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

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SAMPLE UPWARD BOUND PROGRAMS.
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DESCRIPTORS- *DISADVANTAGED YOUTH, *HIGH SCHOOL STUDENTS, *COLLEGE PREPARATION, *ACADEMIC ASPIRATION, *STUDENT MOTIVATION, EDUCATIONAL PROGRAMS, PROGRAM DESCRIPTIONS, SUMMER PROGRAMS, ENRICHMENT PROGRAMS, RURAL YOUTH, URBAN YOUTH, FEDERAL PROGRAMS, UPWARD BOUND, OFFICE OF ECONOMIC OPPORTUNITY

OPERATIONAL FEATURES OF SUCCESSFUL 1965 UPWARD BOUND PROGRAMS ARE BRIEFLY SUMMARIZED. THE GOAL OF THE UPWARD BOUND PROGRAMS, WHICH ARE UNIVERSITY-BASED AND ARE CONDUCTED DURING THE SUMMER AND THROUGHOUT THE ACADEMIC YEAR, IS TO PREPARE NORMALLY INTELLIGENT DISADVANTAGED HIGH SCHOOL STUDENTS FOR ADMISSION TO AND SUCCESS IN COLLEGE. THE PROGRAMS ATTEMPT TO STIMULATE INTEREST AND MOTIVATION THROUGH THE HELP OF QUALIFIED STAFF AND BY OFFERING PROGRAMS ADAPTED TO THE STUDENTS' PARTICULAR LEARNING NEEDS. GUIDELINES AND DETAILS OF TWO HYPOTHETICAL PROGRAMS, ONE URBAN AND ONE RURAL, ARE PRESENTED. (NC)

SAMPLE UPWARD BOUND PROGRAMS

I

Programs for disadvantaged high school students in 1965 were highly diverse, but the most effective ones had certain components in common. These shared features are briefly summarized here in order to give some measure of concreteness to the concepts outlined in the UPWARD BOUND Guidelines.

This summary is designed to be as factual and operational as possible. It is followed by descriptions of the special features of two fictitious but possible programs.

1. The basic objectives of these programs were to enable high school students of normal intelligence but of disadvantaged backgrounds both to enter and succeed in college. To bring these youngsters to this point requires an educational approach sufficiently imaginative and dynamic to [illegible] past deficiencies in their academic preparation for college, to equip them with the intellectual skills necessary for success, and, most important, to [illegible] their sights and give them new confidence. Care was shown to avoid UPWARD BOUND slots going only to the "adapted" or "cooperative" students as a "prize" for their good behavior. UPWARD BOUND institutions consciously looked for more "difficult" high school students with whom some classroom teacher had developed a personal rapport and who were, in the judgment of such teachers capable of much better performance if truly motivated.

These programs sought to involve to the fullest extent local public and private secondary schools. It was hoped that the innovations which resulted from these projects would be transmitted to the total educational system.

2. The emphasis in the best of these programs was not a remedial one in the narrow sense. It has been first and foremost to excite the interest of these young people in abstract ideas and in learning and to encourage critical thinking.

3. These programs each involved approximately 100 students who met the income requirements set forth in the Guidelines. Students were recruited through the joint efforts of the academic institution's UPWARD BOUND personnel and CAA representatives. The recruitment team publicized the program and solicited recommendations of particular students from such key sources as the following:

   a. Individual administrators, classroom teachers, activities directors, and counselors of local secondary schools. An effective way of reaching interested persons from these fields was through articles placed in the state educational journals inviting their direct nominations of students.

   b. Community recreational directors.

   c. Juvenile court and probation officers.

   d. Proprietors of popular after-school gathering spots.

   e. VISTA volunteers.

   f. Youth club advisors.

   g. Settlement house staff.

   h. Local clergymen.

   i. Neighborhood spokesmen.

   j. Civil rights groups.

k. Neighborhood organizations concerned with poverty.

In the final selection of students, UPWARD BOUND personnel considered recommendations of the above, personal interviews with prospective students, and school records.

4. All effective programs were well staffed, both in quality and quantity. A typical staff was drawn both from institutions of higher education and secondary schools, and included a minimum of a director, who was employed for 12 months; and assistant director; a chief counselor, often with psychological training who dealt with student and faculty problems; a teacher-student ratio of from 1:10 to 1:15 per class, and 15 - 20 tutor-counselors, with a head tutor for boys and another for girls. In addition, some programs included specialists in such fields as speech, reading, art, music, drama, and recreation. It should be emphasized, however, that each successful program was staffed according to its individual needs. All staffs were racially integrated, and included wherever possible non-professional residents of the target area.

5. The tutor-counselors were outstanding upperclassmen or graduate students representing a cross-section of socio-economic backgrounds. They were chosen for strength of character, personality and intellect, and enthusiasm for working with the types of students enrolled in the program. Serving as models for the students, they were key people in shaping their attitudes, interests, tastes, values and levels of aspiration.

6. The daily schedule of these programs consisted of a morning of concentrated academic work and

an afternoon and/or evening of varied activities of an extra-curricular or, more often, a co-curricular nature conducted by teachers and tutor-counselors. Such activities included concerts, visits to museums, theaters, historical sites, parks and monuments, laboratories and other distinctive facilities of the university, and local research and business establishments. All good programs made extensive use of the cultural and intellectual facilities available. The students were encouraged to participate in such workshops as art, various crafts, drama, photography, electronics, journalism, marine life, foreign languages, city planning, etc. Opportunity for physical recreation was a part of each afternoon program. Generally, evenings were devoted to study, either in the dormitory or library, or to informal discussion. Once or twice a week films chosen particularly for the program were shown and discussed. An important feature of programs was the intentional scheduling of free time for the students.

7. The best programs made use of the educational advantages of dormitory life by bringing concerned, intelligent adults, usually tutor-counselors, into contact with the students in the evenings for discussion and counseling. Dormitory life brought together students from different environments and promoted a sharing of experiences while developing a sense of their own identities and group responsibility.

8. Through the formation of an Academic Policy Group, good programs had the full and enthusiastic support of the administration and regular teaching faculty of the sponsoring institution with respect to cooperation both in planning the program and in providing office space, good classrooms, and all necessary physical facilities and supplies without delay.

9. A characteristic ingredient of successful programs was an orientation program for the staff. This was scheduled either as a series of weekend meetings on the college campus during the months preceding the program, or as a one-week workshop immediately preceding the program. Such sessions included discussions of the types of students to be enrolled, special situations and problems anticipated, and ways of adjusting and developing teaching methods and materials to the needs of UPWARD BOUND students. Persons of expertise in problems relating to such students were made available for lectures and discussion groups. Pertinent reading materials were distributed and suggested. Whenever possible, teachers observed schools from which the students were drawn.

10. Successful programs held frequent meetings of the staff as a whole, of the separate departments, and of the tutor-counselors.

11. During the early stages of the development of the proposal, institutions met with CAA representatives and members of the area served, often parents, to establish an Advisory Committee. The function of this Committee was to assist in gaining support of the community for such a program as well as to guide the programs development, both during the summer component and the follow-up academic year.

12. All effective programs had year-round aspects. The residential summer programs were generally eight weeks in length, and were followed by an academic year phase which consisted of several of the activities listed below:

    a. Afternoon, Saturday and/or holiday classes and discussions on the college campus.

b. Continued contact between students and tutor-counselors, including personal visits.

c. Periodic visits to the families of the students by VISTA and/or CAP personnel.

d. Afternoon and/or Saturday tutorial classes conducted as part of local Community Action Programs.

e. Conferences between UPWARD BOUND counselors or teachers and local high school counselors, participants and their families, to discuss the students and their post-high school plans.

f. Independent student projects guided by local secondary school teachers and/or university faculty.

g. Student newsletters and/or publication of student work.

h. Field trips.

13. The second summer programs were designed to provide continuing educational enrichment, such as the following suggestions:

a. Classes to promote individual research.

b. Courses designed to encourage more conceptual and critical thinking through the interdisciplinary approach, such as 20th Century Issues, The Modern Hero, The Role of Modern Mathematics and Science in the Space Age, etc.

c. Programs based on single theme which individual courses could approach from their own perspectives.

d. Encouragement of youngsters who completed the first summer to be actively engaged in the problems of incoming students. This would not only benefit new students, but the returnees as well, by providing them with a sense of responsibility.

14. Health services, including follow-up care in the form of treatment, medicine, eyeglasses, and dental work, were provided for the UPWARD BOUND students.

On the basis of these criteria a variety of successful programs could be based within the following arbitrary situations:

a. A university in a large city drawing its UPWARD BOUND students from the city itself.

b. A university in a farm state drawing its UPWARD BOUND students from rural areas throughout the state.

A description of each, limited to its special features, follows.

PROGRAM A

INSTITUTION: X University, a private institution

LOCATION: Large city, population 470,000

STUDENT RECRUITMENT AND SELECTION:

Two hundred high school sophomores and juniors from three high schools in the city were recruited by the project director and the chief counselor, who worked closely with the executive director of the local Community Action Agency, and with a representative from the local school system. An advisory committee was formed by these persons to assist the pre-college program. Various members of the community, including representatives from the neighborhoods of the target student population, were asked to join the committee.

The project director and the chief counselor spoke to the assembled students at several local high schools and left application forms with guidance counselors and teachers. Individuals in the community also submitted names; one student on probation was recommended by a juvenile court judge. Free publicity was also given to the program by the television station and the local newspapers. A well-known disc jockey recommended the program over a popular radio station. Handbills were placed in stores and on church bulletin boards in target neighborhoods.

Students were selected on the basis of mixed criteria. Most students had no previous intentions of continuing their education beyond high school. Some students were admitted to the program solely on the basis of recommendations by members of the community, though school counselors and teachers considered them poor risks. Although achievement records, test scores, and school records were examined, these sources were not considered infallible. Personal interviews were conducted by the project director and the chief counselor. Each student who was asked to participate completed an application (including an estimate of family income) and a parent or guardian signed a notice of consent.

SUPPLEMENTARY GOALS:

Although admittance to a college was a basic objective, the staff at X University felt it was even more important to familiarize the students with educational opportunities beyond high school and to insure awareness of their ability to handle advanced education.

THE SUMMER PROGRAM:

When the students arrived at X University, they were grouped at random into five sections of 40 youngsters. One mathematics teacher and one English teacher were assigned to each section. The students attended one morning class in these subjects Monday through Friday. The teachers utilized materials written during the previous summer at an education conference designed to develop a new curriculum, and improvised on their own as student interests and needs arose. In some classes the students devoted two days to a particular topic; in another class, two weeks or more. The flexibility of the courses was appreciated by teachers and students. All materials were not equally successful. In general, students enjoyed opportunities for discussion most of all.

In the afternoon a wide variety of activities were provided from which the students could choose. The offerings included speech classes, advanced mathematics, a science workshop, an electronics workshop, drama, a world affairs discussion, beginning French or Spanish, a film workshop in which the students wrote, filmed, and edited their own script, creative writing, modern dance, classical music, and jazz.

In the late afternoon and early evening, the students played baseball or tennis, or participated in various cultural programs. The students attended outdoor concerts or summer theater. Most evenings they were required to be in the dormitory rooms from 8:00 until 11:00 p.m. During this time, they worked on assignments and engaged in bull sessions with each other and the student counselor-tutors. The staff and the youngsters agreed that one of the most valuable aspects of the entire program was the opportunity to associate with the college students who served as models, as well as tutors and counselors.

Two week-end trips were scheduled. One sleep-over camping experience took 100 of the students to a nearby national park. The other 100 students traveled by bus to the state capital and had the opportunity to talk with the lieutenant governor and several legislators. Several weeks later, the former group went to the capital and vice-versa. On two Sundays during the summer session a Parent's Day was held. The students produced an original play at the first open-house, and introduced teachers and tutors to their families.

FOLLOW-UP PROGRAM:

During the academic year students attended classes on the college campus on Saturday morning. The students were transported by buses loaned by the college. One hour and one-half was devoted to English and one hour and one-half to mathematics. Students remained with their groups and continued to receive instruction from the same teachers. Conventional text books were not used. The teachers continued to utilize a variety of paperback books and mimeographed materials. The objectives of this material were to involve the student in discussion and to provoke his curiosity. The material in English courses included diaries, journals, and letters as well as short stories, poems, plays, painting, music, and film. Topics for student writing emerged for the most part from class discussions. In the mathematics classes, the students were involved in a variety of problems that led to discoveries concerning probability, the basis for the slide rule, and aspects of number theory.

The students were invited to join the staff for lunch in the dining hall. This gave them a chance to speak informally to their teachers.

The afternoons were spent in activities chosen by the students under the direction of the counselor-tutors. The students visited the local art gallery, the natural history museum, and other places of interest. Theater workshops, jam sessions, and botany laboratory workshop were among the programs most enjoyed.

Some Saturday afternoons were spent with members of the counseling staff discussing career and personal problems. The counselors did not advise the students but helped them to direct their thinking to all possible results of a decision.

On Tuesdays and Thursdays (evenings) many of the students participated in a voluntary tutoring program sponsored by the local CAA on a one-to-one basis with sixth grade youngsters. The students worked under the direction of elementary school teachers. The activity gave the students a sense of involvement in the community and an opportunity to "pay" for the special help they received.

The following summer the students were asked to return for reunion week-end before the arrival of the new class. By this time, the summer after the senior year, many of the students were already admitted to college. Workshops, discussions, counseling sessions, and group meetings were held. The students discussed their experiences and suggested improvements in the program. The teachers gave advice to the college-bound about choosing courses and financing an education, and in some cases, on college admission. Plans were made by the project director to meet with those students attending local colleges and to correspond with those attending institutions some distance away.

Those students not planning to attend college received counseling and individual help which was directed to the realities of the job market. These students were informed of opportunities for education under the Vocational Education Act, Manpower Development and Training Act, and the Nurse Training Act. The pitfalls of employment agencies, the legal means to fight discrimination, and general job know-how were discussed with them. In most cases, these students had made vocational and educational decisions during the past academic year. Several planned to attend technical institutes; others wished to enter nurses training. A few were undecided on their future.

SCHOOL INVOLVEMENT:

During the summer and academic year, several local high school teachers visited the college and attended classes. Several teachers applied to teach in the program the following year. On one occasion the project director invited the superintendent of schools with his administrative staff and local college and high school teachers to attend an all day program

which included demonstration classes in English and mathematics. The superintendent of schools requested permission to use some of the English and mathematics materials in his school system and invited one of the English teachers from the University project to speak to all the teachers in the local schools.

PROGRAM B

INSTITUTION: The Program was administered by Y University, a co-educational state institution.

LOCATION: Y University is located in a primarily rural state in a city with a population of 120,000.

STUDENT RECRUITMENT AND SELECTION:

Two hundred racially integrated eleventh grade students participated in the program: 150 were from predominantly rural areas of the state and met OEO poverty criteria; 50 middle-class urban students were financed through private sources. Care was taken not to admit only 2 or 3 students from a single high school; rather the University felt it important to generate "clusters" of students (at least 10 - 15) from a single high school. In addition to the recruitment sources listed in the introduction, CAP and UPWARD BOUND personnel called town meetings in various county seats throughout the state to which were invited parents and community members from the areas to be served. The program was discussed and the members of the audience were asked to nominate students for the program. Also, agricultural extension agents visited local schools and youth clubs to speak directly to the students to arouse interest in the program. During the selection process, all of the applicants were interviewed by some members of the program staff. The final decisions were made by the Director. Two hundred and fifty low-income students not selected for the program were designated as a control group, known as such only to the University-supported research staff.

SUPPLEMENTARY GOALS:

The goals of Program B, in addition to those mentioned in the introduction above, were to:

1. Meet the rural students' problems of low academic achievement and low motivation, caused in part by rural isolation. The decision to admit 50 middle-class urban students and finance them with private foundation money was intended to minimize the isolation of the rural students, add diversity to the program, and provide academic pace-setters.

2. Provide the rural student with understanding and knowledge of his own rural community. It was not the aim of this program to reshape a rural student to fit an urban image. An important aspect of the program was designed to increase the rural student's pride in his own experience and to familiarize the urban student with contributions made by rural students.

3. Broaden the cultural horizons of both rural and urban students through daily associations and mutual endeavors. Living quarters were arranged in campus dormitories with four students, three rural and one urban, in each room. Classes and recreational activities were also designed to encourage an exchange of ideas and experiences between the urban and rural youngsters.

THE SUMMER PROGRAM:

To meet the above goals, classes were held each morning in math, English, and economics, with an emphasis in the latter two on expanding from that with which the students were familiar to broader knowledge and understanding. During the afternoons, classes in drama, electronics, photography, and laboratory biology were offered, along with several sports. Participation in one of the sports was required four days a week. In the other afternoon classes participation was optional, but encouraged by the tutors, who often joined the classes. No activities were formally scheduled between 4:00 and 6:00 p.m., although some teachers held special seminars on requested subjects. Students were allowed two weekends away from the campus; some went home, but many visited the homes of their urban roommates.

The course in mathematics was based on the following assumptions:

1. It would teach the students how to think logically -- a skill which would be useful in all areas of life.

2. Through innovative techniques, students could be taught deeper insights and perceptions in mathematical concepts that were less culturally conditioned than those in other areas of learning.

3. Mathematical proficiency would be tested in college entrance examinations.

Rather than emphasizing rote learning, the mathematics course focused on the art of discovering patterns and finding ways to use them. The most effective means of teaching this concept-oriented course was found to be the discovery method in which the teacher asked short, tightly related questions, each building on the one before. To give dimension to this technique, graphs and charts were included in order that economic trends and mathematical structures might be better understood.

The course in English was broadly conceived to include several aspects of social and artistic expression. Literature, music and art were related through similar themes as varying modes of conveying ideas and emotions. Folklore was used as a starting point to interest the students in stories with which they were already familiar. Tall tales and local legends were read. Folk songs of similar themes were heard through records and local singers who were invited to visit the class. Local arts and crafts were exhibited and demonstrated by invited painters, wood sculptors, and craftsmen. From the local forms of expression students progressed to studies of similar stories, music and art of other areas of the United States in order to discern variations as well as relationships among local, regional and national versions of similar themes.

After students identified such themes in American folklore as feats of a hero, the outlaw, travels of the pioneer, romances, battles, family relationships, and the strength of nature, they studied Greek mythology. The students kept notebooks in which they recorded illustrations of one of these themes as found in both American and ancient Greek stories, which they used later in composing their own "folk tale." After reading such myths as "Theseus and the Minotaur," "Cupid and Psyche," and portions of the Iliad and the Odyssey, students were asked questions designed to lead them beyond the mere enjoyment of such tales, and to develop their thinking beyond the specific. Such general questions were discussed, debated, and written about as: What is a legend? Why are they told? How much in a legend is fact? How can fact be ascertained? What makes certain legends timeless? Who do people like to hear about human cunning and outlawed deeds? (Compare for example,

Odysseus and Billy the Kid). Oral expression was encouraged throughout and students informally acted out for the class some of the stories they had read and stories they had made up.

The final phase of the English course moved from the level of folk and mythical expression to more highly sophisticated forms of expression in modern literature, music and art, still within the framework of the themes discussed. For example, students read such works as e.e. cummings' poem on Buffalo Bill, Longfellow's The Midnight Ride of Paul Revere, poems of Stephen Vincent Benet, and Kon Tiki, as a modern Odyssey and "pioneering" venture. Aaron Copland was selected for study as a composer of American folk themes in such pieces as Rodeo and Billythe Kid, Prints of American and European art masterpieces depicting mythical figures and legendary heroes and events were brought into class and discussed.

Extra-curricular activities for this course included a hootenanny, visits to concerts and art museums, as well as to some of the local crafts centers.

The economics course was based on the assumption that because vocational agriculture is highly emphasized in southern rural high school curriculums, the crops with which the students were familiar could be related to specific economic principles to promote greater understanding of many of the forces that influence the lives of those who live in a rural community. Students' awareness of the market prices for farm products provided a starting point for student participation in a study of fluctuation of prices of farm goods. After discussing probable causes, the teacher related the discussion to the text by introducing economic theories which were pertinent to the topic, e.g. the law of supply and demand, and acreage allotment.

Building upon the study of economic theory, the students and teachers directed their attention to actual U.S. policy, tracing its development from the laissez-faire role to the present active role of the government in regulating farm activity.

Debates were encouraged, with students being divided into different groups -- each taking a different point of view toward the present farm policy. Preparation for such debates required individual and group research, knowledge of the topic immediately under discussion, and ultimately produced a pattern of the students' progress in understanding the complexities involved in establishing a satisfactory farm policy.

FOLLOW-UP PROGRAMS:

Because the 150 disadvantaged students would be returning to environments which had not previously motivated them, it was important that the institution provide some sense of contact and stimulation during the academic year.

The academic year follow-up was planned with several objectives:

1. To provide continued stimulation and a sense of accomplishment to the student.

2. To provide college counseling to the student.

3. To involve the students' high schools in the program.

4. To involve the parents of the students in the education of their children.

Because the tutor-counselors and teachers were not able to cover the entire state for visits, each student and his family were visited by VISTA workers or qualified CAP volunteers approximately once every month. These people met with students' high school teachers to report on the summer program and to learn about the students' progress during the year. UPWARD BOUND teachers or tutors accompanied the volunteers as often as possible, and discussed the summer materials and methods with the high school teachers. Twice during the year, the UPWARD BOUND counselors or teachers met with the high school counselors and the students to discuss plans and applications to colleges. During the year the students kept two kinds of diaries.

One was a factual log relating to the growth of crops, and the second was a creative diary of personal reflection and reactions to their reading and current events. These were mailed to the university and some of the notes were distributed through a newsletter. Because the students came from throughout the state, only two return visits to Y University were planned. Parental interest was evoked through participation in the students' field trips and visits to the campus. Parents of UPWARD BOUND students were encouraged to voice their views to their local school systems through PTA's. Such issues as providing free textbooks, improvement of facilities, and the introduction of modern teaching methods and materials were raised.

Almost all of the students returned for the second summer; those who did not return received vocational counseling. The second summer's curriculum was designed around a single theme: the Negro in America. This theme was chosen because intellectual skills of several disciplines could be developed within its framework, and because its relevancy to the lives of both Negro and white students would serve as a motivating force. The academic program was divided into three sections: social studies, English and logic. In the months before the program began, the teachers developed units based upon "readings," which consisted of such source materials as letters, diaries, magazine and newspaper articles, interviews, book excerpts, etc., pertaining to each subject. These "readings" aimed to engage the student and simultaneously led him to discover a concept while employing skills of reading, writing, speaking, and organizing and relating facts and ideas. The materials also provided a basis for discussion, debate, and writing assignments.

The social studies class was based on the assumption that original materials would engage the interest of the students and provide them with enough of the flavor and facts of the time studied so that each student would be able, at the end of the course, to construct his own critical history of a specific period through the development of a single theme. The nature of slavery was studied through expressions of slaves, free Negroes in the North, white southerners and white northerners as found in letters to friends and newspapers, public accounts of incidents, and petitions and

suits filed against a city or state. The students tried to determine in what ways the system of slavery was brutual or mild, the roots of prejudice, and the ways in which people were protesting or defending the system at that time. A study of the Emancipation Proclamation included the reasons for its issuance and the reactions to it which were recorded in public journals or newspapers and private diaries and letters.

Throughout the course, emphasis was placed on determining the relationship between historical events and current events, such as:

1. The importance of the Fourteenth and Fifteenth Amendments to legal questions argued currently.

2. A comparison between an incident involving racial prejudice in 1865 and 1965.

3. A comparison between the methods of protest used by Booker T. Washington, W.E.B. DuBois and Martin Luther King.

Often the students chose opposing views on one question and debated before their classmates. Lawyers and volunteers who were concerned with civil rights issues were invited to speak to the students who then discussed and wrote about the advantages and disadvantages of protest.

The English course related to the central program theme by providing readings throughout American history that depicted the role of the Negro in society. There was much cooperation between the English and social studies teachers and in the early part of the English course original source materials such as letters and diaries of plantation owners, slaves and free Negroes were approached for their literary value. Just as there had been heavy emphasis during the first summer on oral participation on the part of the students, the second summer, while including many opportunities for debates and discussions, stressed reading comprehension, written analysis, criticism, and exposition. Literature was used which would both strongly identify the student with authors or specific characters and yet allow him to view objectively individuals in society. Thus the literature taught was seen from two perspectives:

1. As expressions of personal histories, reflections, and philosophies which the student identified with or reacted against.

2. As presentations of forces and pressures in society that have influenced individual self-development.

For the former, students read autobiographies, letters, diaries, and essays pertinent to the Negro from all phases of American history. There was much diversity here; Booker T. Washington's autobiography, Up from Slavery, was read as well as James Baldwin's essays in Nobody Knows My Name. Toward the end of the course, students wrote their own autobiographies and a series of essays written as personal responses to the ideas expressed by such writers as Baldwin. To view the Negro in society through literature, students read in class and for special reports such classics as Stowe's Uncle Tom's Cabin and several modern novels and plays including: To Kill a Mockingbird, by Harper Lee; The Bent Twig, by Dorothy Canfield; Invisible Man, by Ralph Ellison; Native Son, by Richard Wright; The Heart Is a Lonely Hunter, by Carson McCullers; Go Tell It On the Mountain, by James Baldwin; Raisin in the Sun, by Lorraine Hansberry; and Purlie Victorious, by R.C. Davis. Character was studied as it is influenced by society, and students did much writing projecting what changes in society could potentially alter characters' aspirations; accomplishments, and self-image. Some critical writings of modern Negro playwrights and novelists were read and students wrote book reports on independent readings.

Incidents in books and plays were related by student and teacher to incidents which were currently taking place. Both orally and in writing, students put themselves in roles of fictional individuals who were taking part in actual sit-ins, marches, trails and riots.

A brief unit at the end of the course provided readings which allowed the student to compare the role of the American Negro with that of the Negro in other countries. Allan Paton's Cry the Beloved Country was read by the entire class, and individuals reported on pertinent books from various countries of the world.

For the rural disadvantaged student, those skills necessary for decision making in a complex rural-urban culture -- interpreting written material, drawing inferences, distinguishing between fact and opinion -- are poorly developed, or in many cases, non-existent. The goal of the logic course was to develop these intellectual skills and sharpen them as tools for a better understanding of and adjustment to the complexities of their culture.

To develop these skills, the teacher brought out several different newspapers from different geographical areas treating the same topic. At first, the students were concerned with differences in emphasis in newspaper reporting; then the teacher directed their attention to the distinctions between opinions and facts. The ways of newspaper reporting were analyzed and students discussed differences between reporting and editorializing and various propaganda techniques. This preliminary realization of basic differences in newspaper reporting, due in partto prejudice, cultural orientation, and a desire for sensationalism, was essential prior to a more abstract study of logic. For the first time a text book was introduced in this course.

To culminate this course, the students were assigned a project. Each youngster selected a topic from a newspaper, either one that had been discussed or one of interest to the writer, and, using objective findings and the guidelines of good newspaper reporting as established by the class, write his own editorial forming a logical structure for his argument.

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CONCLUSION:

These programs, however good, constitute only a first endeavor. The Office of Economic Opportunity encourages applicants to submit plans based on their own imaginative thinking as to the best ways to have significant impact on UPWARD BOUND students.

This encouragement is given with the conviction that, although much has been achieved, the most effective programs for disadvantaged high school students are yet to be developed. The goal is to create for these youngsters an intellectual, cultural and social experience as rich and diverse as possible, making sure to reserve ample time for specialized help for each individual. UPWARD BOUND invites your best thinking on this crucial problem.

Submission of proposals or requests for any additional information should be addressed to:

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