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TO HELP THEM ACHIEVE, THE ACADEMIC TALENT SEARCH PROJECT.

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THIS REPORT DESCRIBES A 1964-66 PROJECT TO BRING HIGHLY MOTIVATED DISADVANTAGED HIGH SCHOOL GRADUATES TO FULL MATRICULATION AT BROOKLYN COLLEGE. THE INSTRUCTIONAL PROGRAM OFFERED STUDENTS IN-DEPTH COUNSELING, ENROLLMENT IN SOME OF THE COLLEGE'S REGULAR COURSES, AND INDIVIDUALIZED INSTRUCTION. FIRST-YEAR ENGLISH AND MATHEMATICS CLASSES WERE LIMITED TO TEN STUDENTS. SYMPATHETIC AND EFFECTIVE INSTRUCTORS, ATTENTION TO STUDENTS' ECONOMIC SITUATION AND VOCATIONAL OBJECTIVES, AND JOB PLACEMENT WERE OTHER FEATURES OF THE PROGRAM. OBJECTIVE TEST DATA REVEALED THAT AFTER TWO YEARS THE STUDENTS WERE APPROXIMATELY AT THE LEVEL OF BEGINNING COLLEGE FRESHMEN. THE AVERAGE GRADE INDEX WAS BETWEEN A "C" AND A "D". OF THE 42 STUDENTS WHO INITIALLY ENROLLED IN THE PROGRAM, 31 REMAINED THROUGH JUNE 1966. THE SOCIAL AND PERSONAL CHARACTERISTICS OF THE STUDENT PARTICIPANTS, THE ENGLISH AND MATHEMATICS TUTORIAL PROGRAM, COUNSELING SERVICES, AND PROGRAM COSTS ARE DESCRIBED IN THE REPORT. (AF)

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TO HELP THEM ACHIEVE

The Academic Talent Search Project

by Ellswerth Missall

UD 005 718

School of General Studies
BROOKLYN COLLEGE
CITY UNIVERSITY of NEW YORK

In Cooperation with
THE ROCKEFELLER FOUNDATION

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INTRODUCTION

All applicants for admission to Brooklyn College are treated alike; all are eligible for admission to the baccalaureate program provided that they offer the necessary number of entrance units of secondary school work and that they have the required average in high school subjects and appropriate scores in the Scholastic Aptitude Test of the College Entrance Examination Board. As a public institution Brooklyn College accepts individuals who qualify scholastically, regardless of race, creed, or origin.

Despite the clarity of this admission standard, questions have been asked repeatedly about the policy of integration at Brooklyn College. Are Negroes admitted? Puerto Ricans? Are quotas established? Is there any discrimination against certain categories?

Some interrogators have not been altogether satisfied with the College's requirements for admission. Does not the scholastic index, in itself, embody a type of discrimination which favors the more privileged, white, middle classes in the community? Are there, in fact, any Negroes who have been able to meet the high admissions requirements and who are now registered at Brooklyn College?

The truth of the matter is that the City University has deliberately avoided any reference to race or color on its application forms. Therefore, until the candidate has been accepted and appears for an orientation interview we know nothing about his ethnic background. Even then, no record is kept concerning racial traits or origins, and therefore statistical data on this subject are not readily obtainable. Suffice it to say, hundreds of colored students are enrolled at Brooklyn College as full matriculants, and hundreds more are admitted as non-matriculants. The latter are almost all enrolled in the School of General Studies and include many immigrants from the West Indies, other Caribbean Islands, South America, and Africa. Usually, they do not qualify immediately as degree candidates because of some deficiency in entrance units or scholastic average, but eventually a sizeable percentage demonstrate an ability to do college-level work and matriculate for the baccalaureate degree.

However, "hundreds," in an undergraduate student population exceeding twenty thousand, represents a rather low proportion. What of the thou-

sands of New York City residents who graduated from high school but did not achieve academic distinction? Do any of these deserve a chance to enter college or must they be permanently debarred because of their poor start up the academic ladder? Some of them may be "late bloomers" or "slow learners," so-called; others are students with disadvantaged educational and home backgrounds who are judged to have potential ability. Individuals in this latter category, who encountered difficulties early in their careers, often respond to efforts at academic rehabilitation and clearly demonstrate the ability to succeed in college. Preferred handling, in terms of special admissions procedures, financial supports, tutorial facilities, and remedial and guidance services are examples of the kinds of help that may be necessary for certain disadvantaged groups. Given the proper impetus, such students may well develop to the point where they can assume a normal role in the college community.

An Academic Talent Search Project was initiated at Brooklyn College to attempt to prove the correctness of this thesis. Its stated purpose was to serve as a design for dealing with the problem of the educationally disadvantaged, while its structure was such as to provide guidelines for further experimentation.

The School of General Studies was singularly well qualified to conduct a worthwhile experiment of this kind, since for many years it has experimented with remedial courses, with varying entrance requirements, and increased professional guidance. It has a wealth of experience in providing opportunities for persons with irregular or interrupted educational backgrounds. Many of its programs of study are planned for those who have had limited educational opportunities, owing to lack of facilities in the areas in which they spent the formative years of their lives.

The history of this project and a critical analysis and evaluation of its effectiveness form the substance of this report. Every effort was made to aid the students enrolled in the project in meeting the high academic standards of Brooklyn College. However, not until they clearly demonstrated an ability to pursue college-level work were they permitted to carry a full schedule. Otherwise, there was the danger that the "disadvantaged" would be overwhelmed by challenges beyond their capacity. To enable these students to adjust to college life, they had to be brought up by hard work, both on the part of students and teachers, to a level where they would not suffer new agonies of falling "below par."

The most important ingredient in this whole venture was the human factor. The sympathetic interest in this group on the part of the executive officer and his associate, coupled with a deep personal conviction that their

efforts would lead the way to overcoming the educational handicaps of the socially and economically deprived, provided a strong underpinning for the project. This sense of dedication was contagious, and most of the participating faculty members soon became enthusiastic supporters of the program. Their understanding and cooperation did much to develop among the students the feeling that "someone cares enough to make me do what I should be doing."

This demonstration project was based upon the assumption that application of competence, energy, and imagination on the part of a small group of instructors, working with a relatively small group of highly motivated but disadvantaged students, would succeed in integrating them into the college community—not as the "poor relative" whose presence is tolerated, but rather with the full dignity of belonging. The hope is expressed that the project group, afforded special incentives and facilities, will continue on the "college track" after this two-year intensive effort. While offering direct educational assistance to the men and women who participated in the experiment, the higher aim is to provide the academic world with a demonstration of the manner in which the basic philosophy of the School of General Studies can be exploited to meet this immediate challenge.

Edwin H. Spengler, Dean
School of General Studies
Brooklyn College

I

TRADITION AND INNOVATION

CAN IT BE DONE?

Can one operate within the values of a nationally known liberal arts college to assist a group of socially deprived and academically substandard youth? Is there not something at odds, something contrary to the purposes of college education, in a program that proposes to raise to regular baccalaureate status a group of young people who present significant contrasts to a student body which normally achieves the highest ratings on nationally standardized admission examinations and enjoys widespread acceptance in the top level graduate schools of the country?

In informal discussions over the luncheon table some faculty have responded in emphatic rejection. Dilution and the lowering of standards — the subversion of higher education — can be the only consequence of a program of this sort in the view of these colleagues. If a student is not qualified to meet the requirements, send him elsewhere for the remedial work that he needs to prepare him for the responsibilities that the college will impose. Others, though no less attached to the traditional ways of a first class college, were willing to accept the social circumstances of the day as a justification for a temporary experimental exploration of procedures at variance with the orthodox. They hardly concealed, however, a deep skepticism about ideas like this. Yet certain other colleagues, some of whom have participated in various direct ways in support of this Project, revealed an acceptance and flexibility in their thinking about the merits of the traditional and the innovative in the fulfillment of their role as professional educators.

Since the conduct of this program could not be shielded from the attitudes and association of a cross section of the faculty, difficulty could, in some cases, be unnecessarily compounded by an insensitivity to the ways in which traditional values might affect its operation. The professional milieu in which some professors have their beings appears to be dominated by a kind of puritanism that presumably is best spelled out in strong Gothic letters. When translated, this value appears as a kind of confining, fixed, and punitive concern for intellectual discipline. It is the fundament of collegiate education. A hard working, attentive, and alert student, through ready articu-

lation, fluent expression, and facile composition, must reveal the substance of a course, or the consequences will be the application of a death dealing retention standard. The student must also possess a flexible capacity to function in large classes, and to complete predetermined assignments in a predetermined length of class hour in a cyclical semester by semester calendar; otherwise he does not deserve the appropriate grade and collegiate credit.

Mindful of these kinds of academic cross winds, we have searched with care for those sections of the academic weather chart that promise the possibility of minimal turbulence. Fortunately the Brooklyn College academic weather chart does provide other routes and directions which have developed out of an aggressive concern for flexibility and realism in the educational process. The existence of devices like independent study, exemption examinations, special seminars, relaxed attendance regulations, credit for experience, a nationally recognized counseling service, a "basic skills" program, and a division of testing and research testify to an approach to education that contains elements modifying a variety of the orthodox means to a given educational end.

THE FACILITY AT HAND

The inception of this Project added one more to a number of Brooklyn College activities which bespeak its institutional interest in educational policies and practices that reflect growing insights and sensitivity to changing social challenges.[1] A Presidential Committee on the Culturally Deprived made an extensive exploration of the role that the College might assume and formulated a proposal (see Appendix 1) which received the support of the Rockefeller Foundation. Effective late in May, 1964, a grant of $145,000 made it possible to establish a two year program identified as the Academic Talent Search Project.

Immediately the College started to look for fifty young persons who could be helped to qualify as matriculants for the baccalaureate degree. In its quest for disadvantaged youth, the College sought current high school graduates who had completed all or some part of a college preparatory curriculum at a scholastic level too low for regular admission and who

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[1] Harry D. Gideonse, "Brooklyn College and the Disadvantaged," pp. 9-10. This document presents a broad view of the way the College has been providing educational assistance for the under-privileged. This text is a separate edition of a chapter in the "Biennial Report of the President of Brooklyn College to the Board of Higher Education of New York for the Years 1963-1965."

experienced adverse social pressures in financially restricting circumstances. High school principals, counselors and teachers assisted in the selection of candidates who, despite poor records of formal academic achievement, demonstrated other qualities that prompted their recommendation.[2]

The grant from the Rockefeller Foundation made it possible for these young people to attend Brooklyn College without the payment of the fees usually required of a non-matriculated student. Each student was also given a weekly stipend sufficient to pay daily transportation costs and to provide a modest amount for a meal. The cost of books used in the introductory tutorial in English was met from the grant. A blanket medical and hospital insurance policy was purchased to afford basic protection against the everyday hazards to health.

The opportunity for freedom of experimentation was underlined by the prospectus. One reads in this statement, both implicitly and explicitly, suggestions for an approach significantly at odds with the characteristic expectations. Note, for example, this sentence: "To break the circle, there must initially be *unequal* (underlining in the original document) treatment to favor and to compensate for generations of loss." In a more detailed itemization one reads:

> Long years of underprivilege for any group of people result in the vicious circle of further underprivilege. To break the circle, there must initially be *unequal* treatment to favor and to compensate for generations of loss. Preferred treatment in terms of appropriate admissions procedures, financial support, tutorial facilities, and remedial and guidance services are examples of the kinds of help that may be necessary for certain disadvantaged groups. It is assumed that, given the proper impetus, such students can be developed to the point where they can be integrated into the college community.

Here is the rationale for chronological, mechanical, personal, and substantive educational experimentation. The extent to which this Project has fallen short of the opportunities afforded it has been a measure of the lack

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[2] To understand the kind of formal academic challenge presented by the College for admission to baccalaureate status, one should know that the combined average composed of college preparatory high school courses and the Scholastic Aptitude Test should be at least 85%. It has been higher. In addition the student is required to have completed three years study in one foreign language, two and one half years of mathematics (currently to be raised to three), and one of a laboratory science, as well as four years of English and a year of social science.

of imagination and effort of those who tried to meet the challenges it presented.

SOME BASIC FEATURES

An introductory and summary description of this Project for the last two years should include the following items among its basic characteristics:

(1) This has not been a program in which the students spent a term or more in preparatory transition between high school graduation and college admission. The students experienced a more complex intermixing of remedial, rehabilitating, and ongoing education.

(2) The counseling in this program has reached many stages beyond what is ordinarily encompassed in that term. For the purpose of this preliminary statement it could be described as striving to overlook no element of the totality of the relation of the student to his family, neighborhood, college, gainful employment, vocational objective, financial or health needs. In addition the counseling has been marked by an intimacy, frequency, and sensitivity of a high order.

(3) The calendar, as defined in class hours and semesters for some educational purposes, has not been permitted to supersede the pace of the student as a measure of time.

(4) Formal appraisal as "failing," again for some educational purposes, was not substituted for forward educational movement. Both time and grading, where remedial and rehabilitation needs were being served, were subordinated to the motivation of the student, his personal academic improvement, and his pace of accomplishment.

(5) Class size in the critical courses in English and mathematics, primarily during the first year, was limited to seven to ten students. Schedules made possible even smaller conference groups and personal attention when it was necessary.

(6) Throughout the two years of the Project, but particularly during the first year, efforts were made to secure instructors who were sympathetic to the purposes of the Project and who also had earned a reputation as effective teachers.

(7) In recognition of the fact that immediate "drop outs" would very directly frustrate the purpose of the Project, ten colleagues were enlisted during the first term to participate from the first arrival of these students

in the role of "mentors." In this capacity they were requested to maintain whatever kind of counseling and guidance relationship appeared useful in the reduction of student anxieties and to provide orientation for the students' new responsibilities.

(8) The economic situation of the students, immediately in some cases, and soon in others, determined some fundamental aspects of the Project. Behind the phrase, "deprived student," lies a well understood adverse cultural experience, with inherent adverse psychological aspects. In the absence of psychologically fitting employment opportunities and broad gauge vocational planning, student anxieties and despair became significantly entangled in curricular planning, the demonstration of the relevance of a liberal arts curriculum, and the length of time required to reach a degree.

(9) The economic situation and the weak academic preparation restricted the size of students' programs, thus making the remedial work a larger psychological burden than it should have been.

(10) Specified and continuous attention was paid to focusing upon expressed vocational objectives, widening the student horizon regarding vocational opportunities, and assisting in the delineation of realistic goals.

(11) Vigorous initiation of job placement opportunities was recognized as essential to student motivation, forward educational strides, and individual maturation.

ADMISSION

The Director of Admissions started early in June, 1964, to find fifty students who would be ready to begin college work in September. The calendar created difficulties. Many students who might have been likely candidates had already committed themselves to other plans. Some had been accepted in other educational institutions and others, without the prospects of further education, had secured jobs, or, adversely oriented to more schooling, were seeking employment and a degree of independence for themselves and their families. As a consequence only seventy applications were received.

A number of high schools in the Borough of Brooklyn known to enroll large percentages of students coming from poor socio-economic circumstances were informed about the nature of the project. They were provided with a statement of the criteria for admission, and application forms (see Appendices 2,3,4) to be prepared by an officer of the high school.

Under the heading of requirements for admission, the high schools were informed that the "applicant must be economically, culturally and socially disadvantaged," that he must be "a resident of New York City" and "a holder of an academic diploma awarded in January or June, 1964." Finally, that the applicant must be "highly recommended by the high school principal as a student with an academic potential for college work, but whose high school achievement has been below standard (over-all average of 75% or less) because of previous disadvantaged educational background."

A formal recommendation was submitted for each student selected by the high schools. This recommendation included information about the personal qualities, family background, academic potential, economic status, extracurricular activities, and other general comments about the applicant. (see Appendix 4)

Approximately twenty adjectives were employed repeatedly by high school authorities to describe the candidates' potential for college work. Among them were "highly motivated," "intelligent," "reliable," "courteous," "mature," and "worth saving." There was frequent reference to one or another nominee's "appealing personality." In many cases these descriptions were supplemented by such phrases as "Many teachers support the candidate" and "The student contributed to the student organizations of which he was a member."

Subsequent personal interviews with the high school advisers brought to light the fact that some of these students impressed their instructors with their alert, superior participation in oral class work, despite inferior performance in the written assignments or examinations. Other advisers commented upon the dogged insistence with which some of the students sought admission to college. Some observations underlined the fine school citizenship evidenced by excellent service in administrative offices of the high school or unusual contributions to student groups or athletic teams.

Before the final selection was made the candidates were interviewed by counselors in the Department of Student Services. In these interviews the counselors were asked to pursue some specific kinds of inquiry and to supplement the formal outline with any other information or recommendations that naturally developed out of a free discussion with the candidate. (Exhibits 5 and 6 in the Appendix present the guidelines suggested by the Executive Officer of the Project and a worksheet prepared by the counselors to guide the major direction of the interview.)

From these interviews it is apparent that about 65% had made positive to very strong attempts to gain admission to a college and that perhaps 10%

despaired of their chances and made no effort to secure college admission. Approximately another 10% saw the need for or preferred the prospect of independence that might follow from seeking employment. In this group, however, there were those who thought that a year of gainful employment should precede any thought of seeking college admission.

Family attitudes, as revealed by the candidates, showed a range of about 70% whose parents could be classified as very eager or, at least, supportive regarding the student's enrollment in the ATSP. Possibly another 20% of the attitudes might be classified as revealing no objection. The remaining 10% were not readily classifiable.

The very general indication that the financial position of the family would either frustrate the intensity of the desire to attend college or involve the financial contributions of the students was the first cue for the Project that gainful employment would become a major factor in the educational life of these students.

Very early in July, 1964, forty-two applicants had been selected for the Project. Practically all the applicants who were rejected were found to be the members of families whose income placed them above the acceptable level. The academic records of a few were sufficiently high to qualify them for admission without the aid of this program. One or two presented emotional patterns that made their admission inadvisable.

Among those admitted the high school averages of 29 ranged between 65-75%. The remaining 12 ranged between 76-82%. But these figures in themselves only partially revealed their level of readiness for regular standing at the College. Twenty-seven, or 65% of the group, were deficient in the high school course work required by the College for the admission of baccalaureate matriculants. The extent to which these deficiencies plagued these students became apparent as the program progressed.

Some suggestion of the extent of their formal shortcomings may be indicated by this analysis. (The term, "formal," is used here advisedly.) The testing that was done after their selection and in conjunction with subsequent program planning revealed that there could be a significant difference in some cases between the reality of achievement and its certification:

> Four students were faced with the need to complete all of the high school requirements in mathematics. Four students had to complete plane geometry and intermediate algebra. Nine students had to complete intermediate algebra.
>
> Four students were deficient in all of the foreign language requirements. Twelve had to complete the third year of high school

foreign language. One student had to complete two years of high school foreign language.

The median of deficiency approximated 1½ units. The average deficiency amounted to 1.2 units for each of the 27 students.

When one reckons with the fact that seventeen students had to remove 1½ - 5½ units of deficient high school preparation, it should be easier to understand the student lament "that so much work had to be done for nothing."

Since sixteen students (over 38% of the group) needed help to remove conditions in mathematics and nineteen (over 45% of the group) had less than three years of high school foreign language, the struggle to establish themselves in their own eyes as "real college students" was compounded of obstacles that must be intimately recognized in all appraisals of the academic strides made by these students in the two year experience of this program.

A Brooklyn College Academic Talent Search Project Mathematics Tutorial

II

WHO ARE THEY?

ECONOMIC AND SOCIAL CIRCUMSTANCES

Their very limited economic resources and their adverse social experiences are rudimentary elements to be recognized in an introduction to the students in the Academic Talent Search Project. Forty-two in number (twenty-five male and seventeen female), they included twenty-two Negroes and six Puerto Ricans.

An analysis of their family incomes, relevant in examining their socio-economic circumstances, shows that 65% of the families were earning $4000 or less per year, including, in some instances, welfare assistance or small pensions. Of the families with incomes of $4000 or below, 50% numbered five to ten people in each unit.

Twenty-six of the families were "broken" in one fashion or another. Separated parents, divorced parents, and deceased parents in each of these instances variously limited the means of these units — setting aside social prejudice — from maintaining the usual kind of family cohesion and collaboration.

Colleagues acquainted with the neighborhoods in which these students live provided twenty-six characterizations. These characterizations when tabulated provided eight classifications ranging from "middle class white" to "lower middle class white becoming Puerto Rican" to "predominantly Negro, slum type." On the basis of these observations over 78% of the students were said to be living in "poor, or very poor" Negro-Puerto Rican, or "poor racially mixed" or "predominantly Negro, slum type" areas. One was the resident of a low-cost housing project. Others were said to be living in "lower middle class white or mixed" communities.

Another element affecting a stabilized and accepted position in the community may be suggested by the fact that 52% of these students were born outside of the City of New York. A group of seventeen students identify eleven places of birth as widely separated as Panama, Cuba, British West Indies, Puerto Rico, and British Guiana, in one hemisphere, and Italy, Germany, and Poland in the other.

During their high school years over 85% were gainfully employed.

About 10% had worked as volunteers in community centers, church organizations, and hospitals. Overwhelmingly, however, they had gainful work experience after school hours, on week-ends, and during the summer months. For a handful of the students gainful employment consumed many hours beyond part-time endeavor, and their income made a necessary and significant contribution to the family resources. Better than 30% found employment as store clerks, stock clerks, and cashiers in food stores, department stores, and pharmacies. Several found summer employment as bank clerks, construction workers, kitchen helpers, and truck loaders. Delivering papers, cleaning lavatories, shining shoes, waiting on tables, cleaning stores, and cooking hamburgers can also be listed as occupations.

SOME PERSONAL QUALITIES

Any stereotypes that may have been entertained about the behavior and appearance of these students before they arrived at the College — suggestions that they might consume an inordinate amount of the time, energy, and imagination of the staff in some kind of disciplinary activity, or that the Project should be prepared to include a budgetary item for clothing — were very, very wide of the mark. A suggestion that the students' social immaturity would make it wise in an early orientation assembly to bestow upon each some kind of concrete evidence of his membership in the College community also proved to be a misjudgment of their needs. All of the original contacts with college officers and staff produced consistent and enthusiastic observations favorable to the manner, deportment, and dress of these candidates. Sometimes these comments reflected adversely upon the "regular" student body.

A small college staff, already busy with other routine college assignments, undertook the additional correspondence, preparation of forms, screening, consultation, and testing in order to complete the admissions processing in something less than a month's time. Necessarily, therefore, there were occasions when this group would have to line up or to wait. Never was there need to ask them to be orderly or to wait their turn or to reprimand them for surly comments that might ordinarily have been provoked by impatience with a brand new set of procedures. Those first favorable impressions have been duplicated many times since by other faculty members who have later come to know these students.

SOME REACTIONS TO HIGH SCHOOL

This group's social and economic background did not slow up its com-

pletion of high school. At the time of admission to the Project, eleven reported their age as 17, four 17½, and nineteen 18. Eighty percent of the group were 18 years of age or younger. Of the others, seven were 19 and one 18½ years of age.

Their relative youth and their limited economic circumstances apparently did not preclude some time for leisure pursuits. Twenty kinds of activities were reported with many indicating two or three kinds of leisure interests. More than half identified sports and nineteen included reading of current novels, mystery stories, magazines and hobby journals. Oil painting, water coloring, singing, dancing, playing musical instruments, participating in church groups, and community organizations occupied from five to ten percent of the group. Chess, knitting, sewing, photography and the Boy Scouts were included. Only ten percent identified viewing T.V. as an important leisure time pursuit.

To questions about high school subjects which they most preferred, twenty-five of the students chose English as one of their favorites. History was chosen by twenty. In both cases, frequent reference was made to the "effectiveness of the instructor" as the reason for the evaluation. Other popular high school subjects were mathematics and science, each favored by eleven students, and art, foreign languages, and physical education, each found to be stimulating by seven students.

The responses to questions as to what the students liked best about high school were divided into forty categories and one hundred fifteen supporting notations. With the exception of four students who suggested that the "social life" and the opportunities for the enjoyment of "hobbies" were the experiences liked most in high school, all of the remaining categories referred favorably to regular course work.

When asked what they liked least about high school, there was a marked difference of response. Fourteen did not respond to this inquiry, four indicated that they had "no dislikes" and only six subjects were identified as distasteful. Mathematics led the list with ten objections, foreign language was rejected by five. One, two or three found history, English, science and economics without attraction. However, seven comments of criticism were directed to their total experience as high school students. The presence of "cliques," the "absence of friends," and a "feeling of isolation" were identified. The "counselors were no help" and there was too much "regimentation," said others. One student found fault with the high school because "too many holidays fall on Saturdays." Two others canceled each other out by a criticism of too many students who "goof off" and the low academic

standards which foster a slovenly performance, in contrast to the opposing view that the "passing mark is too high."

In the light of the two year insights that have come from a very intimate counseling relation with these students, it is believed that the comments made by them regarding their attitudes toward high school can be accepted as described. The directness of their relationship to the College suggests that they were reporting simply what they actually believed.

EDUCATIONAL INTERESTS BEYOND HIGH SCHOOL

In an attempt to gauge their motivation for college, beyond the recommendations of their high school teachers and counselors, it was learned that twenty-eight applied either to a community college or a regular four year college. One student reported making application to eight institutions, another to five, and two others to four and three institutions respectively. Thirteen of the twenty-eight reported acceptances, seven to four year colleges and six to community colleges. Financial considerations appeared to be the primary reason for not taking up the acceptances that they were offered.

Inquiry about their vocational objectives at the time of admission revealed a level of aspiration clearly assuming post-high school education. Fourteen basic occupational goals identified by thirty-six selections suggest the degree to which they hoped to move from the less skilled types of employment with which they had experience in their own families or in their community associations. Eighteen identified occupations such as teaching, social work, nursing and the Peace Corps, revealing the largest category, which may be classified as service oriented. Accountancy, business administration and engineering shared three aspirants each. Medicine, psychiatry, and medical technology shared two candidates each. Commercial art, drafting, law, and space work each reflected the goal of one young hopeful student.

PERSONALITY CHARACTERISTICS

During the latter days of June and early July, 1964, in the course of the admission interviews by counselors in the Department of Student Services, attempts were made to assess personality strengths and weaknesses. Although these open ended evaluations are not amenable to precise scoring, they do reveal something approximating a four to three ratio in favor of

plus personality factors. A score of adjectives, some repeated a half dozen times, underlined impressions that these students were "neatly dressed," "alert," "bright," "charming," "cheerful," "pleasant," "out-going," "sensitive," "responsible," "articulate" and "poised." For every four of such positive qualities one can find about three characterizations that raise various degrees of doubt about a student's personal readiness to face up successfully to the social and academic demands with which he would be faced. The most extreme negative appraisals can be found in terms like "unimpressive," "unremarkable," or "extends himself very little." Other terms, less vigorously cautioning against a student's prospects of being unable to do what would be expected of him, nevertheless emphasized frequently that the student was "quiet," "shy," "passive," "retiring," "anxious," "tense," "uncertain," "confused," "a scared rabbit," and had heavy "dependence on outside approval" and "low self-esteem." Of these appraisals, 57% identified personality strengths likely to conduce to successful college work. It is not a percentage suggesting that over-all personality strengths were present in sufficient intensity to give one a strong sense of security about the candidates' future academic achievement.

During the first term of the Project, faculty associates who met with the students in personal interviews presented some estimate of the kind of students they found. These reports emphasized characteristics, sometimes the student's own appraisal of his feeling, like "scared," "overwhelmed," and "confused." In the eyes of these faculty members some students appeared to be "extremely quiet," "shy," "fearful," or "lost."

A few samples of faculty observations may help to picture this group of students:

> This student has come in for six interviews. He has kept the mentor informed about his reaction to the program and his difficulties and progress in each of his courses. He is most eager to succeed in college and is applying himself diligently. In the first interview, he expressed pleasure about the small size of the English and mathematics classes and commented, "I think I will learn." He recognized right away some difficulty with the oral work in Spanish 3. The difficulty seemed due partly to lack of knowledge and partly to fear of making a mistake in class. Mentor encouraged him to make use of the language laboratory and to consult his instructor. He has done both with profit. He reported after his first appointment with the instructor that he had received "a lot of help."
>
> He is trying hard to improve in English; seems to understand his

areas of weakness and feels free to ask questions in class. It is in mathematics that he appears to be doing his best work. He was pleased with a grade of 90 in one test.

A growth of confidence was evident about three weeks ago when he remarked, "I think I'm doing very well." He was not taking anything for granted, however, and added quickly, "I'll wait and see what the grades say." Since that time his measures of progress have been undergoing readjustment. He has taken a test in Spanish and now says he will be afraid to look at the paper when it comes back. He is also concerned about two compositions in English that he termed "miserable" – full of mistakes in spelling, diction, and paragraphing. Furthermore, he had not understood the content of one of the readings on which he had been asked to comment in his paper. Though duly concerned about his performance in both English and Spanish, he did not appear discouraged, but simply determined to keep working.

He seems to be developing initiative and poise. He is finding his way about the campus and is taking advantage of college facilities. On fine days he loves to sit on a bench under the trees to study. He enjoys the social activities being provided for the group. He is a warm, sincere person with a sense of humor and a capacity for enjoyment of life. It is a pleasure to work with him.

* * *

This student seems to be finding it a bit difficult to adjust to the program. He appears to be a relaxed individual – describes himself as a "loner." He seems to have few—if any—hobbies or special interests – indicates that he likes to have free time when he doesn't feel pressured to "do" something – this is one reason he hasn't been anxious to get a part-time job. He wants to have time for study and then feel free to "look at T.V. or do whatever I want."

As the interviews progressed, the student indicated a somewhat different attitude. He has not appeared at the social gathering – but had heard about the proposals to start a newspaper, etc. which he did not think could succeed. When encouraged to at least attend some of the meetings before making too many judgments, I was surprised and pleased to learn that he did go to the club meetings, did volunteer to do some art work for the newspaper. He seems to be somewhat shy, and perhaps willing to change his self image as a "loner" to some extent. He did express his feelings about being iden-

tified as part of a disadvantaged group. He thinks he is regarded by "regular" students as a "poor boob" and is anxious to become a matriculated student.

* * *

This student has come only three times to the counseling office. At the time of the first interview he seemed quite overwhelmed by the College and kept repeating, "I feel so confused." He also expresses some resentment that his father was "always asking what I'm doing at the college and wanting to know just when I'll be home." I had the impression he looked upon the counseling interview as another adult's overconcern.

By the third interview, he seemed to have settled down considerably and volunteered the information that he feels much less confused. He had found someone to go home with after classes and had attended the social gathering which he claims he enjoyed very much.

* * *

Student is uncertain about his standing in classes. He thinks he is doing very well in English and is enthusiastic about his work in that course. He is having some difficulty in mathematics but has agreed to obtain tutoring in that subject. He reported that the teacher was most helpful in answering his questions after class. He is full of joy at the opportunity to go college. . . . "I never expected it, but I wanted to so much!" He truly wants to work hard but is not quite sure of *how* to work.

* * *

The student's personal and social adjustment is good. His appearance is fair but I think he needs some help in this area. His speech pattern needs improvement too. I plan to discuss both things with him as soon as it seems appropriate to do so.

At the first interview student claimed that he is shy and terrified of things like coming into my office, looking for a job, etc. He used terms like "scared" over and over again. However, his overt behavior does not reflect his verbal expression of lack of self-confidence. He has a fear of being "left out," but is participating actively in the House Plan and has joined the Social Affairs Committee. He was disturbed at the way in which the House Plan program was going,

and indicated that he would like to see them have more constructive enterprises rather than "merely entertainment." He would like, for example, to do something to make a contribution to the College to raise money "to help others." When he became aware of the fact that he might have a hard fight to introduce this idea to the House Plan, he asked," If you do something you believe in why should there be a price to pay?" (Just for the record – I told him it was a good question and if he finds the answer to please tell me.)

There was much concern expressed about the attitude of other students on the campus towards ATSP students. "They (the others) feel that we're not as good as they are (referring to scholastic ability) and wonder why we're here." He asked, "What does disadvantaged mean?" When it was explained that "talent" in this sense means latent ability, his response was determined, "We will show them that we are as smart as they are."

This student's home life seems good – his mother and stepfather are happy that he is in school and encouraging and helpful.

By way of further elaboration and objectification of the personality traits of these students, a standardized test used at Brooklyn College was administered. The next several pages constitute a report of an analysis of this testing made by Professor Louis Heil, Director, Office of Testing and Research.

PERSONALITY CHARACTERISTICS

The students in the Academic Talent Search Project were tested twice with the Manifold Interest Schedule[1], on admission and approximately two years later at the end of the second year. The Manifold Interest Schedule consists of 420 activity statements divided into twelve academic categories and eighteen personality categories. The processing of the responses to this device, made on the basis of Like, Indifferent or Dislike, leads not only to a profile, but also to the allocation of the respondent to one (sometimes two) of six standard profiles. Appendix 7 gives a detailed description of such profiles. A thumbnail sketch of each standard profile from the standpoint of educational implications follows:

A) "Turbulent" – This kind of person tends to conjecture and imagine

[1] This device, originally developed by George Sheviakov of the Eight Year Study Evaluation Staff (University of Chicago) has been further refined at the Office of Testing and Research, Brooklyn College, during the past ten years. It has been used in numerous studies, including several doctoral dissertations.

and tends to think in terms of major ideas rather than detail – often weak in supplying detail to support main ideas. He is capable of existing in an unstructured atmosphere. He is often likely to be argumentative and to seek out his own way of doing things. He will be uncomfortable with teachers who place emphasis on detail and insist on certain specific procedures.

B) "Self-Controlling" – In almost direct contrast to the turbulent person, this person wants his tasks highly structured with little responsibility for *developing* his own ways of proceeding. He will have difficulty in courses which, either because of the content or the way they are taught, have little structure. Written work by this person will generally be neat and methodical but not original. This person will often ask for detailed directions in connection with course assignments.

C) "Apprehensive" – This kind of person, somewhat like the Self-Controlling, operates better in a structured environment. He is likely to do best in work in which the answers are more "black and white" or "right and wrong." The constriction of this apprehensive person is also likely to make for relatively small contribution to class discussion, particularly when such discussion involves a "free flow" of ideas.

D) "Intellectualizer of Feelings" – This person is likely to be highly verbal and, somewhat like the Turbulent person, will be more comfortable when dealing with large scale ideas rather than with details and facts. However, he is not so prone to conjecture and imagination as the Turbulent person. He is likely to be able to express himself well and will often be involved in class discussion. He also will be able to achieve in an unstructured environment.

E) "Other-Directed" – The submissiveness and ingratiation of the Other-Directed person is likely to make him appealing to many teachers. The underlying anxiety of the Other-Directed person, however, and his desire to please and conform will cause him to be highly conventional with relatively little tendency toward creativeness. Also, he will be looking toward other students, particularly the more successful, for cues regarding his own behavior.

F) "Self-Confident" – This person has an outstanding drive for intellectual pursuits. He will also have clear respect for competent teachers and subject matter which is "solid." He will be argumentative and challenging with teachers who, in his opinion, are weak. This person has a definite need

for power and recognition, and tends to see an intellectual approach as the way to meet such needs.

The assessment of the personality characteristics of the Academic Talent Search Group has been made by using the Brooklyn College undergraduate student body for comparison. (The Manifold Interest Schedule is regularly administered to each entering group.) The breakdown of the regular Brooklyn College liberal arts entering group for September, 1964, into each of the six standard profiles is given in the following table:

Brooklyn College Liberal Arts Freshman Allocation—Standard Profile

	A	B	C	D	E	F
Number	574	189	324	202	187	289
Percent	32.5	10.7	18.4	11.4	10.6	16.4

Similar analysis of the Academic Talent Search Project students revealed the following results for the two testings.

September 1964 Testing, ATSP Group

	A	B	C	D	E	F	Total
Number	8	15	8	7	4	4	46[2]
Percent	17.4	32.6	17.4	15.2	8.6	8.7	

June 1966 Testing, ATSP Group

	A	B	C	D	E	F	Total
Number	11	13	8	6	7	4	49
Percent	22.4	26.5	16.3	12.2	14.3	8.2	

A comparison of the above data reveals a clear consistency in the allocation to the standard profiles for the two testings of the Academic Talent Search Project population. It also reveals that between these students and the regular liberal arts group there exists a clear difference. A check on the statistical significance of the difference, employing Chi square, indicates that the chances are less than 1 in 100 that the observed difference could happen by chance.

The main difference between the ASTP students and those in the regular Brooklyn College liberal arts programs is the greater proportion of "Self-Controlling" persons and the smaller percentage of "Turbulent" and

[2] The total number, 46, exceeds the actual number of cases (42) because in four cases a person was "tied" for two categories and as such was tallied in both categories.

"Self-Confident" persons. It appears, by contrast, that those in the special group tend significantly toward submissiveness and ingratiation. They also seem to be significantly less academically oriented than the regular liberal arts students. It further appears that students in the Project are not likely to show adequate achievement in class environments which are not highly structured. In other words, the ASTP group, in contrast to the regular liberal arts population, needs significantly more structuring of class work and homework assignments.

The foregoing comparison of students selected for the Academic Talent Search Project with those accepted into regular Brooklyn College baccalaureate programs is further supported by standard profile allocation data on students chosen for the Brooklyn College Scholars' Program.[3] Data for those exceptionally promising students reveal a notable shift from the normal liberal arts freshman allocation in a direction still further from that of the Academic Talent Search students. Thus the Scholars' Program seldom has persons classified as Self-Controlling, Apprehensive, or Other-Directed, the three academically weakest of the six standard profiles. Further evidence regarding importance of "membership" in one or another of the standard profile groups will be presented in the Evaluation section on the prediction of success.

THE HIDDEN CONFLICT

The total of the subjective and objective experience gained in the Project regarding the personal qualities of these students suggests that it can make a substantial contribution if it helps to sensitize members of college communities to look beyond their own values, their own descriptive terms and their own behavioral expectations in the education of the kinds of students that this Project represents. All students, certainly, have their problems, and the effective educator seeks, out of his common experience with them, and probably, in most part, habitually and unconsciously, to accommodate his classroom role to the sensitivities such student problems represent. In the culturally disadvantaged student, he sees again the obvious similarities with the many other students that he has met in his classroom lifetime. But unless he sees more, such normal patterns as an intensity of concern for his subject matter, a cloistered experience, a possible impatience, and subtle evidence of prejudice can produce a classroom relationship whose conse-

[3] This is a special program for a small number of exceptionally qualified students, each of whom works under the direct guidance of a faculty mentor. In fulfilling the requirements for the bachelor's degree the student enjoys a variety of opportunities for work at advanced levels, freed from normal requirements of program construction and class attendance.

quences can obstruct the very purpose that he professes. There is, in short, a kind of duality of experience in these students, albeit of varying intensity and clarity, which his educational role and classroom practice must recognize. These students are like other students. But in addition, they possess a social awareness born out of a set of experiences that are not uncommonly alien to the average instructor's way of life. It is an awareness or sensitivity that almost anyone can explain. But explanation is not enough. The need is to incorporate this understanding as a feeling that intuitively enables one to expand the factors he takes into account when faced with an obviously unanticipated or unreasonable kind of attitude or behavior. What may seem to an instructor to be ineptness, perversity, immature independence, withdrawal, timidity, or dishonesty may be the reflection of less obvious self-awareness, hostility, distrust, despair, lack of respect, or some other value.

In the course of fulfilling his teaching responsibilities an instructor may find it possible to avoid an exploration of the meaning of a student relationship that is unanticipated or troublesome. Perhaps, in the past, he has experienced no untoward consequences from such avoidance. The experience of this Project, however, arouses the hope that such instructors will "wonder why" and come to the realization that other language may describe what is seen. Wonderment and its translation could be enough to open other channels of communication.

One instructor, well acquainted with these students, after commenting upon the possible influence of a program of this sort upon the student, his family, his community, and his attitude regarding the education of his own children, said:

> However, this goal is not easily accomplished. Much depends upon the attitude of both the students and the faculty. Faculty members must realize that groups of this type must be taught on a much more personal and individual basis than is usual. . . . There is much more involved than the emotional transmission of subject matter. The instructor will experience many periods of frustration which he must overcome. His patience will be severely taxed by unfamiliar attitudes and problems which he will not anticipate. His only guide, at times, will be the sincerity of his desire to help his students and to understand their problems. He must make them realize that they can succeed if they will not give up when faced with a difficult task. He must then prove it to them by carefully selecting material which they can master as he gradually increases the degree of difficulty. . . .

Sensing also the needs of this kind of student, another faculty member has written:

> . . . I feel that informal contact with faculty members is even more desirable with these people than is usually the case, but that they have a harder job breaking through the barriers that guard our teaching staff. . . .

Still another colleague's comments reflect a spirit and sensitivity that made his experience with these students positive and stimulating. He has commented as follows:

> Teaching students, under the Academic Talent Search Project, has been a challenging and rewarding experience. It is gratifying to see these serious-minded, yet somewhat puzzled students acquire self- confidence and experience a sense of achievement as the semester progresses.
>
> I find that they respond favorably to encouragement and personal interest. They become enthusiastic about their study. . .apply themselves more diligently and, consequently, are able to maintain themselves. Of course, they require guidance and assistance, especially at the beginning of the semester, to help them improve their study habits. In this regard, I should like to stress the importance of the conference period. I wish it were possible to have a greater allowance. . . . These personal interviews afford the instructor a keener insight into the student's problems and help to establish better communication. The patience and added interest which the instructor shows during these conferences make the student aware that each instructor is genuinely interested in the student's success.

How ready college faculties are to accept the demands that arise out of "unanticipated" student "problems and attitudes" that require "breaking through the barriers guarding" faculties, and supplying a special degree of "encouragement and personal interest" remains to be answered. But at least the Brooklyn College campus can count a good number among its instructional staff who have been ready and able to meet whatever unforeseeable types of responsibilities were thrust upon them.

Yet there are concerns among some colleagues that express doubts about the readiness of these students to meet the normal academic challenge, or to involve themselves in a way that is necessary for effective classroom membership.

One instructor has reported that the students have done poorly:

From the vantage point of one area of study, I have found that the ATSP students have done less well — with a few exceptions — than the rest of the classes.

Uniformly these students were attentive and conscientious. They did their work and continue to do their work with an apparent interest in their progress. Their behavior has been proper and impeccable.

However, with one particular exception. . .they are aloof from the class and from me. It is difficult to reach them generally. They display little animation and are not especially responsive to the stimuli that pervade my student-teacher relationship. . . .

All in all from my restricted viewpoint I cannot give a definite answer as to the value of the ATSP program. Certainly these students have to be nursed along and to receive special attentions so that they can be assimilated into the regular student body. It may be too premature to make a final determination as to the value of this program.

Another has said that the students are too withdrawn and self-contained:

I have had four of these students in my classes so far. My impression of them as students, of course, varies according to their individualities, but of them all, I had the feeling that there was insufficient involvement in their studies. By this I mean, that none presented that impression with which we are familiar, of a student really interested and eager for additional knowledge or understanding or insight. There was a somewhat withdrawn, or rather self-contained quality to all of these students. . . .

Still another colleague believes that the Project failed to ignite their best potential:

Although the essence of ATSP promises to be exciting for both the ATSP candidates and for the faculty, I feel it has fallen short of attaining this goal. Thus in all instances of ATSP students who were enrolled in my courses, I did *not* find the type of motivation I would have expected from their participation in the Project. Invariably, these students were quiet, not actively involved in classroom participation, and achieved surprisingly low scores on scholastic indicators of ability, whether "objective" or "subjective." Therefore, I feel that somehow the ATSP program failed to enliven the participants' interest and was unsuccessful at igniting their best potential.

In searching to find an explanation as to why the ATSP students are not more aroused academically, I have concluded that this is due in part to the consequences of their original selection. . . . I suspect. . . that selection as a candidate. . . results in an unrealistic escalation of the student's self-image. I feel that a student somehow anticipates receiving good grades simply because he has been accepted. . . . Unfortunately, in the experiences I have had with these students, their academic accomplishments are rather marginal. And, even more unfortunate, the attainment of a low grade, incommensurate with the grade they had expected, results in a further depression of their original minimal interest. Thus, I have noted that the ATSP students have often failed to return to class following low achievement on an exam. . . .

It is a poor academic background that often causes motivation to suffer:

. . .It seemed to me that the three students lacked sufficient motivation despite the fact that they must have been aware of the great opportunity being offered them. Of course, students with poor academic background often suffer from such a lack. Was there an attempt made to give them some orientation and some encouragement from time to time in order to obtain a maximum effort?

One student failed. I suggested to him that if he wished to continue. . . he should register for the course below the one he had just failed since background and previous experience were poor. He did so and appeared in the lower grade in the Spring and did very well. Are great pains taken to assure proper course placement?

A second student received a "D" and the third received a "C." These two as well as the first were given the added advantage of private tutoring at the expense of the Project (I recall receiving two phone calls from their tutors asking me for suggestions). I think the tutoring aid a very important one.

An excellent feature of the program was the constant check-up by your Office, requesting reports from the instructors. These reports were acknowledged by your staff with gratitude, something which makes the instructor feel that his pains are rewarded.

It is better to work alone than accept criticism:

I have been tutoring Mr. X. I find that he is a bright student and could do much better work if his interest in the subject were aroused more. He cannot take criticism easily and would sooner work in-

dependently than accept someone else's suggestions. I feel he could progress faster if he were more open to advice.

"THE LONELINESS OF THE LONG DISTANCE RUNNER"[4]

The literature is expansive, and each will find for himself the metaphor that best elucidates the realities that so often are clothed in language that needs translation. Alan Sillitoe has a short story which contains a number of parallels. Here is a seventeen year old product of the "disadvantaged" segment of British society. He also is quiet, withdrawn, and hostile. Being lean and lanky and accustomed to running from the "law," in a school for adolescent delinquents where he was finally assigned for his misadventures with society, he was chosen by the "governor" to become the school contender for the all-England award as the Long Distance Runner. He enjoyed the opportunity to rise at five in the morning to shiver in his "shimmy and shorts," to practice the five mile run across the countryside unescorted by the usual bicycling supervisor.

> ". . .Trot-trot-trot, slap-slap-slap, over the stream and into the wood where it's almost dark and frosty-dew twigs sting my legs. It don't mean a bloody thing to me, only to him, and it means as much to him as it would mean to me if I picked up the racing paper and put my bet on a hoss I didn't know, had never seen, and didn't care a sod if I ever did see. That's what it means to him. And I'll lose that race, because I'm not a race horse at all, and I'll let him know it when I'm about to get out – if I don't sling my hook even before the race. By Christ I will. I'm a human being and I've got thoughts and secrets and bloody life inside me that he doesn't know is there, and he'll never know what's there because he's stupid. I suppose you'll laugh at this, me saying the governor's a stupid bastard when I know hardly how to write and he can read and write and add-up like a professor. But what I say is true right enough. He's stupid, and I'm not, because I can see further into the likes of him than he can see into the likes of me. Admitted, we're both cunning, but I'm more cunning and I'll win in the end even if I die in gaol at eighty-two, because I'll have more fun and fire out of my life than he'll ever get out of his. He's read a thousand books I suppose, and for all

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[4] Alan Sillitoe, **The Loneliness of the Long Distance Runner** (New York: Alfred A. Knopf. 1960).

> I know he might even have written a few, but I know for dead cert, as sure as I'm sitting here, that what I'm scribbling down is worth a million to what he could scribble down. I don't care what anybody says, but that's the truth and can't be denied. I know when he talks to me and I look into his army mug that I'm alive and he's dead. He's as dead as a doornail. If he ran ten yards he'd drop dead. If he got ten yards into what goes on in my guts he'd drop dead as well — with surprise. At the moment it's dead blokes like him as have the whip-hand over blokes like me, and I'm almost dead sure it'll always be like that, but even so, by Christ, I'd rather be like I am — always on the run and breaking into shops for a packet of fags and a jar of jam — than have whip-hand over somebody else and be dead from the toe nails up. . . ."[5]

Out of the solitary meditations as the cross country practice went on three mornings each week, the review of his experiences fixed his convictions. Honesty in life is found in the way of life he has known. "The governor" is the dishonest one who cares not a bit for "the runner," only for the trophy that will adorn his office mantelpiece and the praise that will accompany his support for progressive leadership. "He trains his lads to live right, after all; he deserves a medal but we'll get him made a Sir."[6]

The Long Distance Runner, who has the competence to win easily in first rate competition, relinquishes his position a hundred yards from the finish line. Firmly fixed hostility for the values of the establishment have obstructed a more than adequate potential. Vanity, manipulative expertise, and empty intellectuality have doomed the establishment and the ideals it propounds. It is stupid, "and I am not, because I can see further into the likes of him than he can see into the likes of me."

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[5] *Ibid.*, pp. 13-14.
[6] *Ibid.*, pp. 49-50.

III

TUTORIALS AND TUTORS

RATIONALE

The organization in June of a program that was to be ready in September for a group about whom much was yet to be learned imposed certain *a priori* action. The nature of the action to be taken, particularly as it related to course work in English and mathematics, was a subject of concern because of differences in viewpoints among the colleagues. The proposal to separate these students into their own small tutorial groups was challenged on the ground that it introduced elements of "segregation" that already made up too great a part of their lives. Expressions of this sort came from colleagues whose point of view was not to be treated lightly.

Yet time for an extended analysis of alternative procedures was not available. Further it was felt that since each student's enrollment would also include registration in one or two additional "regular" courses and that mingling both socially and academically with the college-wide student body would come as a matter of course in the use of the usual facilities of the College, the weight of the argument against separate group tutorials could be offset.

The decision to proceed with the small separate group was based upon a desire to develop an intimate, continuous, and informed relationship between the instructional staff and those responsible for the Project. Since the first concern was to forestall "dropping out," sensitive and immediate communication was given a high priority. It was also felt that the educational assistance specifically appropriate might not be so well focused and not so well integrated if an attempt were made to tie special faculty tutoring into the regular class work. Differences of approach and emphasis as well as possible personality and status conflicts might override the primary need to understand and help the student.

THE ENGLISH TUTORIALS

In conferences with the four members of the English Department who agreed to participate, it was understood that they would start at whatever

level might be necessary for the group, that they would be concerned about each student's forward educational movement in a setting that was free from the need to evaluate within the usual standards for the course, and that the pacing of the subject would not be bound by any rigid syllabus or unit of time. Given a sympathetic, sensitive, and able staff (with adequate time to extend class hours into smaller group conferences when necessary and to work through individual interviews as well), it was hoped that any special needs or problems could be easily identified and the service required outside of the particular tutorial could be made known.

Four group tutorials were provided. It was agreed that the Project should pay for the first term's books. A common recommendation that the students be supplied with dictionaries diverged thereafter with part of the book list developing out of each section's experience and its instructor's preferences. This divergence, it should be noted, characterized the general conduct of the course. Methods and reading materials varied according to the wishes of each instructor. At the outset it was agreed that no commitment would be made about the second term until actual classroom experience could be used as a basis for a judgment. And, during the first term, staff conferences as well as individual conferences with the counselor helped to secure a mutual and increasing insight into the personalities and needs of the students. After the first half of the term it was agreed that this tutorial arrangement should be continued into the second semester with each group remaining intact. Though the students were given the opportunity to transfer, they did not elect to do so. Those students who were found at the conclusion of the first term to have met the objectives of the usual first term college English course were appropriately graded. No penalty grade was assigned to those who still had some distance to travel.

In September, 1964, thirty-eight students were enrolled in the four sections. Of this number twenty-four were certified as having achieved the objectives of the first term's work. At the end of the year twenty-three students were certified as having completed the standard obectives for the two terms. Twelve students were certified as having completed the equivalent of one term's work in one year. One of the original thirty-eight registrants was transferred to a regular English course in the second term and two students withdrew from the tutorial in the second term.

OBSERVATIONS OF ENGLISH INSTRUCTORS

The following series of observations constitute the reports submitted

by the English instructors at the conclusion of the first year:

Books required:

An Approach to College Writing, Jones and Greenwood
Great English and American Essays, ed. Mead
Great Modern Short Stories, ed. Cerf
The Rinehart Book of Verse, ed. Swallow
A Concise Guide to Composition, Rorabacher
Webster's Seventh New Collegiate Dictionary
A Portrait of the Artist As a Young Man
Macbeth

At the first meeting I diagrammed several sentences on the blackboard in order to know how much grammar the students knew. They knew very little, and consequently, I issued assignments in Jones and Greenwood, and Mead. I systematically went over the exercises in Jones and Greenwood during a portion of each period. For the remainder of each period I read the essays aloud and together with the students analyzed them word by word. I later supplemented their studies in literature with short stories and simple poetry, such as ballads. In the study of the short stories I explained structure and characterization; in the study of poetry I taught versification. By the end of the first semester they completed Jones and Greenwood, much of the essay and short story books, and a number of poems in Swallow. Their written work included a dozen themes, periodic grammar tests, and an occasional assignment of looking up the derivation of a number of words in their dictionaries.

In the second semester I assigned a standard grammar (Rorabacher) and supplemented their study of literature with *A Portrait of the Artist* and *Macbeth*. In Rorabacher I covered once again the subject matter formerly studied in Jones and Greenwood. The exercises were more intricate, but the students adjusted to them. In *A Portrait of the Artist* and *Macbeth*, together with the students I analyzed much of the texts word by word. In Swallow I taught more intricate poems. By the term's end the students had written nine themes and taken six examinations in grammar.

After some meditation on my year's experience, I believe that these students are intelligent students who can make the grade. The greatest difficulty for them and the teacher lies in the initial stage. Their frame of reference is different from that of the standard middle

class student. The teacher must learn this frame of reference so that a rapport can more easily be established. He must then utilize it in the explication of literary texts and in the teaching of grammar. This procedure, I believe, will broaden the student's frame of reference and elevate it to the level of that of the standard middle class student. They will be aware of their progress and will begin to feel the exhilaration of self-confidence.

These students do have the drive to go forward and beyond the limitations of their past. They also have the resources if the teacher can tap them. But before the teacher can succeed, he must understand them, and they must understand him. To facilitate this mutual comprehension I suggest that the first few classes be conducted as informal meetings in some lounge or a seminar room. Such an intimate environment may make for greater intercommunication and thereby facilitate the task which confronts both student and teacher. The language and rationale of the students may more readily be noted, and the teacher may more quickly establish a rapport with them. This procedure may eliminate some of the teacher's groping in the initial stage.

Henry Rashkin

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Attractive and challenging reading material is essential for a reading-writing course. Each book or play should have at least two of these three qualifications: 1) writing of outstanding quality 2) characterizations worthy of attention and afterthought 3) a skillful probing into social or psychological problems. Here, with a line separating first and second semester work, is the book list which was used:

Novels	Plays
Orwell *1984*	Saroyan *The Time of Your Life*
Hardy *Tess of the D'Urbervilles*	Miller *All My Sons*
London *Martin Eden*	Williams *The Glass Menagerie*
	Rice *The Adding Machine*
Bellamy *Looking Backward*	Anderson *Winterset*
Lawrence *Sons and Lovers*	O'Neill *The Emperor Jones*
Sinclair *The Jungle*	Williams *A Streetcar Named Desire*
McCullers *The Heart Is a Lonely Hunter*	Miller *Death of a Salesman*

(One novel was a half-failure for our purposes: it lacked both fine writing and competent character development — *The Jungle.* Another, the students felt to be too unrelievedly gloomy and hopeless — *The Heart is a Lonely Hunter.*)

Reading assignments — somewhat shorter than for other classes — were mimeographed and handed out in advance. Students almost never pleaded ignorance of the assignment, and the near-daily writing stints showed that they were keeping pace well. As the students' ignorance of educated adult vocabulary became increasingly obvious, vocabulary quizzes were instituted and were continued throughout the course. Students were tested on the meaning of the word in the context in which it appeared with their dictionary research open before them. I felt that memorizing the definitions would demand a disproportionate amount of time and attention.

The class studied, discussed and acted out (from their seats) a number of modern plays. (Miller's *Death of a Salesman* was very well liked.) Sometimes the student knew in advance what roles and scenes he was responsible for preparing; sometimes casting was done on the spot. Of the ten students, three are very skillful actors. Only one still reads like a robot.

More than half of the three class periods a week began with ten to twenty minutes of writing on a question relating to the material read for that day. These questions were never factual. In every instance they required the student to make a judgment, to form an opinion. (For example: *Sons and Lovers* — Why did Paul kill his mother? *The Glass Menagerie* — What, besides her limp, is the matter with Laura? Since the book never gives "the answer" to questions like this, quizzes can be open-book.) This kind of questioning soon determines which students are able or can learn to perceive in depth, to think on their own. It also tacitly proves, day after day, that the teacher respects and demands thought and judgment, not mere memorizing.

Immediately after the short writing period we discussed the issue on which they had just written. Students show maximum willingness to speak when they have just assembled their thoughts and committed themselves to a position. They are motivated by a combination of a wish to defend their point of view and a real interest in the alternative views expressed. This class participated in discussion with less skill and pleasure than is customary in a Brooklyn College group. The reason for this is not hard to find: all but two of the

ten students could be described as shy, reserved, or withdrawn — each in his varying degree. Even those who are intellectually capable of leadership have formed lifelong habits of discreet silence. A side effect of this was that class members got acquainted with each other more slowly than usual; too many members were trying to be invisible, and consequently succeeded in appearing dull to each other. The teacher soon knew their minds and personalities from their written work, but their classmates did not, until very much later.

In order to conduct a reasonably successful discussion with a group like this, the teacher must prepare in more detail than is usually necessary. If the discussion is to be kept on its feet, the teacher must fill in with another question whenever the students fail to catch fire from each other's ideas.

Each student was seen in conference for about half an hour every two and a half weeks. (One student needed and got additional conference time). All of them but the one whose grade was a B worked on their writing techniques throughout two Basic Skills Workshop units. Class time was reserved for writing, reading, and discussing intellectual, verbal and social issues — educational concerns which benefit by group participation. All remedial and corrective work on grammar and style was done in individual conference. At the beginning of the course, no grades at all were put on the papers until the student began to produce work near a C level. After that time, if his work was poor he received the D or F he merited. But before he had reached the necessary level of written articulateness and correctness, it seemed merely demoralizing for him to see a series of F's.

Janet South

* * *

First Semester:
Texts Used:

1) *Grammar in Context* by Hamalian and Volpe
2) *Writing with a Purpose* by McCrimmon
3) *Lord of the Flies* by William Golding

The primary task in the first semester was to review fundamentals, to diagnose and to strengthen areas of weakness. The basic approach was the same as that used with regular composition classes: reading and analyzing prose selections (fiction and non-fiction): writing themes (compositions); reviewing grammar and syntax.

Of the textbooks used, *Grammar in Context* is a work-book in which the chapters are arranged according to grammatical categories (i.e.), the sentence, the noun, etc. At the beginning of each chapter appears an essay, followed by a discussion and explanation of the grammatical problem designated by the chapter heading, and finally a series of exercises and tests. The beauty of this arrangement is that all illustrations and examples are drawn from the essay heading the chapter. Thus the student is able to see "grammar" in practical operation and is not confronted with abstract rules and models. *Writing with a Purpose*, the second text, is a combination grammar and style handbook; its function was supplementary, serving largely as a reference text for a more complete and slightly different explanation of rules.

The students' past records and the results of the first or "diagnostic" theme determined the order in which the areas of weakness were attacked. The most serious problems were dealt with first. Thus the basic procedure for the term was established: an essay was read and then discussed in class; the students were next called upon to write a composition based in some fashion on the essay. We moved into an explanation of the relevant grammatical principles and finally through a series of exercises. Simultaneous with this process was an extended period of instruction in the methods of organizing material into effective paragraphs and essays. The students were confronted at the outset with *full-length*, though brief, compositions since I believe that composition students progress faster by having to struggle with extended, complete thought-units as early in the instructional process as possible.

The novel, *Lord of the Flies*, was chosen because it has a simple plot but a complex theme. The characters are youthful, the allegorical elements range from the simple to the obscure, and a movie based on the book, has recently been shown. There seemed to be various hooks upon which to hang a lesson.

* * *

Second Semester:
Texts Used:

1) All of the above except the novel
2) *Assignments in Exposition* by Rorabacher
3) *Short Story Masterpieces* ed. Erskine and Warren
4) *The Great Gatsby* by Fitzgerald

In the second semester, the emphasis was shifted toward rhetoric and reading. *Assignments in Exposition*, the basic text, is a book arranged according to rhetorical categories, e.g. Classification, Narration, Comparison and Contrast; it presents a clear and simple discussion of the various techniques as well as an abundant selection of models. The procedure was to read and discuss the explanations and then analyze the models to see how the principle was applied. Next the student was called upon to write an essay in "imitation" of one or more of the models.

The rationale behind this method is that the student experiences concretely the major modes of ordering prose and is now confronted with two basic problems: achieving correctness and working toward effectiveness of expression.

The reading assignments consisted of selections from a book of modern short stories and a novel. A supplementary list of novels was distributed, from which the students could choose up to three to write about during the semester. This assignment was voluntary.

Formal instruction in grammar came through a series of review exercises and through corrections made on themes.

In both terms the conference hours were spent largely in studying the student's written work with him. The student was required to make all corrections indicated on his paper before he arrived at the conference. These were reviewed, my written comments were amplified in conversation, and alternative phrasing and organization were often suggested. On occasion conferences became personal counseling sessions.

Evaluations:

Basic to all that I shall now say is that the problems exhibited by these students differ only in degree, not in kind, from those exhibited by "problem" students in my regular classes.

1) The methods and techniques outlined above are, I believe, basically sound and fruitful. However, I discovered that these students needed considerably more prodding and guidance than I at first thought necessary. Their psycho-sociological backgrounds tended to be more visible in their behaviour and work habits than is the usual case. They seemed less able to differentiate between attitudes appropriate for the home environment and those appropriate for school. Consequently, motivational difficulties were quite severe.

2) Their deficiencies in handling grammar and syntax stemmed less, it seemed, from ignorance than from exceedingly inadequate study habits and from a very limited ability to concentrate on a given task. Assignments were often handed in late; text-books were often "forgotten" or the wrong one brought to class.

3) They were markedly unprepared to read critically and analytically, primarily because, with a few very outstanding exceptions, they have never developed the reading habit. Thus the analysis of linguistic structures and image patterns — so common today as a method of teaching literature – had to be approached with great care and preparation. Nevertheless they were often capable of acute and cogent insights into the human and moral problems encountered in the short stories and novels. Their points of view were, oddly enough, either very cynical and worldly or very naive and innocent – no middle ground.

4) In general their writing has improved though not as much as I had hoped. Still it is accurate to say that most of them write better now than when they entered the program. I believe that I might have achieved greater success had I been more directive but I elected to allow them to solve many problems on their own in an effort to force them toward independence.

Recommendations:

1) This or a similar program must be maintained.

2) The group identification these students have formed seems very undesirable. This is a sensitive area especially because of the ethnic composition of the group. But I believe that the sooner they consider themselves regular and not special students the better.

3) The English tutorial should be considered a *year-long, non-credit* course in which only very outstanding work will lead to credit and this fact should be strongly impressed upon the students. As presently constituted, the course promotes expectations of academic achievement that are unrealistic and these in turn act as a subtle pressure on the teacher. The teacher's flexibility in grading is also hampered. On the one hand, he knows that failing grades, especially with weak students, tend to act as a negative factor; but, on the other hand, if he chooses to use better-than-deserved grades as incentives, he faces the problem of having to pass a possibly unqualified student or of failing a student whose grades warrant passing. Perhaps in the future, students selected for this program might

attend an intensive summer session before entering college in the fall. What has to be kept in mind is that composition courses promote the acquisition and refinement of a skill, not the accumulation of information, and that such a process is very importantly a function of time.

4) Enrollment in the Basic Skills Center should be mandatory (attendance also) for all students in the program, and closer coordination between the Center and the English instructors should be maintained.

My participation in this program has been invaluable to me as a teacher. The opportunity to work intensively with a small group of students has in itself been a revelation and more so because of the special circumstances. The one outstanding impression I retain is that the attitudes acquired in one's familial and cultural environment, especially as they define one's self-image and life-goals, play an overwhelmingly crucial role in either aiding or impeding academic success. Having come to know these students rather intimately, I am convinced that each has the "stuff" to do at least passing work in college; their backgrounds are their real handicaps.

Daniel E. Mayers

* * *

The ten students whom I met in September were overwhelmed not only by college with its implications of adulthood and independent responsibilities, but were fearful of failure produced by an awareness of gaps in their preparation and weaknesses in their abilities. The first weeks in the English class revealed many obstacles to successful communication: weak vocabulary, inability to organize thoughts, lack of mature thinking, dearth of reading experiences — all culminate in poor articulation. In addition to these handicaps, some students had to cope with the burdens of English as a foreign language, poor study habits, and lack of training in assuming responsibility for assignments. Nevertheless, the program and the appreciation of the opportunity offered to them motivated most of the youngsters to head toward the goals that we set up *together* for the year's work.

The chief aims of the first semester were to eliminate stylistic errors, to enrich vocabulary, to develop a reading habit, and to express ideas, experiences, and feelings in an organized manner.

Material was provided by the following books, used by the entire class:

Burne, Kevin G. Remedies for Writing

Fifty Great Short Stories ed. Milton Crane

Guiler, Walter S. *Developmental Reading: A College Program to Measure and Improve Reading Ability*

Hook, J. N. *Toward Better English*

The books were, of course, supplemented by teacher-prepared exercises.

To convey a worthwhile idea concretely became our first project. In order to form a common basis of reading experience and to motivate discussion the *New York Times* was studied. Preceded by discussion of topics and drill in the composition of introductory and concluding sentences, single-paragraph exercises of about seven sentences were assigned. The class worked to develop unity of thought. Each assignment was followed by group analysis of mimeographed student paragraphs. Occasionally the class was able to discern improvement or relapse in the writing of classmates. Later, after criticism, each student corrected his own work. This was reanalyzed during conferences. Individual students, upon occasion, were given workbook exercises in writing skills to strengthen particular weaknesses. Coincidental with the emphasis upon paragraph development, of course, sentence variety, proper phrasing and diction were constantly called to student attention.

Ideas gleaned from readings in the mass media led eventually to concepts revealed in short stories. Even with the aid of mimeographed study questions, however, literary analysis on all levels was difficult for most. Impoverished vocabulary proved a real handicap and required that an intermediary step be taken. The emphasis therefore was divided between literature and the excellent passages in *Developmental Reading*, which include glossaries and directed reading questions. The writing assignments grew out of the readings and became two-paragraph exercises based upon the theme: Literature intensifies life. The student was expected to identify some *meaningful* truth revealed by the author and to apply the idea to his own experience. This demanded many re-readings, dictionary work, an examination of personal experiences, and the learning of a new skill — the use of transitional structures to relate paragraphs to one another.

The technique of building a theme by learning to develop connected ideas was used throughout the year. The complexity of the assignments, however, became increasingly difficult. For example, the first three-paragraph theme was prepared from an outline composed by the instructor. This led to themes based upon topic sentences from the full-length books of the term. (i.e. Steinbeck's *Travels with Charley,* Hemingway's *The Old Man and the Sea,* Golding's *The Lord of the Flies,* and a free choice novel.) Here the students depended upon their own sentence outlines in writing the themes. Throughout the semester the students evaluated the maturity of thought conveyed in their work. Frequently, such evaluation led to the complete rewriting of a composition.

Although the class has become conscious of the need for outlining, sentence logic, transitions, and consideration of significant ideas, errors in basic grammar crop up consistently. Drills and worksheets drawn from their own mistakes proved of some help; but recognition of these errors seldom carried over from one unit to the next. Grammar continues to remain a problem. Some students have learned to correct their own deficiencies, but then they fail to identify errors made by the next student. Except for one young lady, the Basic Skills course in which all these students were enrolled has indicated minimal returns in their ability to handle grammar analytically. There is, no doubt, some improvement in their use of grammar functionally. In general, the one area of style in which most progress has been shown is in the elimination of jargon. Almost all students in this class seem to be alert to this "disease" of language.

Perhaps the most challenging unit this semester was one based upon "What Does the Negro Want?" The writing was preceded by library research and round-robin discussions in which pairs of students were responsible for various aspects of the topic. Although not all the themes were good or indicated the kind of preparation which the topic demanded and the time allotted should have produced, two youngsters did better than usual. For several, however, sustained effort in one area becomes boring or frustrating. Still others have not come to grips with their own academic responsibilities and some, unfortunately, seem to expect success or reward without the necessary sacrifices. For the most part, carefully directed group discussions and more carefully teacher-planned assignments insure a certain degree of success for the more serious students. To require

merely that they react to an idea or to a piece of literature is to doom some to immediate defeat and to gather from others superficial results. These youngsters need constant direction to realize any success.

The attempts outlined here have met with varying success. Except in one case, all work was eventually completed by the students — not always to the best of their abilities. Effort, innate ability, and the relationship of the program to their lives has determined, to some extent, the quality of individual improvement.

Malcolm G. Largmann

* * *

THE ENGLISH TUTORIALS IN THE EYES OF THE STUDENTS

Some of the students, in turn, made their own observations concerning the tutorial arrangement:

> Yes, to me I think we accomplished more with the tutorial group and I think it is more like private supervision. . .
>
> Well, I felt I was just part of the College because you remember we did have tutorial classes and the teachers treated us just like we were a regular class, nobody special, and we started out little clubs and I enjoyed that too while it lasted. That made me feel at home at the college.
>
> What did I like about it? Oh! I don't know. Well, I guess it was done purposely but I think we started as a complete group altogether and then later we were put on our own. I think that was very good. It sort of gives us independence, because after all you are frightened to death when you come into the College like that and you have to have somebody stick it out for awhile.
>
> I thought you sort of felt different from everybody, but I think that the way it was done; your pathway was a little bit clear, it was easier than for a lot of other students.
>
> I believe that the program, all in all, has been of benefit to the students. I believe that the tutorial programs have been exceptionally well planned and the professors and instructors must have been hand picked because they seemed to get along so well with their students.
>
> The English (tutorial) most definitely (was more useful) for the same reason that there was more personal contact in these courses and the teacher got to know you better and as I said before he was able to identify the problems and was able to work with you on many of these problems.

> Oh, that I really liked because it helped me a great deal because the classes were so small that he was able to deal with us more individually and it really improved my composition and I felt that if I was thrown into a regular English class that I might have failed.

THE MATHEMATICS TUTORIALS

The layman might not have foreseen, but could readily understand as experience unfolded, that classification of the students in the mathematics tutorials and the organization of their enrollment would take on a pattern very much less simple than the one followed in the English tutorials. Early in the first term of the Project thirty-two students, who were registered for the Mathematics tutorials, were tested for the level of their achievement. Here, in a description by Professor Meyer Jordan, Deputy Chairman for the Mathematics Department, is the story of the manner in which that department cooperated in the placement of these students:

> On September 11, 1964, thirty-two of the ATS Program participants were given the New York Arithmetic Computation Test (Mixed Fundamentals: Grades 7-12, Form C). The scores, grade equivalents and percentiles achieved are recorded in the individual files of the students.
>
> On the basis of these scores, and of information obtained from their high school transcripts, the students were divided into three groups, and enrolled in three classes – ten in Mathematics TP1, eleven in Mathhematics TP2, and eleven in Mathematics TP3. Those in TP1 were weakest in Mathematics; those in TP3 were strongest.
>
> The students who performed best in the Arithmetic Computation Test and who had the strongest high school backgrounds in Mathematics were given an examination in elementary algebra. (This was the regular final examination given in the School of General Studies in June 1964.) The scores on this examination are also on record in the files of the students who took it.

Three instructors were selected to guide the students in these three sections, after careful evaluation of the attitudes and sympathies of the members of the S.G.S. Department of Mathematics and interviews of a number of the staff members by the Deputy Chairman. Those selected were Samuel Kleinberg for Mathematics TP1, Neal Goldberg for TP2, and David Shaw for TP3.

In a very short time the instructors got to know the mathematical strengths and weaknesses of their students. The instructors were able to evaluate the mathematical accomplishment and potential of each student, and to discover how much remained with him of the Mathematics to which he had been exposed in high school. On the basis of this evaluation, the examination results mentioned above, and some additional minor testing, and after consulting with the Deputy Chairman, the instructors recommended that certain of their students be permitted to enroll in certain regular Mathematics courses in addition to continuing in Mathematics TP1, TP2, and TP3. The Deputy Chairman selected the sections in which the students were to be enrolled on the basis of the most appropriate instructor for these students. In all, fourteen of the students were enrolled in seven different courses — one from TP1, two from TP2 and all from TP3.

All three of the sections — TP1, 2 and 3 — serve as tutorial sections in remedial arithmetic and in the subjects in which the students are enrolled (Elementary and Intermediate Algebra, Plane Geometry, Trigonometry, Basic Concepts of Arithmetic and Algebra, and Analytic Geometry and Calculus.)

All students enrolled receive a great deal of personal attention. Each of the tutorial courses meets for three hours weekly and in addition conferences are scheduled for another hour during the week. Those of the students who are enrolled in regular Mathematics courses get special attention, as needed, in the course work they are studying; and it is often needed. Those not enrolled in regular courses have been getting intensive reviews of arithmetic and Elementary Algebra. Because of the relatively small number of students per instructor, the students have been permitted to proceed at the pace they are best able to maintain. The results to date are hopeful, but not uniformly.

During the Spring Term, 1965, ten additional students, who were not enrolled in any mathematics section in the Fall Term, were tested and assigned to an appropriate level tutorial. Those students who continued with mathematics from the Fall Term were reclassified on the basis of their first term's achievement and relocated in the appropriate level tutorial. At the same time it was also agreed that those students placed in the Mathematics Tutorial identified as TP3 (the tutorial in which the best qualified students were placed) would be continued through the Summer Session of 1965. if necessary, to give these students a full opportunity to complete

the mathematics course required in the baccalaureate curriculum.

The first term enrollment showed that thirty-two students were assigned to one of three levels of tutorial study. Ten students were assigned to the most elementary level of high school mathematics. Eleven were placed in an intermediate position and eleven were studying at the level that, in due course, should qualify them for the completion of required college mathematics. Fourteen of this group were concurrently enrolled in mathematics courses ranging in difficulty from elementary algebra, intermediate algebra, plane geometry, plane trigonometry through the first college mathematics course, to elementary calculus.

By the end of the first term, eight of the fourteen had earned a passing grade or better in all of these courses except calculus. At the end of the second term four more passing grades were added. The Summer Session of 1965 produced ten more passing grades. The Fall Term of 1965 produced eleven more passing grades in intermediate algebra, introductory college mathematics, and introductory calculus. Although the forward movement has been slow, increasing numbers were achieving at higher mathematical levels.

The nature of the responsibility in the classification and teaching in these tutorials is revealed by these statements from members of the Mathematics Department:

The Composition of TP1

> The results of the Elementary Algebra examination and a perusal of the high school transcripts of this group of eleven students revealed too heterogeneous a background to teach these students as a group. During the first week of classes, individual and informal tests and conferences were used to determine at which level of Mathematics each student should begin.

Four distinct levels were ascertained. Two students were adequately prepared for Math 1.1 (Basic Concepts of Arithmetic and Algebra) and were excused from the tutorial session and enrolled in this course on the same basis as any other student at the College. Since the remaining three levels could not possibly be taught as a single tutorial group, it was decided to register these students in appropriate courses and to assign each group to tutorial sessions for one hour per week. Accordingly, one student was enrolled in my Elemenary Algebra section, four students were enrolled in Mr. H. Goldberg's Intermediate Algebra section, and four students were enrolled in my Plane Trigonometry section. The single student in

Elementary Algebra was extremely weak. Approximately three weeks after the semester began, a member of Math TP2 was enrolled in Plane Trigonometry.

Aims

The primary aim was to keep each student in attendance for the entire semester and sufficiently motivated to achieve a reasonable degree of growth and competency in elementary mathematical concepts. It was assumed that the successful completion of a course in Mathematics in the very first semester would be an extremely valuable experience which could bolster the confidence of the student, encourage him to continue his participation in the program, and possibly convince him that the goal of matriculation was indeed attainable.

The secondary aim was to demonstrate to certain students that they possessed the capacity to compete successfully with other students in regular classes and achieve good grades. It was emphasized that the evaluation of their performance would be influenced by their attendance in class and tutorial sessions, their attitude toward classwork and home assignments, their confidence and their determination.

Techniques

Since each group was very small, it was relatively simple to review, clarify and reenforce in a single tutorial hour all concepts taught during the entire week. The technique employed was to have the group do written exercises in class. Individual help was provided by having any student who was experiencing difficulty do his work on the blackboard. The students discussed the boardwork, found the errors, and became aware of the pitfalls inherent in certain topics. They soon realized that there was no stigma attached to going to the board when in difficulty, and a cooperative atmosphere was readily established. Each student knew that he would understand the exercise before he sat down.

Quality, Attitudes and Problems of Students

With the exception of the student enrolled in Elementary Algebra, I was confident that each student in the Math TP1 group had the ability to achieve a minimum of grade C in his course. I was elated to find this estimate confirmed by their midterm grades. I was

pleasantly surprised to find the Elementary Algebra student had achieved a grade of C, there were a few A's and B's, and no failures. The student from the Math TP2 group received the only grade of D and this was primarily due to his late registration. He was beginning to overcome his late start.

Although I was satisfied with the performance of the group as a whole, I realized that some students were slipping a bit. Two of the students with excellent potential were having difficulty in making a satisfactory adjustment to college life. (One could not divorce himself from the influence of his neighborhood friends, lost interest in school, cut frequently and finally withdrew. The other rarely spoke to anyone, frequently daydreamed, cut most tutorial sessions, found that he could not keep up with his class by merely attending classes but doing no homework and finally withdrew.)

I was disturbed by the feeling that there was a change in attitude on the part of a few other students. The anxiety and determination of the early weeks had gradually been replaced by a feeling of competence in all students but overconfidence in some. There was a more relaxed atmosphere and the students were beginning to spend a little too much time enjoying the social life afforded by the college now that they had widened their acquaintances. Sporadic absences were occurring both in class and in tutorial sessions. Students who had found employment were beginning to neglect home-work assignments. As Thanksgiving Day approached absenteeism was increasing and this condition was aggravated by the necessity of overtime work during the Christmas rush.

One good student was frequently absent because his mother was hospitalized by a recurrence of tuberculosis.

Evaluation

Although I did not accomplish as much as I desired, I feel that most of the students achieved, in varying degrees, a substantial portion of the aims of this program. Some achieved grades of A, B, or C in their courses. Both of the students who withdrew have returned, one of whom is now doing grade B work. (The other will probably drop out.) The students who received poor grades are currently enrolled in courses and are striving for a larger measure of success. They have seen the progress that others have made and are not discouraged. They may yet profit substantially from their experi-

ences. They have been exposed to college life and they like it sufficiently to want to remain.

David S. Shaw

* * *

Procedures

Following my analysis of the results on the standardized New York City Arithmetic Computations Test administered by Professor Meyer Jordan just before the term began, I reviewed with the class as a whole, using a recitation question-answer method, a basic and precise arithmetic vocabulary, a functionally useful understanding of the structure of our number system (merely mentioning at times but usually avoiding completely the sophisticated logical aspects) and functionally useful procedures in computation. The initial need for this was general. I assigned written homework each session, collected it the following session, examined the papers selectively, and returned them the next session. This attention to arithmetic tapered off after a little more than a week, but each homework assignment later dealt in part with basic arithmetic. I administered two other forms of the same standardized arithmetic test. The purpose in all this was to provide the students with a fundamental vocabulary and skill they need not only in later Mathematics but also in daily living in society. Scores on the achievement test went up to more than ninth year level for seven of the students. The other three hovered around a sixth or seventh year level.

I then began to review elementary algebra which each student had studied in high school, some in a formal algebra course and others as part of the less demanding general mathematics course. Again I taught the class as a whole in a recitation-type method – talking briefly, asking questions to have students think about and help guide a logical development and also to determine how much they understood, and accepting answers phrased in more or less unsophisticated terms but with mathematical correctness. The purposes here were to have students participate actively in the development, to have them practice verbalizing ideas with increasing accuracy and fluency, and to keep them attentively on their toes. The pace of the work covered depended on my sensing of how well it was understood by about 75% of the students. I had no pre-determined coverage goal. To stimulate those individuals who seemed to grasp the work, I asked them more challenging questions. Nonetheless I kept the

slowest with us as much as possible by asking them more routine questions so they too could feel some sense of participation and accomplishment.

The students were given written and study homework assignments each session. These were always collected and returned. For the more alert and knowledgeable students, I would assign from time to time more challenging problems and also encourage them to exercise initiative in seeking out more difficult problems in the topics we had or were covering. Such "extra" accomplishments were praised and noted, and this served to stimulate further effort in two of the students.

Once each week I gave a short written quiz, each one having a proportion of examples of average difficulty so that the average student could pass, and a more challenging example for the above average student. Each test had some fundamental arithmetic examples, usually of the type which gave students difficulty. These tests were returned the next session. I asked students to analyze their own deficiencies, guided them to understanding, and then encouraged them to seek out in the review books we were using those same type examples for further practice. No more than two or three students exercised this initiative with discernment and regularity.

For the second semester, when I had only six students, I would begin each session with an individual examination of each student's homework. I looked for selective areas of possible misunderstanding. I asked about individual difficulties. In a separate section of each student's mathematics notebook I would write out certain clarifications and direct individual further study and practice. This would take about 20 minutes of each session. Then I taught the class as a whole, going on with a few topics in elementary algebra I had not covered the first term to topics in intermediate algebra and, as needed, to topics in plane geometry.

A complication was the presence of a new entrant who was not in this ASTP the first semester and whose high school mathematics work did not go beyond a poor record in the general mathematics. This young lady was seriously retarded in basic arithmetic. Her outside responsibilities precluded her even coming to class on time. I could not arrange to meet her during my conference hour. I tried to have her see Mrs. Lakritz for additional help in Mathematics.

My teaching, testing and homework procedures were otherwise substantially the same as for the first semester. I had to move along

even more slowly than I did the first semester. The six students I had were a distillation of the poorest of the poor. They would be unable to retain for even the shortest periods what I thought, on the basis of class answers to my questions, they had learned. They were exceptionally poor in ability to abstract at even the most elementary levels. They were unable to grasp the simplest generalizing concepts. At best, they could repeat in almost mechanical fashion logarithms and procedures for solving problems and examples, each of which had to be in just about the exact same format as those discussed in class. They rarely completed their homework, partly because they didn't know how to, and partly because they became discouraged and gave up too easily. In at least two cases, I felt that the students have deep aversions to anything mathematical. They don't say this, but I sense as I talk with and watch them that Mathematics is at best a disagreeable nuisance which they wish would go away.

Evaluation:

Of the twelve students I taught, I believe three can, within a relatively short time, fall into an adequate college stream and pass without too much difficulty the required college Mathematics work. Three are so far behind and so poorly motivated in Mathematics that I am pessimistic about their ever getting through required college Mathematics. For the remaining six, I believe that it is possible over a much longer period of time, with much guidance effort, with much more individual instruction and encouragement, to get them to pass at a minimal level required college Mathematics. I see this as an expensive proposition, and I leave to others the judgment as to whether it is warranted. This becomes a question of values and available resources.

I believe, from my experience, that this program has achieved its purpose. On the reasonable assumption that not every program with people is destined to complete success with every individual involved, the "saving" of three out of a group consisting of the twelve poorest in mathematics is a worthy achievement.

The methods I used are the same ones I would try again under similar circumstances. They provide for a mixture of group and individual instruction. They provide continuing evaluation of each student's progress. The pace is and should be flexible. It is especially important in such a program to see each student as a distinctive in-

dividual whose achievements, no matter how trivial to us, are recognized as worthy. This does not and should not preclude our trying to raise to appropriate levels what the students learn. We realize the more general sense of discouragement and frustration these students have experienced and the need for them to acquire, with our help and guidance, worthy images of themselves. The time involved will vary with the individuals as well as with the instructors. In all this, however, I do not believe we should dilute standards of what constitutes passing a worthy college-level course of study.

Recommendations:

I believe the implementation of this program in the Mathematics Department was generally effective. The assignment of a special tutor to give additional support and help to those students who voluntarily went after it was desirable even though several of those who most needed this help did not go after it.

I recommend that all or some students be required to do most of their study and other homework on the college grounds with more immediate (but subtle) supervision from English and Mathematics tutors to help oversee their relatively independent efforts. Realizing that many come from unfavorable home environments where physical conditions are not conducive to sustained effort and where the academic backgrounds of others in the home may not be encouraging, I feel that if these students worked more in a "study" atmosphere with interested personnel and other resources available they would find agreeable encouragement through example and otherwise and make more progress. With some I anticipate that the acquisition of proper work and study habits in such a setting may, in due time, provide substantial self assurance so that the students can do the same thing under less desirable conditions. To make such a program optional is to provide for the less motivated, less industrious, and easily discouraged students an easy way to ignore the option. I recommended this be *required* for at least four hours each day on a scheduled basis with subtle pressure to see that students do attend.

Samuel L. Kleinberg

THE MATHEMATICS TUTORIALS IN THE EYES OF THE STUDENTS

During the latter part of the Spring Term of 1965 in a series of recorded interviews the students responded to a number of questions. Responses to some of these indicate their feeling about their experiences in the Mathematics Tutorials:

> Especially in math to have the classes as small as they were for us. On the whole I think I was very happy with the whole set-up. I think it was one of the best programs I was ever in. I enjoyed being with others and I enjoyed doing college work with no particular strain and with nobody constantly pushing me and this is something many kids are afraid of really; that if they get into one of these programs they are going to be pushed and they must make a B or else, and they are really afraid to disappoint anybody. But we were just told to give our very best and whatever that was we saw it in that kind of mark and I think we had very good teachers. . . . I really enjoyed my teachers and they made me enjoy my work. The type of work I always thought was tedious and bothersome for the first time I really enjoyed. I never enjoyed math in high school but I came here and I was able to understand what I didn't and I really enjoyed my math course. . . . I think everybody was just wonderful to me and to the rest of the kids on the whole because there was nothing pressing and you were able to do everything at your own pace and especially with the math. We needed time to grasp all the concepts that we were supposedly to have learned before this. . . .
>
> I think the instructor was a very good teacher. . . he didn't treat us like ATSP kids, like we had some kind of deformity. He treated us like ordinary kids.
>
> I found this course to be extremely interesting. I have always enjoyed discussion classes and I found this to be a great one. I think that in order to be successful in such a course it is almost mandatory for one to be present everyday. I only missed one day out of the course mainly because I enjoyed it. Who knows, I might even go on.
>
> I also feel that I could have received an "A" in the course if I had taken it during the winter. I found the six tests which we received to be very helpful in understanding the course. Even though I didn't receive excellent marks on them (because of stupid mistakes, of

course) I think I understand the course fairly well. The exams helped a great deal. I honestly feel that Math 1.1 should be a necessity, because it is helpful in other courses as well, such as sociology, and any *thought* course.

I really can't find anything wrong with the course. I would like to say, however, that the greatest fallacy in last term's course was that *the program* was stamped upon us. This term, I felt that I was in a normal class and was expected to do what the other students do. The instructor meant well but he constantly reminded us that we were in a test tube. One does not like to feel obligated or confined. The course which I experienced was a great one and the method with which it was taught should definitely be continued.

I did not find these exams to be difficult at all. If one paid attention in class, he could easily pass the test. Maybe it was because of the teaching.

To me, lectures are not enjoyable, but discussions and "story-telling" are. That is what we had in class. The instructor every once in a while would sway off of the subject which, I thought, to be very good. If the class was monotonous, this would have definitely broken the monotony. (However, it was not.) Of course, if one is going to give lectures or tell stories they should be interesting (The ones we received in math were.)

Evaluation of course — I enjoyed the course but it was concentrated and I think it was very hard to catch up if you missed a couple of classes. Some of the students missed and this was proved because their grades went down.

The tests I thought gave me a better chance to obtain a better grade because you had to prepare every day.

Last term I thought the course was just something to put you to sleep. But this term the Profs were interesting and the long class passed very quickly.

I thought it was very satisfactory and I don't know how you could improve the course. This course to me was exactly like geometry. You study the theorem, etc. and it was easy.

I thought the exams were fair and they covered what we had in the class. Besides we had a pretty good idea what would be stressed therefore they were even easy. Really all you had to do was study.

Rate of lectures was interesting I thought because I like a teacher who drifts away from the topic momentarily. It sort of gives you a brief rest. Also the instructor related some interesting ideas, and experiences, which I thought I benefited from.

Mathematics has always been a difficult course for me. I think that the course was quite good in general. The course could be improved if more time was spent on topics such as the number scale and natural numbers. We spent quite a lot of time on Logic and Euler diagrams in the beginning which I didn't think was necessary. On the whole we covered quite a lot in eight weeks which was difficult for me especially. The exams were not difficult because whatever problems we received on the tests were hinted at during the class period or written in our notes. The teacher was a good teacher — clear and loud voice, explained the problems to the best of his knowledge.

Evaluation of Course: The course was O.K. but the last topic was rushed through too fast.

The course could be improved. Not so many stories between lectures.

Difficulties of exam. Most of the exams were O.K. I only found one where all the problems looked foreign. Rate of lectures. Sometimes too fast.

Mathematics 1.1 as studied through my instructor proved to be a very interesting experience. The work led me towards something different every session and it held my interest. A student not comprehending from the beginning, of a certain topic, however, was lost in a ubiquitous jungle of mathematics, or on a mediocre level, mumble jumble.

With more time to spend on the individual topics a new light is seen in the course. The horizon does not seem quite too far away. In conclusion, I would say the improvement needed is time.

The degree of difficulty as to taking exams left a shattering feeling. Without study or with study, complete understanding of the methods and style of the work, it was impossible to pass. If passed, the grade received was disheartening.

The individual class lessons galloped along too quickly. One felt the pressure of having to finish.

If a class proceed at this type of a pace there is no incentive for a slow student to do "extra" work. He will look at his book, read the assignment, and when he cannot possibly understand it, he will be lost. The feeling to "cut" arises. However, should the race decrease in velocity a gap is left for the student to squeeze into and possibly save himself from confusion, boredom, and possibly failure.

SOME ELEMENTS OF EFFECTIVE TEACHING

Student comments extracted from concluding interviews of the first year regarding their experience in both the English and Mathematics Tutorials are highly suggestive of what they consider essential to an effective teaching relationship. Fundamentally it is one in which the class experience is well structured, carefully planned, and clearly directed and coupled with very frequent examinations, evaluations, and information about faults and ways to correct them. A well ordered class experience of this sort receives high praise when it is guided by an instructor who "helps," who is "friendly," who is "personal," and who affords a "relaxing" climate.

Teachers in this program were more than just teachers. They were friends willing to help you out if they saw you down low.

The teacher spoke as though we were friends, not a class.

I prefer the teacher to have a pattern. I want to know what to expect.

I think homework is the only way you really learn a course.

The teacher worked on our problems inside the classroom.

The teacher underestimated the class. He should have known the students as individuals. He never spoke to students except as a class.

The best thing was class discussions and private conferences.

Work must be collected to have students do it.

Having tests is very useful. It gives you a chance to make up a bad grade.

Teacher was very understanding. After you found your own problem, he helped you see for yourself why it's wrong.

Teacher didn't demand enough.

The teacher gave me confidence in myself immediately. He said, "Everyone can do well in math. If he tries."

Hold on, don't give up. It was good to have someone behind you to help you have faith in yourself.

INDIVIDUAL TUTORING AND OTHER SPECIALIZED SERVICES

In addition to the group tutorial arrangements for English and mathematics, effort was made to discover what other needs there might be and to employ further expert assistance that the College afforded. Allied services were found in the Speech and Hearing Clinic, in the Basic Skills Program, in the Foreign Language Laboratory and psychological counseling program. In one instance off-campus aid was obtained for much needed dental work, and in another eyeglasses were supplied. The most common assistance, however, was more directly related to attempts to bolster or reinforce academic achievement in the course work.

During the first year, and primarily during the first term, most of the students were given the opportunity to spend six weeks in the College's Basic Skills Program. Here it was hoped that they would find supplementary assistance for their work in the English Tutorials as well as for all other academic purposes. For half of the group, interest and application resulted in limited to extraordinary improvement in reading rate, comprehension, and vocabulary. Over-all, however, enthusiasm for these sessions was not high and achievement was limited.

Student tutors became a valuable adjunct for the Project members in many of their regular courses. About twenty-five of these students were secured with the assistance of the Placement Office and the recommendations of the department in which they were completing their "major" undergraduate course work. To a remarkable degree they were talented, conscientious, and effective in the work they performed. In addition eight faculty members from the Science, Mathematics, Economics, History and Political Science Departments shared a very small proportion of the time devoted to tutoring. In about half of these instances, the faculty conducted short tutorials for two or three students in periods ranging from four to ten hours.

About eight hundred hours of student tutoring was provided for thirty-four students over the two year period. As an average about twenty-three hours of such service was rendered each student or approximately six hours per term. A half-dozen students received between fifty and seventy hours

during the two year period and some occupied tutors for as little as two to eight hours during the lifetime of the Project.

In the light of the fact that Brooklyn College requires foreign language education for a year beyond the required three high school years and that high school foreign language deficiency was common among these students, it was necessary to give serious attention to foreign language studies. Since there were no special tutorial groups in the foreign languages it is not surprising that individual tutoring time was in heavy demand. Sixty-seven percent of the total tutoring time was allowed for foreign languages. Twenty-two of the thirty-four students used foreign language tutors in one or more terms, or an average of slightly more than five hours per term. Approximately the same number also used mathematics tutors but only to the extent of 16% of the time, or an average of a bit more than one hour per term. The difference in demand was presumably the result of the over-all effectiveness of the regular group tutorials in mathematics.

A half dozen students used about 100 hours or 14% of the tutoring time for assistance in the Integrated Science course, the first year of biology and the first term of chemistry. The few remaining hours amounting to about three percent of the total were scattered over several of the social sciences and history.

If passing a course in which tutoring was used will be accepted as a gauge of its usefulness, the service was not misapplied. In only six instances was failure reported.

The four term pattern of the use of tutors also suggests that perhaps increasing capacity and independence, and the reduction of the number of required courses was having its effect. The percentage of the time given to tutoring moved up from 16% to 43% from the first to the second term and then dropped from 28% to 8% in the third and fourth terms. About 5% of the time was taken up in the Summer Session of 1965.

SOME OBSERVATIONS BY STUDENT TUTORS

The student tutors have been a boon to the Academic Talent Search Project. And the tutors themselves have gained a great deal. Interested in helping others, they have shown a dedication and responsibility for their work that, it is believed, is evident in the observations recorded here:

> Mr. A is a very polite and considerate young man. He does not like the French language very much, and the reason for this dislike can no doubt be attributed to poor preparation in high school.

I found that when I gave assignments he often came back the following week unprepared, giving me the excuse that he hadn't had the time to study because of other exams, his job, etc. I thought that he didn't study nearly enough during the semester, and that it would take an enormous amount of study to rebuild a rather shaky foundation in French. (I suggested that he be put in an 0.5 class because he showed a great lack of knowledge regarding vocabulary and grammar.)

I don't believe that he made any effort at all to improve himself in French. It may be that he doesn't have language ability, but I thought he could have done better with more studying. My impression was that he didn't fully realize the opportunity that he was being given and the faith that everyone had in him in expecting him to do well.

Beverly Kerish

* * *

Miss B impressed me as a very bright and intelligent individual, who was prepared to work hard in order to succeed in school. She showed much language ability and was mastering the French language with a good deal of study.

During the Christmas vacation I saw her and she seemed to be a bit confused about French, but I'm positive that it was only because she hadn't studied too much over the holiday.

She is a lovely girl, extremely cooperative and the kind of pupil that I truly enjoy. I am certain that she will do well in French (and in everything else) because she has the ability, as well as the desire, to excel academically.

Beverly Kerish

* * *

This is to inform you that Mr. C showed much enthusiasm and interest in improving his knowledge of Italian grammar.

I would assign him certain things to review and the next time we met, I went over them with him. He would show me work that he had done on his own while he was studying. I always asked him if he had any questions and several times I answered his questions by trying to help him understand certain principles of grammar. He was always willing to learn, is a very conscientious and alert student. I feel that he responded favorably to my instruction because I tested

him constantly to see if he could recall principles I reviewed and he indeed made out well.

He is a hard worker and I could see that he was trying very hard to improve. It was a pleasure to work with such a student.

Ann Marie Leo

P.S. I called him up to find out how he did in the course but someone said that he was not at home.

* * *

An extremely well-mannered student; quick, alert, and capable of learning a foreign language. However, he was most unwilling to accept help — be it through pride or some other motive. We met a very small number of times primarily because he felt he didn't need aid in Frencl..

Elaine Ann Chambart

* * *

Unfortunately this student was introduced to me at a very late period when nothing could have helped him pass his French course because he had already failed three-fourths of the term's work. This boy is extremely intelligent, however, and once he gets over his "super-ego" complex, then he will start achieving.

He had no problems understanding French grammar with my aid, but he placed little effort into studying — the "grain" which is not sown will not bring "A's," "B's" or even "C's" to fruition.

With the limited amount of help I was able to afford him, I fortunately was able to pierce his "superman complex." He admitted to his insufficient study habits, and now I feel that he is ready to "buckle down" and pass a course of French.

Elaine Ann Chambart

* * *

This student is truly a well-mannered, quiet, humble, (but never submissive) and hard-working individual. Unfortunately, his learning capacity for a foreign language is very low. During the period when we worked together he would work assiduously, understand a principle for the first few minutes of a lesson (but understand it only as being an isolated concept, without applying it to the living mechanics of the spoken language) and then not be able to retain it.

He is a bright, alert person who is capable of doing "passing work" (D-C) in a language only through "blood, sweat, and tears" if I may be so colloquial.

All in all, it has been a pleasure to aid such a student who was willing to accept help graciously and work hard at the same time.

Elaine Ann Chambart

* * *

This was a "joy" of a student to assist. Bright, alert, extremely intelligent, most of this student's aid consisted of "coaching" by means of the Socratic method. I asked the questions, and the answers received were always knowledgeable and correct.

She is a little weak on pronunciation and irregular verbs; — nothing serious, however, which a little more study and effort would not cure.

Elaine Ann Chambart

* * *

We've been working on translation and grammar. Mr. E. has shown a great improvement in translation. As we just started on grammar we'll have to wait for results. He has an exam on Wednesday, December 2nd.

His translation has improved greatly. Now we've been concentrating on grammar. He's weak on some points but remembers his verb constructions. He just had his second exam, on which he received 73.

Linda Scheer

* * *

Last term I tutored Mr. E. in Spanish 0.7. His final grade was "C," which was a great improvement over what he had been doing in the beginning of the term.

The one phase of Spanish that is his weakest is pronunciation. However, he tried to improve himself by going to the language laboratory.

His grammatical background is not weak, and he was able to grasp new work. This also enabled him to approach reading comprehension with greater facility.

He certainly did apply himself to his work and has the capacity

to do better work this term, especially since he is taking a literature course.

Linda Scheer

* * *

Of the two boys with whom I am working, I believe that Mr. F. responds more favorably and is more interested in improving his Spanish. He arrives on time for each session and seems alert and interested. When I give them a little assignment to prepare, he does it neatly and well. His work has shown improvement in class, too, for he passed the most recent test given by the instructor. This is the first test he passed in Spanish, this term, and he seemed very much encouraged by this, as were the instructor and I!

Mr. G., however, does not share F's interest, and has even missed two sessions. He also tends to daydream, both in class, and even in the much smaller group of the three of us. He himself told me that, in class, he sometimes doesn't take notes because "I enjoy just watching." Both F and I tried to impress upon him how very important it is that he pay attention. I think he is a pleasant and intelligent boy, but quite irresponsible.

The instructor's cooperation has really been extraordinary. She is very much interested in seeing to it that the boys get the most out of the sessions, and, therefore, she took the trouble to help me plan what to do with them and to tell me what she felt would be most helpful to them. She is also very much interested in anything I can tell her about them.

Miriam F. Engelsohn

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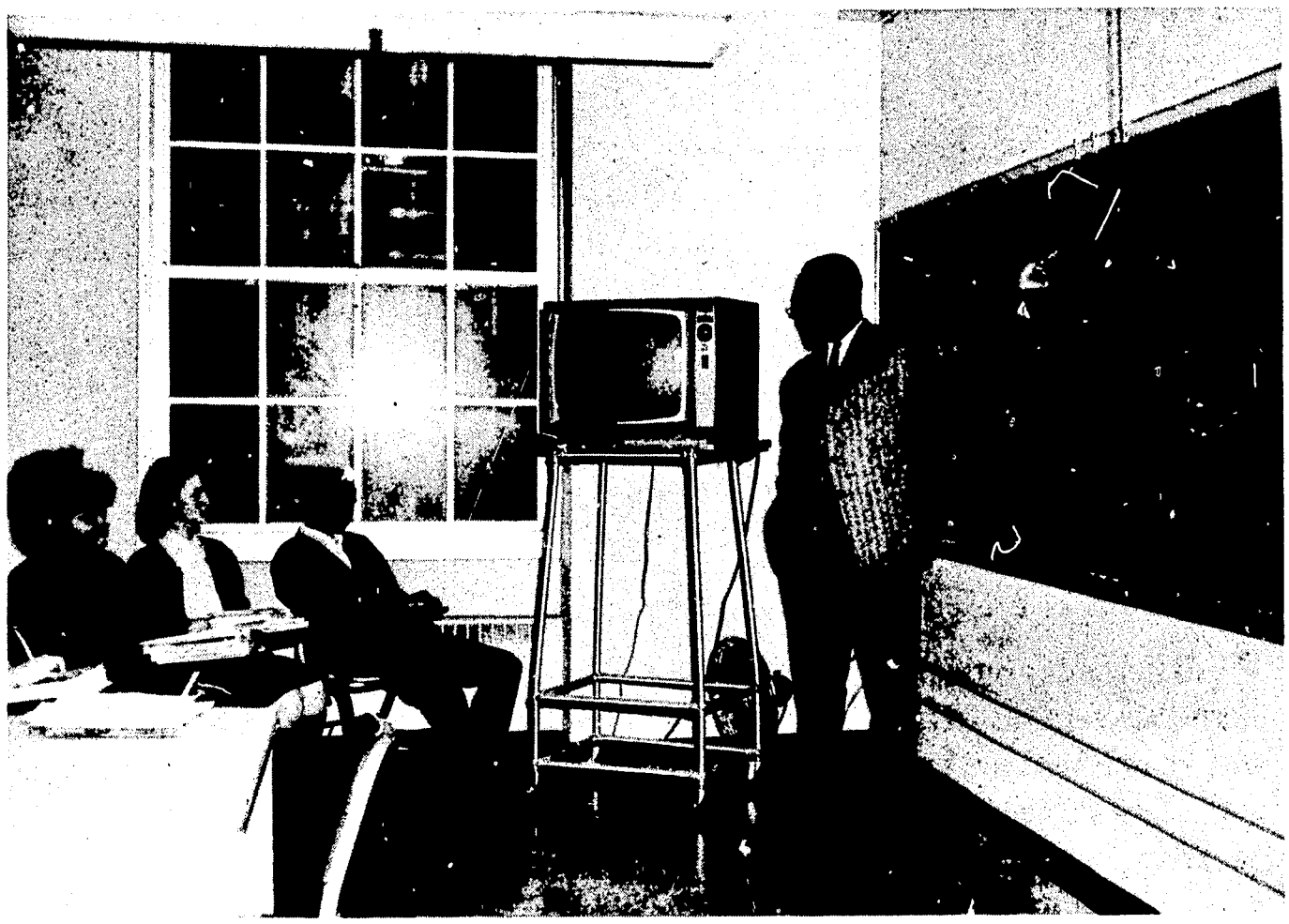
SUMMARY

The pedagogical pattern that has characterized this Project can be seen from this section to have developed out of the application of the specialized and concerned interest of about forty students and faculty who worked with the Project members to remedy shortcomings, to provide specially paced and oriented college courses, and to supplement classroom experience. It is believed that the cordial support of the regular course teachers would not, alone, have been sufficient to bring these students to the level of scholastic standing that they have achieved.

If the regular course teachers had introduced specialized materials and alternative methods for the few project students in their classes, they would have been responding to an exhausting demand upon their time and energy. But beyond that, the "something extra" in the student's awareness that an individual tutor was available, if requested, to reinforce his ability appeared to be a psychological buttress of major significance.



An English Tutorial in the Academic Talent Search Project

IV

COUNSELING EXPERIENCES*

OPERATIONAL PATTERN

Like the students themselves, the staff of the Project was brought together for the two year period of the Project's existence and consisted of an Executive Officer, an Associate Executive Officer, two permanent part-time secretaries, and one permanent part-time student aide. During the two years of the Academic Talent Search Project this staff remained unchanged.

It is significant to note the continuity of the staff because it was relevant to the extraordinary team spirit which developed over the two year period. The unflagging enthusiasm of the office staff for the goals of the Academic Talent Search Program, and their genuine concern for individual students, were revealed in countless acts of helpful and thoughtful regard. The permanence of the personnel was also helpful in establishing a most cordial relationship with members of the faculty. Requests for comments and evaluations were complied with graciously and promptly. Most instructors were generous with their time and willingly stepped into the office of the Academic Talent Search Project to discuss academic problems of concern to the students. They were equally generous in spending time with the students' tutors to guide them in their work, pointing out areas of weakness or indicating techniques of assistance. Officers of administration and members of their staffs, in spite of heavy demands on their time, cooperated and contributed to the efficient operation of the Academic Talent Search Project. Perhaps the most significant aspect of the administrative relationship was the comfortable and immediate communication which was always available with the Executive Officer of the Project. Time seemed never to be too short to allow for consultation on any problem as the problem arose, and the problem of an individual student was granted the same interested, careful study as were those issues which involved the total group.

MEETING THEIR NEEDS

Throughout the Academic Talent Search Project, students came to the Project office as problems arose — for help in a personal emergency, for

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* By Mary Pigott Ottavino, Associate Executive Officer

academic assistance, for a word of encouragement, for whatever the circumstance of the moment required. Because problems do not occur on schedule, they came without appointment. They telephoned a member of the staff if an emergency occurred on a weekend when the college was closed. Solutions to problems were not always forthcoming promptly; questions could not always be answered immediately. Nevertheless we considered it most important for each student to realize that his concern and anxiety *would* be recognized and that every effort would be made to help him to find directions in which he might travel to discover his best solutions. Students found support and encouragement when they sought it, and they appeared to have unusual needs for reassurance for they were more than most Brooklyn College freshmen, strangers and afraid.

These students in many instances were genuinely strangers to the academic life. During the first interview with the students in August, 1964, it was somewhat surprising to discover that not one of them was aware of what a "three credit course" meant. It became a first responsibility to offer a translation of the new academic language, literally and in terms of what the language implied as it related to hours of class attendance and hours of individual private study.

These neophytes were appalled at the suggestion that an instructor would routinely assign about two hours of "outside" work for each hour of class work. This was the first hint that "study" was to be a brand new experience for some of the students — typically, for the most intellectually gifted of the group. Later, when it seemed safe to acknowledge it, remarks such as "But I never did homework in high school," and "I found out that if I sat very quietly in each class, I passed; I never worked," became too familiar. It was apparent that these students had not only the small problem of acquainting themselves with the language of a new country, but the much larger problem of learning and incorporating within their behavior patterns the strange folkways of another society.

The Academic Talent Search Project enrollee found himself in a society which demanded that he attend lectures punctually and regularly, and that he remain awake, that he go to a library and sit for hours in quiet and relative solitude, reading, taking notes, reflecting. These demands for some students represented a tremendous challenge and required an unfamiliar form of self-discipline. A young man who had grown up living with seven people in a few rooms remarked, "You know, I just can't stand being in that library where it's so quiet. I hate to be with a lot of strangers. It's too lonely."

Loneliness, as distinct from the estrangement implied in aloneness, is a word that Academic Talent Search Project students used frequently to describe situations in which there was "nobody else like me." "If I had known I would be the only Puerto Rican in class I wouldn't have come." A student like this one is lonely in Brooklyn College because he feels there are so few others who share his kind of life, his unique position in the society, even his need for the physical presence of persons.

It may be here noted that despite the problems of these students one fact was overridingly apparent, namely their entirely normal responses to the difficulties besetting them. This may seem to be too obvious to require statement, much less emphasis. However, in concentrating attention on difference in many areas, one may overlook the fact that in addition to some handicapping circumstances of their life experience, they share positive things with college students everywhere – a certain physical stamina, a great flexibility in adjusting to varying life demands, a not-yet-destroyed hope in a better future, and the capacity for spontaneous play.

There are, too, special advantages the "disadvantaged" person has received. He is in certain clearly apparent ways more mature than his middle-class peer, despite his lack of sophistication. He has seen, lived with, and coped with some of the hardest facts of the inhumanity of the human condition. He has done all of this and stood two years ago with immense courage to face what may have proved the hardest struggle of all. He came ignorant to the market place of knowledge, alone to face the threat of being "the only one."

How did the Academic Talent Search Project student attempt to meet this need for others? He went to the Student Center. He spent time there – perhaps too much time. *Perhaps* is a significant word because until it is possible to assess the depth of another's need, we must assume that he spent only that time which was required to make the other lonely hours bearable. Therefore, while from the point of view of his academic achievement he spent too much time at Student Center, from the point of view of the neophyte student, the frightened, lonely person who perceived little on this academically oriented and achievement oriented campus that was in any manner familiar, the music and the card tables were perhaps the lifeline from which he could dare to venture into the inflexible and demanding academic regime. For some Academic Talent Search Project students this was the safe place, the sanctuary where they could compete with and sometimes even outshine the other members of the Brooklyn College student body.

If the student-to-be, which these young men and women were when they came to Brooklyn College, received a "D" or an "F," he felt the disappointment keenly, the more so if he regarded the failure as reflecting his own inability to meet the situation. Without the music lounge, without the select group of friends who *truly* understood, perhaps one, who had failed again, would not have been able to try yet once more.

The Academic Talent Search Project provided a weekly stipend for the students. It was distributed by the staff of the Project in the Project office. This automatically brought the student into contact with staff members each week when he picked up his stipend. He became accustomed to the warmth, friendliness, and respect of all of the staff. It was easy to ask the students "How are things going?" or "How are you finding your way here?" It became easy for students to walk through the open door, easy to talk things over in the familiar setting, easy to feel comfortable and at home in the Project office.

Students who had come in August, 1964, shy and fearful, evidencing their insecurity and anxiety in their carriage as well as their speech and general demeanor, very slowly began to relax and to feel safe. By the end of the first year a measure of success – the mere fact that they had had held on and remained afloat on an uncharted sea – gave them a new confidence, added a buoyancy to their steps, a sure ring to their voices, an assurance to their bearing. They looked different; they sounded different; they indeed were different. They *belonged.*

At the end of the second year the physical change in these students has continued. One lovely young woman whose Latin beauty has recently become strikingly apparent can now afford the proper food. "I've stopped eating candy bars and potato chips." A handsome young man has discovered that he does not "look like a gangster" as he had believed. He has bought new clothes that reflect the dignity and self- respect he feels for himself. Over-all it might be said that an awareness of themselves as valuable, unique persons has clearly emerged, and one feels that they are saying to the society in an appropriate manner, "I no longer need to be invisible; I am willing to be seen."

TO WHAT END A LIBERAL EDUCATION?

If now at the end of two years the Academic Talent Search Project student feels a modest security, it may in some ways be related to a better understanding of why he is at Brooklyn College, of what he may hope to derive from the experience of a liberal arts education. When the students

came in the Fall of 1964, they were glad to be here because this is a college, and to go to college, they had been told, was a good thing. Most of them were aware that in order to achieve their vocational goals they would need at least a bachelor's degree. We felt from the outset that assisting these young persons to choose a realistic vocational goal would signally increase the likelihood of their remaining in college to achieve the degree. Throughout the two years, at three or four month intervals, the students reviewed their goals and the relevance of their liberal arts courses to them. It was interesting to note a growing enthusiasm for the purely liberal, humanistic courses in comments such as "I had no idea Classics could be so interesting. My teacher makes those Greeks and Romans really come alive," or "History 1.1 was O.K., but wait until you see what I can do with History 2.1. The modern stuff is what really interests me." However, they continued to emphasize the utility of the degree, and as the second year went along, some students began to modify unrealistically high aspirations. Others, whose vocational goals had been realistic and clearly attainable, became more sure of themselves and more eager to get on with the business of preparation.

A continuing effort was made throughout the two years to find suitable employment for these young men and women — employment that would in some way be relevant to their goals. The College Placement Office offered a constant readiness to help the students find such employment, and the staff in the office of the Academic Talent Search Project posted notices of job opportunities on a special bulletin board. As months passed the students themselves became sources of job referrals. They stopped into the office or telephoned in information to the secretaries when a particularly good job or one especially relevant to the needs of a fellow student became available. Any source of employment that might serve as a learning experience for the students was sought out. Several boys who indicated an interest in social work are at present employed in a home for orphaned or neglected boys as counselors-in-training. Several girls who expressed an interest in teaching have found part-time jobs as tutors and teaching aides in their own neighborhood schools. One aspiring biology major worked during the summer of 1965 as a laboratory aide at the Rockefeller Research Center. A potential social worker stopped in the corridor to report that "I've been promoted from Teaching Aide to Community Aide, and my salary has gone from $50 to $70 a week." In a very tangible way these youngsters are learning about the world of work where it pays — literally — to get an education. In the early days of the Academic Talent Search Project the students could find no better employment than that of counter-boy. As students in their

sophomore year at college, they are experiencing the first financial rewards and a new social status which help to compensate for and encourage them in their academic struggles. Relevant work experience is serving as a positive motivating factor for academic achievement.

A COLLEGE CAN BE FLEXIBLE

Counseling with the students in the Academic Talent Search Project afforded frequent opportunities to discover how well the program was meeting needs as they experienced them. Often the students were able to point to areas when the initial Project plans could be modified better to meet these needs. Course schedules were altered – lengthened from one to two semesters, reprogrammed to meet five days a week instead of three. As the Academic Talent Search Project attempted to meet students' needs the students themselves became more deeply involved in conquering obstacles to their achievement. A student who found studying impossible in his crowded apartment discussed his solution. "I can't study in that noise but I can sleep through it, so I just go to bed at 9 and set my alarm for 3. I can get a lot done between 3 and 6 A.M." In counseling with the Academic Talent Search Project students about their course work a special problem arose. The students had very real academic needs. Their need for special assistance in English and mathematics was to be met in special small group tutorial classes. This was a pattern predetermined by the administration.

However, the student had other equally important academic needs. It seemed necessary to ask what is the ultimate goal of educating the student. If a part of the goal is to help him to develop into a careful evaluator, a person who can weigh alternatives and make wise choices, then it seemed valuable to involve him as quickly as possible in the determination of his academic career. It seemed especially important for this particular group of young persons to experience the responsibility for their own choices as soon as possible, and to experience the realization that they were expected to be from the outset the architects of their own careers to the extent that would be possible within the framework of the Project. Every attempt was made to respect the choices of students. At times when the choice appeared especially unwise a serious conflict arose in the counselor: Would the student fail if he pursued his choice? If he did, would he then elect to return, and retake, and pass the course thus failed? Will our spoken recognition that the student who has failed a course but learned an important lesson be enough to help him to see this new failure as a valuable mistake, a lesson from which he might learn? In most instances faith in the student's resilience

and courage prevailed and wiser decisions followed. The student who had insisted on taking the courses which he seemed destined to fail did fail – or did he?

When a young Negro has learned that he can be permitted to make a decision, that this right to determine his life will be respected and that he can return after failing to say, "I won't make that mistake again," or "You were right, it was too much, but I'm going to see it through and I'll do it differently next term," or "I'm going to take these courses again and pass them," has he perhaps learned a new way of responding to the society as a whole? Has he found a new appreciation of his capacity to think and to act for himself and to insist that this capacity be reckoned with by the society? For too many generations have Negroes assented to the decisions made for them by a white society. A most significant part of a Negro's college education is the learning of new ways to respond to his environment – to his freedom – to his responsibility for his own decisions.

If we hope that his education will include these learnings, then we shall have to be prepared to allow some of the final choices to be his own – to resist the temptation to demand that he bow to our "wiser" decisions for him, to stand by to offer encouragement, not recrimination, when he stumbles, and to *believe* that he and only he can truly be the master of his own fate.

IF YOU DON'T HAVE A DREAM

Another consideration in counseling with the students in the Academic Talent Search Project is that of time. How long does it take to know which student will persevere, will continue on and achieve the baccalaureate degree? When may we say, "You have had your chance"?

At the conclusion of two years in the Academic Talent Search Project it became apparent that certain students were evidencing a heretofore unrevealed concern for their academic future. They requested permission to go to Summer Session. One young man whose record had been discouraging to all of us had begun to report grades of B in accounting. As we reviewed his record the question arose, "Why now?" His response suggests what may account for the success of those who make it. He said, "Before I didn't have a dream."

These men and women frequently are not achievement oriented and therefore seem to be standing outside of the main body of this society. Possibly before today this student could not choose to adopt the values of the white society which would commit him to the struggle and effort required

to reach these goals. Perhaps two years were required for him to see that the white man's opportunity is his, here and now. It may be that only now he can see himself as a person capable of the same achievement as any man — one who has at least some genuine opportunity, and therefore has finally a reason to have a dream.

Frequent counseling was one of the outstanding features of the Academic Talent Search Project

V

ACADEMIC ACHIEVEMENT AND PREDICTION OF ACADEMIC SUCCESS*

STATUS ON ENTRANCE

The Wechsler Adult Intelligence Scale was administered to approximately half of the Academic Talent Search group on entrance to the Program. Most of the remaining members of the group were tested during the second year. The Wechsler Intelligence Scale has also been used with a number of regular Brooklyn College liberal arts students over the last five years. It is therefore possible to make a comparison of the intelligence status of the Academic Talent Search group with regular liberal arts students.

		IQ (mean)
Academic Talent Search group	(n=34)	109.9
Regular Liberal Arts group	(n=31)	112.9

A "+" test on the difference in mean scores indicates no significant difference between the Academic Talent Search group and the regular Brooklyn College population.

HIGH SCHOOL AVERAGE AND HIGH SCHOOL CREDITS

Mean high school average	74.1
Mean high school credit	15.0

The mean high school average for the group falls slightly below 75.0, the minimum average for accepting applicants for Associate in Arts Degree matriculation. (Applicants for non-matriculated status with high school averages between 70-74% are admitted if their score on the Nelson-Denny Reading test is 60 or greater.)

NELSON-DENNY READING TEST

This test was administered to all but four of the Academic Talent

*By Louis Heil, Director, Office of Testing and Research

Search group on entrance to the program. The average score of 65.0 falls at the beginning of the 12th grade level on national norms and almost exactly at the mean score for applicants to the non-matriculated program of Brooklyn College.

MANIFOLD INTEREST SCHEDULE

The description of the several standard profiles resulting from this scale are presented on page 22.

ACADEMIC ACHIEVEMENT RECORD

College Credits Attempted and Earned During Two year Period

Average Number of Credits Attempted 1st year	17.4
Average Number of Credits Earned 1st year	14.6
$\frac{\text{Earned}}{\text{Attempted}}$ Ratio	.839
Average Number of Credits Attempted 2nd year	18.5
Average Number of Credits Earned 2nd year	11.7
$\frac{\text{Earned}}{\text{Attempted}}$ Ratio	.632
Average Number of Credits Attempted 2 years	35.9
Average Number of Credits Earned 2 years	26.3
$\frac{\text{Earned}}{\text{Attempted}}$ Ratio	.733

The above data indicate a decrease in the Earned-Attempted ratio during the second year, and suggest a lack of readiness for some of the group to proceed with college level courses.

COLLEGE INDEX DURING TWO YEAR PERIOD

The college index has been computed for the first and second years separately, and combined on the basis of A=4, B=3, C=2, D=1 and F=0.

Average First year College Index	1.80
Average Second year College Index	1.21
Average Two year College Index	1.48

The average college index dropped significantly in the second year, reflecting further the lack of success during that year. At the end of two years, the average index stood almost exactly midway between C and D. Ten of the students achieved grade point index greater than "C" with an average of thirty-two credits earned in the two years. Another eight students earned an average of thirty-six credits with grades so close to a "C" that a "B" grade in one or two courses in the next term would assure them a "C" average.

Assessing the group's achievement in the acquisition of college credits, a credits-earned and grade-received tabulation reveals the following: Sixty percent of the college credits attempted in the first academic year were passed with a grade of "C" or higher. Seventy-four percent of the credits were passed with a grade of "D" or higher. Twenty-six percent of the credits attempted were lost by failure. In the second academic year fifty-four percent of the college credits attempted were passed with a grade of "C" or higher. Seventy-seven percent were passed with a grade of "D" or higher. Twenty-three percent of the credits attempted were lost by failure.

GRADUATE RECORD AREA TEST

This examination was administered near the end of the second year. It consists of three parts, Social Science, Humanities, and Natural Science. Norms are available for the test for beginning freshmen, end of sophomore year, and end of senior year.

		Norms	
	Average Score ATSP Students	Average, Beginning Freshmen	Average, End of Sophomore year
Social Science (N=28)	408	365	430
Humanities (N=28)	398	400	463
Natural Science (N=28)	418	415	477

The above evidence indicates that the Talent Search group on the Social Science test falls somewhere near the end of the first year, but on the Humanities and Natural Science test the group at the end of two years falls at the beginning freshmen level.

SEQUENTIAL TEST ON EDUCATIONAL PROGRESS (STEP) TESTS

These tests on Reading, Mathematics, Social Science and Natural Science have been developed to span levels from the 4th grade to the 14th grade (end of college sophomore year). Norms exist through the 13th year (end of college freshmen year). The STEP tests were administered to the Talent Search group at the end of their first and second year.

STEP Test Data

		Norm			Norm	
	End of 1st yr.	Begin. 1st yr. %ile	End 1st yr. %ile	End of 2nd yr.	Begin. 1st yr. %ile	End 1st yr. %ile
Reading (mean score)	41.9	22-37	15-30	50.5	37-66	30-70
Mathematics (mean score)	18.8	22-52	14-40	21.4	34-67	25-56
Social Studies (mean score)	36.9	84-94	78-91	40.6	93-97	90-94
Science (mean score)	25.6	21-57	12-46	26.8	27-65	16-54

The norming data are supplied as a %ile (percentile) "band," and an estimate may be made regarding the status of the Talent Search group by using the middle of each percentile band. Thus for Reading, the Talent Search group at the end of the first year stood at about the 28th percentile of beginning freshmen norms and at the 22nd percentile of end of first year norms. At the end of the second year on Reading, the group stood at the 51st percentile of beginning first year norms and at 50th percentile of end of first year norms. It thus appears that for Reading the group at the end of the two years is approximately equivalent to beginning college freshmen. Essentially the same achievement status is revealed by the group in the Mathematics and Science tests. On the Social Studies test, however, the Academic Talent Search group revealed a much greater achievement, standing at the 60th %ile.

The evidence from the STEP tests (Science and Social Studies) appears to be quite consistent in that for all areas tested, except Social Studies,

the Academic Talent Search group at the end of the second year is approximately at beginning freshmen status. In the Social Studies area, however, the group appears to be at least one year more advanced.

PERSONALITY VARIABLES IN ACHIEVEMENT

Data are available in the office of Testing and Research, Brooklyn College, regarding the relation of several personality variables, assessed by the Manifeld Interest Schedule, with academic success. These data indicate generally that students characterized by certain profiles (A.D and F)[1] are more likely to be successful academically than students falling into three other profile types (B,C and E). In almost every academic year in the Scholars' group, for example, the students chosen for the Scholars' Program as well as the more successful students within the program are found to populate the A,D, and F profiles significantly more than the B,C,E, profiles.[2] Election to Phi Beta Kappa and Sigma Xi follows the same pattern. In almost every study, students in the A,D, and F profiles are found to be academically stronger than those in the B,C,E, profiles.

The relation of grade-point index with "membership" in the several profile types was made for the Academic Talent Search group by ranking the students on grade-index (three equal groups, high, middle and low) and noting the student profile types for each group.

GRADE-POINT INDEX AND STANDARD PROFILE TYPE

High (1.9 and greater) (n=13)	ADF types 7 (41%)	BCE types 6 (23%)
Middle (1.3 - 1.8) (n=13)	ADF types 5 (29%)	BCE types 10 (39%)
Low (1.2 and lower) (n=13)	ADF types 5 (30%)	BCE types 10 (38%)
	17[3]	26[3]

The above evidence reveals that a greater proportion of the profile types, A,D and F, fall in the higher academic achievement group, approximately half, while a smaller proportion, approximately one-fourth, of the

[1] See Appendix VII
[2] See above, p. 19 n.
[3] The total number of cases with MIS classification was 29. Three of those cases were tied for two personality types.

academically weaker profile types (B,C and E) fall in the higher achievement group.

INTERPRETATION

The question now arises regarding the value of two years of experience for the Academic Talent Search group. Objective test data suggest that the group after two years is approximately at the level of beginning college freshmen. While it is true that the group has earned an average of 26.3 college credits the average grade index is midway between C and D. Thus it would appear that whatever basic foundation (credits earned) of college subjects has developed, such foundation is quite weak for about 58% of the group. It would appear likely that this proportion of the group may find this foundation of questionable adequacy as a basis for further academic work. Nevertheless there can be little question that the Academic Talent Search Project *did* expose forty-two students to college work — young men and and women who would not otherwise have attended. They *did* earn an average of over twenty-six college credits apiece, they *did* remain in the program, and many *do* intend to continue their education, having, within a two-year span, overcome an educational handicap that would have debarred them from college forever.

Has the two-year experience for the Academic Talent Search group really been effective, or as effective as it might have been? While it is true that relatively few dropouts have occurred, it might be questioned whether this program has been successful for a large proportion of the group. Is Brooklyn College or any other similar liberal arts college an effective environment for attaining maximum results with persons like those involved in the Academic Talent Search group? The reason for this question is twofold: first, there is a danger of discouragement resulting from placing an unprepared person in a regular liberal arts class or section; second, a special instructional environment is likely to be necessary for persons like those in the Academic Talent Search Project.

Although the general intelligence of the Academic Talent Search group has been found to be essentially the same as that of the regular liberal arts group, the ethnic background and personality are quite different, particularly in those elements tending to make for academic drive and success. The group by and large may be characterized as disadvantaged from an academic point of view; disadvantaged from the standpoint of academic incentive from the home, from faulty lower school instruction, and from certain personality variables. It is here hypothesized that such "disadvan-

taged" persons need an abnormal amount of structure and "follow through" attention in their instructional environment. They need such structure not only for the immediate learning achievement but also for the motivation such structure and resulting achievement is likely to give. In accordance with the hypothesis, the instructional environment, different from that for the typical self-propelling liberal arts student, must lay out specific day by day lessons with almost as frequent check or follow-up to see that the work is done. Such an environment will undoubtedly make for greater immediate achievement, particularly in the basic skills and the knowledge necessary for college work. But more important, the disadvantaged person will probably react consciously or unconsciously, "This experience I like, these people in this program caring enough to make me do the things I should be doing." Because of the wide dispersal of Academic Talent Search students in a typical liberal arts setting with many different sections and instructors it becomes almost impossible to change the instructional environment for their purposes. Should a program of this sort be continued, a very tightly structured educational environment should be provided wherein the apparent weaknesses in English, mathematics, foreign languages, and the personality needs are cared for through a special program in small separate classes.

PREDICTION OF ACADEMIC SUCCCESS

An important part of the evaluation of an experimental program such as the Academic Talent Search Project is an analysis of the available evidence which leads to prediction of success in a similar setting.

A multiple regression analysis was first made employing a number of variables, and the result of this analysis was used as input for a final analysis with fewer variables. In the first analysis the grade-point index was predicted by intelligence, high school average, Nelson-Denny reading score, high school credits earned, and several variables from the Manifold Interest Schedule, namely, authority, leadership, interest in the obscure, humor, fantasy, preoccupation with cleanliness, self-severity, methodical behavior, acceptance of impulses, and aggression. The first analysis revealed that a relatively large proportion of these predicting variables contributed but little to the prediction of the grade-point average.

A second analysis was then made with the more important predicting variables. The result of this analysis is presented in the following table:

	Multiple Correlation Coefficient	Percent of Variance In Grade-Point Index Accounted For	
High School Average	.472	22.3	
High School Average and High School Credits	.479	24.7	2.3%
High School Average, High School Credits and "Authority"	.527	27.8	3.1%
High School Average, High School Credits, "Authority" and "Leadership"	.572	32.7	4.9%
High School Average, High School Credits, "Authority", "Leadership" and "Self-Severity	.579	33.5	.8%
High School Average, High School Credits, "Authority", "Leadership", "Self-Severity" and "Methodical"	.682	46.5	13.0%

It is interesting to note that intelligence was not included in the second analysis. The first analysis revealed that its contribution was almost zero in comparison with high school average. This finding, of course, is consistent with the general finding indicated in *Status on Entrance,* where there is no significant difference between the Academic Talent Search group and the regular Brooklyn liberal arts population on intelligence but obviously a very great difference in grade-point index.

A comparison of the most important variables predicting academic success reveals that approximately half of the variance in grade-point ratio is accounted for by previous success; that is, high school average and high school credits earned. The other half of the variant is accounted for by four personality variables. Thus it appears that a few personality variables are almost as important in predicting success *for this group in this setting* as the conventional variables of high school average and credits earned.

The variables most effective in predicting success appear to lead to the following description of persons most likely to achieve the higher grade-

point indices: A person who has been more successful in achieving higher grades in high school and who has earned more credits in academic subjects, who wants to be independent of authority and to work out his own ways of doing things, who has a relatively high desire for leadership but who also has evolved a methodical approach to doing things (and *methodical* in this configuration very likely means *work oriented*).

VI

WHAT DID IT COST?

Through the generosity of the Rockefeller Foundation $145,000 was made available for this special Project, covering a period of two academic years and two summer sessions. This money provided the wide range of services for forty-two students during the first academic year, and for thirty-one students during the second academic year. It also took care of the needs of thirty-two students during the Summer Session of 1965 and fourteen students during the Summer Session of 1966.

Supplementing these funds were the contributions of Brooklyn College in the form of physical plant and facilities, general overhead costs, library and audio visual services, administrative and clerical expenses, and the services of many colleagues whose professional talents were freely drawn upon at no direct cost to the Project.

In view of the fact that the students enrolled in the Project were almost all on a part-time schedule, one may wish, for comparative purposes, to translate these figures into full-time equivalents. Since the attendance differed in the two academic years, there could be said to have been an average of thirty-seven enrolled for one full-time academic year. Similarly in a third full-time term equivalent, an average of twenty-three students were in attendance. Dividing the grant over the three term period, it could be said that an average of $2500 was spent for each student for the equivalent of a full-time first year, and that $2000 was spent for each student in the equivalent of a full time third term.

However, a cost analysis that comes closer to the original planning for this Project should remove the Summer Session expenditures. Likewise the costs of final evaluation and reporting should be omitted if one is to reach an estimate of cost directly related to the educational services rendered to these students. Originally, there had been no provision for enrollment beyond two regular academic years. During the second term of the first year it became apparent, nonetheless, that some funds could be made available for Summer Session tuition for some part of the group. But the Summer Sessions differed in that no money was spent for weekly student stipends, health insurance, or any other special service beyond very minimal tutoring. The

tabulation that follows, therefore, focuses upon the Project as originally envisaged: (Since these figures are offered to provide a general picture rather than a precise financial report, they have been rounded off to the nearest one hundred dollars. They do not reflect, either, any estimate of the indirect costs sustained by Brooklyn College.)

	Academic Year 1964-1965		Academic Year 1965-1966	
1. Instruction and Tutorials				
Group Tutorials	$13,300.00		none	
Individual Tutoring	2,600.00		$1,800.00	
Tuition	14,300.00		11,700.00	
		$30,200.00		$13,500.00
2. Weekly Stipends	12,500.00		10.500.00	
3. Basic Skills	2,100.00		none	
4. Counseling	8,600.00		4,400.00	
5. Health Insurance and Services	1,500.00		1,600.00	
6. Direction, Testing, Clerical	14,600.00		15,500.00	
7. Screening and Admission	1,400.00		none	
8. Contingencies	1,700.00		1,100.00	
Totals	$72,600.00		$46,600.00	
Approximate average cost, 42 students for the year	1,730.00	31 students	1,200.00	

The drop in the total costs between the first and second year, it will be seen, results from a sharp decline in expenditures for instruction and counseling as well as in the enrollment. It should be noted that there was no budgetary compulsion to make these downward adjustments. Whatever the wisdom of the judgments made to place greater emphasis upon student participation in regular classes and to de-emphasize faculty guidance in the second year, they were made in the light of student performance and student feeling about the need for counseling and tutoring.

The reduction for counseling (Item #4) between the first and the second years was primarily the consequence of giving up the services of

ten faculty members, identified as "Mentors," who served during the beginning term. At the outset it was felt that every possible arrangement should be made to guide these students, to speed up the gathering of information about their needs and problems, and to orient them. By the end of the first term it was clear that the regular counseling service available in the Project office was adequate, and except for a few students, the "Mentor" service was discontinued.

Even though the over-all expenditure, $1,730.00, does not appear to represent educational costs per student markedly out of line with usual college expenses, it is believed that costs could be reduced in a continuing operation in which one could capitalize on experience and enrollment adjustments. Had it been possible to add students each term or each year, enrollment might have been kept at a level more in keeping with the operational services available. The cost of supervisory counseling and clerical services would probably not have been adversely affected by an enrollment consistently thirty to fifty percent larger than it was. Similarly it seems reasonable to assume that a larger enrollment would have resulted in a greater frequency of similar academic problems that could have been met by the expansion of group tutorial arrangements in place of individual tutoring.

There is, of course, also a kind of "shake down" experience which teaches something about economizing with procedures, personnel, and organizational practices that could be put to use in a continuing "cruise."

But even if one is over-optimistic about the economies that might be effected in a continuing operation, and average annual costs continued, $1700 is a small sum to allocate for so substantial a positive personal and social contribution to the lives of these young adults. Just the economic returns from the probability that they have upgraded their earning capacity have so many personal and social ramifications that they dwarf the price that has been paid.

The social consequences of affording these students unexpected opportunities to raise their levels of self-fulfillment and possibly to move into lives very substantially different from what might have been, have been dramatically implied by one student who said he "might have been in jail, where his friends are" if it had not been for this Project.

VII

IF IT WERE TO BE DONE AGAIN

SOME MERITS OF THE PROJECT'S OPERATION

An attrition rate that is no attrition rate at all is a phenomenal experience. At the outset of this Project some guessed that even a twenty percent retention would a noteworthy achievement. Two years after its beginning with forty-two students, thirty-one concluded the experiment in June of 1966. Standing alone, these numbers represent a seventy-four percent retention. But six more students, or eighty-eight percent altogether, it can be guessed, would have remained on the campus were it not for the military draft. During the Fall term of 1965, five of the boys left for the service and one departed in the Spring Term of 1966. Their academic performance justified efforts to keep them on campus. At least three of these six have strong intentions to return to college at the conclusion of their military service. Three others left in the Spring Term of 1966 under the pressure of both the need for full-time employment and questions about their capacity to progress at a satisfactory speed. Two others left the previous year, one to get married and to take up residence out of town, and the remaining one to return to the more appealing features of his own neighborhood and full-time employment.

The sympathetic readiness of the Project to hold onto these students and to provide support in whatever way possible is admitted, but a record of this sort evidences the unusual motivation, effort, and courage of these students. Perhaps *tenacity* may be the word to describe the personal qualities of students who produce this kind of retention story.

The influence that the operation of this Project may have had in reinforcing their willingness to remain may first have been the product of the small size of the group. It is assumed also that the general centralization of function within a small staff who remained their supporters and confidants throughout the two years, and a relatively rapid development of rapport, afforded a firm psychological support for those periods when disheartenment might have prompted withdrawal. It is believed that they felt the sincerity of the staff and the faculty who worked closely with them and realized that any effort to be helpful would eagerly be made.

The fact that practically all daily concerns about their well-being and their academic problems were centered in one group of the College staff simplified and quickly personalized their relation to the College. The weekly trips to the office for their stipends provided a regular source of contact that very frequently turned into an opportunity to talk about other matters. And even if the contact was just a "How are you? How are things going?" kind of communication, it provided ready evidence of concern. The office, when it was without authority itself, functioned as liaison with the Placement Office, the Registrar's Office, the Bursar's Office, the Medical Office, the Student Activities Office, the Deputy Chairmen of the departments, and the faculty. The students were left with no doubt about where to go for help.

Coupled with this was the most important fact that the Associate Executive Officer performed as an extraordinarily enthusiastic and competent counselor. Her enthusiasm among other things meant that special appointments, when necessary, were made for any time of the week, night or day, as the student's needs warranted. Her telephone at the College and at home was always available. There were repeated personal emergencies when the students needed the counsel she could provide in a hurry. Her competence was no less apparent in the extent to which these students shared with her deeply upsetting life experiences that had never been shared with anyone else. Out of these shared experiences developed new confidence, additional courage, and increased social effectiveness. Sometimes the conferences alone served to place a threatening experience in a perspective that made it easier to endure. Sometimes the guidance of other authorities sought by the counselor provided the student with added reason and greater comfort in an appropriate adjustment to a seemingly unsurmountable obstacle.

Since she is currently concluding a doctoral study in rehabilitation counseling, the Associate Executive Officer has been able to interrelate professional understanding in two areas of human discontent, and to do it under the tutelage of professional associates.[1] That there is a relationship between assisting the physically handicapped and assisting the socially handicapped will probably be generally recognized. This fortunate concomitance, beyond question, contributed to the success of the Project; this was an operating arrangement that may have been one of its chief recommendations.

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[1]Professor David Malikin, Department of Education, New York University.
Professor Herbert Rusalem, Department of Education, Hunter College, C.U.N.Y.

REGULAR CLASSES OR SPECIAL CLASSES?

A substantial question stimulates many answers. But if one is to be guided by the various points of view one is left sitting astride the responses. Both faculty and students have good things to say on both sides of the question as to whether the student should be placed in regular classes or special classes. What does come clearly out of these observations suggests that not only English and mathematics but also foreign language and laboratory science courses present problems that call for special educational arrangements. There appears to be no doubt that whether a class is "regular" or "special," it should be small. And it should be small enough so that the instructor may come to know his students and their problems, and thereafter design his teaching to take account of their particular strengths and weaknesses.

It may be said that careful screening via appropriate testing techniques could serve to reduce the need for a personal classification of student strengths and weaknesses. For some subjects, possibly, tests can identify appropriate types of placement. But it is interesting to note that even in the screening by examination in the mathematics tutorials it was the personal contact of the instructor and the student which served definitively to screen students for placement in a regular class, in a tutorial, or in both types of classes. Reliance on testing alone, in the light of the experience in this program, would not be recommended. The value of testing would seem to be found primarily in its use as a guidance instrument associated with the personal evaluations made possible by the actual student-teacher relationship.

Out of a beginning relationship in small groups can come recognition that some students may be ready to meet regular course responsibilities, with or without tutorial support. When the regular tutorial support is indicated the instructor and the tutorial leader should work together in an educationally reinforcing collaboration, whether the tutoring be done in small groups or individually.

So far as the experience of the English tutorials was concerned, however, they suggested that one can bring the educational needs of the students into a more precise focus, avoid organizational complexity, personality conflicts, and status problems which could readily arise in a kind of team teaching of a set of students for the same course. The use of student tutors for foreign language, on the other hand, provided evidence that given a sensitive and hard working teacher who is willing to guide, and a student tutor who is willing to be directed, the consequences for the student can be educationally productive.

If this Project faltered, in part, it was because it did not see beforehand the merit of a "tie-in" between the student tutors of science and foreign language and of class work. This need, however, was empirically recognized; it developed out of the functioning experience of some tutors. Others planning such a service for regular course students would be well advised to choose carefully student tutor-instructor teams that are temperamentally compatible and that are equally willing to supplement each other under the teacher's guidance in fostering the student's educational development. Detailed orientation and sensitive supervision, of course, should accompany these arrangements.

The general experience that has been derived from the use of separate and special small classes in mathematics and English suggests that they worked well. Any morale problems that could be assigned to this kind of "segregation" were absolutely minimal.

SEQUENTIAL TRANSITIONAL PROGRAM, OR SIMULTANEOUS STUDY?

For most of these students it may be said that there was a kind of psychological unreality about a dichtomy between two educational techniques: one, an exclusively transitional preparatory program; the other, involving both remedial and "on-going" study. While practically everybody participated in one or more "regular" college level courses, the psychological burden was more frequently that of a remedial or rehabilitory responsibility. This, in turn, arose out of the need to limit programs, originally out of a concern for competence, but, more pressing as the first term progressed, out of a recognition that part-time or even full-time employment was generally indispensable.

A recognition that high school deficiencies were among the first hurdles to be surmounted prompted pressure from the Project leaders and general acceptance by the students to give first thought to the "gaps" that had to be closed. When one is carrying two, three, or, infrequently, four courses, and one or two of them are not to be credited at all toward the 128 credits required for the degree, it is easy to interpret the job at hand as preliminary to "being a regular college student" or as "working for nothing."

A repetition of a program like this would call for a much more intensive orientation of the student at the time of his original enrollment so that he may better accept the fact that for a burdensome period he will have some important "retooling" to do. Orientation certainly will not make him happy about the fact that there are inadequacies in his prior academic achievement,

but the sharper the focus of his understanding about the realities of his immediate academic future the less, perhaps, he may be disgruntled about his shortcomings as a "regular college student."

The ideal solution, it is believed, would be to provide financial assistance sufficient to relieve any need for outside gainful employment. The period of such assistance, in the light of this Project's experience, would be minimally one year and preferably two years. The planning, however, ought to be done through the study of each student's situation. Such a study would involve a determination of the actual achievement made in high school and its relation to college admission requirements, as well as a consideration of the likely speed and capacity of absorption. An average student with the equivalent of three to five units of high school deficiency would appear to be a certain candidate for several years of full time financial assistance.

The fact, however, that so many of these students did as well as they did despite limited programs, considerable deficiency in high school preparation, and outside employment appears to make the case clear that a preliminary exclusive period of transitional education is not indispensable.

MORE TIME TO START

Personality factors of the staff directing this program, of course, cannot be discounted in evaluating the proposition that in this Project there was too much "rush" to start. An opportunity, perhaps of six months duration, affording the means to become acquainted with the students even while they are still attending their last term in high school should make for a much more precise analysis of each student's needs. An opportunity to learn more about a student's personality, his previous academic achievement, his vocational plans, his family circumstances, and to hear first hand from his instructors and counselors about his daily performance should afford a college officer greater security about the decisions he makes for their educational needs.

In addition to an opportunity to determine the suitability of a college's offerings for the candidate, and time to evaluate with him the nature and realism of his goals, examinations to determine the general state of his health and particularly his dental, hearing, and eye-sight needs should be provided prior to the planning of course work and the beginning of classes. An intimate awareness also of the home situation and the rudimentary facilities for food, shelter, rest, and study may bring to light conditions that call for alteration if the intellectual competence of the student is to be used most effectively. One can be pursuing thoroughly irrelevant cures for poor academic per-

formance if he is unaware that a student gets his night's rest in a chair drawn up close to the kitchen stove or that his dental needs result in chronic discomfort.

Repetition of an undertaking of this sort certainly could capitalize upon its experience, and the emphasis placed upon the time needed to get started should be appraised in the light of the "know how" of the directing staff.

COMMUNICATION WITH THE FACULTY

The better one knows the strengths and weaknesses of his colleagues the more effectively he can help these students. The larger the teaching staff, the more one has to resort to secondary information in their selection. Some colleagues will relate to a strange situation in a fashion that will be disruptive of a purpose to foster eager and outgoing academic participation. A sensitive and anxious student may exaggerate the degree to which a classroom experience is prejudicial, but it would appear that whether student exaggeration is present or not, instances will be reported that will challenge both patience and good will of the students as well as the directors of such a project.

This Project started by identifying these students to the faculty by requesting, minimally, reports about their progress. Some of the consequences of this procedure, though representing a very small number of the instructional staff, had repercussions that caused a shift in procedure. It was hoped thereafter that the students could lose their identification to some extent and thus be free to function in the classroom as any other students do. This arrangement, however, frustrated many colleagues who were eager to help these particular students. There probably is no sure procedure, but the use of personal interviews with unknown instructors at the outset of the students' registration in their courses should be tried if time permits. Short of such time consuming visitations, perhaps a kind of orienting memorandum to the instructors would save some students from embarrassments.

Overwhelmingly, however, a cooperative staff revealed good will in working with these students. No one knowingly, though some ineptly, made it difficult to provide the various kinds of assistance, academic and administrative, required by this Project. As the program developed those who were neutral, but never obstructive, became increasingly positive and helpful. A readiness to support these students appeared to increase in a kind of geometric progression.

KEEP THEM COMING

No matter how small the group may be, one should recognize that its experiences reach out in very significant ways to touch many more than the actual number of students involved. Over and over again, in one manner or another, one has been reminded, "If I had known I would be the only Negro in the class, I would not have registered for it." "When I was in high school, I was all alone." "There are no Negroes because there are no Negroes." The substance of what is quoted here gives special meaning to the Project's impact upon family, friends, neighbors, employees, and the college community itself.

It is invigorating in itself to sense a stimulation of hope, a modification of insecurity, a development of greater self-confidence, an increasing acceptance of educability, and an enlarged social effectiveness. This personal development of the student may be viewed as sufficient. But when one speculates about the very broad social consequences, a continuous undertaking of this sort assumes mandatory proportions.

Minimally such groups could serve to "open the doors," and to provide an assurance in their own communities that "you will not be alone." "See, I am there!"

One of the students had this to say about the cumulative effect a program of this sort can have upon the developing "hospitality" of a college or a community for those who find themselves a minority:

A CHANGE ON CAMPUS

Whenever there is a person anywhere in a strange land, he needs someone or something to identify with. He needs to know people like him, who know what he knows, experience what he experiences; he needs a friend. Once the A.T.S.P. students overcame their insecurities — whether they knew it or not — they began to help others similar to them struggling for an education. They gave these students somebody to identify with.

Many Negroes and Puerto Ricans attend Brooklyn College's S.G.S. These particular students do not (or did not) engage in the many activities or attend the many social functions of Brooklyn College. I think that this was due to the fact that when they peeped into the student lounge, they did not see anything familiar — something to identify with. Average students in that predicament come to school from work and then hurry home from school. They soon become discouraged and give up.

The A.T.S.P. not only gave the students in the program a sense of identity and security, but it also gave this to many of the other students. To be honest, I find it hard to distinguish between the program members and non-members. Many of the students made friends with students outside the program and they became in a true sense, associate members. They also made friends who blended in like all the rest. A good example of this was the A.T.S.P. party in October, 1965. Many of the invited guests were seniors, juniors, and sophomores as well as freshmen, and one could really not tell them from the students in the program.

Last year a senior at Brooklyn College said to me in a student lounge (not knowing about the program), "Never before have I seen so many Negroes together on this campus; usually they are dotted about." If a faculty member or director should see this, he might say that it is not good – they should integrate more into the college. But the truth is that it is wonderful. All things worthwhile take time. It is wonderful that there are enough of them to get together and identify with one another, until they are stable and secure. Many of these students are not used to college life and come from segregated neighborhoods. They must adjust to the change and get themselves established in their new community. Once they are stable and rid of their insecurities, they can and will become more comfortable with other people.

From close observation I have noticed that many students after finding a sense of identity stay in college and persuade their friends to come as well. I am sure that if not for the program, many students similar to the ones in the program would have dropped out. Many other students who failed to find this sense of belonging did drop out. One drop-out told me that there was nothing here for him, so he stopped going. Another girl used to rush home from school every night, and she did not even know of the different college facilities. The other day, I was telling her how nice the college is. She remarked that is she had known how nice the school was, she would have stuck it out.

Negro and Puerto Rican students are registering more and more along with the other groups. People have always been saying that a change is going to come and it h s. I am sure that many other students are noticing the change on campus, but are unaware of the cause – the Academic Talent Search Project. Forty-two students

came in, two dropped out. Nobody knows how many may have been added unofficially.

Bennie Callier

November 24, 1965

IT SHOULD BE DONE AGAIN

It will be unfortunate if the kind of activity represented by the Academic Talent Search Project is not built into the practices of all colleges in the country. Every "disadvantaged" youth, certainly, should not be indiscriminately identified as a candidate for any college. but a collaborative effort of post high school educational institutions should make it possible to locate a school and curriculum suitable to the potential and vocational capacity of these young adults.

A college might be more willing to involve itself in a flexible admissions policy if it could be assured that its experience with a student could be communicated to a "clearing house" for the relocation of a student in some other school should its offerings be found, in time, to be inappropriate. This Project has found among its students those for whom a more specialized vocational curriculum, or small group of courses, would be suitable. Attempts have been made by means of vocational counseling and educational planning to place these students on a curricular track promising a satisfying and productive working career.

Assisting in the identification of a suitable school and communicating with that school, however, does less than half the job. The other school must be prepared to build upon what has been accomplished, and, equally important, to supply the financial means for the student's continued education.

An excellent first step would be taken if the City University of New York coordinated its efforts for the education of the "disadvantaged." Since it offers a wide variety of curricula, students could be transferred temporarily or permanently to courses or complete curricula better adapted to their needs. The acquisition of skills in shorthand and typing, for example, provided one student with the means to earn enough money to remain in the liberal arts curriculum. But the day is fast approaching when such courses will no longer be found at Brooklyn College. Several students' talents as draftsmen could only be given limited assistance on the Brooklyn College campus. On the other hand, and fortunately, several talented dancers can find on the campus the curriculum that will cultivate their abilities. Another student appears to have the ability to develop into a first class

basketball coach for high school students but otherwise he has limited qualifications for a course of study in the liberal arts. A coordinated effort to place "round pegs in round holes" could have significant consequences.

In such a City University-wide coordination, however, it is not believed that the first step should be the routine admission of college potential "disadvantaged" youth into a junior or community college. The inequality of the debasing experiences of past generations calls for the inequality of elevating experiences today. Until the time comes when it is amply demonstrated that pre-college education is equally provided and that differences in high school achievement records reflect only inherent differences in human potential, the usual classifying devices should be avoided. For the time being, educational policy should foster vigorous efforts to place as many "disadvantaged" youth in top level colleges as can be found among the candidates recommended by high schools.

Since our society has seen fit to deny upward mobility for some of its members to the point where socially disruptive consequences are seriously threatened, readaptations in fundamental values, at least temporarily, appear indispensible. The college age "disadvantaged" group, no less than the nursery school group, and the untrained and unemployed house-holders, must quickly receive the advantage of "over equal" and specialized assistance. For some years the maxim that "one should work his way up" must be inverted. More and more college age "disadvantaged" youth should be started at the top and be helped to stay until a clear empirical experience reveals the propriety of another kind of educational program.

It is a very real pleasure to conclude with the report that the Rockefeller Foundation has agreed to underwrite the continuing education of about one half of this group for another two years.

ACKNOWLEDGEMENTS

The operations of this specialized program for forty-two students over a two-year period have reached into practically every agency of the College and have enlisted the collaboration of a sizeable number of the College staff. Their cooperation has made the College an hospitable experience for a group of students who have been able in such a setting to lose their anxieties and to gain much self-confidence.

The extraordinary efforts of many members of the Brooklyn College staff – professors, instructors, and lecturers in numerous departments, members of the administrative staff throughout the institution, counselors, administrators, student aides and student tutors – contributed substantially to the success of the Project. To all those who are listed in Appendix 8 the Executive and Associate Officers offer their grateful acknowledgement for ready assistance in the performance of many non-routine services.

Executive Committee

Walter H. Mais, Dean of the Faculties
Herbert H. Stroup, Dean of Students
Mary R. Stapleton, Director of Admissions and Associate Dean of Students
Clarence O. Senior, Department of Sociology
Hobart Jarrett, Department of English and Mentor
Louis Heil, Director, Office of Testing and Research, Department of Education
Ellswerth Missall, Asssistant Dean, School of General Studies, Division of Liberal Arts, and Executive Officer, Academic Talent Search Project
Edwin H. Spengler, Dean, School of General Studies, and Chairman of Executive Committee
Jacob Landers, Assistant Superintendent of the Integration Program, New York City Board of Education
Selig Lester, Assistant Superintendent of District 12, New York City Board of Education

The Executive Officer wishes particularly to express his indebtedness for the devoted efforts of Mrs. Mary Pigott Ottavino, the Associate Executive Officer, and those of Dean Mary R. Stapleton and Dr. Irving Krongelb, the Assistant Director of Admissions.

APPENDIX I

THE DISCOVERY AND DEVELOPMENT OF COLLEGE POTENTIAL AMONGST THE EDUCATIONALLY DISADVANTAGED

Brooklyn College of The City University of New York

THE PROJECT

A College Talent Search Project is herein proposed by Brooklyn College subject to the approval of the Board of Higher Education for the purpose of serving as a design for dealing with the problem of the educationally disadvantaged. It would seek to demonstrate the effectiveness of specific techniques in opening the door of opportunity to students with high potential who have been hindered by social and environmental factors. It would also be so structured as to provide guidelines for future experimentation which is an essential function of the college.

Long years of underprivilege for any group of people result in the vicious circle of further underprivilege. To break the circle, there must initially be unequal treatment to favor and to compensate for generations of loss. Preferred treatment in terms of appropriate admissions procedures, financial support, tutorial facilities, and remedial and guidance services are examples of the kinds of help that may be necessary for certain disadvantaged groups. It is assumed that, given the proper impetus, such students can be developed to the point where they can be integrated into the college community.

CURRENT ADMISSIONS POLICY

Neither race, creed nor color are taken into consideration in passing upon applications for admission to The City University of New York. Requirements for admission are expressed solely in terms of residence and citizenship, health, and scholastic achievement. All applicants are treated alike and are eligible for full matriculation for the baccalaureate degree provided that they offer the necessary number of entrance units of secondary school work and that they have the required average in high school subjects and appropriate ratings in the Scholastic Aptitude Test of the College Entrance Examination Board.

The high school average, based upon performance over an extended period of time, and the standardized aptitude tests, which serve to equalize the varying grading practices in the secondary schools, have been confirmed in many scientific studies as fairly reliable indexes of future college performance. However, these predictors cannot identify the potential ability of "late bloomers" or "slow learners" so-called, or of students with disadvantaged educational and home backgrounds. Some individuals in this latter category, who encountered difficulties early in their careers, do respond to efforts at academic rehabilitation and demonstrate the ability to succeed in college-level programs.

FACILITIES AT BROOKLYN COLLEGE

Happily, Brooklyn College is in a position to undertake the above-mentioned experiment in view of highly developed facilities already in operation on its campus:

I. The School of General Studies

The opportunity to prepare for baccalaureate programs of study is open to limited numbers of those who give evidence of potential ability. The School of General Studies has historically permitted such students to demonstrate their ability through actual performance in college. In this effort, it has experimented with remedial courses, with varying entrance requirements, and increased professional guidance.

The School of General Studies is singularly well-qualified to conduct a worthwhile experiment of this kind. It has a wealth of experience in providing opportunities for persons with irregular or interrupted educational backgrounds. Many of its programs of study are designed for those who have had limited educational opportunities due to a lack of facilities in the areas in which they spent the formative years of their lives.

II. The Basic Skills Center

The Basic Skills Center is available for the improvement of reading, writing, and study skills. This involves training in writing, study, and listening techniques, note-taking and methods for improving concentration. It also includes diagnostic evaluation, group lectures, personal instruction, and conferences. Special counseling and individualized help are dominant features of the program.

III. The General Counseling Program

The General Counseling Program provides

individual and group counseling to aid students in the development of greater self-awareness and self-direction. In personal interviews, the student explores, with his counselor, his academic prospects as interpreted from entrance tests and profiles, his study habits, and his family and home situation.

COLLEGE TALENT SEARCH PROJECT DETAILS

I. Group to Be Involved

Particular attention would be given to applicants who: are socially, economically, and/or educationally disadvantaged; are residents of New York City; do not qualify for admission to Brooklyn College under existing requirements for full matriculation; in the judgment of the high school principal, counselors and teachers, are able to profit from college education; are graduates with an academic diploma; give evidence of potentialities in leadership, citizenship, and creativity. The total number of this experimental group would be fifty.

II. Identifying Students

A. Nominations to be made by high schools. There is to be no limit on the number recommended by an individual school.

B. Personal, social, and economic data would be required.

C. Qualitative and quantitative evaluation will relate to the number of entrance units presented, the high school average, and the entrance testing devices.

D. An advisory board should be constituted, including representatives of Brooklyn College and the Board of Education. This board would identify applicants most worthy of consideration.

E. Final selection of candidates to be made by the Brooklyn College Director of Admissions, after consultation with a special committee.

III. College Programs

A. Students in this project group would be enrolled, after careful screening, in the School of General Studies as "Pre-Matriculants," or "Non-Matriculants."

B. The program of studies would be conducted on a highly individualized and closely supervised basis. Students in need of remedial work would be referred to the Basic Skills Center and assigned such other courses as may be deemed necessary by the college authorities. In addition, they might be enrolled simultaneously in two or three selected courses involving baccalaureate credit. Not until the students clearly demonstrate a capacity to pursue college-level work, will they be permitted to carry a full schedule. Otherwise there is a danger that the "disadvantaged" will be overwhelmed by challenges with which they are, at least in the early stages, unable to cope. It may also be desirable to stipulate that the students will engage in no outside employment during the course of this experiment.

C. A group tutorial, conducted by a number of dedicated and experienced instructors, would work with the CTS students in an attempt to discover weaknesses and gaps in their educational backgrounds. The teachers would employ their joint professional competence in raising the performance of students to an acceptable collegiate level. In addition, classroom teachers would provide special tutorial assistance, wherever necessary, to CTS students enrolled in their courses. Rather than considering them as a group, it will be the policy, wherever possible, to treat the students involved in this project as persons, to be judged on their individual records.

D. While under the direct jurisdiction and control of the School of General Studies, the students in this group may nevertheless be permitted to schedule some classes in the daytime in the College of Liberal Arts and Sciences depending upon their individual records of academic achievement. In order for these students to be integrated into the courses and life of Brooklyn College they must be brought up by hard work (both on the part of student and teacher) to a level where they will not suffer new agonies of falling "below par."

E. Special counseling and supportive services (guidance, psychological counseling, and social work) should be available. Two carefully selected faculty members (each assigned on a half-time basis) would be detailed as special counselors to the project group.

F. Every effort will be made to aid these students in fulfilling the qualitative requirements of Brooklyn College. However, the retention policies of the School of General Studies will be strictly applied. It would be mistaken generosity to permit a student to continue taking courses if he shows himself incapable of completing college-level work satisfactorily.

IV. Financial Help

A. Stipends should be available for students; tentatively this item has been budgeted at $8 per week for forty weeks for each CTS student. Provision should also be made for tuition and tutorial services.

B. Arrangements will be made, through the college Placement Office, to help CTS students in finding summer employment and to counsel them regarding jobs which might add to their educational experiences.

C. Inasmuch as free dental and medical care are not available at Brooklyn College, provision may have to be made for group insurance coverage to provide such health services as may become necessary. A tentative budget of $5,000 is included for this purpose.

V. Evaluation

A. Although this proposal does not readily permit an experimental control design in the conventional sense, it would seem possible to test one or more experimental variables which are involved in selection and achievement. Selection variables include such factors as: high school averages, school recommendations, data on personality, and on home environment. Achievement variables include: grade indexes, Graduate Record Area tests, achievement test batteries, and sub-tests on creativity.

B. The quantitative evaluation would consist mainly of investigating the relations between certain selection, instructional and achievement variables within the group selected. This procedure should result in some indication of the validity of such variables for other groups to be admitted and taught. Data on student performance on the Graduate Record Area Test are available for comparison purposes. It is also possible to make a comparative analysis of the performance of the CTS group and another group of fifty non-matriculated students chosen at random. Still another control group might be fifty Associate in Arts students. Case studies will be based upon the complete records of each student in the CTS group, including data resulting from interviews with teachers, parents, counselors and other personnel, as well as grade indexes and progress reports.

C. It is assumed that students participating in this project can profit greatly from an "awareness of progress." For this reason, emphasis will be placed upon written assignments and repetitive classroom performance, followed by frequent evaluations and consultations by the instructor. An important outcome of this procedure would be the development of an attitude that: "Someone cares enough to make me do what I should be doing." For measurement purposes it may be desirable to conduct half the group on the basis of much structure and "awareness of progress" and the other half on the basis of normal classroom procedures.

VI. Suggested Budget

A. First year

1. Tuition: (for courses and tutorial services) 50 @ $500	$25,000
2. Stipend: 50 @ $8 per week for 40 weeks	16,000
3. Basic Skills Center diagnosis and remedial work 50 @ $80	4,000
4. Counseling and supportive services	12,000
5. Health and medical services	5,000
6. Administration, evaluation and report writing	13,000
7. Public relations activities	1,000
8. Contingencies	1,500
	$77,500

B. Second year

Some retrenchment is possible in the second year as services in the Basic Skills Center are gradually diminished. Attrition in the ranks of the CTS group will probably reduce expenditures for stipends and tuition. It is also likely that some students may move from a tuition status to a fully matriculated (tuition free) classification. Expenses for the second year are therefore estimated to be $10,000 lower than in the first year, resulting in a budget of $67,500

C. Total Cost $145,000

This proposal is based upon the assumption that application of competence, energy and imagination on the part of a small group of instructors, working with a relatively small group of highly motivated, but disadvantaged students, will succeed in integrating them into the college community -- not as the "poor relative" whose presence is tolerated, but rather with the full dignity of belonging. The hope is expressed that the project group, afforded the special incentives and facilities suggested here, might qualify for full matriculation after a two-year intensive effort. While offering direct educational assistance

for fifty "disadvantaged" candidates, the higher aim of this experiment is to provide The City University of New York with a demonstration of the manner in which the basic philosophy of the School of General Studies can be exploited to meet this immediate challenge.

February 14, 1964

APPENDIX II

May 27, 1964

Dear

The members of the Brooklyn College Committee appreciate your willingness to participate in the Academic Talent Search Project.

As I indicated in our telephone conversation, the enrollment will be limited to fifty economically disadvantaged students who will have received an academic diploma in January or June, 1964, but whose over-all achievement has been below an average of 75%. Those admitted to the program will be exposed, for two years, to a variety of educational experiences. Further, they will have the privilege of free tuition and some financial aid. At the completion of the two years it is hoped that the candidates will be eligible for admission to the baccalaureate curriculum.

The success of this program will depend, to a large extent, on the calibre of the students enrolled. The selection of these students will, in turn, depend heavily on your evaluations and recommendations. We shall appreciate as full a report as possible for each of your candidates. You may nominate any number of qualified students.

Please complete one of the enclosed forms for each student you propose. Your own high school blank may be used for the transcript of the academic record.

Since the time for the organization of this project is limited, I ask that you return the recommendations and transcripts to me by June 10, 1964.

With sincere thanks for your cooperation and assistance, I am

Cordially yours,

Mary R. Stapleton
Associate Dean of Students
Director of Admissions

MRS:bbc
Enc.

APPENDIX III

BROOKLYN COLLEGE of THE CITY UNIVERSITY OF NEW YORK
School of General Studies

ACADEMIC TALENT SEARCH PROJECT

Under the Academic Talent Search Project the School of General Studies of Brooklyn College will attempt to assist fifty economically and educationally disadvantaged students to attain baccalaureate status in a two-year period. To achieve this goal appropriate admissions procedures, some financial support, tutorial facilities, remedial and guidance services will be offered to every student in the Project.

Admission to the Project will be based on the following criteria: economic, social and educational background, residence in New York City, graduation from an academic curriculum in June 1964, academic potential for college work indicated by the recommendation of the high school principal and teachers. The Program of Studies will be conducted on a highly individualized and closely supervised basis. Students in need of remedial work will receive such help, as may be indicated, in the improvement of basic skills. Where qualified, they will be enrolled simultaneously in courses involving baccalaureate credits. Further, personal and psychological counseling will be offered on an individual or group basis. If, in spite of the foregoing opportunities and facilities, a student should show himself incapable

of completing college work successfully, he will not be permitted to continue in the Project.

This policy is based upon the assumption that application of competence, energy and imagination on the part of a small group of instructors, working with a relatively small group of highly motivated but disadvantaged students, will succeed in integrating them into the college community--not as the "poor relative" whose presence is tolerated but rather with the full dignity of belonging.

APPENDIX IV

BROOKLYN COLLEGE of THE CITY UNIVERSITY OF NEW YORK
School of General Studies

RECOMMENDATION FOR THE ACADEMIC TALENT SEARCH PROJECT

STUDENT _____
Last Name First Name Middle Name

ADDRESS _____

HIGH SCHOOL _____

1. TEST DATA - Indicate scores received on all objective tests taken during high school.

2. PERSONAL EVALUATION - Indicate health and personal characteristics of the applicant; i.e. responsibility, motivation, cooperation, maturity, etc.

3. FAMILY BACKGROUND - Composition of family, family relationship, housing, etc.

4. ACADEMIC POTENTIAL - Include reports from teachers or counselors on which the recommendation of "college potential" is based. Indicate any special talent or abilities.

5. ECONOMIC STATUS - Include all available information concerning the applicant's economic need, such as, family finances, employment (type, duration,) financial assistance given by the school or other agency, etc.

6. EXTRA CURRICULAR ACTIVITIES - Include membership in clubs and any club or school offices held.

7. ADDITIONAL COMMENTS - Include here additional pertinent information which would be helpful in selection of candidate

_____
Signature

_____
Title

APPENDIX V

ACADEMIC TALENT SEARCH PROJECT

June 23, 1964

FOR COUNSELING INTERVIEWS

The interviews to be conducted for the candidates for admission to the A T S Project are to serve several purposes:

(1) To provide information and guidance relevant to the admission of the candidates;

(2) To provide certain data for the evaluation of the Project; and

(3) To provide guide lines in the selection of the academic program to be followed by the students in the Fall term, 1964.

The following questions suggest the categories of concern to the officers of this

Project and the kind of material to be included in the write-up for each interview. The sensitivity of the Counselor is not to be blocked by these categories. Other areas of inquiry, information, and recommendations will be appreciated as they may naturally develop out of the discussion with the student.

(1) Why do you want to go to college?

This broad, basic question, not participation in this Project, should be the focus of the inquiry.

This focus should lead to such allied questions as:

What does the student understand about the nature of a Liberal Arts education?

If the student wanted to go to college, why was his academic performance in high school as poor as it is?

Some of the candidates did not take the S.A.T. Why? Did they despair of further education?

(2) What kinds of out-of-school activities have engaged your time? e.g. group work, hobbies.

(3) Describe your intellectual avocational pursuits. (Translate for the student!)

(4) When and where did you study while attending high school?

How much time was spent studying?

Is there any place at home where you can be by yourself?

(5) What one thing did you like best about your school experience?

What has been your biggest gripe about school?

(6) What has been your work experience (compensated or voluntary)?

(7) How do you think your parents feel about your participation in this Project?

(8) How many persons are dependent on the family income?

Who is the source of the income?
What kind of work do the breadwinner(s) do?
What, approximately, is the size of the family income?

(9) What feeling does the counselor have about the nature, quality, or role of the family situation in the student's life?

(10) What feeling does the counselor have for the student's ability to conceptualize?

How, for example, does the student appraise a book that he may have read recently?

(11) What is the range and nature of the student's social companionship?

For example, does he know any Brooklyn College students?

Is his companionship found primarily among his own neighborhood or cultural groups?

In the conclusion of the write-up some general characterization of the personality will be appreciated. Particular additional notation should be included for those candidates who give the impression that psycho-therapeutic counseling should become a part of further screening for admission or for assistance to the applicant as a student in the Project.

Finally, what academic program is recommended?

All students except those unusually qualified, will be assigned to an afternoon course in communication. This course will seek a top enrollment of approximately 12 students per section who will probably spend as much time in individual or small group conferences as they will in a regular classroom setting.

In addition, except where otherwise indicated, a maximum of two other courses should make up the student's first term schedule.

One of these courses might well be a special group tutorial in mathematics. Please indicate likely candidates for such registration.

Some of these students' foreign language background may suggest the selection of a course in this field.

Any recommendation about a social science course? History? Economics? Political Science?

Any recommendation about a laboratory science?

Ideally, it seems, these students ought to be kept in the environment of the College for the longest possible period of each day. During that time it would seem to be appropriate to offer them an opportunity for some gainful employment as student aides, for classroom responsibilities, for the preparation of work for their classes, for organized student association (athletics, houseplans, etc.), for periods of withdrawal, meditation, study, and personal socializing in the Student Center.

Whether this kind of programming is practical psychologically and financially for the students, it would be very well to know. Whether the student can afford financially to follow this kind of schedule (it might well mean two meals a day on the campus) or whether such a schedule would be personally acceptable, call for answers that will be very useful for an intelligent direction of this Project.

Whatever the time allocation, the student

should be made aware that he will experience classroom and conference patterns that seek a carefully structured set of intellectual obligations. The educational procedures, it is expected, will provide feedback that continuously supplies the student with an understanding of the quality of his achievement and the objectives yet to be attained.

The student should also know that the Project envisages free tuition, an $8.00 weekly stipend for transportation and meals, health and medical insurance as may become necessary, and a variety of tutorial services.

Ellswerth Missall

APPENDIX VI

6/24/64

Name (last, first)

Address (street, zone, borough)

H. S. Average: SAT: I.Q.

Work Experience (nature, length, paid, voluntary):

H.S. Conditions:

Family Constellation and Relationships (attitude toward program):

Motivation for College: (Objective, applications submitted, nature of Liberal Arts)

Family Economics (Who works at what for how much):

Most Liked about H.S.:

Personality Strengths and Weaknessess:

Disliked Most about H.S.:

Recommended Academic Program:

H.S. Study Pattern (hours, where):

Communications Other Courses

Friendships:

Mathematics Science

Out of (H.S.) School Activities:

Foreign Language

Out of (H.S.) School Intellectual Pursuits:

(History, Economics, Political Science)

Other (Curricular Activities, Employment)

Ability to Conceptualize:

Counselor and Date

APPENDIX VII

STANDARD PROFILE A

Description and Interpretation.

The central characteristic of profile A appears to be one of turbulence both in feelings and thought. For the A profile person aggressive and sexual impulses appear to be close to the surface. Such impulses for this person are likely to be expressed mainly in fantasy and verbal aggression although they may also be expressed in action as well. Profile A is highest of the six profiles in preference for Opposite Sex, Aggression and Acceptance of Impulses. Turbulence is also inferred from a very low preference for Methodical, Preoccupation with Cleanliness and Self-Severity Activities.

Evidence for turbulence which reflects variation in strength of feeling is found by comparing the level of "like" and "dislike" response to individual items made by profile A persons with the level of such response by persons falling in other profile groups. Specifically, note has been taken of the number of items in the Non-Academic categories for which the A profile persons stand highest or lowest in preference for the item in comparison with the other standard profile groups. This comparison reveals that the number of such items for A profile persons ranges from fifty to seventy percent higher than that for other profile groups. It appears, therefore, that an aspect of profile A's turbulence is the characteristic of high likes and dislikes, sharp distinctions in preference for many of the items listed in the Non-Academic Schedule.

The central characteristic of turbulence for the A profile person is also likely to be noted in interpersonal relations. The A profile person would not appear to have any great need to be accepted by others, to identify with others or to show any leadership ambitions (low Leadership and Identification with Others is observed). It would appear that the major interest of the A profile person in thinking, imagining and conjecturing would probably not be conducive to developing warm and empathetic relations with others because of the time and energy demanded in such relations. He is, therefore, likely to appear to others as turbulent because his reactions to them are likely to be blunt, spontaneous and varying in kind. In this con-

nection, the turbulence of profile A is also likely to be recognized by others as "tension" rather than anxiety and that A profile women are likely to reveal more tension because of mores regarding women who allow aggressive and sexual impulses to come to the surface either in thought or action. Because they are relatively insensitive to others, it is also unlikely that either men or women of profile A would have any guilt feelings as a consequence of their blunt and uninhibited behavior toward others. Underlying turbulence in thought for profile A is inferred from the profile of drives and impulses together with high fantasy activity. Thus such turbulence in thought is inferred from the high preference for many of the activities listed in the several categories under Fantasy Life together with the high preference for activities which imply that impulses are close to the surface. It is significant to note that the A profile shows the highest preference of all six standard profiles for Magic. On the surface, such a preference suggests a dependence upon luck or some other mystical form for help in meeting problems. But this interpretation does not seem plausible for profile A in view of the high preference for many of the thinking, imagining and conjecturing items in the Mystery, Life-Death-Universe and Fantasy categories. It may be that magical thinking for this kind of person when linked with his turbulence of feelings results in uninhibited and unconventional thinking. It is possible, therefore, that the A profile person may have a great deal of creativity, particularly when the ability to do abstract thinking is also present.

Profile A's underlying turbulence appears to result in certain differences in the nature of his interaction with others. The profile A person appears to prefer association with his peers rather than with his family, particularly peers of the opposite sex. This fact together with profile A's apparent security in the fantasy and conjecture sphere makes it appear likely that a relatively high level of psychosexual development exists and that he enjoys relations with the opposite sex more than with the same sex of his family.

The interaction of the A profile person with members of his family is likely to be marked by withdrawal. It is noted in this connection that his five low Family preferences (he has no high Family preferences) involve talking with the family about different things and going out to eat with the family.

In his relations with peers of the same sex it appears likely that the A profile person is likely to be verbally aggressive because of his high preference for Humor and Aggression. Such verbal aggression which probably takes the form of quips, digs and sarcasm together with his fantasying and conjecturing probably represents a major outlet for aggressive impulses. Again it should be noted that aggressiveness for the A profile person does not appear to stem from or take the form of leadership and self-aggrandizement needs.

It would also appear that the interaction of profile A with authority figures is likely to involve frequent clashes. This inference results from profile A's preference to be independent of direction by authority figures together with his need to do uninhibited and unconventional thinking.

Implications of Profile A

The A profile person will probably be an irritation to many teachers. He will probably often challenge teachers and he will appear to be unmethodical. The turbulence of the A profile person is such that he will probably find many things to do other than routine school work, particularly when the subject is not of interest to him. He is likely to be characterized by teachers as having more potentiality than he uses. He is also likely to appear "sloppy" in his school work habits; for example, he is not likely to rewrite a theme for neatness and he is also not likely to follow a regular pattern of study.

Academic motivation for the A profile person will probably be found in those fields which deal with the non-personal. The stronger interests will probably be found in the sciences and mathematics. Those vocational areas which would appear to be most consistent with profile A's underlying turbulence would probably involve activity where ferment and dealing with ideas, particularly activity where uninhibited and unconventional approaches are necessary. The profile A person would probably be uncomfortable in work which is routine and systematic.

Standard Profile B

Description and Interpretation

The central characteristic of the B profile person appears to be self-control and the need to have things run smoothly. The B profile person reveals a high preference for Methodical, Self-Severity and Preoccupation with Cleanliness and a low preference for Accepting Impulses and Aggression. It appears that B profile persons repress aggressive and sexual impulses. Such repression is also revealed by a low preference for Humor as a form of verbal aggression, and a relatively low preference for Opposite Sex.

The B profile person appears to feel most secure when things run smoothly. He is likely to exercise effort, including his own self-control, to make things run smoothly. The B

profile person is, therefore, likely to be apprehensive regarding his behavior in a future event - he wants no "explosions" of any kind. In this connection, the B profile reveals a high preference for "reading how people feel when they are in love" (also a tendency to intellectualize love), "getting my parents' opinion about how to act in a certain situation," "keeping my thoughts and feelings to myself", "trying to find out why people do queer things". The need to have things run smoothly and to avoid and not think about explosive situations is further revealed by a low preference for "tuning in on radio or TV to a hot argument or debate", "being around people who forget themselves and talk freely", "imagining what things would be like if a super H bomb were dropped", "seeing real war movies" and "sticking by the truth no matter whom it hurts".

It also appears that profile B represents a person with relatively high ambition, mainly because of his relatively high preference for leadership. In this connection, however, it appears that profile B's ambition centers more on management and manipulation than upon creativity. Thus it is noted that profile B shows a high preference for all Leadership items except four, "practicing public speaking or debating", "speaking at assemblies or class meetings","taking positions of leadership in a club", "organizing a club among my friends or neighbors". It thus appears that although profile B represents a person with ambition, he is not comfortable being boldly in the "limelight" but prefers to further his ambition by "behind the scenes" and "setting the stage" activity.

The B profile person would appear to spend a considerable amount of energy in keeping his impulses under control, in "fighting" himself. His relatively high ambition together with his need to have things run smoothly is likely to cause him to dissipate energy in being apprehensive, many times probably about things which never happen. The profile B person is likely to be a planner deluxe. But he will also be disturbed when his plans go awry and he is likely to reveal some rigidity in making "on-the-spot" changes in his plans.

The B profile person, on the surface, would appear to like to be with people, although in this connection, he appears to be most comfortable with peers of the same sex and members of his immediate family, and somewhat less comfortable with peers of the opposite sex.

The B profile person would appear to get to know himself by the way people react to him rather than through introspection because of his repression of his feelings. Thus it is likely that when people react favorably to him, he will be happy. If people are critical of him, the B profile person is likely to become annoyed with himself and probably react to himself by "I don't know what to feel". The B profile person, therefore, is likely to be very sensitive to the feelings of others but he is not to any great extent in touch with his own feelings because he is constantly repressing them.

The B profile person is also likely to employ ingratiation as a technique of influencing others. It is noted, for example, that profile B reveals a high preference for "explaining my innermost feelings to my closest friend", "seeing to it that a committee works well", "thinking up activities for a group of my friends", "getting together people who are interested in the same hobby", and "going shopping with a friend".

The B profile person would also appear to be submissive in relation to authority figures. Because of his need for self-control and to have things run smoothly, he is likely to show acquiescence and approval toward his immediate superiors. On the other hand, he will also behave in an authoritarian manner toward those persons who in any way are subordinate to him. In this connection also, the B profile person is likely to react to others in terms of "good" and "bad" because of the likelihood of a fairly severe conscience, which is inferred from his high preference for Self-Severity and low preference for Acceptance of Impulses.

Implications of Profile B

The B profile person will probably be liked by many teachers because of his methodical and planning nature. Furthermore, he is likely to be submissive to teachers. The B profile person is most likely to participate in class activity and discussion involving ideas which he has had a chance to think through and digest. He is likely to withdraw when such discussion becomes impromptu, "on-the-spot" and heated.

The greatest academic achievement of the B profile person will probably be the acquisition of detailed information. He will have difficulty making his own integration of such information and applying such integrated information to new situations. Also, in spite of his apparently high preference for "having a good argument with one of my teachers" and "having my own free choice on what and how to study", the B profile person will probably react to teachers either directly or indirectly by "tell me what you want and I'll do it".

The B profile person will probably reveal a preference for academic subjects which he has found in high school to involve methodical and routine activity. His academic record will generally be "in-between", particularly in his

early college work. His achievement in more advanced college work will probably be even more characterized by "plugging" rather than "brilliance".

The B profile person would appear vocationally to be best fitted for "second in command" activity. It would appear that he can be relied upon to carry through work and to assume responsibility to execute ideas which have been formulated by others.

STANDARD PROFILE C

Description and Interpretation

Apprehensiveness appears to be the central characteristic of Profile C. This person thus appears to reveal apprehensiveness regarding the environment, particularly in the form of bacterial contamination, regarding being alone and regarding sexual impulses. It appears that the C profile person does not repress aggressive and sexual feelings and that such feelings for him result in apprehensiveness.

The perception of the environment as threatening for profile C is inferred from a low preference for Mystery, Fantasy and Life-Death-Universe. It is noted, for example, that the C profile person shows a low preference for "thinking about things that science can't explain", "for accidentally hearing other persons' conversations", "tuning in on police radio car conversations", "talking with friends about what life and death means", "wondering how people close to me were to feel if I should die", "seeing real war movies", etc. It thus appears that the C profile person is likely to try to shield himself from thinking about the environment. The perception of the environment as threatening also appears to take the specific form of fear of contamination. This is revealed by a high preference for ten of the fourteen items involving Preoccupation with Cleanliness, for example, "washing my hands frequently during the day", "wearing clean clothes when working and being careful rather than wearing dirty clothes", "taking a shower more than once a day", "keeping the sink spotlessly clean", etc. The level of preference for such activities is such that hypochondriacal tendencies are likely.

The inference that C profile persons are likely to be apprehensive regarding sexual impulses is inferred from a preference of same sex and opposite sex items for which the profile C person reveals "same sex" preference is greater than that for any of the other standard profiles. It is likely therefore, that C profile persons tend to withdraw in situations involving the opposite sex and that they have a relatively low level of heterosexual development.

The inference that being alone is threatening to the C profile person is inferred from a low preference for a large number of the solitary items. Thus a low preference is shown for "Taking a walk or stroll alone", "being by myself", "spending an evening by myself at home", etc. Such low preferences together with a low preference for Fantasy and Life-Death-Universe activities suggests that the C profile person is often threatened by thoughts which come to the surface when he is alone and that he tends to associate with people not so much because he likes them, but because the discomfort of his thoughts when alone drives him toward them.

The underlying characteristic of apprehensiveness for the profile C person is also apparently associated with feelings of dependence and helplessness. Such dependence is inferred from the relatively high preference for Family, Magic and Self-Severity activity. It is noted that the profile C person reveals a high preference for such family items as "talking with my family about what they have been doing", "listening to radio or watching TV with my family". It is also noted that the C profile person reveals a high preference for such magic items as "wishing for something when I see a falling star", "possessing a good luck token", "praying for a wish to come true", etc. The C profile person also reveals a high preference for certain self-severity activities, "working on my will power to strengthen it", "making resolutions at New Years or other times to break bad habits". It appears likely therefore, that the C profile person tends to look for or depend upon mystical forms and "formula" to help him with his problems and desires. It also appears that he will often retreat to the security of home and family because of feelings of dependence and helplessness.

The C profile person also appears to reveal constriction in thinking in the face of uncertainty. Thus profile C reveals a high preference for "sticking by the truth no matter whom it hurts", "being with people who do what they say they'll do no matter what", and "having people feel definite about me no matter what". Also, constriction in thinking for the profile C person appears to be related to a severe conscience. Thus it is noted that the C profile reveals a high preference for "pushing myself to do a little more than I can comfortably do as a matter of principle", "sticking by the truth no matter whom it hurts", and a low preference for many of the Mystery items, particularly those involveing secrets of others - for example, "trying to find out what makes people do queer things", "overhearing accidentally other peoples' conversation", "learning about the secrets of secret societies, clubs and lodges", and "dis-

covering the secrets of ancient civilizations". It appears that the conscience of the C profile person is consistently saying, "You should not pry into secrets - they belong to someone else. It is not nice to pry or probe".

In his relation with others the behavior of the C profile person is likely to take the form of self-protection. Thus it is unlikely that he will often ask about rules to go by and that he will be irritated when others break rules. He will probably feel that the perfect world would be one where there are rules for everything and where everyone lives by such rules. He is likely to be cautious about committing himself to others. He is likely to go along with suggestions by his peers not so much because of a need to be accepted by them, but because he is apprehensive about being discovered, about revealing his "secrets" and about "being wrong".

Implications for Profile C

The underlying apprehensions of the profile C person and his constriction probably result in a relatively high level of immobilization with regard to the pursuit of thinking and academic work. Further, such immobility is likely to be compounded by the presence of a severe conscience. Thus, while sometimes he is likely to move in the direction of depending upon his classmates for help in school work, his conscience tells him that such dependence is immoral. Guilt feelings are likely to ensue, therefore, when he does depend upon his classmates as he will, particularly when a relatively low level of intelligence exists.

Vocationally, it would appear that the C profile person would be most comfortable in work which is quite tightly prescribed by specific rules and procedures. Also, it would appear that he would be most comfortable in engaging in such work when it involved processes and things rather than people. The "C" profile person of higher intelligence is likely to see security in the study of mathematics and certain phases of science because to him they involve "black and white" or "right and wrong" decisions. For the same reasons certain phases of business such as accounting are also likely to offer security for the profile "C" person.

STANDARD PROFILE D

Description and Interpretation

The central characteristic of the profile D person appears to be an intellectualization of feelings. Such intellectualization would appear to represent from a reaction formation to sexual and aggressive impulses.

The general inference is drawn by noting the generally low preference for Acceptance of Impulses, Opposite Sex and Humor on one hand, and the nature of profile D's preferences in interpersonal relations on the other hand. It is noted that profile D reveals a low preference for seven of the Acceptance of Impulses items, five of the Opposite Sex items and nine of the Humor items, which generally represent socially acceptable aggression. When the nature of profile D's interpersonal preference is examined, it is noted that it reveals a high preference for intellectual aspects of understanding people but a low preference for being with them. Thus, profile D shows a high preference for "trying to understand what makes people behave the way they do", "wondering what the other people on the bus are like and what their thoughts are", "speculating about the thoughts of other people in the room", but a low preference for "associating with someone to find out why his thoughts and feelings are different", "listening to children talk about their feelings", and "getting to know people who are quite different from my usual friends". Similarly, in the Same Sex and Opposite Sex categories, most of the low preference items involve associating activity, the single exception being an activity of an intellectual nature, "planning a party for fellows and girls". Further constrasting preferences of a similar kind are noted by examining profile D's high and low preferences to specific items in reaction to Authority, Family and Dramatics. It thus appears that the profile D person is not an empathic person because he transforms his feelings about others into intellectual activity.

The nature of the intellectualization process for the profile D person is inferred from a high preference for Mystery and Life-Death-Universe items but a low preference for Magic in the Fantasy Life sphere together with a relatively high preference for Methodical. Such preferences suggest the likelihood that, although he tends to intellectualize his feelings with a value placed on knowledge, the profile D person will probably be constricted in the total intellectual process. Such constriction is likely to apply to creativity because the profile D leans toward the methodical and away from impulsiveness. It is likely, therefore, that the D profile person looks for factual answers and that he is not likely to become involved in the creative process because of his relatively low motivation for tugging at, reassembling and integrating knowledge.

It is likely that the D profile person's interaction with others is marked by talking and more passive activity and that he often withdraws from social interaction; high preference for Solitary is noted. Thus he reveals a high preference for "talking and thinking" about items which pertain to others but a low preference for "finding out from friends what

they like in members of the opposite sex", "learning popular dances" (he couldn't intellectualize this one), "going shopping with a friend" and "going to a 'stag' or 'hen' party." Furthermore, it is likely that the profile D person will tend to avoid direct conflict with others. A low preference is noted for "insisting with my parents that they hear my views", "having a good argument with one of my teachers" and "being active in organizing a protest meeting". If the profile D person does become involved in an issue, it would appear likely that he will talk profusely, stating and restating relevant facts but avoiding any direct commitment of his views.

Additional evidence of intellectualization of feelings may be inferred from profile D's responses to the Academic Interest Schedule. Such responses reveal that, over-all, profile D persons reveal a greater preference for academic items than for non-academic items. It is also noted within the Academic Interest Schedule that the D profile person reveals no particular pattern of preferences for academic subjects. This fact would appear to be consistent with the intellectualization of feelings because such intellectualization would probably not result in feelings toward people, either sharply toward or away from, which feelings are probably a major determiner of academic interest patterns.

Implications of Profile D

It appears that profile D persons will be successful academically, particularly in subjects which involve verbal facility and which are philosophical in nature, e.g., English, foreign language and social science subjects which are more theoretical than practical. On the other hand, the D profile person is not so likely to be successful in the sciences and mathematics, particularly in such subjects where less verbal facility and more abstract thinking is involved.

Vocationally, the profile D person is most likely to be successful and comfortable in work which is more verbal, e.g., writing and speaking. It is not likely, however, that he will be particularly creative in such work. Neither is it likely that he will be happy or effective in work which requires attention to specific details.

STANDARD PROFILE E

Description and Interpretation

Centrally, the profile E person appears to be an "other-directed" person who looks for security in people and their ideas (particularly his family) rather than in himself and his own thinking, with resulting strong needs for acceptance by others and considerable anxiety regarding his sexual and aggressive impulses. Other-directed, as a concept to describe profile E, means a kind of supersensitivity (antenna up) regarding the feelings of others in relation to his own feelings and actions and impulses rather than feelings of empathy.

The inference that profile E is an other-directed person with sensitivity regarding the feelings of others in relation to his needs for acceptance is drawn from a high preference for Family and Identification with Others, and a low preference for Humor and Aggression. It is noted that profile E shows a preference for eleven of the fourteen Family items and eight of the Identification with Others items, but a low preference for five Humor, seven Acceptance of Impulses items and five Aggression items. The nature of such items reveals the strength of profile E's sensitivity, e.g., a high preference is shown for "talking with my family about what I've been doing", "finding out from friends what they like in persons of the opposite sex", "hearing my father tell about his work", "learning how people arrive at their ideas and opinions" and a low preference for "cursing when angry", "letting go and saying what comes into my mind", "making it plain to another person what I think of him", saying something to create a little excitement" and "seeing to it that people who break rules don't get away with it". This pattern of high and low preferences suggests that with profile E the emphasis is on how others feel and think about him. In this connection it appears likely that profile E will employ ingratiation techniques frequently. Thus, it is noted that he shows a high preference for "helping to rearrange furniture and other things at home", "getting my parents' opinion about how to act in a certain situation", "always doing more than my share of the work in a club or organization", "making it a point to be nice to mean or boring people", and "cleaning up dishes after a meal".

The inference that profile E probably has considerable anxiety regarding his own sexual and aggressive impulses is drawn from his preference for certain items involving Opposite Sex, Humor and Aggression. It may be noted that the four items of Opposite Sex for which he reveals a high preference all deal with some form of anticipation or concern about opposite sex rather than participation with the opposite sex, e.g., "figuring out why a date went sour", and "planning what I will do and say on a new date". It is also noted that profile E shows a low preference for "avoiding parties where the chaperone is strict" and "joining a fraternity or sorority". Evidence of concern regarding aggressive impulses, even those deemed socially acceptable, is noted in a low preference for Humor and Aggression items. It thus appears that profile E tends to "sit on" but not

repress sexual and aggressive impulses and apparently a considerable amount of anxiety results from the possibility, either conscious or unconscious, that such impulses may endanger his acceptance by others. In this connection, profile E appears to differ from profile B in that profile E is probably more aware of his feelings and impulses in contrast to the profile B person who has been more successful in repressing them.

Persons like Profile E are likely to be quite submissive to parental authority figures and find a considerable amount of security in the home. But even in the home, the profile E person is likely to "screen" certain activities which may be potentially threatening. It is interesting to note in this connection that only three Family items are not of high preference: "talking with my folks about what has taken place at a party", "bringing someone home to meet my parents" and "discussing some problem with my brother, sister or one of my parents". All of these items in contrast to the other Family items contain some element of possible threat to the person who is submissive, concerned about what others think about him and possessing low self-confidence. Talking about a party may lead to questions which are difficult for the E person to handle, bringing someone home may lead to parental or sibling questions regarding the kind of persons the E person chooses as friends, and discussing a problem is the only Family item in which "problem" is mentioned.

The E profile person would appear to be more comfortable with either younger or older people than with his peers. It is likely that younger people will not be threatening to him because with them he expects the same kind of submission which he reveals in his relations with his peers and older persons. Profile E shows high preference for such items as "listening to children talk about their thoughts and feelings", "playing games with children or taking care of them", and "encouraging a shy person to express his thoughts and feelings". With older persons than himself, the E profile person will feel more comfortable in his submission because of age. It is with his peers that this person will probably be most anxious and he will probably employ various techniques to find out what his peers want, how to act with them and how to ingratiate himself.

It is likely that profile E will be somewhat authoritarian in that he wants to be dominated and he will respect authoritarianism in others.

Implications of Profile E

It would appear that relatively little energy or drive of the E profile person is available for academic pursuits because of an extensive underlying anxiety. This kind of person may be moderately successful in such pursuits, however, if peers or parental figures, whose acceptance is a concern for profile E, are intellectually oriented.

The profile E person would appear to be one whom teachers like because of his submissiveness and ingratiation. It does not appear likely that he will be a creative person because to be creative would be doing something different, "stepping out of line". Neither is it likely that he will be successful in academic work which requires complex thinking and analysis.

The E profile person would appear to be most comfortable and successful in "line activity" particularly when such line activity would involve the need to be sensitive to the feelings of other persons. Such sensitivity appears to be the major strength of the profile E person.

STANDARD PROFILE F

Description and Interpretation

Profile F appears to be characterized by several related features: self-confidence, ambitiousness and self-assertiveness. Self-confidence is inferred from a high preference for such items as, "doing your own investigation of a subject rather than relying upon a text book or teacher", "doing my own exploring at an art gallery, museum or zoo", "being left alone with my thoughts", "spending an evening by myself at home". Self-confidence is particularly revealed by a low preference for many of the Methodical items, "making notes of the things I have to do", "saving some money every month", "making a plan of reading myself", and "seeing to it that I have everything I need before starting to work". It appears that the self-confidence of profile F is such that he deals with problems as they occur. In this connection, it is interesting to note contrasting Self-severity items. Profile F shows a high preference for "making myself do things I don't like to do" but a low preference for "working on my will power to strengthen it". Thus, the self-confidence of the profile F person doesn't have to be worked on, he appears to have it. Self-confidence is also revealed by low preference for two Opposite Sex items: "planning what I will do and say on a new date" and "figuring out ways of being attractive to the opposite sex".

High self-assertiveness, also reflecting a reaction against authority and direction, is revealed by a high preference for "having a good argument with one of my teachers", "avoiding parties where the chaperone is strict", "doing a take-off about a stupid politician", "seeing someone imitate a policeman giving a traffic ticket to a pretty girl", "telling off a nuisance",

and "thinking about how I can retaliate when someone has been mean". Ambitiousness for profile F is inferred from the high preference for Leadership. Profile F indicates a high preference for more of the Leadership items than any other standard profile. This inference is also supported by many of the Fantasy items, e.g., a high preference for "wondering what it would be like to have lots of money".

Profile F appears to be aware of his own feelings and the feelings of others. He is likely to appear to others, however, to be narcissistic and with relatively little empathy. Profile F shows low preference for those items which involve ordinary interpersonal interaction, e.g., "being in a club with people of my own sex and age", "playing on an athletic team", "going to a stag or hen party", "eating with the same group of fellows or girls every day". Profile F also reveals the lowest preference of all the standard profiles for Family activity.

The profile F person would appear to be persuasive with people. It is likely, however, that aside from his immediate family, his relations with others is such that the other person is not directly aware of being manipulated - the profile F person is likely to persuade others with finesse - he is likely to talk others into doing what he wants. His peers are likely to think of him as a smooth operator. This inference appears to be supported by a high preference for "organizing a committee", "speaking at assemblies", "taking positions of leadership", "getting to know people who are quite different from my usual friends", "organizing or setting up plays". It is interesting to note in this correction that there are only two Leadership items for which the profile F person does not reveal a high preference, "seeing to it that a committee works well" and "thinking up activities for a group of my friends". These two items would not appear to involve the same kind of self-aggrandizement. In Family relations, the F profile person is likely to be either somewhat argumentative or withdrawn. It would appear that in this more intimate area of interpersonal relations, the F profile person would be somewhat less comfortable because the family members are more likely to know him and the authority of parental figures is likely to lead to some conflict. Profile F reveals a low preference for all Family items except two, "discussing some problem with my brother, sister or one of my parents", and "going out to eat with my family". These items would appear to represent family activities which the profile F person can tolerate. In his relations with his peers and older persons outside the family, the profile F person is likely to interact smoothly. With such persons he is likely to be verbally persuasive.

The major drive of the profile F person appears to be the control of his environment. Because of his self-confidence and rationalism, this person is likely to respect strong rational authority in other persons and academic fields which he deems solid and helpful in the control of the environment. He is likely to question and challenge authority which he deems irrational and weak. The F profile person will be intellectually oriented and will not tolerate magical or wishful thinking in himself. This inference is suggested by his response to Authority items, by his high preference for Mystery, Fantasy and Life-Death-Universe items and his low preference for Magic. It is interesting to note in this connection that the F profile person reveals the highest preference of all six standard profiles for Mathematics, Industrial Arts and Fine Arts. It would appear that this person has respect for what he probably deems as an impeccable authority of mathematics and that his high interest in Industrial and Fine Arts stems from his need to control his natural environment. The academic interest profile of the F profile person appears to be generally consistent with his drives.

The Fantasy life of the F profile person appears to be relatively rich. This person with his self-confidence appears to derive a great deal of pleasure from fantasy activity. It is noted, moreover, that one major cluster of such fantasy reflects a drive for power and control; for example, "thinking about what you would do if you could start life over", "wondering how it would feel to have a movie star in love with you", "imagining how it would feel to be able to fortell the future", and "thinking about how it would feel to have lots of money".

Implications of Profile F

It would appear that the profile F person has an outstanding drive for intellectual pursuits. He is likely to demonstrate highest achievement in those academic fields which are likely to promote his need for power and recognition and to reflect his natural deductive approach to problems (argumentation and verbal persuasion). He is likely, therefore, to show high achievement in Mathematics and Economics, and those areas of communication skills, for example, English, public speaking and dramatics which specifically are likely to feed his need for power, recognition and self-assertiveness.

It also appears likely that profile F will represent a desirable student for teachers whom profile F respects because of their competence in their fields. On the other hand, profile F is likely to be a problem for weak instructors because his self-assertiveness is a constant challenge for such teachers. It also

appears that profile F will represent an active working student because he will be conscious that his power needs will be fed by his work. It would appear that he works to get what he wants from others by logical maneuvering and verbal persuasion.

APPENDIX VIII

The Executive and Associate Officers acknowledge with gratitude the contributions to the Academic Talent Search Project of the following persons, all of whom added significantly to the program, and all of whom gave of themselves beyond the call of duty:

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To Help Them Achieve, report on the Academic Talent Search Project, coordinated by Edward Spingarn.