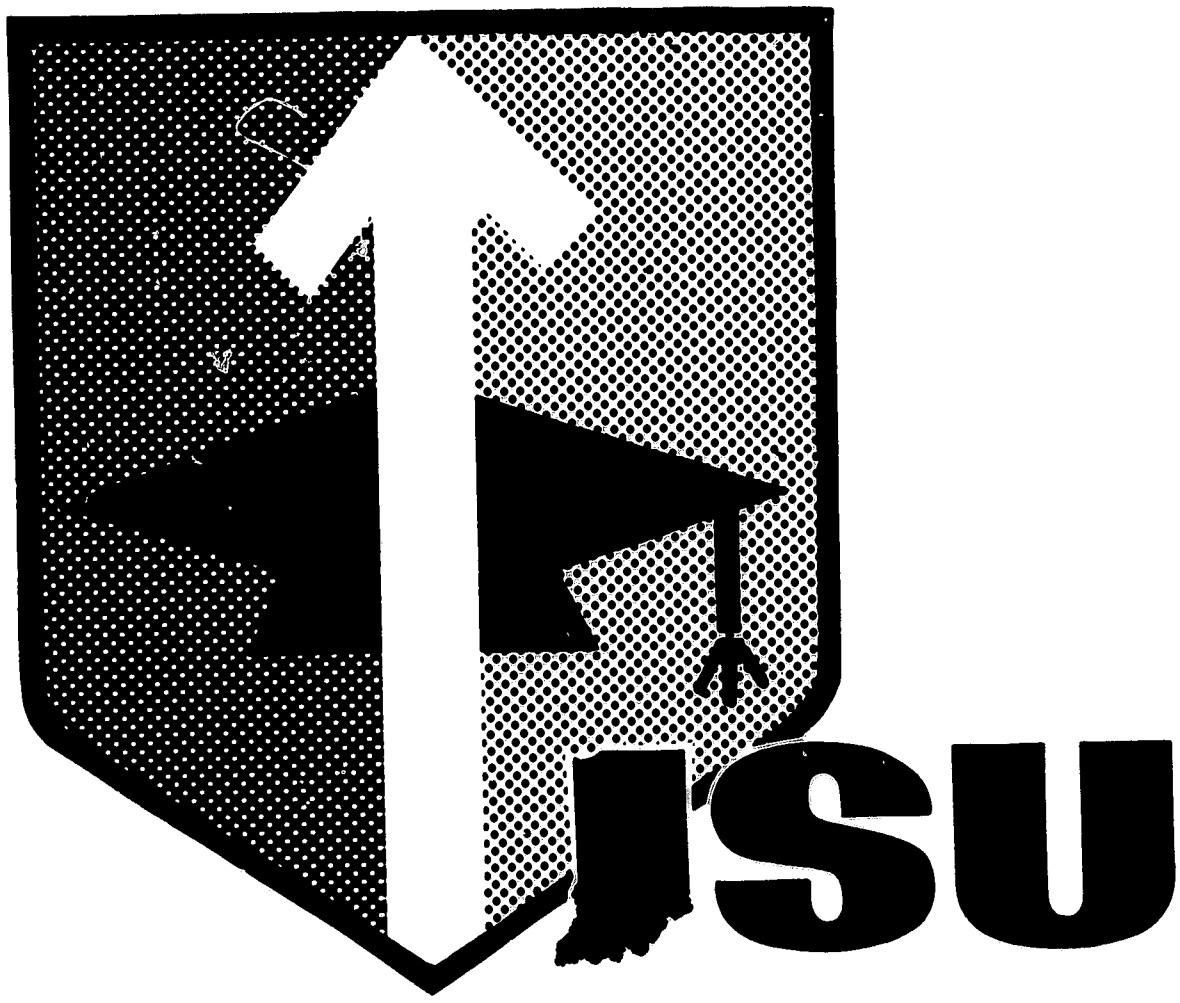
3) *Upward Bound Club Activities.* Before students left the campus in the summer, Upward Bound Clubs were formed in all of the high schools where there were a sufficient number of students available to carry on organized activities of interest to them, to their friends in high school who are also "upward bound" (but who do not necessarily qualify for the Upward Bound program because of not meeting some of the eligibility criteria), and other underclassmen who are very likely candidates for participation in future Upward Bound programs. The purpose of the clubs is to provide activities and occasions for meeting which will keep them identified with Upward Bound goals and motives; to provide them with opportunities for functioning as a decision-making group as a follow-up of the summer experience; and to discuss from time to time various aspects of the Upward Bound program for the purpose of submitting recommendations for modification or improvement to program administrators; to provide opportunities for counselors to learn more about their counselees by working with them and observing them as they participate in group activities; to provide occasions for involving parents and guardians in activities and attitudes of active support for the goals which the Upward Bound students are trying to achieve; to interest underclassmen in Upward Bound ideas and to begin a process of preparing many of them for participating in the Upward Bound program; and to engage high school teachers in discussions with Upward Bounders on teaching and learning as they relate to the needs of Upward Bound students.

4) *Meetings with Parents.* Parents, guardians, or responsible relatives are invited to some of the meetings which are planned especially for the parents by the Upward Bound students and their counselors. Parents also participate in special group dynamics sessions which are designed to give the opportunity to each parent to express his feelings about the program, ask for information, share the feelings about the program, share the feelings about their son or daughter, and exchange views on the best ways to help the Upward Bounders achieve their goal of going to some kind of post-secondary education.

Reunions. Upward Bounders returned to the Indiana State University campus in October for the purpose of reaffirming the friendships made during the summer, exchanging ideas on their respective Upward Bound Club program, and attending a football game. The Terre Haute area students have also gone to Indianapolis for one of the reunions. The director of the summer counseling program drove all the way from Atlanta, Georgia, to be present for this occasion held on the evening before the Thanksgiving holiday. After eating together, everyone went to the City County Building where the Upward Bound Club of West Vigo presented a skit as part of the evening's entertainment (an idea perhaps inspired by the theatre experience during the summer). After the skit, various announcements were made, questions were answered, and a provision was made to see any Upward Bound student who wished to discuss any problem or suggestion privately. During these private interviews, the rest of the Upward Bound students danced, sang, or just exchanged reminiscences about the summer program and their plans for next year. Other such reunions have been planned for the early part of 1967.

6) *Communications Organ.* An Upward Bound newsletter has been established as one further means of keeping participants in touch with each other, thereby strengthening their identity in the Upward Bound group. Upward Bound Club secretaries prepare news items and forward them periodically to the Upward Bound office in Terre Haute where a newsletter is made up and sent out.

Plans are underway to strengthen the academic year phase of the program by including specific activities for increasing the ability to think critically and to develop a greater degree of verbal facility in written and oral expression. It is also evident that families of Upward Bound students need much more help in coping with problems which directly affect the progress of their children in the program. Efforts are being made to provide this kind of assistance on a systematic basis.



By Edith Osborn

ADMINISTRATION

Upward Bound is one of many Community Action Programs which is carried out under the auspices of the Office of Economic Opportunity in Washington, D.C. It has its own National Advisory Council of some 32 members of widely varying backgrounds and disciplines from different sections of the country and its own director in the Office of Economic Opportunity, Dr. Richard T. Frost. O.E.O has a contract with a private organization, Educational Projects, Incorporated, which is responsible for assisting in the development and evaluation of Upward Bound programs throughout the country. The Director of Educational Projects, Inc., Dr. Robert Christin, is assisted by several associate directors each of whom helps to organize, coordinate, and supervise the activities of the Upward Bound programs in a given region made up of several states. The associate director of each region keeps in close touch with each program through correspondence, telephone calls, and actual site visits. The Associate Director of the Great Lakes Region, Mr. Walter Mott, together with the general assistance of Educational Projects, Inc., has been of great assistance to the Upward Bound program at Indiana State University. E.P.I. sponsors regional conferences for Upward Bound directors and staff, circulates information on financial aid and testing programs, and publishes regularly a magazine called **Idea Exchange** which contains valuable information on curriculum and methods of teaching Upward Bound students.

The Upward Bound Project at Indiana State University was very fortunate in having the full cooperation of two well-developed Community Action agencies: The Community Action against Poverty of Greater Indianapolis, Inc., which acted as a delegate agency, and the Community Action Agency of Vigo County. Both these agencies gave invaluable help by their representation at planning sessions, by recruiting students both in Indianapolis and Terre Haute, and by getting the academic program under way.

Another asset to the administration of the program was the Academic Policy Group initially composed of the Dean of the School of Education, the

---

MRS. OSBORN *is Associate Director of the Upward Bound Program, Indiana State University, Terre Haute, Indiana.*

Chairman of the Doctoral Committee in Psychological Services, the Vice-President and Dean of Faculty, the Director of Research and Testing, a professor of sociology, the Chairman of the Department of Physics, and the Director of the Institute for Research in Human Behavior. This group has a three-fold role: serving as consultant to program planning and development, helping to disseminate information about Upward Bound to the faculty and staff at the University and functioning generally as a public relations committee, and articulating the ways in which this program fits into the general developmental goals of the University and helps to protect its interests as the need arises. Later in the program, an instructor of music, the Chairman of the Department of Humanities, and a professor of biology were added to the membership of this group.

There would be no way to estimate the value of the help that was given to the administration by the Advisory Committee, which consisted of the director of a Neighborhod Youth Corps, a high school science teacher, three members of the communities served by the program who did not represent any institution, as well as representatives of the Community Action agencies involved. Later in the program, three parents of Upward Bound students accepted membership on this committee as well as the grandmother of one of the students. Their help was invaluable in the planning of the program, in formulating the proposal, in selecting the participants in the program, in performing a public relations service by speaking to various civic groups about the program, in reviewing the status of the program regularly, and generally cooperating and advising in whatever ways are helpful or necessary.

The summer staff consisted of 20 persons: 6 counselors, 1 director of counseling, the project director, an administrative assistant, a secretary, a mathematics teacher, a language arts teacher, a director of theatre activities and his assistant, a choral director, an art teacher, a teacher of study skills and another of perceptual skills, and three instructors in physical education.

The academic year staff consists of the director on one-quarter time, the administrative assistant on full-time, and 23 counselors. Tutors are employed as needed.

The administrative and instructional staff of cur program understood that the primary source of general motivation for Upward Bounders was to come from the meaningful relationships they could establish among themselves and with the staff members. This meant that any staff member's personal relationship with an Upward Bound student could make the difference between the success or the failuse of the program for that student. Trained as we were in the importance of efficiency, we had to keep in our minds that the administration was to serve the student and not that the student serves the administration. The willingness of staff to serve individual students in whatever way possible was the primary means by which we could communicate that we cared for them in ways that went beyond what they may have experienced normally.

The growing frequency of calls to our office from the Upward Bound students in our locality and the enthusiasm they have shown in inviting us to their Upward Bound Club meetings during the academic year make us feel that perhaps we have been able to make the students sense that the administrative staff is truly and personally interested in them. And we *are truly* interested and are enriched on a personal level because we are.

THE SOLITARY WOOD

I stand out here, in open ground,
No other fellow trees around.
I have naught to do but stay and frown,
And hope my flowing tears will drown
me
Countless birds perch on my branches' rungs,
Covering my lower limbs with dung.
I've whitish leaves, which once were green.
I wish the rains would come and clean
me
But my troubled life is soon to end.
My withering branches start to bend
And my old insides are rotting out.
There's one less tree that's strong and stout —
me

John F. Schmitt
Upward Bound Student

THINKIN' IT OUT

My mommy is a plump old girl,
My daddy kinda thin,
An' mommy is a little gal,
She's shorter than his chin!

An' mommy is a Catholic
While pop is sort of a Jew;
So what gives you the notion
That I can't be friends with you?

Just because my skin is white
An' yours is dang near black,
We don't have to fight, you jerk,
'Cause opposites attract.

John F. Schmidt
Upward Bound Student

The Influence of Acting in a Play on Adjustment

By Nicholas E. Carpenter

Purpose of the Study. Granted that participation in theatre activities is worthwhile for many educational and aesthetic reasons, it would nonetheless be useful to know what kind of effects it might have on personality change. This exploratory study was therefore undertaken to determine whether or not an Upward Bounder's adjustment would be improved as a result of role-taking in performances of plays.

There have been numerous conflicting opinions and studies regarding the adjustment of disadvantaged students. Riesman (1962) states that such an individual "feels alienated, not fully a part of society, left out, frustrated in what he can do." A basic assumption underlying the study is that role playing experience in a play may decrease alienation, make the participant feel a part of the group, and provide an outlet for the expression of feelings as a means of reducing frustration.

Theoretical Considerations. There are probably as many definitions of adjustment as there are investigators of adjustment. Scott (1958), in his very comprehensive review of mental health and mental illness, concludes:

> Though adjustment appears a more conceptually adequate criterion of mental health than does exposure to treatment, the necessity for considering different social structures poses seemingly insurmountable obstacles to the establishment of mutually consistent operational definitions.

Dymond felt that comparing the discrepancy between self and ideal self Q-sorts was not completely sufficient, inasmuch as the individual's own frame of reference was the sole referent point. She introduced an external criterion in the form of clinical psychologists as judges of what constitutes good and bad adjustment. The development of the modified Dymond Adjustment Inventory will be discussed later. Adjustment will be operationally defined as that trait or characteristic represented by the raw score obtained on the Dymond Adjustment Inventory.

Maslow (1962) identifies a number of characteristics of the healthy human. Some of these are:

1. More openness to experience;
2. Increased spontaneity, expressiveness;
3. A real self; a firm identity.

Rogers (1951) contends that, "the organism reacts to the field as it is experienced and perceived." He goes on to say that, "A portion of the total perceptual field gradually becomes differentiated as the self."

What Maslow and Rogers are saying is that the individual has a great number and variety of experiences which he tends to perceive in ways which are unique to him. These experiences and his interpretation of them become part of the self, and can lead the self to become open to new experiences.

Although a great deal has been written on theories dealing with adjustment, little appears to be devoted to the relationship between adjustment and participation in play performances. While there has been extensive investigation by Moreno (1947, 1959) and others in the areas of role-playing, psychodrama, and sociodrama, their theoretical structures lend themselves only indirectly to the present study.

Role-taking plays an important part in the child's emerging self. It is easily observed that children are play acting continually. They even make up imaginary companions with which they interact. George H. Mead in *Mind, Self and Society* (1945) clarifies this point:

> I have spoken of this as a process (by which a personality arises) in which a child takes the role of the other . . . It is through taking this role of the other that he is able to come back on himself and so direct his own process of communication . . . His [the child's] interest passes from the story, the fairy tale, the folk tale, to the connected accounts in which he can sustain a sympathetic identity with the hero or the heroine . . .

Winnifred Ward (1939) in her classic book, *Theatre for Children*, has the following to say about the effect of acting in a play on the actor.

MR. CARPENTER *is a graduate student, Indiana State University, Terre Haute, Indiana.*

> A child's whole attitude is sometimes changed for the better by the experience of playing successfully in a children's theatre. Perhaps he hasn't had a great deal of self-respect, his schoolmates have not thought highly of him, and his teachers may have been doubtful about the wisdom of allowing him to take part. Because he seems so promising for a particular character, he is permitted to do so. He is treated with respect by the director and does a fine piece of work. He rises in the estimation of the other children in the case, and then wins praise from the audience. From then on the child seems to be on a different level. He has grown appreciably from the experience, and there is a chance, at least, that the influence will be lasting.

It seems that both actors and directors tend to feel subjectively that acting in a play does influence the individual's image of himself.

Mearns (1929) makes a very strong case for the positive effect that participation in drama can have on children. He documents this position with the case of Anna. "In a simple dance an awkward, undistinguished girl becomes transformed into a personality of charm, like a caterpillar to butterfly; and she may remain permanently the well-poised, airy creature." A boy commenting on Anna, said, "She became somebody after that play."

Summary of Relevant Studies. Although there have been a number of studies done with normals and abnormals in the dimension of adjustment, those concerned with adjustment of "normals" are the primary focus of the following brief summary. Wylie (1961) discusses several studies which attempt to relate self-regard to adjustment. He states that ". . . positive correlations are typically obtained between level of self-regard and degree of self-reported adjustment." The findings of another group of studies summarized by Wylie indicated that the associations between them were most tenuous or insignificant.

Turner and Vanderlippe (1958) found that college students who scored high in self-ideal congruence tended to participate more in extracurricular activities, receive higher sociometric ratings from other college students, and maintain higher grades in college.

Hamilton (1943) discusses two studies done by Rudolph and Frey in his article, "The Psychodrama and Its Implications in Speech Adjustment." Rudolph used the Bernreuter test to assess the personality of her potential cast. She then cast the individuals in roles opposite to their basic temperament. They were not told the rationale for casting. Interviews conducted after the play were given revealed that 80 percent of the actors "felt they had benefited by playing the roles."

Frey used a similar basis for casting (without telling the students) both on the high school and the college level. She has found this to be beneficial to the students in their "social relationships." Frey and Rudolph both found support for the hypothesis that acting in a play tends to influence the actor in a positive way.

The foregoing studies seem to support, in part, the possibility that participation in drama has an effect on an individual's adjustment.

Hypotheses

Basic hypothesis: That Upward Bound students who take roles in a play and perform these roles before an audience will make a greater gain in adjustment scores than Upward Bound students who do not participate in such role-taking.

Sub hypothesis 1: The drama will not have a differential effect on male and female.

Sub hypothesis 2: The drama will not have a differential effect on Negro and Caucasian.

Operational Definitions

1. Upward Bound students: 34 males and 41 female students who have completed grade ten and in all other ways qualify for Upward Bound.
2. Role-taking drama: to be cast as a character in a play and act in performances of the play.
3. Greater gain in adjustment scores: significant gain in raw score on the Dymond Adjustment Inventory.

The Plays

The plays were chosen by the Director of Theatre Activities using the following rationale:

1. Selection of a series that would provide wide production exposure;
2. A wide range of literary form;
3. Large casts;
4. Racial balance (in the sense that roles could be played by Negro or Caucasian).

The first play was a romantic comedy in the Chinese tradition, *The Stolen Prince* by Dan Totheroh. Selected scenes from Act I of the musical biography, *Sing Out, Sweet Land* by Walter Kerr, was the second play. The plays were not selected on the basis of being equal in any sense. The director stated that he did select plays presenting characters with whom these adolescents could identify.

Procedures and Instruments

The initial group of 75 Upward Bound students was randomly assigned to four groups, I, II, III, IV, at the beginning of the program. Group I rehearsed play A for ten hours per week for four weeks. Group III and IV had perceptual laboratory during the same period of time for about four hours

per week. Group I and II constitute the experimental groups; groups III and IV the control groups. The students in the control group produced two plays during the second four weeks.

Perceptual laboratory was designed to increase perceptual vision by using a tachistoscope, to increase auditory perception, and to increase the length of attention span. This experience is not seen by this investigator as being sufficiently involved with the individual's self-concept to be taken as a significant intervening variable.

The instrument used in the present study originated as the Butler-Haigh Q-sort. Dymond had two clinical psychologists sort the 100 items into three piles: those items which a well-adjusted person should say are true of himself, those which a poorly-adjusted person should say are true of himself, and those that don't apply. They obtained 37 "good" items, 37 "bad" items, and 26 neutral items. She then had four other psychologists sort the 74 good and bad items and reported high agreement among the raters.

Hanlon (1954) converted the Q-sort developed by Dymond to a pencil and paper form, with five categories in a forced semi-normal distribution. Williams(1962) converted Hanlon's modification to a pencil and paper form with two categories. Bear (1965) changed four items to suit a younger population. Wigtil (1965) did a word analysis and subsequently added a list of definitions.

Dymond (1956) did a word analysis and subsequently added a list of definitions.

Dymond (1965), using a test-retest technique, obtained a reliability coefficient with adults of .86. Wigtil (1965) obtained a split half reliability of .88. Bear (1965), in comparing the original BHQS to the present form, obtained a validity check of .84 with 30 graduate students.

The modified Dymond Adjustment Inventory was administered to all four groups on the morning of the first full day they were in the program and four weeks later the morning after the two plays were performed.

While the subjects were initially randomly distributed into the four groups, it could not be safely concluded that the four groups were indeed comparable. The results of a one-way analysis of variance test support the assumption that the four groups were at least comparable in the single dimension of adjustment as measured by the Dymond Adjustment Inventory.

Source of Variance	Degrees of Freedom	Sum of Squares	Mean Square	F-ratio
Between groups	3	191.2020	63.734	.94*
Within group	72	4853.9980	67.416	

*F (3,72;01) = 4.13

Source of Variance	Degrees of Freedom	Sum of Squares	Mean Square	F Ratio
A (treatment)	4-1 = 3	32.495	10.831	.324
B (race)	2-1 = 1	.414	1.414	.012
AB	(4-1) (2-1) = 3	165.991	55.330	1.658
C (sex)	2-1 = 1	2.308	2.308	.069
AC	3(2-1) = 3	136.530	45.510	1.363
BC	(2-1) (2-1) = 1	8.297	8.297	.248
ABC	(4-1) (2-1) (2-1) = 3	14.648	4.882	.146
D (pre-post)	2-1 = 1	8.084	8.084	.242
AD	(4-1) (2-1) = 3	7.117	2.372	.071
BD	(2-1) (2-1) = 1	4.488	4.88	.134
ABD	(4-1) (2-1) (2-1) = 3	32.336	10.778	.332
CD	(2-1) (2-1) = 1	17.262	17.262	.517
ACD	(4-1) (2-1) (2-1) = 3	103.273	34.424	1.031
BCD	(2-1) (2-1) (2-1) = 1	2.271	2.271	.068
ABCD	(4-1) (2-1) (2-1) (2-1) = 3	113.690	38.563	1.155
error (Within)	75-32 = 43	5,819.975	33.371 (adj.)	

Note: F(1,43;05) = 4.08; F(3,43;05) = 2.84

To test the hypotheses listed, the data were analyzed using a four-way analysis of variance technique. Because the number of subjects in each cell varied from two to seven, the unweighed means method was used.

Conclusions

None of the main effects and none of the interaction effects reached the .05 level of significance. Therefore, the main hypothesis is not supported while the two sub-hypotheses are.

There are several reasons which may account for the results obtained. It is quite likely that the measuring instruments were not sensitive enough to measure slight changes in adjustment. It is more likely that the drama effect was overshadowed by the massive total exposure to a large variety of new and different stimuli and experiences—an exposure experienced by both the experimental and control groups. There is also the possibility that four weeks is too short a treatment period to influence adjustment. (*See also section on evaluation concerned with adjustment.*)

The lack of significant results notwithstanding, it would be worthwhile to pursue this general line of investigation, using more refined instrumentation, better sampling, and better controls in a subsequent Upward Bound program or in a public school setting.

BIBLIOGRAPHY

Bear, Richard, *The Relationship of Counselor self-Concepts and Counselor Effectiveness*, Unpublished doctoral dissertation, Indiana University, 1965.

Hamilton, J. L., "The Psychodrama: Its Implications in Speech Adjustment", *Quarterly Journal of Speech*, 1943, 29(1), pp. 61-67.

Hanlon, Thomas E., Hofstaetter, Peter; and O'Connor, James, "Congruence of Self and Ideal Self in Relation to Personality", *J. Consult. Psy.*, 1954, 18, pp. 215-218.

Indiana State University, Application for Upward Bound Project, 1966.

Maslow, A. H., *Toward a Psychology of Being*, Princeton: D. Van Nostrand Co., 1963.

Mead, G. H., *Mind, Self and Society*, Chicago: University of Chicago Press, 1935.

Mearns, Hughes, *Creative Power*, New York: Dover Publications, Inc., 1958.

Moreno, J. L., *The Theatre of Spontaneity*, New York: Beacon House, 1947.

————, "Psychodrama", in Arieti, S. (Ed.) *American Handbook of Psychiatry*, Vol. II, New York: Basic Books, 1959, 1375-1396.

Read, H., *Education Through Art*, New York: Pantheon Books, 1945.

Riessman, F., *The Culturally Deprived Child*, New York: Harper and Row, 1962.

Rogers, C. R. and Dymond, R. F., *Psychology and Personality Change*, Chicago; The University of Chicago Press, 1954.

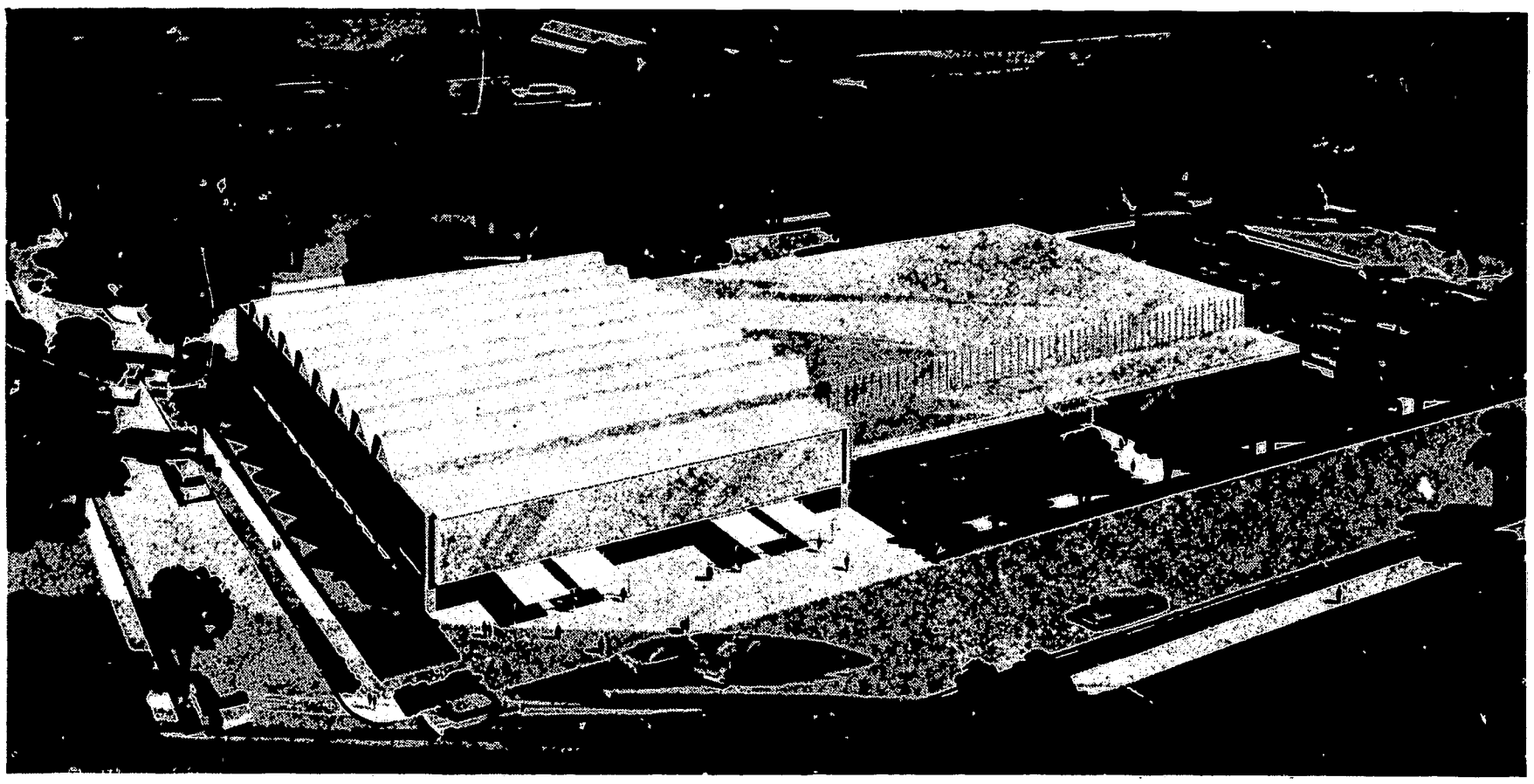
Scott, W. A., "Research Definitions of Mental Health and Mental Illness", *Psychol. Bull.*, 1958, 55, 29-45.

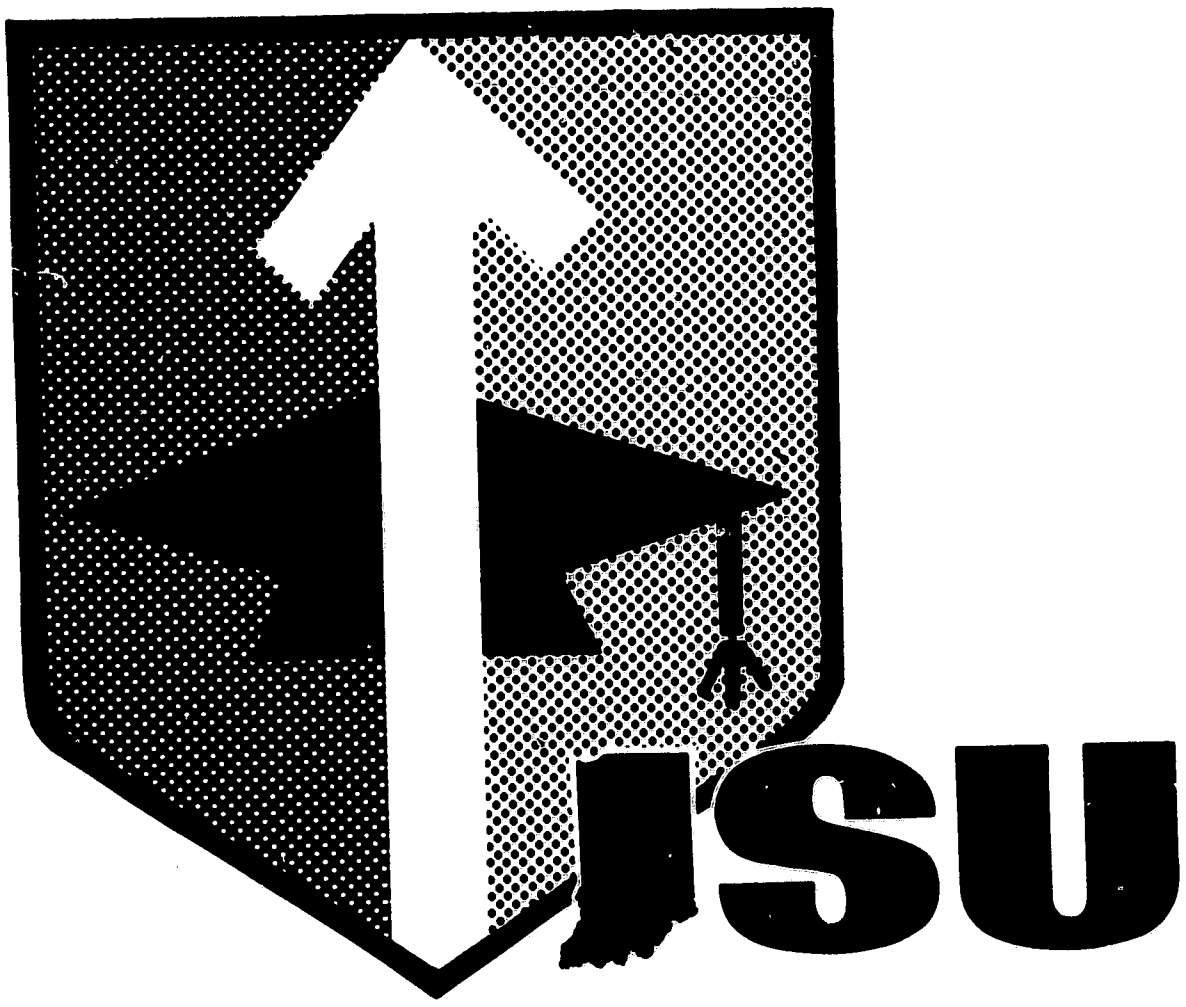
Turner, Ralph H., and Vanderlippe, Richard H., "Self-ideal Congruence as an Index of Adjustment", *J. abnorm. soc. psychol.* 1958, 57,202-206.

Ward, W., *Theatre for Children*, New York: D. Appleton-Century Co., 1939.

Wigtil, James V., *The Effects of Six Counselor Trainees' Aptitude Test Interpretations on Adjustment and Test Score Perception of High School Freshmen*, Unpublished doctoral dissertation, Indiana University, 1966.

Wylie, R. C., *The Self-Concept*, Lincoln: University of Nebraska Press, 1961.





EVALUATION

By Daniel C. Jordan

The counseling and instructional staff remained on campus for one additional week after the Upward Bound students had returned home for the purpose of making an evaluation of the summer's efforts. Subjective evaluations based on instructors' observations are contained in part in the articles written by each one. Generally speaking, the instructional staff felt that the main achievement of the summer was in awakening new interests in the students, increasing their level of aspirations, and increasing motivation to continue in school. However, objective tests indicated that there were also academic achievements.

On the first two days of the program, all Upward Bound students took the six batteries of the Differential Aptitude Test: verbal reasoning, numerical ability, language usage and grammar, mechanical reasoning, space relations, and abstract reasoning. At the end of the eight-week period, all students took an alternative form of the same test. Since the national percentile rankings associated with given scores on the sub-tests raw scores are different for the two forms, comparison of pre-and post-test raw scores is misleading without the help of charts which convert raw scores into percentile rankings. Out of the 61 students who took both forms of the test without making any procedural errors in marking the answer sheets, only five went down in average (on the six batteries) in percentile ranking. The average gain on all batteries for all students was 12 percentile ranks. Many individual students made very impressive gains in one or two of the batteries and remained stationary in two or three, so that the average does not indicate where the gain was made. For instance, one student moved from the 5th percentile in the nation to the 60th percentile—a gain of 55 percentile ranks—in the space of eight weeks on the verbal reasoning test. But she went down several percentile ranks on the test on space relations. This, of course, reduced her overall average, but considering the fact that nothing was offered during the summer which might increase skill in working with space relations, one would not expect increases in this area. Many students who had been having a great deal of difficulty in mathematics were able to gain as many as 45 to 55 percentile ranks. In a high percentage of cases this meant moving from a below average percentile

ranking to an above average percentile ranking. The overall average gain in national percentile ranks on the numerical ability test was 19. The Upward Bound students had moved from the 34th national percentile rank as an average at the beginning of the summer to the 53rd at the end.

A Wilcoxon Matched-Pairs Signed-Ranks Test (Siegel, 1956) was used to determine whether or not the gains were significant. If there was no effect from the summer program, we would expect, on the basis of chance alone, as many students to make gains in percentile ranks as we would expect to lose in percentile ranks. A difference significant beyond the .01 level was found to exist ($T = 13.5$; $N = 71$; $Z = 27.068$).

One might well ask whether or not the increase in DAT scores reflects an increase in knowledge or whether or not it reflected an increase in motivation and interest in taking tests or a combination of both. Of course, there is no way to tell, but perhaps the important thing is that a positive achievement has been made whatever the reasons may have been.

The only other evaluation based on objective procedures which was made concerned the effects of the program on the alteration of self-image. One study on the effects of the theatre program on self-image has already been reported in detail. The same instrument was used in measuring the effects of the overall program on self-image. The majority of the students' self-image scores showed gains in a positive direction. Again the Wilcoxon Matched-Pair Signed-Ranks Test was used to determine the significance of the difference between the pre- and post-test self-image scores. A level of significance in the difference well beyond the .005 level was found ($T = 94.28$; $N = 71$; $Z = 6.7989$).

Another kind of evaluation can be made on the basis of feed-back—verbal and behavorial—from the students themselves. The staff had opportunities to see a myriad of signs indicating changes in attitude. The behavioral manifestations of change ranged from improved personal appearance to students using their ID cards to see the same play three times in order to get the most out of it.

The feelings and opinions expressed orally and those written in the journals also indicated what kinds of effects the program was having on the students. Following are several excerpts taken from the students' journals which contain a qualitative evaluation. Of course, many of the journal entries contained criticisms and complaints about such things as the summer's heat, the food, restrictions in dormitory life, and so on. Practically all of the comments concerning the lives of students and their futures were positive.

> Today I look back over my earlier days of school. I think of how much time I have wasted. I used to think that there wasn't enough time for learning in school and play both, but I realize now that there is. It's a good feeling, and I plan to keep it. I hope from now on to make the best use of my time.

> I am just waiting for tomorrow, so that I will have enough money to buy a piano book for beginners. Playing the piano is something that I have wanted to do practically all of my life.

> I admit I didn't like it (Upward Bound program) at first, but now I find it quite interesting, and I am hoping to return the next two summers and go on to college.

> If I am to get full benefit from this program, I am going to have to start working harder, because at present I am still letting my mind wander while in class. But this program has done a lot to help me combat this problem. This program has not only helped me mentally, but it has helped develop me physically; at home I would not be exercising and not be taking time to eat properly.

> Some don't realize the opportunity it is to be in the program, but I'm glad I do. I know I haven't done the best I could, but if I get the opportunity to come back next year (and I hope I do) I'll strive harder. I think I have gotten out of your class a lot because it seems you don't make us do the work; you just strongly suggest it, and it seems to get the point across.

> The important thing is that I want to change, but I don't know how to let myself go. In my opinion, the atmosphere in my home is quite restrained, and this has caused me to hold everything inside. Since I've been here, I've made some progress along these lines. Hopefully, by the end of the summer, I will make my mark and develop a genuine, honest-to-goodness personality of my own. . . . (later entry) My problem of being me is almost solved, and with a little more help and effort on my part, I should have a well-rounded personality. Everything else seems to be fine.

> Even if our draftees do not stay in Upward Bound, they will have experienced a different facet of life and will not be the persons they were; they will have made a transition from the kooky world of adolescence to the responsible world of adulthood. This program has, in a sense, planted a seed in my soul that one day

will blossom into complete independence from my family and their domination over me. I will be free to think, act, talk, and experience more freely because I will have to answer to myself. No matter how hard the trial . . . . I shall reach my goal, for, to me, this ambition is utopia.

I feel very happy to be alive today. . .I have a very good reason why I don't want to go home. This is the only place I can read. I think our parents need an Upward Bound program as well as ourselves. . .I have talked with everyone, and we all have the same problem. We don't want to go home.

My thoughts were directed towards how much I have contributed to the world, not "the world" but my world. When you come right down to it, it seems very little. . . . I began to remember how things were so much better when I was younger and followed each day with blind faith. Then I realized that instead of replacing blind faith with more educated faith, I seemed just to lose all faith.

It will surely be good to be home. We have had a great experience, though; being in this program, I have gained a self-confidence I never possessed before. I know now that I not only have the ability to do college work, but I will . . . and a way (to get to college). I would like to close with this thought, "life is what you make it." I don't know who said that, but I believe it is true, and, for that reason, I intend to make my life something above average.

Isn't it funny how much you grow and mature over just a few weeks. Many things you can now understand more clearly, and the decisions you make are rightfully yours. It's wonderful how you learn to know and love people for what they are and not for what they aren't. I can see my life clearly mapped out for me, and I drew all the trails for myself. If I stray, it won't be due to wrong direction, just to faults of my own . . . so many detours, but they all lead back to some road.

I didn't think I was going to stay in the program, but everything has worked out fine, and I will hate to see the summer end. I know this is my opportunity (maybe my only one) to further myself and to become somebody.

I don't know what my problem is, but I want to solve it. I like this program very much, and, in the long run, I feel it will benefit me. The program has given me confidence in myself.

Reading bothers me a lot sometimes. I can't get my mind on it. But I like the book we are reading in class. It interests me a lot. I realize that we are very lucky to have instructors who really care about what we are doing. I like our program and would like very much to come back for the next two years because through Upward Bound I have found myself using better grammar, doing better math than I can ever remember doing before. I just can't write down in words how I feel—it is to be a better person. Before, I used to be very strange to people. Now I find myself getting along with people. I even get along with my family. I see the difference because on the weekends, when I go home, I can feel so much more free to talk with my family. Before I wouldn't tell anything that troubled me to my parents, because I was afraid of what they would say. But now I see it is altogether different. I have found it is better to talk and tell people your troubles. The first I found it out was when I was talking to ——(staff member). Really, I felt free for the first time to come out and say what I wanted to. I do pray to come back next summer. I have really enjoyed the program. It's a good one.

It makes me feel proud when I stop to think how well our group of Upward Bounders have gotten along during these weeks and when I think that I am part of the group. Just to think that my group has to be chosen as an example; well, it really makes me feel proud.

Grammar is finally becoming easier to me.

Today I am worried about a member of Upward Bound who is in the hospital . . . I think the use of the dictaphones will be a good learning device. It will give the student a chance to hear himself and improve his enunciation, diction, and usage. It will also help in the study of tests and things of this sort . . . . We are a family group in the way we act and treat each other.

I have noticed how much I have changed since I came here. I always had an ideal personality for the person I wanted to be. Now I've come closer and closer to that person . . . it was not done without any effort. I did not realize I had changed so much until I got a letter from home. I am glad I was given this chance.

There seems to be no tension at all . . . I am sure this program could be the greatest thing to happen to Indiana high school students.

It gives us a feeling of security, knowing we can and will live together without any racial discrimination. After coming from an all-Negro neighborhood, I seem to be doing pretty well in integrating myself with others. Could this

Upward Bound program bring a big change in my life?

A change was also brought about in the lives of the staff members. It seems that before all American students can have the chance to make that big change needed in their lives, a big change must occur in education. The next section presents a discussion on this issue.

DETERMINATION

A rebellious yet weary traveler
Stumbling blindly through life's wilds—
Who will have faith and admiration
For such a determined child?

Many have gone on before her
Many have fallen to the side
But with will and determination
She proudly keeps her stride.

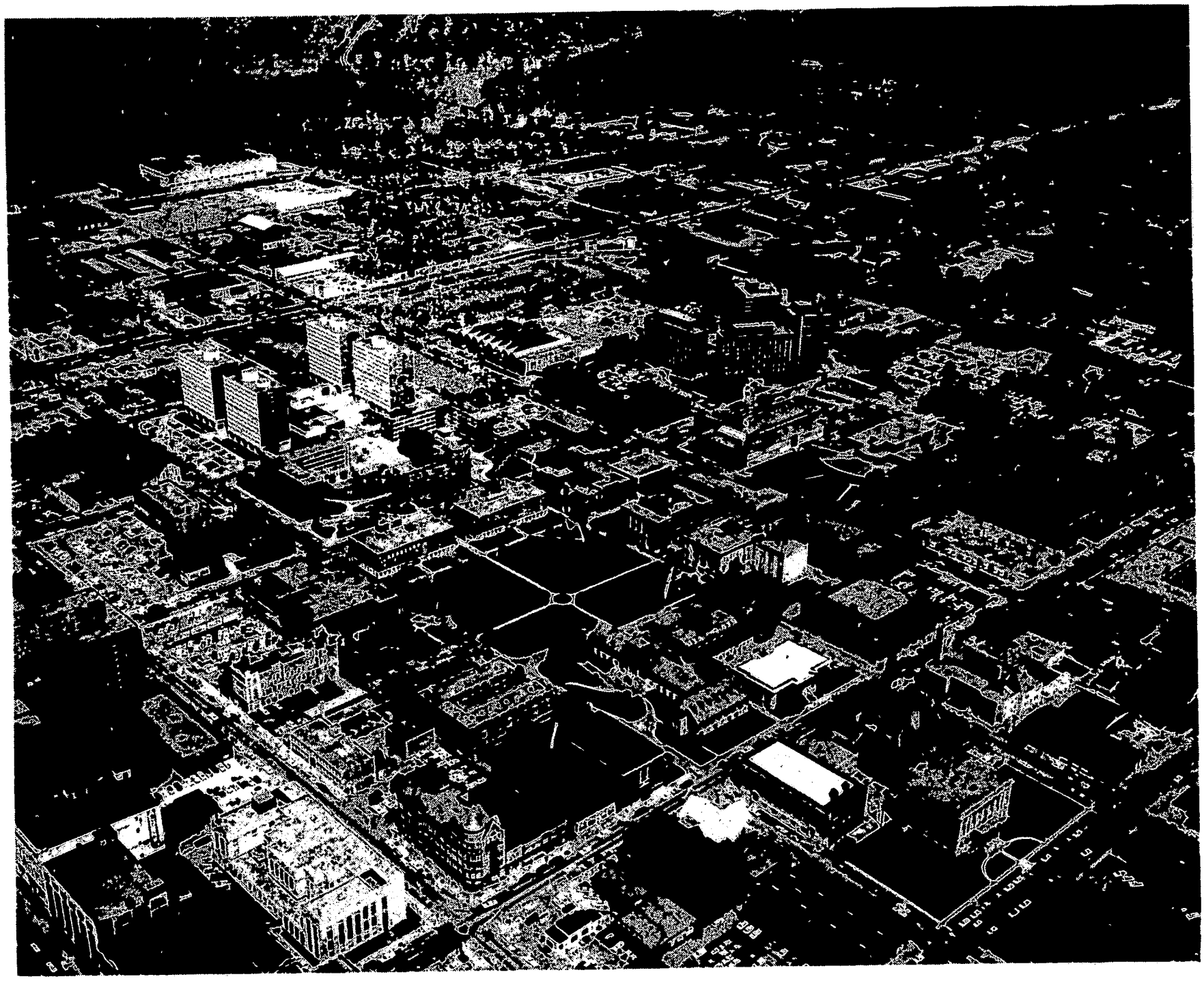
Everyone has advice to offer
The young, the old, the maimed,
But she'd rather make her own mistakes
And then have no one to blame.

Why can't they understand that,
She doesn't want to be told;
For that's the very best part of life
Exploring every crevice and fold.

No one trys to understand
They're quick in their condemnation
But she has something no man can shake,
Her pride and determination.

So deep inside she steels her mind
Whatever comes she'll take it
And show the world, regardless of odds
That she, alone, will make it.

Georgia Drain
Upward Bound Student



CONTACT WITH THE PUBLIC AND THE SCHOOLS... RIPPLE EFFECT

'Upward Bound' To Be Offered By Indiana State

Upward Bound Students Show First Plays

Jordan to lead program

Upward Bound project

Jordan enters second phase

Jordan music instruc

Upward Bound' Program Making Progress

Students in Upward Bound

Upward Bound officials

Jordan maintains project st

Special Report

Monday, April 11, 1966

$97,479 Grant To Aid Slipping Pupils

OEO Student Aid Grant to Indiana State

Upward Bound Proves Popular At West Vigo

Upward Bound' Program: A Road to Self-Confi

By Daniel C. Jordan

Upward Bound cannot go on forever under the auspices of a special governmental agency. Sooner or later achieving the goals and purposes of Upward Bound must be transferred to school systems throughout the country as part of their regular responsibilities. In order to assist in this transition, all people who are connected with Upward Bound in one way or another feel a certain urgency to convey the feelings of enthusiasm, hope, and the new methods and techniques, which give some indication of being successful, to educators in high schools and universities both public and private. In a very fundamental way, the ultimate success of Upward Bound depends on the quality, content, and intensity of the effect it will have on educators.

Upward Bound staff members have helped to disseminate information about what they have learned from the program through presentations made to high school faculty, educational fraternities and organizations, civic clubs, and church groups. Newspaper coverage throughout the year has been excellent. A half-hour television show and several smaller radio and television presentations on Upward Bound have been made. In most cases Upward Bound students themselves have participated. The concerts and plays presented during the summer were open to the public and advertised in the press and over the radio. Additional opportunities for the public to become informed about Upward Bound will be made during the coming year.

In the earlier section on evaluation, there were many excerpts from student journals indicating some of the things that were being learned by the Upward Bounders. The program also had an effect on the staff members, and I have often wished that we had asked staff members to keep a journal as well. Such journals would have contained many of the following basic realizations about teaching and education which will eventually constitute an imimportant part of the "ripple effect" content.

We were forced to discover new meanings for the words "teach" and "learn". We found, for instance, that the "teacher" must first let the student teach him about himself, and the teacher must be the learner, and that the responsibility for making certain that this happens rests with the teacher. It is as if, in the initial stages of the process, the roles should be reversed: the teacher is the learner, and the learner is the teacher.

We also found that a good teacher has to be responsible for creating circumstances and atmospheres which facilitate learning, rather than just coming to the classroom prepared to present a certain amount of information for a certain amount of time. We had it convincingly demonstrated that good teaching always involves making opportunities available for every student to respond to stimuli in the learning situation in such a way that the highest probability of making the right response is insured, and then, when it is made, that it is recognized and reinforced.

Perhaps the most important of all the realizations was that the teachability, particularly of this kind of student depends upon the faith and trust he can have in his teachers, and that this faith and trust depends upon the quality and depth of the relationship which the teacher is able to establish and foster. This means that the teacher must bring to the learning situation more than a good grasp of the field of knowledge he is to impart, though this is of crucial importance as well. He must bring something less tangible and something which, as yet, cannot appear on his credentials as a formal part of his certification, namely, a willingness and an ability to give himself up to a relationship with each student—a willingness to be psychologically accessible to everyone in his classes, having the courage to take the risk of remaining open and vulnerable to the demands, needs and hostilities of the students for the sake of their development and his own.

If Upward Bound is to succeed, it will have to have an effect not only on teaching but also upon administration. In the future, school administration will have to see its role less and less as an authoritarian disciplinarian and record keeper, and more and more as a servant to a creative and imaginative teaching staff who must be cut loose from debilitating restrictions and protected from endless paper work so that they can feel the freedom to be the kind of person that they have to be in order for their students to become and remain teachable. If such a trend can be initiated, teaching will become the most exciting profession—one in which a myriad of discoveries will be made every day. Teaching as a profession will then begin to attract a wider range of personality types and new kinds of problems in administration will have to be solved. Both will be welcome indications that education can become a leader rather than remain a follower.

EDUCATION AND THE OTHER AMERICA

By Dr. Richard T. Frost

Before coming to Washington, I had a tasty confrontation with several school officials over the issue of busing children to reduce racial imbalance in five grade schools. One put his position in a nutshell. Said he, "You are social engineers. We are educators." That remark is sickening—not only because it is so silly, but because it summarizes the whole history of 20th century education and the astonishing blinders it has pasted onto its face.

Education is now and always has been the grandest form of social engineering known to man. How could any of us ever have forgotten that? But we did, and now we reap the sour harvest of a long and ugly century of disgrace.

We in the education industry have much to answer for. We have permitted ourselves to reflect unchallenged values instead of taking our part in creating important national values. We have failed to involve education with life as it is lived and now education has its own crisis in relevancy.

I should like to speak tonight to that crisis in relevancy; to the anatomy of the crisis, and to some hopeful signs that something is being done about it. But first, may I suggest one of the prime causes of it.

On my first visit to Berkeley, several years back, I was walking along the campus with Martin Meyerson, then Dean of the School of Environmental Design, later Acting Chancellor and now President of the State University at Buffalo. I remember a huge building, of the 1910 "monument era". Across its front, deeply etched into what I took to be a limestone, was the following phrase: "DEDICATED TO THE PRESERVATION OF RURAL VALUES IN AMERICA".

DR. FROST *is Director of Upward Bound, Office of Economic Opportunity, Washington, D. C. This article is the essence of his address to the 22nd National Conference of the Association of College Admissions Counselors.*

An unfriendly wisecrack by me brought Meyerson's retort, "I never knew they were in jeopardy."

That was 1963 or so and Meyerson was right—then. I now feel that, for the first time, *really*, there are signs that the overbalance of rural influence on American institutions is actually challenged. Nevertheless let's remember how tenacious and abiding is the anti-city theme in this country.

There have been almost no friendly pieces of urban literature in America for its 180 years. Even the city's apparent hymn-writers—Mumford and so on, really don't like cities. His last book suggested their imminent death and how necessary and even desirable this is.

The city has no anthem, no theme, no catechisms, and no rituals. It has no flag, no central symbol, no citadel, if you will. Its preoccupation with mere public service generated the only two songs it could ever sing—"efficiency" and "economy" while its newer high priests, the city managers croak out these hymns as though they mean something to central-city citizens.

The city suffers badly from a seriously unfavorable balance of payments. It must import both commuters and new immigrants, the former paying little for the privilege of crossing its borders five days a week; the latter are an important drain on meagre resources.

The hymns sung in the city's churches have an almost exclusively rural imagery. People, faced with the tensions and complexities of big cities still sing "Bringing in the Sheaves"—whatever they are—and "We Plow the Fields and Scatter"—whatever that means—and there are always complaints when a pastor lists that one about "Britain's dark, Satanic mills".

The school books my youngsters bring home are replete with rural settings, or small, seacoast

towns, or little white cottages in suburbia with green rugs in front of them. "Up, Spot," "Hello, Dick," "Goodbye, Jane," and all that. My six-year old still brings that silly little book home. And, just the other night, I examined my twelve-year old son's English grammar book, although it wasn't called that. Sprinkled throughout are all those lovely, idyllic scenes of the countryside, the mountains, fishing along the great Colorado River—and *canoes*. There must be a hundred canoes sliding gently through the pages.

Now, I believe that fantasy is an indispensable and delicious element in a child's life. But a book almost wholly fantastic seems a bit too much, particularly one that doesn't intend to be.

Television has its "Lassie", always a small-town story with a simple, small-town message, and television also has its seemingly endless series of crime shows that put the city in its apparently "proper light".

The tyranny of the "white suburban and rural culture" reigns on. The music teacher deals with Beethoven or Bartok, or Gershwin or you name it, but jazz is for "after class" or not at all, because, hadn't you heard, "white is right". Negro girls spend enormous time straightening their hair while white girls do the reverse and, as Pete Seeger says, somewhere along the line, things got "all mixed up."

Alas for the American city—home for crime, for drifters, for noise, for dirt, for dope, for shysters, for illicit sex, for God knows what else, while in suburbia, or out there in the countryside, there is purity and fresh air, straight-forwardness and honesty; no politics and certainly no corruption.

The non-city scene is blessed with a real ritual of its own. Bolstered by decades of American literature, by thousands of speeches and millions of sermons extolling the rural life, the anti-city is symbolized by "no sidewalks" (what a great and noble goal!). The songs of suburbia are the songs of the children, the single most important product issuing from this sector. And while there may be occasional and intense disagreement about non-city objectives, to one all-embracing principle do the patriots readily repair—the city must be repelled, for it is BAD.

But let me remind anyone in this room who is forgetful; that murmur you hear in suburbia is not the symphony of life. Let us convert the dangerously irrelevant school systems attended by center-city children to ones which provide significant preparation, not only for surviving, but even for flourishing in an urban environment. Let us teach in school what some store-front lenders really charge to rent their money. Have you heard the Joan Baez song about Pretty Boy Floyd in the 1930's in Oklahoma:

> "Well, it's through this world I've rambled,
> I've seen lots of funny men.
> Some rob you with a six-gun,
> Some, with a fountain pen."

Let us teach in school what consumer habits might get a buyer a little more for his buck. Let us explain clearly what the pattern of local social services is, and how one takes solid advantage of those services. Let us explain what due process of law means and how to behave in confrontation with the police.

Let us stop classifying kids as "slow learners" (if not "retarded") when they come to school suspicious of authority figures, unwilling to say much and befuddled by educational settings and imagery which have little or no relevancy to them.

Let us educate youngsters for an urban future in a multi-racial world. And let such education be offered not only in urban settings—for the children of rural areas need to understand cities and the problems of cities because they will probably live much of their own later lives in metropolitan settings.

My first appeal then is for an urban education for a largely metropolitan nation, with an urban curriculum, with urban materials, and an urban pedagogy, and with teachers sympathetic to urban kids and the urban life. (This last ingredient—teachers who are committed to fostering the maximum development of urban youngsters rather than those who serve their time in the center city and then seek to escape to nice white middle-class suburbs—this ingredient may be the hardest to come by.)

What we need are educational systems that will produce citizens whose background, motivation, and education, in combination, will equip them not only to look out for themselves, and later for their families, but also to help our society to cope more effectively with the problems of urban life.

In our concern with achieving this type of educational system for our society, a vast problem of crucial relevance to your organization is presented. This is the fact that, at every step of what has been called "the great sorting," social environmental factors have a massively depressing influence upon the educational and occupational opportunities of a large and increasingly restive segment of our population. What can you, as individuals, as professional staff members of colleges, universities, and secondary schools do to foster increased freedom of career choice and career opportunity?

You know a great deal more about some of these problems than I do, but I have in my work at OEO been intimately concerned with poverty and the problem of increasing educational opportunity in America, and my second appeal is to my colleagues in the college. Thousands and thousands of foreign students have been accepted for admission. We have been highly pleased by their presence on our campuses—cosmopolitanism and all that. In judging them, we have been aware of their language difficulties, social adjustment problems, and inadequate preparation; thus we have been especially impressed with their great progress and we have tended to grade them on that progress.

There is another kind of "foreign student" now knocking on the door. From the ghettoes of Camden or Cleveland or Roxbury or Watts, or the backwoods hollows of Eastern Kentucky or West Virginia, they too have "language difficulties" and "social adjustment problems" and "inadequate preparation".

There are, we in OEO think, some five or six hundred thousand high school students in America today who ought to go on to some appropriate form of post-secondary education but who will not do so unless we do something about them. We have hold of 20,000 of these in our OEO Upward Bound program, as the responsibilities of 220 colleges and universities who were interested enough to obtain Upward Bound grants this year. These students will soon be knocking on your doors. Will you be ready to respond?

Whether from rural America, or, as will be the majority, from the central city, these students, like all students, will show their backgrounds. They may be just a little less reticent about expressing a point of view. They may use language a little more pungent than we're accustomed to, or different from what we've always heard. They may scoff at a national rhetoric that says white is always right, or that men have equal protection of the laws, or at the tribal incantations of a Greek-letter group on a campus. They just might even question the automatic right of a professor to label his interpretation of some facts as "true" or "right." And, they might create a little turmoil in the social system of higher education by ignoring it as merely "silly", and this might be the unkindest cut of all; or they might just "clam up" in response to a different and somewhat threatening environment to which they are not accustomed.

In short, they may not be adept at the great middle class rituals which nicely lubricate the higher education scene. And how will we respond to this?

But what they *will* do is inject into the college some of the qualities of the life *they* know. The central city student has much to contribute, for whatever the troubles of the city, it is in the city that men have always found variety, spectacle, real privacy, cosmopolitanism, stimulation, and above all, the highest quality of democracy, choice itself. We, in the colleges, could use these qualities in larger quantities than we now have them.

There is increasing pressure for college admissions, generated by the burgeoning of our population and the rising level of aspirations. As college admissions officers you help to decide which youngsters to admit, and many of you have a body of applications from students who are so strong in their academic and personal qualities that there is no question at all in your minds regarding their admission. And you have a substantial number of applicants so inadequate, given the standards of your institution, that there is no question that they must be denied admission. It is the group in the middle, youngsters who show a spark, who show promise, who in other respects are clearly uneven in their development and their preparation for higher education, with whom I am particularly concerned.

Many of these youngsters are the children of poverty and yet of promise. When you judge them, consider all they had to go through to get where they now stand; the handicaps they faced in developing themselves enough to knock on your door. Perhaps their test scores are not impressive; but were you assessing the horsepower of two engines rather than two students, you would not have one haul a load uphill and the other one haul a load downhill, and then compare the size of the loads they moved.

We must remember that the children of poverty have been going uphill all the time and we must weigh their test scores accordingly. Their's has not been an easy life. They have developed some intellectual and visceral strength which has allowed them to survive and which, if you give them a chance, will allow them to grow, gain strength, and flourish in their personal lives and in their contribution to society.

Some of the youngsters will have lower scores than others whom you might otherwise admit; yours is a difficult choice. But, as always, diversity is one of the strengths of America. We should inject this diversity of background into the higher education setting where a now dangerously homogeneous studentry lives.

This exhortation extends also to those of you who in your high schools are specialists in fostering admission of youngsters to appropriate post-secondary institutions. To you I extend a special

appeal. You know better than I that often you are pressured by parents to facilitate college admission for reasons of social status even when the students show limited potential to profit from the experience. And since the wheel that squeaks the loudest gets the grease, it is only natural that you try to give appropriate help to these youngsters.

In the stress of this process, remember the bright children who may **not** be seeking admission to college—who may have to be sought out and encouraged and assured that the American dream can really come true for them, too. Seek them out and encourage them as early as you can, and encourage their parents who may be hesitant to urge their children to higher attainments lest they strive for too much and suffer the bitterness of disappointed hopes.

I would urge also, and this is particularly important, I think, that you look for these boys and girls even earlier than has been your customary practice. I'm told that **when** youngsters go from grammar school into high school, they and their parents are often advised if they plan on college attendance, they should take a program of studies appropriate for preparation for college. To those of us in this room, this is perfectly natural, but for many of the children of poverty and their families, often college is never mentioned or considered as a realistic possibility. So I say to you, do not wait until those youngsters who might be truly "upward bound" are assigned, at the beginning of high school, to terminal programs.

Locate them; encourage them; get them on the college track; give them a chance to grow and learn so that, with increasing maturity, they may take real choices instead of having the doors closed on them before they really know where those doors are and what's on the other side of them. A student can always transfer from a college preparatory program to a vocational or general course, but students committed to the latter often find the initial decision almost irreversible.

The Upward Bound Program has a very simple basis. People can escape from poverty via education. We began in 1965, mostly with youngsters who managed to get through high school years.

But it may be that we must reach these students even earlier, before they drop out of school aspirationally, before they drop out academically, before, finally, some of them drop out physically; before they give up on the dream and are left with only their resentment against society. In 1967, we will be encouraging several projects to locate and encourage poor but bright boys and girls finishing the eighth and ninth grade or whatever period in which they make the transition from prescribed programs in elementary school to programs in high school which will enable them to continue their education after high school.

We hope with this effort to lead the way in fostering a fundamental shift in the important dynamics of career sorting, so that youngster's potentiality and a youngster's potentiality alone, rather than the social circumstantances of his birth, will be the more determining factor in how far he will go in the educational system and hence, what level he will achieve in the occupational structure of American society.

This is our dream; I know you share it. But the real question for all of us, not just in Upward Bound, or OEO, or the Office of Education, or in the high schools and colleges, is whether the great institutions of a society will serve that society in times of rapid change.

In order to do that, we all will have to alter our basic assumptions somewhat. We will have to depend less on our goals of social **efficiency** and more on a goal of social **justice.** We will have to diminish our dependence on Newtonian physics as a basis for deciding educational questions and increase our use of the heart, itself. We will, in short, have to respond to the "other America" which now says, "Us, too"; "We want in, too"; "Give us the chance, too."

This does not suggest a simple and silly process of judging youngsters by intuition alone. No rational world could be built on that basis. But, it does demand an enlargement of the criteria we have used in the past and a greater variety of tools by which we *include* and *exclude* people.

Education now shows some healthy signs of fulfilling its modern role. There are welcome signs that new, urban teaching materials are coming forth. A full-page ad in the Sunday *Times* of September 25, pointed out one new series from McGraw-Hill. There are signs in teacher training that we are now plugging in important material on urban problems and urban children who reflect those problems.

Moreover, many colleges are seriously considering a special response to the poverty applicant. I know Northwestern is doing that. American University here in Washington is also studying the matter seriously. And, there are scores and scores elsewhere that I've heard about.

This response cannot be merely a nice fat "scholarship". It will have to include closer attention to adjustment problems, the need for special tutoring, reduced loads, and a little longer

(Continued on Page 199)

BIBLIOGRAPHY

American Association for the Advancement of Science (1958), *Identification and Guidance of Able Students.* Washington, D. C.: American Association for the Advancement of Science.

American Child, "Vocational Counseling and the Hard to Reach," (Special January 1959 issue), Vol. 41, No. 1., New York: National Child Labor Committee.

Amos, W. E., "A study of the Occupational Awareness of a Selected Group of 9th Grade Students," *Journal of Negro Educ.*, XXIX, 4, Fall 1960, pp. 500-503.

Anderson, I. H., and Dearborn, W. F., *The Psychology of Teaching Reading*. New York: Ronald Press, 1952.

Archer, E. J.. Bourne, L. E., Jr., Brown, F. G., "Concepts Identification as a Function of Irrelevant Information and Instructions," *J. Exp. Psychol.*, 1955, 49, 153-164.

Austin, M. C., Bush, C. L., and Huebner, M. H., *Reading Evaluation: Appraisal Techniques for School and Classroom*. New York: Ronald Press, 1961.

Ausubel, D. P., "A Teaching Strategy for Culturally Deprived Pupils: Cognitive and Motivational Considerations," *The School Review*, (Winter, 1963).

Ausubel, D. P., & Ausubel, P., "Ego Development Among Segregated Negro Children." In H. Passow (Ed.), *Education in Depressed Areas*. New York: Teachers College Bureau of Publications, 1963, 109-141.

Bank St. College of Education, *Education of the Deprived and Segregated*. Cooperative Research Projects Report, #G-021.

Barth, E. A. T., "The Language Behavior of Negroes and Whites," *Pacific Sociological Review* 4: 69-72, 1961.

Bates, R. D., *Handbook for Careerists*. District of Columbia Commissioners' Council on Human Relations and District of Columbia Public Schools, r.d.

Beittel, K. R., *Effect of Self-reflective Training in Art on the Capacity for Creative Action*, Cooperative Research Project Reports, #1874.

Bellugi, U., and Brown, R. (Eds.) "The Acquisition of Language," *Monograph of the Society for Research in Child Development* 29, Whole No. 1; 1964.

Bennett, G. K., Seashore, H. G., and Wesman, A. G., *Manual for the Differential Aptitude Tests*. (3rd. Ed.) New York: Psychological Corporation, 1959.

Bennett, G. K., Seashore, H. G., and Wesman, A. G., *Counseling from Profiles: a Casebook for the DAT*, Psychological Corporation, New York.

Bennis, W. G., Benne, K. D., and Chin, D. (Eds.), *The Planning of Change*. New York: Holt, Rinehart, and Winston, 1961.

Bernstein, B., "Language and Social Class," *Brit. J. Sociol.*, 1960, 11, 271-76.

Bernstein, B., "Linguistic Codes, Hesitation Phenomena and Intelligence," *Lang. and Speech*, Jan.—March., 1962a, 5, (1), 31-46.

Bernstein, B., "Social Class, Linguistic Codes and Grammatical Elements," *Lang. and Speech*, Oct. —Dec., 1962B, 4, 221—240.

Bernstein, B., "Social Structure, Language and Learning," *Educ. Res.*, 1961, III.

Bernstein, B., "Some Sociological Determinants of Perception." *British Journal of Sociology*, 9, (June, 1958), p. 160.

Betts, E. A., *Foundations of Reading Instruction*. New York: American Book Company, 1954.

Blackwood, P. E., *How Children Learn to Think*, Bulletin 1951, No. 10 reprinted 1955, USDHEW, Office of Education.

Blair, G. M., *Diagnostic and Remedial Teaching* (Revised edition). New York: Macmillan Company, 1956.

Blair, H. E., "Human Relations Problems of Migratory Students," *Bulletin of the National Assn. of Secondary School Principals*, XXXIX, 209, Mar, 1955.

Bloom, B., Davis, A., & Hess, R. (Eds.) *Compensatory Education for Cultural Deprivation*, New York: Holt, Rinehart & Winston, 1965.

Bloom, B., *Stability and Change in Human Characteristics*. New York: John Wiley, 1964.

Bloom, B. S., and Petera, F., 1961, *The use of Academic Prediction Scales for Counseling and Selecting College Entrants*. Glencoe, Illinois: *Free Press*.

Bloom, R., Whiteman, M. & Deutsch, M., "Race and Social Class as Separate Factors Related to Social Environment," *American Journal Sociology*, 1965, LXX, 4, 471-6.

Boyd, G. F., "The Levels of Aspirations of White and Negro Children in a Non-segregated Elementary School," *J. Soc. Psychology*, 1952, 36 191-96.

Boykin, L. L., "Personality Aspects of Counseling the Negro College Student," *The Quarterly Review of Higher Education Among Negroes*, XXVII, 2, April, 1959, pp. 64-73.

Boykin, L. L., "The Adjustment of 278 Negro Students," *Jrnl. of Negro Educ.*, XXVI, 1, Winter 1957. Howard Univer. Press, Washington 1, D. C., pp. 75-79.

Brainin, S., *Language Skills, Formal Education and the Lower Class Child.* (working draft) Training Department, *Mobilization for Youth, Inc.* January, 1964.

Brim, O. G., "A Note on the Relation of Value and Social Structure of Life Planning," *Sociometry*, 19, 1956, pp. 54-60.

Brookover, W. B., Thomas, S. & Paterson, A., "Self Concept of Ability and School Achievement," *Sociol. of Educ.*, 1964, 37, 3, 271-278.

Broom L. & Glenn, N., *Transformations of the Negro American.* New York: Harper & Row, 1965.

Brown, B. R., "The Relationship of Language Development to Social Class and Intelligence," *Teachers Journal*, 1965, 1, 1.

Brown, R., Bellugi, U., Cazden, C., and Cooper, G., "The Child's Acquisition of Grammar." *Project Literacy Reports*, Ithaca, New York: Cornell University, No. 3, 1964.

Bruner; J. S., "The Course of Cognitive Growth," *Amer. Psychologist*, 1964, 19, 1-15.

Bruner, J.S., *The Process of Education*, Cambridge: Harvard University Press, 1960.

Bullock, H., *Helping the Non-reading Pupil in the Secondary School.* New York: Bureau of Publications, Teachers College, Columbia University, 1956.

Carroll, J. B., "Some Psychological Effects of Language Structure." In P. Jock and J. Zubin (Eds.) *Psychopathology of Communication.* New York: Ginn & Stratton, 1958, pp. 28-36.

Carson, A. S., and Rabin, A. I., "Verbal Comprehension and Communication in Negro and White Children," *Journal of Educational Psychology* 51: 47-51; 1960.

Clark, K. B., "Education Stimulation of Racially Disadvantaged Children." In H. Passow (Ed.), *Education in Depressed Areas.* New York: Teachers College Bureau of Publications, 1963, 142-162.

Clarke, A. D. B., & Clarke, A. M., "Recovery from the Effects of Deprivation," *Acta Psychol.*, 1959, 16, 137-144.

Clift, V. A., "Factors Relating to the Education of Culturally Deprived Negro Youth," *Educational Theory.* 14: 76-82, April, 1964.

Clift, V. A., "Recreational and Leisure-time Problems and Needs of Negro Children and Youth," *Jrnl. of Negro Educ.*, XIX, 1950, pp. 333-40.

Cohn, W., "On the Language of Lower Class Children," *School Review*, 67: 435-440, Winter, 1959.

Coleman, R. I., & Deutsch, C. P., "Lateral Dominance and Right-Left Discrimination: A Comparison of Normal and Retarded Readers." *Percept. Mot. Skills*, 1964, 19, 1, 43-50.

Connecticut Commission on Civil Rights, *Comparative Study of Negro and White Dropouts in Selected Connecticut Schools.* Hartford, 1959.

Cortwright, R. W., "The Right to Read," *Elementary English*, XL (March, 1963), pp. 299-302.

Couch, C. J., "Self-Attitudes and Degree of Agreement with Immediate Others," *Amer. Jrnl. of Social.* 1958.

Crockett, H. J., "The Achievement Motive and Differential Occupational Mobility," *Amer. Sociol. Review*, April, 1962, 27, 191-204.

Crown, L. D., Murray, W. I., and Smythe, H. H., *Educating the Culturally Disadvantaged Child*, David McKay and Company, Inc., New York, 1966.

Cutts, W. G., "Special Language Problems of the Culturally Deprived," *Clearing House*, 37, 80-83, October, 1962.

Darrow, H. F., and Howes, V. M., *Approaches to Individualized Reading.* New York: Appleton-Century-Crofts, 1960.

Daugherty, L. G., "Working With The Disadvantaged Parents," *N.E.A. Journal*, December, 1963.

Davidson, H. H., and Lang, G., "Children's Perceptions of Their Teachers' Feelings Toward Them Related to Self-perception, School Achievement and Behavior," *Jrnl. of Exper. Educ.* (Dec. 1960).

Davis, A. L., and McDavid Jr., R. I. "A Description of the Chicago Speech Survey: Communications Barriers to the Culturally Deprived." *Project Literacy Reports*, Ithaca, New York: Cornell University, No. 2, 1964.

DeBoer, J. J., and Dallman, M., *The Teaching of Reading.* New York: Henry Holt and Company, 1960.

Della-Dora, D., "Culturally Disadvantaged: Educational Implications of Certain Phenomena," *Exceptional Children.* 28:467-72. May, 1962.

Della-Dora, D., "The Culturally Disadvantaged. Further Observation," *Exceptional Children.* (January 1963).

Deutsch, M., "Courage as a Concept in Social Psychology," *J. Soc. Psychol.*, 1961, 55, 49-58.

Deutsch, M., "Early Social Environment & School Adaptation," *Teachers College Record*, 1965a, 66, 8, 699-706.

Deutsch, M., "Nursery Education: The Influence of Social Programming on Early Development," *Jrnl. of Nursery Educ.*, 18: 191-7, April, 1963.

Deutsch, M., "Social and Psychological Perspectives on the Development of the Disadvantaged Learners," *J. Negro Educ. Yearbook*, 1964c, 33, 3, 232-244.

Deutsch, M., "The Role of Social Class in Language Development and Cognition," *Amer. J. Orthopsychiat.*, 1965b, XXV, 1, 78-88.

Deutsch, M., "What We've Learned About Disadvantaged Children," *Nation's School*, April, 1965, E, 50-51.

Deutsch, M., & Brown, B. R., "Social Influences in Negro-White Intelligence Differences," *J. Soc. Issues*, 1946, XX, 2, 24-32.

Dickey, F. G., "Frontal Attack on Cultural Deprivation," *Phi Delta Kappan*, 45: 398-400, May, 1964.

Disadvantaged, Symposium, Bibliography, *N.S.A. Journal*, 52: 16-30, April 1963.

Dolch, E. W., *A Manual for Remedial Reading* (Second Edition). Champaign, Ill: Garrard Press, 1945.

Dolch, E. W., *Methods in Reading*. Champaign, Ill: Garrard Press, 1955.

Dolch, E. W., *Problems in Reading*. Champaign, Ill: Garrard Press, 1948, (Chapter XXI).

Dolch, E. W., *Psychology and Teaching of Reading* (Second Edition)., Champaign, Ill: Garrard Press, 1951.

Douvan, E., "Social Status and Success Striving," *Jrnl. of Abnormal and Social Psychology*, 1956, 52, 219-223.

Downing, G. L., "Supervision: Experiment with the Disadvantaged," *Educational Leadership*, 21: 433-5, April, 1964.

Downing, G. L. *The Preparation of Teachers From Schools in Culturally Deprived Neighborhoods.* (The BRIDGE PROJECT), Cooperative Research Project Reports, # 935.

Drager, R. M., & Miller, K. S., "Comparative Psychological Studies of Negroes and Whites in the United States," *Psychol. Bull.*, 1960, 57, 361-402.

Duncan, B., *Family Factors and School Dropout: 1920-1960*, Cooperative Reseearch Project Reports, #2258.

Duncan, C. P., "Description of Learning to Learn in Human Subjects," *Amer. J. Psychol.*, 1960, 73.

Educational Policies Commission, *Education and the Disadvantaged American*, National Educational Association, Washington D. C., 1962.

Eels, D., Davis, A., Havighurst, R. J., Merrick, V. E., & Tyler, R., *Intelligence and Cultural Differences*. Chicago: University of Chicago Press, 1952.

Ellis, R., "Looking Toward Desired Behavior in Teachers of the Disadvantaged," *Urban Educ.*, 1965, 1, 2, 117-126.

Empey, L., "Social Class and Occupational Aspirations: A Comparison of Absolute and Relative Measurement," *American Sociological Review*, 1956, 21, 703-709.

Fay, L., *What Research Says to the Teacher: Reading in the High School.* Washington D. C.: Dept. of Classroom Teachers and American Educational Research Assoc. of the National Educ. Assoc., 1956.

Feldmann, S., "A Pre-school Enrichment Program for Disadvantaged Children," *New Era.* 1964 45, 3, 78-82.

Feldman, S., & Merrill, K., *Learning about Words*, New York: Teachers College Bureau of Publications, 1964.

Feldman, S., & Weiner, M., "The Use of a Standadized Reading Achievement Test with Two Levels of Socio-Economic Status Pupils," *J. Exp. Educ.*, 1964, 32, 3.

Fishman, J., Deutsch, M., Kogan, L., North, R., & Whiteman, M., "Guidelines for testing Minority Group Children," *J. Soc. Issues*, 1964, XX, 2, 127-145.

Fox, L., "Efficient Study Habits," *Jrnl. of Mathematics*, 1962, 1, 75-86.

Fraser, C., Bellugi, U., and Brown, R., "Control of Grammar in Imitation, Comprehension and Production," *Jrnl. of Verbal Learning and Verbal Behavior* 2: 121-135, 1963.

Frazier, A., "Broadening the Experiences of the Culturally Disadvantaged," *A.L.A. Bulletin*, 58: 523-6, June, 1964.

Fremont, H., "Some Thoughts on Teaching Math to Disadvantaged Groups," *Arithmetic Teacher*, 11:319-22, May, 1964.

Furfey, P. H., "The Sociological Implications of Substandard English," *The American Catholic Sociological Review*, 5:3-10; 1944.

Gibbins, I. L., "Character Building Agencies and the Needs of Negro Children and Youth," *Jrnl. of Negro Educ.*, XIX, 1950, pp. 363-371.

Ginzberg, E., *The Negro Potential.* New York: Columbia University Press, 1956.

Glans, E. C., *Groups in Guidance: The Dynamics of Groups and the Application of Groups in Guidance.* Boston: Allyn and Bacon, 1962.

Golden, R. I., "Effectiveness of Instructional Tapes for Changing Regional Speech Patterns." *N.D.E.A. Title VII Project No.* 559, Washington D.C.: Office of Education, 1962, 147 pp., Multilith.

Goldfarb, W., "Effects of Psychological Deprivation in Infancy and Subsequent Stimulation," *Amer. J. Psychiat.*, 1945, 102, 18-33.

Gray, W. S., and Rogers, B., *Maturity in Reading: Its Nature and Appraisal.* Chicago: University of Chicago Press, 1956.

Gray, W. S., and Larrick, N. (Eds.), *Better Readers for Our Times.* International Reading Assoc. Conference Proceedings. New York: Scholastic Magazines, 1956.

Groff, P. J., "Dissatisfactions in Teaching the C.D. Child," *Phi Delta Kappan,* 45-76, November 1963.

Gumperz, J. J., and Hymes, D. (Eds.), "The Ethnography of Communication," *American Anthropologist* 66: No. 6, Part 2; December, 1964.

Gutsch, K. U. *Objective Measurement in Instrumental Music Performance,* Cooperative Research Project Reports, #1734.

Haggard, E. A., "Social Status and Intelligence: An Experimental Study of Certain Cultural Determinants of Measured Intelligence." *Genet Psychol. Monogr.,* 1954, 49, 143-186.

Hahn, M. E., and MacLean, M. S., (1955) *Counseling Psychology.* New York: McGraw-Hill Book Co., Inc.

Hand, H. C., "Do School Costs Drive Out the Youth of the Poor?" *Progressive Education,* XXVIII, January, 1951, pp. 89-93.

Handlin, O., *The Newcomers.* Cambridge: Harvard University Press, 1959.

Harrington, M., *The Other American,* New York: MacMillan, 1962.

Harris, A. J., *Harris Tests of Lateral Dominance.* (3rd Ed.) New York: The Psychological Corporation, 1958.

Harris, A. J., *How To Increase Reading Ability,* (4th ed.). New York: Longmans, Green and Company, 1961.

Hartman, P., *Civil Rights and Minorities.* New York: Anti-Defamation League of B'nai B'rith, 1962.

Havinghurst, R. J., "Metropolitan Development in the Educational System," *School Review,* 69: 251-267, Autumn 1961.

Havighurst, R. J., "Poor Reading and Delinquency May Go Hand in Hand," *Nation's Schools,* 64: 65-68, November 1959.

Havighurst, R. J., "Who are the Socially Disadvantaged?" Chap. 1 in Educational Planning for Socially Disadvantaged Children and Youth, *Jrnl. of Negro Educ.,* XXXIII (Summer, 1964) pp. 210-217.

Heilman, A. W., *Principles and Practices of Teaching Reading.* Columbus, Ohio: Charles E. Merrill Books, 1961.

Henton, C. L., *Relationship Between Self Concepts of Negro Elementary Children and their Academic Achievement, Intelligence, Interests, and Manifest Anxiety,* Cooperative Research Project Reports, #1592.

Herriott, R. E., "Some Social Determinants of Educational Aspiration," *Harvard Educational Review* (Spring 1963).

Hewer, V. H., (Ed.), *New Perspectives in Counseling.* Minneapolis: University of Minnesota Press, 1955.

Hines, R. R., "Social Expectations and Cultural Deprivation," *Jrnl. of Negro Educ.,* 33: 236-42, Spring, 1964.

Homme, L. E., and deBaca, P. C., Devine, J. V., Steinhorst, R., Rickert, E. J. et al.: "Use of the Premack Principle," *Jrnl. of the Exper. Analysis of Behavior.* 1963, 6, 544.

Hunt, J. McV., *Intelligence and Experience.* New York: Ronald Press, 1961.

Improving English Skills of Culturally Different Youth, U.S. Department of Health, Education and Welfare, Office of Education, Washington, D.C.

Institute for Developmental Studies. "Selected Papers from the Arden House Conference on pre-school enrichment of socially disadvantaged children," *Merrill-Palmer Quarterly,* 1964, 10, 3.

Irwin, O. C., "Infant Speech: The Effect of Family Occupational Status and Age on Use of Sound Types," *J. Speech Hear. Disord.,* 1948a, 13, 31-34.

Irwin, O. C., "Infant Speech: The effect of Family Occupational Status and of age on Sound Frequency," *J. Speech Hear. Disord.,* 1948b 13, 320-323.

Irwin, O. C., "Infant Speech: The Effect of Systematic Reading of Stories. *J. Speech Hear. Res.,*" 1960, 3 (2), 187-190.

Jaffa, N. N., "Disadvantaged Children," *Instructor.* 74:29, November, 1964.

Jensen, A. R., "Social Class and Verbal Learning." In M. Deutsch, A. R., Jensen, and T. F. Pettigrew (Eds.), *Race, Social Class and Psychological Development.* New York: Holt, Rinehart & Winston (in press).

John, V. P., "A Study of Sequential Speech in Young Children." *Project Literacy Reports.* Cornell University, Sept. 1964a.

John, V. P., and Goldstein, L. S., "The Social Context of Language Acquisition," *Merrill-Palmer Quarterly.* 10:265-275; 1964.

John, V. P., "The Intellectual Development of Slum Children: Some Preliminary findings," *Amer. J. Orthopsychiat.* 1963, XXXIII, 5, 813-922.

Kahn, M. L., "Social Class and Parent-Child Relationships," *Amer. Jrnl. of Sociol.,* 1963, 68 471-480.

Kaplan, B. A., "Issues in Educating the Culturally Disadvantaged," *Phi Delta Kappan,* 46:70-6, November 1963.

Katz, I., "Review of Evidence Relating to Effects of Desegregation on the Intellectual Performance of Negroes," *Amer. Psychol.* (1964).

Katz, P. A., "The Effects of Labels on Chidren's Perception in Discrimination Learning," *J. Exp. Psychol.*, 1963, 66, 5, 425-428.

Katz, P. A., & Deutsch, M., "Relation of Auditory-Visual Shifting to Reading Achievement," *Percept. Mot. Skills*, 1963a, 17, 327-332.

Katz, P. A., & Deutsch, M., *Visual and Auditory Efficiency and Its Relationship to Reading in Children*, Cooperative Research Project No. 1099 of the Office of Education; U.S. Department of Health, Education, and Welfare, 1963b.

Kawi, A., & Pasamanick, B., "Prenatal and Paranatal Factors in the Development of Childhood reading Disorders." *Soc. Res. Child Develpm. Monogr.*, 1959, 24, No. 4.

Keller, S., "The Social World of the Urban Slum Child: Some Early Findings," *Amer. J. Orthopsychiat.*, 1963, XXXIII, 5, 823-831.

Kendler, T. S., "Development of Mediating Responses in Children." In S.C. Wright and J. Kagan (Eds.), *Basic Cognitive Processes in Children. Soc. Res. Child Develpm. Monogr.*, 1963, 28 33-48.

Kephart, N. C., *The Slow Learner in the Classroom.* Columbus, Ohio: Charles E. Merrill, 1960.

Ketcham, W. A., *Dimensions of Children's Social and Psychological Development Related to School Achievement.* Cooperative Research Project Reports, #1286.

Kiehl, R., "Opportunities For Negroes in Engineering," *The Personnel and Guidance Jrnl.*, XXXVII, 3, Nov. 1958, pp. 219-222.

Kjeldergaard, P., "Beginning Reading: An eclectic Phonic Approach." *Project Literacy Reports*, 1964, 4, 21-26.

Klineberg, O., "Negro-white Differences in Intelligence Test Performance: A New Look at an Old Problem," *Amer. Psychologist*, 1963, 18, (4), 198-203.

Kottmeyer, W., *Teacher's Guide for Remedial Reading.* St. Louis: Webster Publishing Company, 1959.

Krugman, M., "The Culturally Deprived Child in School," *NEA Journal*, 50, 23-24, April 1961.

Kvaraceus, W. C. et al. *Negro Self-Concept: Implications for School and Citizenship.* New York: McGraw-Hill, 1965.

Lanning, F. W., Many, W. A., *Basic Education for the Disadvantaged Adult: Theory and Practice*, Houghton-Mifflin Company, Boston, 1966.

Lawrence, P. F., "Vocational Aspirations of Negro Youth in California," *Jrnl. of Negro Educ.*, XIX, 1, 1950, pp. 47-56.

Leshan, L., "Time Orientation and Social Class" *Jrnl. of Abnormal and Social Psychology*, 1952, 47, 589-592.

Levinson, B., *Patterns of Discrimination Learning Set in Preshool Children, Fifth Graders, College Freshmen, and the Aged*, Cooperative Research Project Reports, #1059.

Levy, M., "Upward Bound: Summer Romance?" *The Reporter*, October 6, 1966, p. 41.

Lifton, W. M., *Working with Groups: Group Process and Individual Growth.* New York: John Wiley & Sons, 1961, 238 pp.

Lighthall, F. F., *Anxiety as Related to Thinking and Forgetting, NEA*, 1964.

Mathewson, R. H., (1955) *Guidance Policy and Practice* (revised edition) New York: Harper and Bros.

McConnell, T. R., *The Influence of Different Types of Public Higher Institutions on College Attendance From Varying Socioeconomic and Ability Levels.* Cooperative Research Project Reports, #438.

McDavid, R. I., Jr., "Some Social Differences in Pronunciation," *Language Learning* 4: 102-116; 1952, 1953.

McDavid, R. I., Jr., and McDavid, V., "The Relationship of the Speech of American Negroes to the Speech of Whites." *American Speech* 26: 3-17; 1951.

McGowan, J. F., and Schmidt, L. D. (1962), *Counseling: Readings in Theory and Practice.* New York: Holt, Rinehart and Winston, Inc.

Michael, J. A., "High School Climates and Plans for Entering College," *Public Opinion Quarterly*, 1961, 25, 585-595.

Miller, C. et al. "Racial Differences on the MMPI," *Jrnl of Clinical Psychol.*, XVII, Apr. 1961 pp. 159-161.

Miller, L. M., (Ed), *Guidance for the Underachiever with Superior Ability.* Washington D. C.: U.S. Dept. of Health, Education, and Welfare, 1961.

Mitchell, I., Rosanoff, I. R., and Rosanoff, A. J., "A study of Association in Negro Children," *Psychological Review*, 26: 354-359, 1919.

Murphy, G., (1955), "The Cultural Context of Guidance," *Personnel and Guidance Journal*, 34, 4-9 (132).

N. C. State Board of Education. "Program and Research Design for a Remedial Residential School for Underachievers." Cooperative Research Project Reports, #F-033.

National Council of Teachers of English. *Language Programs for the Disadvantaged: NCTE Task Force Report on Teaching English to the Disadvantaged.* Champaign, Ill.: NCTE, 1965.

National Council of Teachers of English. *Social Dialects and Language Learning.* Champaign, Ill., NCTE, 1964.

Newton, E. S., "Culturally Deprived Child in Our Verbal Schools," *Jrnl. of Negro Educ.* XXXI, (Fall, 1962), pp. 184-187.

Newton, E. S., "Planning for the Language Development of Disadvantaged Children and Youth." *J. Negro Educ.*, 1964, 33, 3, 264-274.

New York State Commission Against Discrimination. *Apprentices, Skilled Craftsmen and the Negro*: An Analysis. New York: 1960.
Non-white Employment in the U.S., 1947-1958, *An Analysis of Trends*. NY: 1958.

Osler, S. F. & Trautman, G. E., "Concept Attainment: II Effect of Stimulus Complexity Upon Concept Attainment at Two Levels of Intelligence," *J. Exp. Psychol.*, 1961, 62, 1, 14-23.

Ostlund, L. A., "Occupational Choice Patterns of Negro College Women," *Jrnl. of Negro Educ.* XXVI, 1, 1957.

Pasamanick, B., and Knobloch, H., "Early Language Behavior in Negro Children and the Testing of Intelligence," *Jrnl. of Abnormal Psychol.*, 50: 401-402; 1955.

Patterson, H. C. (1958), "The Place of Value in Counseling and Psychotherapy. *Jrnl. of Counseling Psychol,*" 5, 216-223 (131).

Pearl, A., & Riessman, F., *New Careers for the Poor*, New York: MacMillan, 1965.

Penty, R. C., *Reading Ability and High School Dropouts*, New York Bureau of Publications, Teachers College, Columbia University, 1956.

Pepinsky, H. B., and Pepinski, P. N. (1954), *Counseling Theory and Practice*, New York: Ronald Press.

Pettigrew, T., "Negro American Intelligence: A New Look at an Old Controversy," *J. Negro Educ.*, Winter, 1964a, 6-25.

[illegible] Counseling Negro Pupils: An Educational Dilemma," *Jrnl. of Negro Educ.* XXIX, 4, 1960.

Premack, D., "Toward Empirical Behavior Laws: I. Positive Reinforcement," *Psychol. Rev.*, 1959, 66, 219-233.

Preston, R. C., *Teaching Study Habits and Skills*, New York: Rinehart and Company, 1959.

Pringle-Kellmer, M. L., et al, "The Effects of Early Deprivation on Speech Development," *Jrnl. of Language and Speech* 1: 269-287; 1958.

Raab, S., Deutsch, M., & Freedman, A. M., "Perceptual Shifting and Set in Normal School Children of Different Reading Achievement Levels," *Percep. Mot. Skills*, 1960, 10, 187-192.

Radin, N., and Kamii, C. K., "The Child Rearing Attitudes of Disadvantaged Negro Mothers," *Jrnl. of Negro Educ.*, 34: 138-146, 1965.

Rambusch, N. Mc., *Learning How to Learn: An American Approach to Montessori*, Baltimore: Helicon Press, 1962.

Record, W., "Counseling and Communication," *Jrnl. of Negro Educ.* XXX, April 1961, pp. 450-454.

Rich, J. M., "How Social Class Values Affect Teacher-Pupil Relations," *Jrnl. of Educ. Sociol.* XXXIII, 9, May 1960, pp. 355-59.

Riessman, F., "Culturally Deprived Children: A New View," *Educational Leadership*, 20:337+, February 1963.

Riessman, F., *The Culturally Deprived Child*, New York: Free Press of Glencoe, 1961.

Riessman, F., "The Overlooked Positives of Disadvantaged Groups," *J. Negro Educ.*, 1964, 33, 3.

Robinson, H. M. (Editor), *Evaluation of Reading*. Chicago: University of Chicago Press, 1958.

Robinson, H. M., *Sequential Development of Reading Abilities*. Chicago: University of Chicago Press, 1960.

Robinson, H. M., *Why Pupils Fail in Reading*. Chicago: University of Chicago Press, 1946.

Rogers, C. R. (1962), "The Interpersonal Relationship, the Core of Guidance,' *Harvard Educational Review*, 32, 416-429.

Rohwer, W. D., Jr., and Davidson, R. E., "The Use of Linguistic Structures in Learning." *Project Literacy Reports* No. 3, Ithaca, New York: Cornell University, 1964.

Rosen, B. C., The Achievement Syndrome, *American Sociological Review*, 1956, 21, 203-211.

Rosen, B. C., "Race, Ethnicity, and the Achievement Syndromes," *American Sociological Review*, 1959, 24, 47-60.

Rousseve, R. J., "Teachers of Culturally Disadvantaged American Youth," *Jrnl. of Negro Educ.* 32: 114-21, Spring, 1963.

Russell, J. W., "Counseling Negro Students,' *Jrnl. of Negro Educ.*, XXVIII, 1, 1959, pp. 74-75.

Salzinger, S., Salzinger, K., Portnoy, S., Eckman, J., Bacon, P. M., Deutsch, M., & Zubin, J., "Operant Conditioning of Continuous Speech in Young Children," *Child Develpm.*, 1962, 33, 683-695.

Samler, J. (1960), "Change in Values: A Goal in Counseling, " *Jrnl. of Counseling Psychology*, 7, 32-39.

Schatzman, L. and Strauss, A., "Social Class and Modes of Communication," *Amer. Jrnl. of Sociol.* 60: 320-338, 1955.

Schneider, L., and Lysgaard, S., "The Deferred Gratification Pattern: A Preliminary Study," *Amer. Sociol. Review*, 1953, 18, 142-149.

Schreiber, D. (Ed.) 1964b, *Guidance and the School Dropout*, Washington: National Educational Association.

Sewell, W., "Social Status and Educational and Occupational Aspiration," *Amer. Sociol. Review*, 1957, 22, 67-73.

Shaffer, H. B. "Negro Employment," *Editorial Research Report,* Aug. 1959, pp. 575-589.

Shoban, E. J., (1961), "Comments on Guidance as Behavior Change," *Personnel and Guidance Journal,* 39, 560-562.

Sigel, I. E., "How Intelligence Tests Limit Understanding of Intelligence," *Merrill-Palmer Quarterly,* 1963, 9, 4, 39-56.

Siegel, S., *Nonparametric Statistics in the Behavioral Sciences,* New York: McGraw-Hill Book Company, 1956.

Silberman, C. F., *Crisis in Black and White.* New York: Random House, 1964a.

Soskin, W., & John, V. P., "The Study of Spontaneous Talk." In R. Barker (Ed.), *Stream of Behavior: Explorations in its Structure and Content.* New York:Appleton-Century-Crofts, 1963.

Spears, H., & Pivnick, I., "How an Urban School System Identified its Disadvantaged," *J. Negro Educ.,* 1964, 33, 3, 245-253.

Staton, T. F., *How to Study* (Programmed or book), American Guidance Service.

Stewart, W. A. (Ed.), *Non-standard Speech and the Teaching of English.* Washington, D. C., Center for Applied Linguistics, 1964.

Stewart, W. A., (Ed.), *Urban Negro Speech: Sociolinguistic Factors Affecting English Teaching,* Washington, D.C., Center for Applied Linguistics, 1965.

Strang, R., "How Guidance Relates to Curriculum," *Personnel and Guidance Journal.* XXXII, 5, Jan. 1954, pp. 262-265.

Strodtbeck, F., "The Hidden Curriculum of the Middle Class Home." In C. W. Hunnicutt (Ed.) *Urban Education and Cultural Deprivation.* Syracuse: University Division of Summer Sessions, Syracuse University, 1964.

Super, D. E. (1955), "Personality Integration Through Vocational Counseling," *Jrnl of Counseling Psychol.,* 2, 217-226.

Super, D. E., *Psychology of Careers,* New York: Harper and Bros., 1957.

Super, D. E. (Ed.), *The Use of Multifactor Tests in Guidance.* Washington: American Personnel and Guidance Association, 1958.

Super, D. E., and Cretes, J. O., *Appraising Vocational Fitness by Means of Psychological Tests.* Psychological Corporation, New York, 1962.

Taylor, C. P. (1956), "Social and Moral Aspects of Counseling (letter to the editor)," *Personnel and Guidance Journal,* 35, 180 (132).

Taylor, S. E., *Listening,* NEA, 1964.

Taylor, W. L., "Close Procedure: A New Tool for Measuring Readability," *Journalism Quarterly,* 1953, 30, 415-433.

Taylor, W. L., "Recent Developments in the use of Close Procedure," *Journalism Quarterly,* 1956, 33.

Templin, M. C., "Relation of Speech and Language Development to Intelligence and Socioeconomic Status." *Volta Review.* 60: 331-334. September, 1958.

Terrel, G., "Social Class and the Nature of the Incentive in discrimination Learning," *The Jrnl. of Abnormal and Social Psychology,* 1959, 59, 270-273.

Thelen, H. A., "Some Classroom Quiddities for People-Oriented Teachers," Department of Education, The University of Chicago, *The Jrnl. of Applied Behavioral Science,* National Training Laboratories, NEA Volume 1, Number 3, (July-August-September 1965) p. 270.

Tiedeman, D. V., and Field, F. L., (1962), "Guidance: the Science of Purposeful Action Applied Through Education," *Harvard Educational Review,* 32, 483-501 (51).

Tomlinson, E., "Language Arts Skills Needed by Lower Class Children," *Elementary English.* 33: 279-283, May, 1956.

Trueblood, D. L., "The Role of the Counselor in the Guidance of Negro Youth," *Harvard Educ. Rev.,* XXX, 3, Summer 1960, p. 263.

Tuddenham, R. D., "The Influence Upon Judgment of the Apparent Discrepancy Between Self and Others," *Jrnl of Social. Psychol.,* Vol 53, 1961, p. 69.

Tumin, M. *Desegregation: Resistance and Readiness,* Princeton: Princeton University Press, 1958.

University of Louisville, *Human Relations in Career Planning,* August 1960, p. 13.

VanKaam, A. (1962), "Counseling from the Viewpoint of Existential Psychology," *Harvard Educational Review,* 32, 402-415 (203).

Verhave, T., *The Experimental Analysis of Behavior,* New York: Appleton-Century-Crofts, 1966.

Walker, D. E., and Peiffer, H. C. (1957), "The Goals of Counseling," *Jrnl. of Counseling Psychology,* 4- 204-209 (132).

Wann, K. D., Dorn, M. S., & Liddle, E., *Fostering Intellectual Development in Young Children.* New York: Teachers College Bureau of Publications, 1963.

Weiner, M., and Murray, W., "Another Look at the Culturally Deprived and their Level of Aspiration," *Jrnl. of Educ. Sociol.,* 36:319-21, March 1963.

Weits, H. (1957), "Counseling as a Function of the Counselor's Personality." *Personnel and Guidance Journal,"* 35, 276-280 (148, 153).

Weits, H., (1961), "Guidance as Behavior Change," *Personnel and Guidance Journal,* 39, 550-560 (22, 99).

Whiteman, M., "Intelligence and Learning." In selected papers from the Institute for Developmental Studies Arden House Conference on preschool enrichment of socially disadvantaged children. *Merrill-Palmer Quarterly,* 1964, 10, 3, 297-309.

Wilensky, H., "Teacher Competence and Assessment of Pupil Abilities, *Campus School Exchange,*" Fall, 1963, 12-14.

Williams, C. T., "Special Consideration in Counseling," *Jrnl. of Educ. Sociol.,* May, 1959.

Williamson, E. G., (1959), "The Meaning of Communication in Counseling," *Personnel and Guidance Journal,* 38, 6-14.

Williamson, E. G., "Uses of the Counseling Interview, *Current Status and Future Trends in Student Personnel,* Kansas State College of Pittsburg, July, 1961, p. 31.

Williamson, E. G., (1958), "Value Orientation in Counseling," *Personnel and Guidance Journal,* 36, 520-528 (131, 132).

Witryol, S. L., *Development of Incentive Values in Childhood,* Cooperative Research Project Reports, #1477.

Witty, P. A., "Some Suggestions for Vocabularly Development in Public Schools," *Educational Administration and Supervision,* XXXI (May, 1945), pp. 271-283.

Woolf, M. D., and Woolf, J. A., *Remedial Reading Teaching and Treatment.* New York: McGraw-Hill Book Company, 1957.

Wrenn, C. G., (1962a), *The Counselor in a Changing World,* Washington D.C: American Personnel and Guidance Association.

Wrenn, C. G. (1962b), "The Culturally Encapsulated Counselor," *Harvard Educational Review,* 32, 444-449, (204).

Wrenn, C. G., Reinbard, G. H., and Schwarzrock, S. P., *Planned Group Guidance,* American Guidance Service, Minneapolis, 1963.

Wright, J. C. & Kagan, J. (Eds.), "Basic Cognitive Processes in Children. "*Soc. Res. Child Develpm. Monogr.,*" 1963, 28, No. 2.

Wright, M. T., "Some Educational and Cultural Problems and Needs of Negro Children and Youth," *Jrnl, of Negro Educ.,* XIX, 1950, pp. 310-321.

Wrightstone, J. W., "Discovering and Stimulating Culturally Deprived Talented Youth," *Teacher's College Record,* LX, (October 1958), p. 337.

Yoakam, G. A., *Basal Reading Instruction.* New York: McGraw-Hill Book Company, 1955.

Zimmerman, E. H., and Zimmerman, J., "The Alteration of Behavior in a Special Classroom Situation," *Jrnl. of the Exper. Analysis of Behavior.* 1962, 5, 59-60.

Education and The Other America (Continued from Page 191)

"probation" period before the axe comes down and someone "flunks out".

All of you stand in crucial roles in career sorting for young people. You will be able to point the way, to raise the aspiration of those weighed down by an oppressive environment. You will be able to open a door for youngsters with promise but uneven preparation. Let their scars weigh in their favor when you decide.

Time is short, the night has been long, there is much to answer for. As one Upward Bound youngster, a mountain girl in "bloody" Harlan County, Kentucky where about half the men folk are on welfare, said,

> "We are all here for the same purpose
> Even though the poor eat the rich man's surplus
> Give us a chance, hear our call.
> We have freedom one and all.

It is extremely important that we hear this call, for if we don't this great society will be much the lesser for it. And there will be much to answer for again.