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The New York City Board of Education's College Bound Program was established in 1967 to prepare deprived high school students for eventual college entrance. By 1968 the program had enrolled 6,000 students from 26 high schools to receive special assistance in their academic work. Almost 100 nearby colleges and universities have worked closely with the high schools by providing tutorial help, pre-admission counseling, classroom assistance, and by conducting campus tours and other activities. The first class will be ready for admission into college in September, 1970. The New York College Bound Corporation (NYCBC) is a consortium of primarily northeastern colleges and universities, the New York City public school system, the New York and Brooklyn diocesan school systems, and Aspira, Inc. (in behalf of severely disadvantaged students). NYCBC's principal function is the placement of all successful graduates of the College Bound (CB) program in member institutions, all of which have agreed not only to admit CB students but to provide them with financial aid and supplementary counseling and/or instruction when necessary. This first annual report of the NYCBC and the CB program covers the activities of the 2 groups between 1967 and 1968. (WM)

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TITLE I

Annual Report
1967-1968

NEW YORK COLLEGE BOUND CORPORATION

A consortium of colleges, universities

and

COLLEGE BOUND PROGRAM *Title I ESEA*

Board of Education of the City of New York

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Letter of Transmittal

TO: MEMBERS OF THE BOARD OF EDUCATION AND THE SUPERINTENDENT OF SCHOOLS OF THE CITY OF NEW YORK
CHAIRMAN AND MEMBERS OF THE BOARD OF DIRECTORS OF THE NEW YORK COLLEGE BOUND CORPORATION

Ladies and Gentlemen:

We are happy to send you herewith the first Annual Report of the New York City Board of Education's College Bound Program and the New York College Bound Corporation.

It must be evident from the facts, and from the relative length of the two sections of this report, that by far the greatest burden of the work of the New York College Bound Corporation and the College Bound Program is falling today on the secondary schools. This is where the students are now; this is where the largest amount of money is being spent now; and this is what the largest body of the report deals with. However, the college members will shortly be called upon to carry their part of the expense and effort, and the report will reflect this change.

In any event, the program is so full of hope for so many young people, and the product of the first research done by the American Institute for Research in the Behavioral Sciences (contracted for by the U.S. Office of Education) has been so favorable, (i.e. College Bound Program was among the 21 most exemplary programs in over 1000 compensatory education programs for the disadvantaged which were studied) that both writers of this letter of transmittal are heartened. Here is a program of enormous potential, a program that will realize that potential in academic achievement.

Respectfully submitted,

HENRY T. HILLSON
Director
College Bound Program
New York City Board of Education

RICHARD L. PLAUT
President
New York College Bound Corporation

Introduction To The Annual Report

This is a report of the first year's activities (July 1, 1967 to June 30, 1968) of the New York College Bound Corporation (NYCBC), already known, to those with a passion for unnatural acronyms, as "Nicbick". It seems indicated, at least in this first report, to explain why there is a NYCBC and what it is doing and proposes to do.

NYCBC is a consortium of, primarily northeastern, colleges and universities, the New York City public school system, the New York and Brooklyn diocesan school systems, and Aspira, Inc. in behalf of severely disadvantaged, largely minority group students.

Why?

It came into being as a result of the conjunction of three phenomena:

1. The notice taken by one of the writers of this report (then President of National Scholarship and Fund for Negro Students) of the establishment of a College Bound Corporation in Philadelphia (already far surpassed in size and complexity by the New York organization).

2. The acute awareness of the New York City Board of Education and its professional staff of the plight of the academic high school in the City. Only a small percentage, growing smaller each year, of students in these schools was graduating with academic diplomas; even fewer were going on to college.

3. The recognition by many colleges and universities all over the country that they must do more for disadvantaged students.

What?

Representatives of the above groups started to meet in small groups commencing in the fall of 1966 and through that fall and winter in ever-widening numbers. These meetings resulted, by the spring of 1967, in the formation of NYCBC with the following commitments from each of the three elements.

1. The New York City Board of Education appropriated, for the first year, $3,350,000 of funds from Title I, Elementary and Secondary Education Act of 1965. These funds were to be used in the 1967-68 school year to give 3,000 9th and 10th graders, identified in 24 academic high schools, the most extravagant, in-depth program of compensatory education thus far conceived, and at an additional cost of $1,250 per student per year. In September 1968 an additional 2,500 9th and 10th graders were put into the program in 26 high schools bringing the total allocation to $6,000,000. Mr. Henry T. Hillson, principal of the George Washington High School during the time of the highly successful Demonstration Guidance Project, is director of the Board of Education's College Bound Program.

2. The institutions of higher education, (first 43 in Greater New York, later expanded to over 100 in New York, New Jersey, Connecticut, Massachusetts, New Hampshire, Maine, Maryland, Colorado and Oregon) agreed to accept and give needed financial aid to students of their own selection, who complete the program successfully.

3. Mr. Richard L. Plaut agreed to head, at first part time and without salary, a central office staff to care for the corporate affairs of NYCBC but primarily to serve as liaison between the colleges and the high schools. This Central Office staff was to and does consist of professional specialists in school-college transition with the goal of seeing that each student completing the program successfully, has a chance to go to college. On June 1, 1968, he retired as President of NSSFNS and became the full time director of the Central Office; then as executive vice chairman of NYCBC, and now as President of NYCBC.

The above three commitments now constitute the three elements of the program of NYCBC: First the College Bound program of the New York City Board of Education, secondly the activities of the colleges and universities, and third, the Central Office activities. It is with the first year of these three elements of the NYCBC program that this report will deal.

Financing

The College Bound program in the Board of Education is financed, as stated, by federal funds.

The colleges' contributions will consist largely of student financial aid, although there will be some special programs. The financial aid will come from federal and state, as well as the colleges' own funds.

The Central Office program is financed by private foundation and corporate grants.

Report of the NYCBC

Member Colleges and Universities

Given the primary focus of the College Bound program – the preparation of deprived youngsters for eventual college entrance – the active participation of concerned institutions of higher education is vital. By agreeing to provide admission and appropriate financial aid to successful graduates of the program, the member colleges of NYCBC are providing the tangible goal toward which these students are laboring.

Since the first College Bound students will not be ready for college until September 1970, nor the first full-sized group until 1971, the contacts arranged between the member colleges and the schools in this initial year of operation were necessarily of a modest nature. Meaningful commitments were made, nevertheless, and mutually profitable activities were undertaken.

Clearly, projections of success for this ambitious endeavor must be measured, for the moment, by the course of fruitfully shared experiences between affiliated member colleges and the secondary schools of the College Bound program.

As soon as the NYCBC Central Office was staffed in June 1967, the original member colleges and universities were canvassed to determine the proposed extent and nature of their involvement. At the same time, the institutions were asked to affiliate with one or more nearby high schools offering the College Bound program. The purpose of these affiliations was to facilitate the provision of services of the colleges to the schools. Among the suggested activities were tutorial help and classroom assistance, pre-admission counseling, campus visits, college student chaperones and activities coordinators, faculty curricular resource people, participation of College Bound students in college cultural and social events, and similar forms of supplemental aid.

The services provided by the colleges to their partner high schools varied according to the needs of each, the demands of other programs, and to the personnel and facilities available to meet specific needs. Imbalance of institutional size and difficulties of transportation were usually foreseen, but realignments of high school-college affiliations were made in several necessary cases.

Although the high school College Bound coordinators were prepared to receive assistance from their affiliates shortly after opening of school in September 1967, final arrangements were not completed nor approved until late October. As a result, affiliation activities were somewhat limited in the fall and early winter months. Several campus visits and tours took place, however, and small numbers of tutors were made available by some colleges to some schools. Groundwork was being laid, and meetings took place between institutional representatives. By February, the tempo of exchange increased.

It was by then obvious that the activities of greatest value to the largest number of people were the tutoring and the college tours. Major efforts of member institutions were directed accordingly. If doubts lingered about the value of the tutoring program, the remarks of the College Bound coordinator at one high school were reassuring, when she commented on "... the tremendous enthusiasm of the young men and women" who came to her school on the their free time. "Most of them do without lunch on the day of arrival," she continued. "The delight of the children at seeing their own assigned tutor arrive is elevating." One algebra teacher found that "... on Wednesdays and Fridays there were enough volunteer college men for each child to have his or her own tutor during a lesson in mathematics."

Seventeen of the 24 participating high schools had at least ten college student tutors during some part of the year, and many had more than twenty-five. For example, Evander Childs High School (the Bronx), with slightly more than 100 College Bound students, was provided by its affiliates, Manhattan College and the College of Mt. St. Vincent, with over 85 college tutors spending a minimum of one and one-half hours weekly at the school. Manhattan College men also acted as volunteer escorts on several trips conducted by the Evander Childs High School College Bound program, when more than the maximum allowable numbers of chaperones were needed.

Arrangements between affiliated institutions were adjusted according to the wishes of the individual partici-

pants. When a group of College Bound youngsters from Taft High School met with volunteer tutors at New York University's Bronx campus to discuss future arrangements, the high school students so enjoyed the visit that they asked permission to travel to the campus each week for tutoring. In other cases, tutors visited the students in their homes, local community centers, or, more commonly, at the schools. Brooklyn College students organized a regular Wednesday evening session for all interested pupils at George Wingate High School to supplement tutorial work at the school.

The fierce dedication of many of the tutors was impressive. One high-ranking graduate student in mathematics became so involved with his College Bound students that his performance in his own classes dropped dangerously. Another tutor was hospitalized for physical exhaustion as a result of over-extension in aiding College Bound pupils. Once recruited, the student tutors encouraged classmates to join in. One college reported ten new recruits per week over a period of two months.

Visits to campuses proved valuable to all concerned. College Bound students journeyed to colleges as far away as Yale and as near as City College. The groups averaged between thirty and forty youngsters, but reached as many as eighty and as few as six. Generally, the high school students were met on arrival by representatives of the faculty and staff, and were then divided into smaller groups and assigned college student guides. They visited laboratories, libraries, dormitories, and art galleries. They sat in classes on Chinese Literature and African Studies. They ate lunch in the cafeterias, met their guides' roommates and friends, played touch football and went swimming. They attended concerts, viewed play rehearsals and took part in workshops on the college experience.

Many of the high schoolers and their college guides established warm relationships and continue to exchange letters and visits. Selected quotes from even a few of these letters and student reports leave a strong impression of what these trips have meant. From a Walton High School College Bound girl who traveled to Marymount College:

"Even though Fay (her college guide) and I met for the first time Friday, we were like old friends. It seems we had known each other for years. We talked about many things... school, careers, boys in Vietnam and about civil rights. The most rewarding thing about Fay was how easy she was to talk to. Many of her friends were as pleasant as she. The girls in the class were nice ... we went to many of their rooms. I hope that the other (CB) girls learned as much as I did."

Wrote one of her classmates: "At first I thought it was going to be boring. But when I got there, to my surprise I was wrong. It was one of the best experiences I've had. The students were just marvelous. I couldn't tell the freshmen from the seniors because they all made us feel at home."

A Prospects Heights High School girl who visited Manhattanville College reported: "I imagined a campus full of snobby college girls who would give us a worm's eye view of college life. Instead I found a group of warm girls who showed us around and talked to us as though we were their best friends."

The principal function of NYCBC, however, is the placement of all successful graduates of the College Bound program in member institutions. All NYCBC colleges and universities have agreed to admit CB students *and* to provide appropriate financial aid and supplementary counseling and/or instruction when necessary. Although some members have voluntarily specified the number of CB students they will be able to offer entrance, most have indicated their agreement in principle with the guideline formula of five College Bound students per thousand undergraduates enrolled. In recognition of the early identification of CB students, their heavily enriched compensatory educational experience, and of the additional advisement available through the NYCBC Central Office, the members have made clear their firm intentions of meeting the Corporation's commitments the City University of New York, for example, has agreed to offer admission to one-half of all students who successfully complete the College Bound Program.

It is clear that this resolve will provide a priceless incentive for the students participating in the College Bound program.

The Corporation Central Office

Mission

Although the staff of the NYCBC Central Office, of course, administers the affairs of the Corporation, it is primarily concerned with the movement of some 1500 to 2000 students annually from 26 College Bound high schools to over 100 member colleges and universities. The staff serves as a liaison between the colleges and schools in the affiliation program and will act as the counseling, referral and placement agency, as the students get ready for college.

Activities

During this initial year of operation, with the first College Bound graduating class due in 1970, the staff of the Central Office has concerned itself with three principal activities: recruiting of additional college members, visiting of all College Bound high schools to speak with faculty, staff and parents and to interview all sophomores in preparation for placement, and coordination of the affiliation program. At the end of the year, the Central Office began to prepare procedures for the referral of College Bound candidates.

1. Recruitment of New Members

In December 1967, forty-three colleges, all of them located in the metropolitan New York area, constituted the original college membership in the Corporation. Since the projected total of College Bound graduates these institutions could absorb fell well short of the anticipated number of students involved, it was decided to enlist additional colleges.

Colleges and universities not already participating in NYCBC were invited to send representatives to two dinner meetings at Fordham University. New York State institutions attended on February 8, 1968, and New Jersey and Connecticut colleges were represented on February 26.

After presentations on the mission and functions of NYCBC, the administrators present were asked to indicate whether or not they wished to become members. There were no negative responses at that time, although many representatives made the qualification that the matter would have to be discussed further at their institutions. Central Office staff members then arranged to visit these colleges, along with those who had expressed interest but were not able to attend either meeting. Five institutions: Harvard, Johns Hopkins, Dartmouth, Reed College and the U.S. Air Force Academy came in on their own initiative.

During the calendar year 1968, over one hundred colleges and universities were visited. Of these, sixty had been elected to membership at their request, by the January 8, 1969 meeting of the Board of Directors. Only four institutions felt that they were unable to join NYCBC given their present limited financial resources. The other colleges have expressed their continuing interest in the Corporation, and that a request for membership is still under consideration at their institutions. It is expected that several of these will request membership in the Corporation before a spring meeting of the Board of Directors.

There have been a number of requests from institutions who are aware of the efforts of the New York College Bound Corporation, to visit their campuses to speak with faculty and administration about their inclusion in the Corporation. Unfortunately, because of the press of time and immediate work, most of these have not been honored as yet, although there is hope that with additional staff, we will be able to make more immediate response to such requests.

In accepting membership, all of the institutions agreed to admit successful College Bound graduates, to provide full appropriate financial aid, as well as special curricular consideration and assistance, when necessary. Among mentioned approaches in receiving CB students were summer vestibule programs, reduced course loads, open-end degree programs, summer or introductory reading clinics, other college students as "big brothers" or tutors, and campus ombudsmen to expedite paperwork and procedural matters.

Colleges were elected to either "full" or "associate" membership. "Associate membership" customarily indicated that the college, due to other commitments or geographical distances, agreed only to admit and support CB graduates. "Full" members additionally affirmed their willingness to participate in some way in the affiliation program.

2. Affiliation Program

From the opening of the Central Office in June 1967, staff members began visiting the charter colleges and universities of the Corporation. As with the additional institutions recruited the following Winter and Spring, the purpose was to learn the degree of proposed involvement of each college. This included matching colleges and College Bound high schools, preferably those which were geographically proximate.

In several cases, larger universities were asked to "adopt" two or three area high schools. In other cases, two or more smaller colleges were affiliated with single high schools. A list of suggested activities was provided the schools and colleges to serve as a point of departure for their future discussions. It was emphasized that the schools were particularly interested in obtaining college students as tutors and classroom assistants.

By the end of Summer 1967, the initial pairings had been set, and these were later approved by the appropriate authorities in October 1967. In an effort to reduce undue complications, the representatives of the matched schools and colleges were encouraged to contact each other directly to arrange initial discussions. It was agreed that the Central Office would be kept informed of activities planned or undertaken, but that it would take no direct role in the arrangements unless called upon.

As was to be expected, the affiliation activities were slow in getting under way. But, by the Christmas recess, a few high schools had begun receiving tutors from their partner colleges and a limited number of College Bound students had visited the campuses of member colleges.

Between then and the start of the second term, the Central Office, in response to requests from both schools and colleges, shuffled some of the institutions to encourage greater cooperation. Problems of transportation, communication, and past cooperative efforts suggested appropriate realignments. Additional colleges were sought and assigned to high schools in serious need. By the end of the 1967-68 academic year, most College Bound high schools were receiving some form of assistance from their affiliated colleges.

The interest and efforts of affiliated colleges have increased during the present academic year, and is expected to increase even more rapidly during the second half of the second year.

The results of these affiliations are more fully discussed under the section of this report headed "The Member Colleges and Universities."

3. High School Visits and Interviews

Between September and December 1967, NYCBC staff members had the opportunity to visit all 24 high schools offering the College Bound Program. They were received by the College Bound teacher-coordinators and counselors, with whom they had extensive conversations about the nature and progress of their programs and students. The central office staffers toured each school, sitting in on many classes. They generally met the principal and several teachers, often over lunch.

The enthusiasm of those conducting the program was apparent, and infectious, and the quality of teaching appeared to be above average, often superior. The College Bound students were clearly responsive and well-motivated. The lassitude and disruptive behavior associated with schools serving disadvantaged students was rarely in evidence. It was made clear again and again, by students and staff, that the key to the continued success of the program was the promise of college entrance. During these meetings, NYCBC staff members again volunteered their services in any capacity. Most often, they were called upon to speak to groups of parents and students about the functions of NYCBC and about what to expect regarding college life, the admissions process, and the obtaining of financial aid.

Most of such meetings were held at night at the high schools, but also often at local community centers and churches. At first, the attendance was poor, with one meeting attended by only sixteen parents at a school with over two hundred College Bound students. This response grew, however, to an average of two to three sessions per week from January through May 1968. At the last meeting of the year, well over three hundred parents were in attendance.

The question of constant concern throughout these meetings was that of the financial aid arrangements. Some parents had been informed, or had erroneously inferred, that the "financial aid" arrangement could be translated as "total scholarship." When it was explained that financial aid *packages,* including federal and state grants as well as small loans, would be employed, some degree of shocked indignation was often displayed. Generally, staff members were able to clarify and soothe what often became heated exchanges over this matter.

Once the high school-college pairings were set and, in most cases, functioning, NYCBC staff members arranged to return to the high schools to commence interviews of the roughly 1000 sophomores then enrolled.

The College Bound staffs and faculties were most cooperative and understanding in organizing interviewing schedules and resolving space conflicts. They often relinquished their own desks for the purpose. Depending upon the numbers of College Bound sophomores involved, NYCBC interviewers spent from two to five days at each high school.

Individual interviews were conducted with every tenth grader (and, at the end of the year, about 50 ninth graders) during the period February 8 through June 10. Each interview lasted from fifteen to thirty minutes, with adjustments in length to as long as an hour, depending upon circumstances and need. "Non-directive" in nature, the interviewers endeavored to gain knowledge about each student's background and ambitions, not necessarily in direct relationship to his plans for college.

It was discovered during the course of the interviews that secondary, but important, needs were also being served. Apparently, the actual presence of representatives of the colleges helped to convince students of something many did not yet fully believe — that the colleges were

firmly committed to the program and that each and every successful graduate would be placed in college. Further, this renewed faith appeared to have a ripple effect for the schools and communities at large. As evidence, the larger and larger turnouts of parents noted above, and the increasing response of students to planned field trips and campus visits.

After her interview with the NYCBC staffer, one student firmly announced in group guidance session that she "...couldn't see the point of learning all this history and stuff, but she was sticking to the program because of that man from the colleges." Other instances underlined this unexpected benefit for the students and the program.

Additionally, such long periods, spent in each high school greatly aided NYCBC staff members in understanding the peculiar problems and characteristics of each school, information which can be expected to be most useful when recommendations are made to colleges in considering individual students. This familiarity with the schools and students is of an invaluable nature for college admissions officers who each year must consider applicants from hundreds of high schools they can never hope to know as well as would be desirable.

4. Other Activities

The Central Office occasionally served as a clearing house for various services between the schools and colleges and outside agencies. For example large blocks of discounted tickets to concerts of the Cosmopolitan Young People's Symphony Orchestra were made available to to the schools.

Through combined efforts of the schools, colleges, and Central Office, 24 students attended special summer programs on the campuses of three member colleges during July and August 1968. An NYCBC staff member found over 30 summer jobs for College Bound students.

Initial arrangements for the development of training programs for College Bound family assistants were conceived and undertaken by the Central Office, as were plans for the establishment of a pilot film project at one College Bound high school. Two editions of the Newsletter were published during the year, and this number should be increased in the second year of operation.

Staff

The President and chief executive officer of the Corporation is Richard L. Plaut, long-time president of the National Scholarship Service and Fund for Negro Students. After helping to establish NYCBC, he served as executive vice-chairman from the inception of NYCBC, in a non-salaried part-time capacity until June 1, 1968. At that time, he retired to become president emeritus of NSSFNS and assumed his full-time duties as president of the New York College Bound Corporation.

His chief deputy in June 1967 was John Wellington, until then Assistant Director of Admissions of Columbia College. Mr. Wellington was joined by Mr. George L. Mims, Associate, School-College Relations, and Mrs. Wanetta Young, Executive Assistant. Mrs. Young, as well, cares for all aspects of the office management. Mr. Wellington was suddenly called back to Columbia to become the Director of Admissions. He was in turn replaced in August 1967 by Herbert B. Livesey, then, Assistant Dean of Admissions at New York University. Mr. Roberto Barragan succeeded Mr. Mims, who in January 1968 was appointed Director of the Management Education Program for Disadvantaged Youth at Pace College. Mr. Barragan became responsible for the major share of student interviewing and counseling. Mr. Ronald Reed joined the staff in May, 1968 in a similar capacity. In August, 1968, Mr. Frank Stewart, Assistant Dean of Freshman and Admissions at Wesleyan University replaced Mr. Livesey, who returned to Admissions at NYU. As Vice President of NYCBC Mr. Stewart is responsible for supervision of the day-to-day operation of the Central Office.

The Corporation Board of Directors

The Reverend Timothy S. Healy, S.J., has served as Chairman of the Board of Directors from the beginning, as have the other officers of the Board as listed in the appendix. However, the make-up of the Board has undergone some change.

Following his return to Columbia University, John Wellington replaced Mr. Henry S. Coleman as a member of the Board. Mrs. Jacqueline Mattfield, the Dean of Sarah Lawrence College, resigned in the Fall of 1967. Her position was assumed by Dr. Aaron Brown, Special Assistant to the Provost of Long Island University. (Dr. Brown has also served as Vice President of the New York City Board of Education) Herbert Livesey replaced Dr. Elwood Kasner, who resigned from the Board in May of 1968. Mr. Paul Mattox of Princeton University was elected to the Board of Directors at the Members Meeting on January 8, 1969.

The Board of Directors has been of vital assistance to the Corporation through their leadership and advice. The members of the Board are indicative of the dedicated and able collegiate representatives to the College Bound Corporation.

Report of the College Bound Program

Introduction to the Program

The College Bound Program was established in 1967 by the Board of Education of the City of New York to improve the accomplishment of high school pupils in poverty areas and make many more eligible for admission into college. It is by far the largest and most intensive program of its kind ever attempted by a school system.

Now in its second year, the program enrolls 6,000 pupils in twenty-six high schools who are receiving special assistance to help them succeed in academic work. In the first year of the program, 3,000 pupils were involved; ultimately the enrollment is expected to exceed 10,000. At present, two-thirds of the pupils enter the program in the first year of high school, the others in the second year. It is hoped that a revision of this procedure will permit all pupils to enter at the start of high school and thus have four years in the program. The first class will be ready for admission into college in September, 1970.

The schools in the College Bound Program, with few exceptions, are in great need of help. In twenty of the schools, only 42% of the original entering class graduated in June, 1968 and only one pupil of every eight who had entered earned a college preparatory diploma. In ten of the schools, only one-third of the pupils remained to graduate, and only one pupil of every fourteen who had entered received the college preparatory diploma; in five of the schools only one pupil in twenty-five entering received this diploma. Many, if not most, of the pupils who completed the college preparatory course were marginal students at best.

The great majority of students currently in the College Bound Program are below grade level in reading and arithmetic, many of them two years or more. They have been selected despite the high risk, because the primary purpose of the program is to help those who, in the usual course of events, could not be expected to achieve success on their own.

The schools in greatest need of help have been granted the largest number of places for College Bound pupils. Most of the students in the program, as might be anticipated, are from minority groups; approximately 50% are Negro and almost 30% are Puerto Rican. Pupils are chosen for the program in each school from among those who would normally attend that school.

The school program is part of a double barrelled effort shared with close to one hundred colleges and universities, known as the New York College Bound Corporation. This association, whose members are mostly from the metropolitan and adjoining areas, works closely with the high schools. The schools prepare the pupils for college; the colleges have the responsibility for admitting them and arranging for their financial support. Before the pupils enter college, they receive much help from the Corporation through personal counseling, trips to campuses, etc. It is hoped that with this assistance along with the guarantee of college admission and financial support for those who succeed in the program, many more pupils will be motivated in their work in high school. Representatives of the Corporation not only interview pupils but meet with parents and faculties as well to discuss the relation of the colleges to the program.

Various special provisions have been made for the pupils in their schools. Classes in mathematics and foreign language have registers as small as 12 to 15; the maximum in other classes runs from 18 to 20. All pupils are scheduled for a double period of English each day. Each student receives individual and group guidance from a full time counselor assigned to work with not more than 100 pupils. Family assistants, representative of the community from which the pupils come, visit parents in their homes to explain the program and to help resolve problems that may be impeding school work. All pupils participate in a major program of cultural enrichment that includes the theatre, ballet and concerts and visits to places of interest in and beyond the city.

ERIC

The College Bound Program is federally financed under Title I of the Elementary and Secondary Education Act. In its first year, it was budgeted for $3,300,000 beyond the normal allocation; in its second year, the budget exceeded $6,000,000. As the program expands to include classes in all four years of high school, it will serve more than 10,000 pupils each year at an expected additional annual cost of some $12,000,000.

The expenditure per pupil amounts to some $1,200 per year beyond the normal allocation of approximately $1,000. Thus, each pupil in the program represents an annual outlay of some $2,200.

The College Bound Program was initiated by Jacob Landers, Assistant Superintendent in charge of State and Federally Assisted Programs and formerly in charge of Integration Programs and Higher Horizons, together with Richard L. Plaut, former president of the National Scholarship Service and Fund for Negro Students and Arnold Goren, Assistant Chancellor of New York University. The Reverend Timothy S. Healy, S.J., executive vice-president of Fordham University, serves as chairman of the College Bound Corporation. Henry T. Hillson, director of the program, was principal of George Washington High School when the Demonstration Guidance Project, a pioneer effort in compensatory education, was carried on there.

This report was being written during the wave of pupil disturbances over the issue of "make-up" time that followed the long-drawn-out teacher strike. School after school has reported to us that the College Bound group was not only the most stable element in the situation but, in many instances, it functioned to prevent serious excesses. Perhaps it is a more favorable student attitude toward school that may turn out to be the program's major contribution. Nevertheless, the heavy cost and effort involved in the College Bound Program will be justified only if the academic accomplishment of its students is measurably improved by the time of graduation.

This report for the first year cannot hope to detail the work of 3,000 pupils for a full year in twenty-four high schools, but it will try to picture what we see as the more important parts of the program. Much of the first year has been spent in adjustment and adaptation and the evaluation is at best tentative. The results which are described in the following pages are encouraging, but they also make clear that much remains to be done.

There has been growing recognition of the importance of the College Bound Program in compensatory education. Most recently the program was selected as one of the best twenty-one in the country out of one thousand that were studied. The survey was conducted by the American Institute for Research in the Behavioral Sciences under contract with the United States Office of Education.

The Bureau of Educational Research, under the direction of Dr. Samuel D. McClelland, designed the plan of evaluation and conducted the testing program and data analysis for the College Bound Program. Their personnel, especially Mr. Robert Lovinger, have cooperated with us in every way possible.

We are deeply indebted to the colleges and universities whose support and assistance are making this program possible. Through the College Bound Corporation they are making clear to pupils, parents, and community, that they will provide admission and financial aid for successful pupils. It is this promise that gives so much meaning to the program.

We are grateful to Dr. Seelig Lester, Deputy Superintendent, Curriculum and Instruction for the encouragement he has given the program and his ready support whenever we have sought his aid.

HENRY T. HILLSON
Director
College Bound Program

January, 1969

Achievement Test Results

It is important to repeat, if any explanation of achievement test scores is needed, that the great majority of the pupils in the College Bound Program who were chosen were known to be deficient in basic skills. The choice was deliberate because the major purpose of the program is to help prepare for college admission pupils who in the normal course of events, could not hope to achieve this. Some pupils with apparent potential have also been included in the program. Our experience has been that, coming from a disadvantaged background, many of these boys and girls also require help and encouragement if they are to succeed.

Pupils were given a number of standardized achievement tests during the year 1967-68 the results of which have been used for diagnostic purposes, in counseling, and along with school results, in programming.

The Stanford Achievement Tests in reading and arithmetic were given to the pupils who attended the 1967 summer session just prior to their entrance into the College Bound Program. Although pupils in the program were soon entering the ninth or tenth year of high school, their median grade equivalent reading score at the start of the summer session was 7.4, with half of the pupils from one and a half to two and a half years below grade level. Some 75% of the pupils were below ninth grade level; 25% were below sixth grade level.

In the arithmetic test, results were similar. The median grade equivalent for skill in computation was 7.1; for ability in handling concepts, 7.3. Half of the pupils were two or three years below grade level in basic mathematical requirements; again 75% were below ninth grade level and 25% were below sixth grade level.

The Iowa Tests of Educational Development and the Metropolitan Achievement Tests were given to pupils in both grades nine and ten during the school year. The Iowa series is based on a national high school population norm for grades nine and ten, as are the Metropolitan tests. The Metropolitan tests also use a college preparatory population as a second norm which can be used for purposes of evaluating groups specifically intending to go to college.

Tables I and II show, in detail, how the College Bound pupils scored in these tests.

TABLE I

Iowa Tests of Educational Development

Percentage of College Bound Pupils in Each Quartile—

School Year, 1967-68

NINTH GRADE

Percentile	Correctness of Expression	Quantitative Thinking	General Vocab.
1-24	14.1%	29.0%	21.4%
25-49	39.9	43.7	33.0
50-74	31.6	21.0	31.5
75-99	14.3	6.2	14.1

TENTH GRADE

Percentile	Correctness of Expression	Quantitative Thinking	General Vocab.
1-24	22.3%	33.1%	22.4%
25-49	49.6	38.8	33.9
50-74	21.9	21.5	31.9
75-99	5.5	6.5	11.9

TABLE II

Metropolitan Achievement Tests
Percentage of College Bound Pupils in Each Quartile –
School Year, 1967-68

NINTH GRADE

READING

Percentile	Age Control Norm	College Preparatory Norm
1-24	27.4%	39.2%
25-49	33.0	38.5
50-74	26.6	17.2
75-99	12.9	5.2

MATHEMATICS COMPREHENSION AND CONCEPTS

1-24	56.3%	70.1%
25-49	26.0	19.5
50-74	11.8	7.3
75-99	5.9	3.2

MATHEMATICS PROBLEM SOLVING

1-24	58.7%	75.9%
25-49	29.6	15.7
50-74	8.3	7.2
75-99	3.4	1.2

TENTH GRADE

READING

Percentile	Age Control Norm	College Preparatory Norm
1-24	26.7%	40.0%
25-49	37.0	36.5
50-74	29.5	20.1
75-99	6.7	3.5

MATHEMATICS COMPREHENSION AND CONCEPTS

1-24	37.1%	51.8%
25-49	35.0	35.9
50-74	20.7	9.1
75-99	7.2	3.2

MATHEMATICS PROBLEM SOLVING

1-24	45.7%	54.9%
25-49	31.4	29.7
50-74	15.7	12.8
75-99	7.2	2.6

In the Iowa tests, in the ninth grade, 14% of the pupils are above the 75th percentile in both "Correctness of Expression" and "General Vocabulary"; 6% are above in "Quantitative Thinking". In the tenth grade, in the three areas, the pupils are 6%, 12%, and 7% respectively above the 75th percentile. In the bottom quartile, in both grades nine and ten, the College Bound pupils are slightly better than the norm in "Correctness of Expression" and "General Vocabulary", although doing less well in "Quantitative Thinking".

In the Metropolitan tests, when college preparatory norms are used, 5% of the College Bound pupils in the ninth grade are above the 75th percentile in reading. 3% are above in mathematics comprehension and concepts, and 1% in mathematics problem solving. In the tenth grade 4% are above the 75th percentile in reading and 3% in both areas of mathematics. In the ninth and tenth grades, using the same norms, 39% and 40% respectively are in the bottom quartile in reading. In both grades, 52% to 76% of the pupils are in the bottom quartile in mathematics comprehension and problem solving.

The test results show the pupils in the College Bound Program to be below the national level, particularly in the upper ranges and especially in mathematics. When college preparatory norms are used, a very low percentage of College Bound pupils are found in the top quartile, while the vast majority rank in the bottom range.

Despite the weak showing of the College Bound students on the achievement tests it should be remembered that disadvantaged minority group pupils rarely do well in standardized examinations. Their day-to-day accomplishment, however, is usually better than one would expect from their test scores and we have many pupils with low scores doing adequate school work.

Scholastic Results

What should be the criteria we utilize in evaluating the scholastic results of the first year of the College Bound Program? The initial ability of the students as shown by standardized tests results could be one basis. A comparison with general school experience in poverty areas might be another. A third basis for judgment would have to be the normal expectancies of a college preparatory program. The most reasonable approach, perhaps, would be to keep all these in mind in appraising the outcomes.

The results for the first year should be looked upon as the first outcomes only in a long and difficult journey. The program had to be organized, procedures established, and personnel recruited. More important, pupils had to be oriented to an approach to school work that placed far greater emphasis than they had been accustomed to on the importance of scholastic accomplishment.

The schools felt that the great majority of their pupils had made sufficient progress or showed enough promise in the first year to justify their continuation in the program. We kept more than 1,700 of the 2,100 pupils who had been in the ninth grade, and 900 of 1,080 in the tenth grade. Most of those who were not retained were unable to adjust to academic requirements despite all the help they received. In other cases, an inability to adjust was coupled with misconduct which often had the effect of preventing other pupils in the program from learning. Some highly marginal pupils have been kept on in the program and we hope that continued assistance will make it possible for a number of them to succeed.

Marks for pupils who were dropped have been included in the results for the year. Since these marks are uniformly low, they have adversely affected the scholastic averages for the entire group. The results for next year should show improvement when these marks are no longer included. However, there are factors which may limit this improvement. Replacements for the pupils who have left will also have to make adjustments and some may not be successful. Subject requirements become stiffer in the upper grades and Regents examinations more numerous. Not least, the growing pressure as the pupils become older, to earn money and also to be free from school demands, is likely to have an adverse effect on the work of some of the students. The probabilities, however, after weighing these factors, are that by graduation time the College Bound group will have improved its standing. It will be a more select group through the elimination of those who were most unsuited for academic work; after the start of the eleventh year, no replacements are made.

We have arbitrarily established 70 as the minimum mark that satisfies the College Bound requirements; 65 remains the passing school mark as usual. Pupils with an average of 75 or better in the first year of the program should average at least 70 throughout high school. Although pupils now below that are marginal, we anticipate that, with further assistance, a considerable number will be able to improve themselves.

If there were no Regents examinations to take, it would be much easier to project results but these tests have always been a source of difficulty in schools in the poverty areas. A minimum number of Regents credits must be earned if an academic diploma is to be granted.

Tables III and IV show the overall averages in major subjects for pupils in the ninth and tenth grades. In Table III, marks are combined for both halves of the school year since some schools determine credit for the year on this basis. In Table IV, only the marks for the second half of the year are given since other schools use this mark to determine credit for the year.

TABLE III

Average of Subject Marks for the Year

	English	Mathematics	Foreign Language	Science	Social Studies
Ninth Grade	74	68	73	74	74
Tenth Grade	77	67	72	70	75

TABLE IV

Average of Subject Marks for 2nd Half-Year

	English	Mathematics	Foreign Language	Science	Social Studies
Ninth Grade	73	65	71	72	73
Tenth Grade	76	65	70	69	73

In both grades nine and ten, most of the marks are at or above the 70 level which is the minimum considered acceptable for College Bound work. The average in English is higher and in mathematics lower than for other subjects. Except for mathematics, the averages for all subjects are not too dissimilar.

Tables V and VI show the range of marks for pupils in grades nine and ten in the various subject areas.

TABLE V

Range in Subject Marks — Ninth Year
Percentage of Pupils in Each Range

	90-99	80-89	70-79	65-69	0-64
English	6%	29%	38%	14%	13%
Mathematics	8%	15%	25%	15%	37%
Foreign Language	15%	25%	24%	13%	23%
Science	8%	26%	33%	17%	16%
Social Studies	8%	28%	35%	15%	14%

TABLE VI

Range in Subject Marks — Tenth Year
Percentage of Pupils in Each Range

	90-99	80-89	70-79	65-69	0-64
English	5%	38%	38%	12%	7%
Mathematics	5%	15%	25%	15%	40%
Foreign Language	11%	24%	24%	17%	24%
Science	4%	18%	33%	20%	25%
Social Studies	7%	28%	38%	14%	13%

It is interesting to note how the marks varied for the individual subject areas. In the ninth grade, 73% of the group received 70 or above in English; in the tenth grade, 82% were in this range. On the other hand, only 48% of the ninth grade pupils and 45% of the tenth grade group earned 70 or better in mathematics. In both grades, many more pupils were in the 90-99 range in foreign language than in any other subject. At the same time, there were more failures in this subject than in any other except mathematics.

Tables V and VI indicate rather clearly that mathematics has caused pupils the greatest difficulty. A number of factors appear to have played a part in this. There is a shortage of sufficiently trained personnel in the field, an inadequacy in pupil background and a lack of the self-discipline that is required for success in the subject. We hope that the use of individual tutoring on a large scale will help improve this situation.

Every school in the program has received a profile of its own results, those of the other schools with identities not disclosed, and the results of all schools combined. Each school has been asked to conduct department and faculty conferences to analyze the figures, make comparisons and seek improvement in the light of the findings.

Table VII shows the range in marks for all subjects combined for the year.

TABLE VII

Range in Marks — All Subjects Combined
Percentage of Pupils in Each Range

	Number of Pupils	90-99	80-89	70-79	65-69	0-64
Ninth Grade	2,110	4%	19%	38%	17%	22%
Tenth Grade	1,080	2%	19%	43%	15%	21%

Table VII shows that a clear majority of the College Bound group exceeds the minimum of 70 set for college admission. In the ninth grade, 61% of the pupils have attained this average. The comparable figure for the tenth grade is 64%. We are pleased with the high grades that a substantial number of College Bound pupils achieved. In the ninth grade, 487 pupils, 23% of the group, averaged 80 or better for all subject areas; 237 pupils, 11%, averaged 85 or better. In the tenth grade, 219 pupils, 20%, earned an 80 average or better; 75 pupils, 7%, earned 85 or higher.

College Bound students ranked high on the honor rolls of their schools. In the ninth grade, 79 pupils had averages of 90 or better; 17 pupils in the tenth grade achieved this. In assessing the meaning of this, it should be remembered that these high averages were earned by the disadvantaged pupils in our school system.

One of the encouraging signs, also, in the first year was the number of pupils who passed all subjects. In the ninth grade, all pupils had nine major subjects for the year; in the tenth grade, some of the pupils had as many as ten. In grade nine, 41% of the pupils passed all subjects with an additional 21% succeeding in all but one. In the tenth grade, the comparable figures are 37% and 23%. While their averages may not all have been high, the concern of most pupils about their work is evident in the percentage of subjects passed. What is most pleasing is that all subjects taken were in the college preparatory course with definite standards of achievement required.

Regents Examination Results

To receive an academic, or "college preparatory" diploma in New York City high schools, a pupil must pass state-wide Regents examinations in addition to earning a specified number of subject units. By graduation time, he must have been successful in examinations in English, American History and World Backgrounds, and in a three year sequence of foreign language or mathematics or science.

Although only one year of the College Bound Program has been completed, a number of pupils have taken Regents examinations in mathematics, foreign language and science. Details are shown in table VIII.

TABLE VIII

Regents Examination Results

	9th Yr. Mathematics		10th Year Math.	2 Yr. Language		3 Yr. Language	Biology
	9th grade pupils	10th grade pupils	10th grade pupils	9th grade pupils	10th grade pupils	10th grade pupils	10th grade pupils
Number of pupils taking	723	312	275	262	288	188	767
Percentage of pupils passing	54%	33%	50%	72%	62%	73%	44%
Average mark	62	50	57	73	68	74	61

While results in some instances are better than those for the City as a whole, it is evident that improvement is needed. Many pupils obviously were not ready to take the tests and, at the least, should have been allowed more time in which to prepare for them. The results, however, in the three year language test are satisfactory with 73% of the 188 who took the examination passing it. These pupils have now completed one of the requirements for the academic diploma.

There should be added to the mathematics totals, 117 pupils who passed the ninth year mathematics examination during the summer and 13 who passed the tenth year examination, thus changing the percentage of passing from 54% to 70% for ninth year mathematics and from 33% to 37% for tenth year. These students received special tutoring in the College Bound summer session after having failed the examinations at the end of the regular year.

Comparison with Control Group

We have been most anxious to determine the progress of the College Bound Program in as objective a way as we could. We recognized at the same time that even under the best of circumstances, so many variables existed that no truly accurate measure would be possible.

Provisions have been made for comparison with a control group in many areas, but much of the outcome will not be significant until a College Bound class has completed high school and all the results will be in.

Each school in the program was asked to select pupils from the class which had entered the school the year before the College Bound Program was established there. These pupils were matched as closely as possible with those in the College Bound group on the basis of reading and arithmetic achievement scores, ethnic background, etc. The record of progress of both sets of pupils for the first year is described here, although a number of factors have made valid comparisons difficult.

Three weeks of instruction were lost by the College Bound pupils as a result of the teacher strike when the program began in the fall of 1967; the performance of the control group for the previous year was not affected by this. Our reiterated insistence on the maintenance of standards coupled with a teacher belief that more should be expected of the College Bound group, seems to have led to considerably harder marking of the pupils by some of the teachers. Finally, data on pupils who had left school the previous year was not usually available and could not be used for comparison.

In view of the above, we have reason to be pleased with the accomplishments of the College Bound students when comparisons are made. The College Bound pupils surpassed the control group in almost all areas; the differences range from a shade in some instances to a clearly significant amount in others. If the program works out as anticipated, there should be a cumulative gain each year for the College Bound pupils over the control group. By the end of the fourth year, differences should be marked in all respects.

The results shown in Tables IX and X are for end of year marks in individual subjects. They show the average subject mark and the percentage of pupils within top and bottom ranges of marks for College Bound and control group pupils.

TABLE IX

Ninth Grade — End of Year Marks by Subject

	Average Mark		Percentage of pupils in 80-99 range		Percentage of pupils in 0-64 range	
	C.B.	Control	C.B.	Control	C.B.	Control
English	76	71	48%	31%	8%	15%
Social Studies	73	70	42%	31%	14%	19%
Mathematics	65	63	24%	21%	39%	41%
Foreign Languages	70	67	36%	27%	25%	28%
Science	69	67	28%	21%	22%	27%

TABLE X

Tenth Grade — End of Year Marks by Subject

	Average Mark		Percentage of pupils in 80-99 range		Percentage of pupils in 0-64 range	
	C.B.	Control	C.B.	Control	C.B.	Control
English	73	72	40%	37%	14%	14%
Social Studies	73	71	38%	36%	15%	15%
Mathematics	65	63	24%	22%	38%	40%
Foreign Languages	71	70	41%	37%	24%	25%
Science	72	71	38%	38%	17%	16%

In the thirty areas shown in the two tables, the College Bound pupils were ahead of the control group in twenty-six, equal in three, and below in one. In grade nine, where two-thirds of the pupils are concentrated, they were superior in every area. They ranked from two to five percentage points higher in every subject. In the upper range of marks, 80-99, they placed from three to nineteen percent more pupils in every instance; they also had from two to seven percent fewer failures in all subjects. In the tenth grade, College Bound pupils showed less difference but here, too, they were superior to the control group in almost all cases.

In the in-between range of marks, not shown here, results for College Bound pupils are similar to those of the control group. For the first year, the College Bound pupils have shown most of their improvement in the top and bottom range of marks. When marks for all subjects are averaged together on an annual basis (not shown in table) the results show this also. In grade 9, using the average for the year, 23% of the College Bound pupils were in the 80-99 range compared to 19% for the control group. In the tenth grade, 20% of the College Bound pupils were in the 80-99 range as against 10%. On the annual basis, College Bound pupils also showed a smaller percentage of failure than did the control group. In grade 9, 23% were below 65 compared to 25%; in grade 10, the difference was marked — 21% compared to 37%.

A good index of achievement was in the success of pupils in passing all subjects for the year. Here, too, the College Bound pupils were superior. In the ninth grade, 41% passed all subjects compared to 35% for the control group; in the tenth grade, the difference was 37% against 24%.

Enough College Bound and control pupils took Regents examinations in three areas to make some comparison there possible. College Bound pupils did better in ninth year mathematics and the two year foreign language examination; they did less well in biology. In mathematics and language, 55% and 71% respectively, of the College Bound pupils passed, compared to 44% and 69%. They showed to better advantage in the upper range, with 28% in mathematics and 48% in language in the 80-99 bracket, compared to 18% and 38% for the control group.

Regents' results do not lend themselves readily to comparison since the examinations may vary considerably in difficulty from year to year. The results of any one year are not too significant and effective comparisons cannot be made except over several years.

Attendance and Conduct

The figures relating to attendance and conduct for the year are interesting because they show that the social conditions and background of pupils attending schools in poverty areas need not necessarily have an adverse effect in all respects.

A considerable number of pupils had exemplary records of attendance. In the ninth grade, 153 pupils were present every day of the year and 270 were absent only from one to three days. In the same grade, 569 pupils were not tardy a single time and 316 were late only once. In the tenth grade, 203 pupils were absent from one to three days.

The conduct of pupils in the program, as reported by coordinators and counselors has been considerably better than that of pupils in the schools as a whole. Principals have gone out of the way to tell us that the College Bound pupils were the most dependable in the school and that many had been elected to high office by their fellow students. Apparently, pupils in the program have developed a pride and attitude different from others. There is little question that the close personal relationships that exist within the program have had much to do with this.

We were not able to improve the conduct of some pupils despite the efforts which are described in the section dealing with guidance. Even the motivation of guaranteed college admission coupled with great personal assistance and attention were not sufficient to overcome deep-seated and persistent problems. We were fortunate, however, in being able to resolve a considerable number of difficult situations; pupils are continuing in the program who under normal circumstances would long since have been out of school or, at least, in serious difficulty. Out of more than 3,100 pupils, only 172 were dropped for reasons of misconduct or misconduct combined with scholastic deficiency. For a program of this kind, this is a very limited number.

Differences among Schools

Pupils in the College Bound Program were selected on the basis of residence in poverty areas as the first condition for admission. In addition to having this as a factor in common, a major effort was made to have student groups of comparable ability in all schools. Some variation was expected since it was not possible for all schools, for example, to enroll even the minimum percentage of above grade level pupils we wanted included.

When standardized tests were administered after the pupils were admitted to the program, the differences among schools became evident. In the Metropolitan series, for example, using the college norm, one school was found to have 50% of its group above the 50th percentile in reading; another school had only 6%. In mathematics comprehension and concepts, the number of pupils above the 50th percentile ran from 18% in one school, to 2% in another school; in mathematics problem solving, from 19% to 3%. Similar differences were found in the bottom quartile. At one extreme, one school had 63% of the pupils in the lowest quartile in reading; another school had 21%. In mathematics the range was from 85% in the lowest quartile, to 42% in another school. These figures, of course, represent the extremes; schools in between, while showing many differences, are not too dissimilar.

Other differences also existed among the schools. Physical plants and housing conditions ranged from the most modern and well-equipped to turn-of-the-century and obsolete. Some schools, despite difficulties, still had a tradition of scholarship and high standards. In some instances, faculties were relatively stable; in others the results of mobility and turnover were evident. While principals uniformly welcomed the program, there were, understandably, differences in the degree of ability and enthusiasm which the various schools brought to the program. In general, the scholastic accomplishments of the schools in the various subjects correlated with the standardized test scores. There were, however, enough variations to indicate that factors other than pupil ability level played a part in the results.

In one school with 14% of its pupils above the 50th percentile in mathematics problem solving, 46% of the pupils who took the Regents mathematics examination passed; in another school with a group of similar ability, 95% passed. In a third school with only 8% of the pupils above the 50th percentile in mathematics, 70% passed.

One school had 29% of its group above the 50th percentile in the Iowa test in quantitative thinking and 6% above in mathematics problem solving in the Metropolitan test. The group in a second school had 32% and 15% above, respectively. In the first school, 41 pupils took the mathematics examination and 93% of them passed; in the second school, 50 took the test and 32% passed.

Variations in results for class work were also great as might be expecred in view of the subjectivity of marking practices. One school with 50% of its group above the 50th percentile in reading, averaged 78 for the year in English; another school with 13% above, averaged 79. A school with 6% of the group above the 50th percentile in mathematics problem solving averaged 52 for the year in mathematics; a second school with 5% of the group above averaged 73.

In English, one-fourth of the schools failed 5% or less of the students. In foreign language, almost half of the schools failed 25% or more of the pupils. The most extreme rate of failure was in mathematics with one-third of the schools failing 45% or more of the pupils. Despite these extremes, marking in most subjects appears to have fallen within an acceptable range.

Now that we have this information from every school and it is possible to make comparisons, we must look for remedies.

Curriculum Innovations

The College Bound Program has encouraged all schools in it to adjust and adapt courses of study to suit the needs and abilities of their pupils. At the same time, every school must satisfy the specific requirements of the college preparatory courses. As a result, much of the adjustment has been of the type that would help pupils succeed in the prescribed subject areas.

Pupils in all schools were grouped homogeneously on the basis of ability since there was a range of five years or more in achievement levels among the pupils. However, it was recognized that the grouping could turn out to be arbitrary and not suited to pupil needs. Therefore, programming was done in such fashion as to permit great flexibility of movement. Several classes of varying abilities were organized in each subject for the same period of the day and pupils were shifted from one to another depending on need. Pupils who were able to work at a faster pace were moved into a class of greater ability; pupils finding themselves in a class that moved too rapidly were shifted into one that ran at a slower pace.

We have urged the schools to plan their instruction based on where the pupil actually is in subject matter accomplishment rather than where he is supposed to be. We have learned that pupils programmed for the third year of a language, for example, are often functioning on a first year level. Whatever the cause of this, the need is to adjust instruction accordingly. Last year we did not have the tutorial help in nearly the amount that was needed to supply individual help to pupils in this situation. We believe that the provision made this year for tutoring will help resolve some of the difficulty.

All schools were asked to provide additional preparation in areas where pupils were known to be weak. Thus, every school in the program required all pupils to carry a double period of English daily. This meant an hour and twenty minutes every day, twice the usual amount of time allocated. The extra time permitted teachers to work individually with pupils, stress composition improvement and emphasize those areas where particular weakness was evident.

If pupils required three terms or more in which to satisfactorily complete two terms of a subject, the courses of study were to be adjusted accordingly. A year of "pre-algebra" was suggested for some pupils before taking regular mathematics. The extension of time was intended mainly for foreign languages and mathematics where a strong need for building basic skills was indicated. All twenty-four schools provided a time extension in mathematics for some pupils; twelve schools made some provision in foreign languages.

Our experience this past year indicated that we had not done nearly enough along these lines. The pupils for whom provision was made benefited in many instances but not as many pupils were included as should have been. Now that the schools have seen the scholastic results for the year, we have reason to believe that the extension of time for adequate coverage of work will be applied to more pupils.

As a result of these various adaptations, the pupil's day is a full one. All pupils are scheduled for eight periods in school, some for nine. It is possible that the additional course work may result in a pupil spending five years rather than four to complete the college preparatory curriculum. This is a choice for parent and pupil to make with recognition that the alternative is probably failure to graduate with an academic diploma.

Major curriculum changes and new uses for educational assistants have been introduced in the summer session. Since the pupils were not taking formal courses, we were freer to experiment and innovate without restrictions imposed by diploma requirements. Changes in approach in mathematics, in particular, were considerable and met with much success. Description of the summer curriculum may be found elsewhere in this report in the section dealing with the summer session. All of the schools in the College Bound Program were notified about the summer work and supplied with the materials that were used.

Individual schools have shown considerable initiative in devising new and varied approaches in the various subjects. One school developed a core curriculum for College Bound pupils which revolved around the ninth year social studies units on the Far East and Africa. In another school, drama classes were created based on a course of study developed in a cooperative effort by speech teachers of the school and a resource person from Lincoln Center of Performing Arts. An attempt was made here to develop skills, knowledge and appreciation of the world of drama. At a third school, a visiting poets program was incorporated into the English curriculum. Pupils had an opportunity to hear Negro and Puerto Rican poets discuss their work. The pupils, in turn, prepared and published their own poetry magazine. At the same school, a film production course culminated in the making of a movie.

Some schools have had success in team teaching efforts; one in particular, had a cooperative effort centered around a visit of the pupils to the Shakespeare Festival at Stratford, Connecticut. In one school, educational assistants were used imaginatively to improve classroom instruction. Several ambitious projects were planned last year, and are now underway. At one school, students will prepare scripts in English and social studies classes revolving around the theme of urban living. These are to be used for TV production, using equipment acquired by the school. In the same school, some students in science classes went on field trips with the Junior Academy of the New York Academy of Science.

A carefully planned and constructed course of study has been worked out in oral communications to suit the needs of the College Bound Program. A group of department chairmen in conjunction with the Board of Education's Standing Committee in Speech has prepared materials which we plan to use experimentally in several schools. If we have success with it we hope to extend its use to many, if not all of our schools.

We have encouraged new departures and approaches in the hope of stimulating pupils to do better work. We are very much aware, however, that our success will have to come basically from the hard work of teachers, maintenance of standards, and insistence that pupils meet the obligations of a college preparatory course.

The Guidance Program

The College Bound guidance program provided one counselor for every 100 students and arranged for both individual and group counseling. The primary purpose of the program was to help students develop behavior patterns and attitudes which would help lead to personal and academic success. The counselors recognized that the personal and academic problems presented by the students were often interrelated, and frequently were coupled with feelings of inadequacy. Along with this went the pupils' conditioned inability to perceive the relevance of their school work to their lives now or in the future. Family assistants, whose work is described in more detail elsewhere in the report, worked closely with the counselors on these problems.

In both their individual and group work with students, the counselors tried to help the boys and girls understand themselves better and to become more receptive to the need for changes in attitude. The recognition of the fact that the students' problems stemmed from many causes led the counselors to seek the cooperation of parents and teachers in helping to further the youngsters' adjustment. Where the personal and home difficulties appeared deeply rooted, the counselors sought the assistance of clinical and community agencies.

The ratio of one counselor for every 100 students made possible intensive work with the boys and girls. Each student had a minimum of two full interviews in the course of the year, and some had as many as fifteen scheduled sessions. The interviews ranged from fifteen minutes to an hour depending on the situation. In addition, the counselors were always available to see those students who wished to speak to them informally.

The counselor kept an anecdotal record for each pupil, recording significant data relating to the counseling sessions, and to parent, teacher and agency contacts. Before each scheduled interview, he consulted this record as well as other records of attendance, health and achievement, and standardized test results.

Personal problems encountered by the counselors were largely related to motivation, personality, home situations, and a lack of self-direction. School problems involved program planning, subject difficulties, faulty study habits and trouble with teachers and fellow students. Job difficulties included finding and applying for part-time work and thinking ahead to careers.

Problems relating to serious home situations were frequent and complex. One such situation involved Helen.

> Helen's mother had died a few months before she entered the College Bound Program. During the course of the year, she lived in the homes of three different relatives and was unwelcome in each. In addition to spending the better part of the year finding a suitable home for the girl, the counselor found it necessary to obtain clothing and free lunch for her as she was being totally neglected. Through the joint efforts of the school and the Catholic Guardian Society, a proper residential arrangement was made. During this period, the counselor acted to support and help the youngster to maintain an interest in school and a desire to succeed.

Another such situation involved Jose.

> Jose had come to the counselor's attention because of his frequent absence and lateness. It became apparent that the boy's poor attendance was related to his serious financial need and poor home circumstances. The boy's father was unemployed because of an accident. The family was receiving welfare

assistance, but their allowance was not sufficient for them to buy the student the warm clothing and shoes he needed to come to school. In addition, the apartment was so cold and so crowded that the boy was unable to sleep at night and as a result could not get up in time for school. The counselor was able to obtain a special clothing grant for the boy, and has been in touch with the Housing Authority in an effort to obtain a more adequate apartment for the family.

In many cases, poor school work was at least partly caused by a bad family situation. In these instances, the counselor attempted to work with both parent and child to bring about a better situation.

One instance of a bad home situation is the case of P.

> In talking with P., who is one of the brightest but most hostile of the girls in the College Bound Program at a Brooklyn high school, the counselor recognized that the youngster's defiant behavior was an outgrowth of her desperate need for affection and attention. The girl's mother had been confined to a mental institution and her father boarded her with distant relatives and friends. He saw her infrequently, but he did respond to the counselor's invitation to discuss the situation. He was impressed with the counselor's analysis of his daughter's ability and emotional needs. He agreed that it was necessary for him to devote more time to her. As a result of this reconciliation, P's hostility appears to be greatly reduced and she is making a conscious effort not to antagonize others. Her father whom the counselor talks to frequently on the phone, is finding the experience of communicating with his "new found" daughter challenging but rewarding.

The need for medical attention is often prevalent among the students in our program. There are many cases of pupils who have had to be hospitalized or forced to remain out of school for long periods of time. In these instances, the counselors contacted the students' teachers in order to obtain full assignments and all details of the work to be covered. On return to school, the pupils were helped in making the necessary adjustment.

In some cases, the counselors discovered that a boy or girl was handicapped by an eye defect. In one instance, a girl who was suffering from a serious eye impairment refused to wear her glasses because she felt that they detracted from her looks, a feeling which was shared by her father. In the course of many interviews with the counselor, she became convinced of the necessity for wearing glasses. The counselor feels that if the time had not been available for this counseling, the girl might well have overtaxed her sight with very real danger of permanent injury. Counselors have routinely arranged for eye examinations and purchases of glasses.

Many referrals have been made to dental and health clinics, and applications for Medicaid have been distributed by the family assistants to families who were eligible to receive this service, but who had not filed for it.

The family assistants encouraged the parents to contact the counselor in order to discuss their children's progress and school adjustment. Subsequently, the counselors had either personal interviews or telephone conversations with the parents of College Bound students. One counselor who felt it necessary to see parents who could not come to school during the day, made home visits himself at night. Another counselor arranged her time so that she was available one evening a week at the school for parent interviews. In addition, parents were contacted frequently by mail. Personal letters were sent to parents informing them of their children's academic progress, and individual notices pertaining to the students' summer school and tutorial needs were also sent out.

Some schools scheduled parent workshops where people professionally trained to work with adolescents conducted discussions focusing on teen-age behavior and attitudes. Other parent meetings centered around discussions of the College Bound Program itself, the role of the College Bound Corporation, and the interpretation of test results. One school established a parent advisory council which helped plan the programs. Another school held a series of meetings in different areas in order that the parents could conveniently attend. In all cases, the counselor was an active participant at these meetings and played a major role in preparing for them.

Personnel from the College Bound Corporation office played a key role in the counseling program. They arranged for individual interviews with the pupils of the class of 1970 and described the different types of colleges and what each had to offer. They sought to learn from the pupil and his record, his strengths, weaknesses and needs, in anticipation of college placement.

Another vital phase of the College Bound guidance program was the work done in group counseling. The typical pattern was to divide each English class into two groups of approximately ten students. Each group met with the counselor every other week during the second part of the English double period.

The central College Bound office, together with a committee of counselors, formulated a list of suggested areas to be covered in these sessions along with sample approaches. Generally, the discussions stemmed from the students' needs to obtain information or handle common problems.

Typical of the areas discussed were the following:

- Expectations of the program
- Problems of adjustment to teachers, peers, school requirements
- Pressures of homework and study techniques
- Work schedule for effective use of time
- Relationships with parents

Report cards
The tutorial aspects of the program
Cultural activities – evaluation and recommendations
Choice of a career
Job opportunities
Summer plans

A variety of techniques were used in conducting these meetings including case studies, role playing and buzz sessions. The sessions were characterized by an informal give-and-take, a free expression of feelings and a ready exchange of ideas. More structured sessions provided students with essential information relating to educational and career planning as well as study techniques.

Since group counseling is a relatively new area, the Bureau of Educational and Vocational Guidance provided a series of workshops for College Bound counselors conducted by Arthur Jaffe, a guidance supervisor, in methods and materials of group work in guidance. These workshops proved to be of great value to the counselors in planning their own work.

Where the counselors recognized that a pupil's difficulties were rooted in deep emotional problems, efforts were made to refer the student to mental health agencies where he could be seen on a regular basis by a trained therapist.

Illustrative of such a situation is the case of V.

> In spite of good ability, V. regularly cut classes, was truant, did little or no homework and often refused to do any work in class. In exploring the situation, the counselor discovered that V. had a particularly poor relationship with her mother and stepfather, behaved erratically at home as well as in school. and had been seen by a psychiatrist several times when she was younger. After several counseling sessions, V. agreed to accept a referral to a community agency. The counselor referred her to Community Guidance Service where she is being seen regularly. Although it is too early to tell what the long range effect of this treatment will be, the counselor has noted a significant improvement in V.'s behavior.

Both counselors and family assistants are in constant contact with the Department of Welfare (Social Services) in an effort to secure emergency allotments and other services for the families of the students who need them. Problems relating to housing, jobs, and vocational training have been referred to the New York Housing Authority, the local community progress centers, and the Division of Vocational Rehabilitation. Problems requiring legal assistance are usually referred to the Legal Aid Society.

One of the most pressing problems of the majority of our students is the need for tutorial assistance. In some cases, counselors and coordinators have been instrumental in obtaining tutors for the pupils from the Arista Society of the school, and the College Bound teaching staff itself. In a number of instances, the member colleges of the College Bound Corporation were most cooperative in supplying college students as volunteer tutors. In some cases, the counselors referred students for tutorial help to local community centers or agencies such as Haryou, Aspira, and Youth in Action. In other instances, the counselors were helpful in arranging for student self-help groups where two or three students worked together either in school or at one of their homes. In addition, where after-school tutorial centers existed, the counselors encouraged the students to attend. This was not always easy. In spite of the students' need for tutorial help, they were reluctant to accept it, and the counselors had to help them see where it would benefit them.

Communication between the College Bound counselors and the rest of the faculty was conducted on both a formal and informal basis. Consultations with teachers were held individually and frequently in order to discuss problems that were related to the achievement or behavior of the students. Pertinent information related to a youngster's special circumstances was shared with teachers, and they were encouraged to refer pupils about whom they were concerned. Often a personality clash between teacher and student was resolved by a joint conference arranged by the counselors.

The case of M. is illustrative of such a situation.

> M. is a bright, creative girl. However, her outward appearance is unconventional and reflects a rebellious attitude towards society. She felt that her history teacher was antagonistic to her because of this and she refused to cooperate and do the necessary work for his class. In the course of several counseling sessions, M. came to the realization that her behavior was self-defeating. In one session arranged by the counselor both M. and her teacher clarified their feelings and the friction between them was considerably reduced.

In most cases, the counselors assumed the responsibility of programming the College Bound students for subject classes to make sure that each pupil was properly placed. This involved frequent conferences with the program chairman, department chairmen and other school personnel. Conferences were also held frequently to discuss class size, ability grouping, teacher assignments, tests and methodology.

One of the major responsibilities of the counselors was to select students for the program and help determine who should be retained. Initially, the counselors reviewed the records of all incoming students to determine who was eligible for the program on the basis of the guidelines for admission. Because records were often incomplete, this frequently required consultation with the junior high school counselor. In some cases, the

counselor interviewed potential candidates and their parents in order to gauge the youngster's qualifications and the degree of commitment both he and his parents had to the goals of the program.

When it became necessary to drop a student from the program, arrangements were made whereby he would continue to get counseling help and assistance in choosing courses in which he could function with less failure and frustration. In many instances, it was found that the student benefited by not being forced to continue with work that was too difficult for him to master.

In addition to holding individual conferences, the counselors also met with the College Bound faculty as a whole and with individual departments to discuss the structure of the program and the nature of the College Bound students. The name "College Bound" led some teachers to assume initially that the pupils all possessed superior academic ability. The counselors found it necessary to indicate that there were varying levels of ability among students in the program so that the teachers' expectations and demands would not exceed the pupils' capabilities.

Both teachers and counselors found these meetings extremely beneficial. Unfortunately, in most cases school schedules precluded holding these sessions on any regular basis. It was the recommendation of the majority of counselors that College Bound teachers' programs be arranged so that they would have a common free period in which all College Bound personnel could meet together. This, however, has been almost impossible to achieve because of the multiple session situation with its varying time schedules for teachers.

In addition to meeting with the College Bound teachers and department chairmen, the counselors also conferred with the deans regularly in order to work out a satisfactory articulation between the two offices. In most cases, disciplinary infractions of College Bound students were channelled through the deans' office to the counselor. In this way, the counselor was immediately aware of any deviant behavior on the part of the student and could handle it instantly to help prevent its becoming a chronic pattern. In cases of repeated or serious offenses, the deans and counselors consulted jointly to decide on a course of action.

The necessity for an evaluation of the progress of the students in the program resulted in their having to take several standardized reading, arithmetic and achievement tests. The counselors helped in the administration of these tests, and interpreted the results to students, parents and teachers.

In spite of the extensive amount of counseling time devoted to the College Bound students, there were limitations as to what could be accomplished. Self-defeating patterns which had persisted among some students for a long period of time were found difficult to change. The low aspirations and poor self-image which many of the boys and girls possessed did not yield readily to modification. Poor study habits continued among many pupils in spite of the counselors' efforts to help the students develop better patterns. The serious social and environmental problems of many pupils in the program often were impossible for the school to resolve.

Nevertheless, the counselors have seen sufficient evidence of growth and improved behavior to make them feel that the support and guidance they had provided enabled many students to look to the future with far greater confidence. The following letter received by a counselor from a pupil who left the College Bound Program to attend school in another country shows how at least one pupil felt about the help she had received.

October 16, 1968

Dear Mrs. —

Hi! How are you. Iam fine. I hope the strike is over. Mrs. — Iam in school already.

Iam to tell you that the teachers here are really not like there at all. They are not dedicaded like all of you are. I miss you all. Italk to my new teachers about you all and how dedicaded you all were to us and they are surprised. Itis not really as if we were on your own they are just disinterested. They think that if you care to be something youall make on your own, and all of you cared because you talked to us and advised us. They dont here and believe me I need advice very much from somebody like you; who will tell me what is best.

Tell the kids that they have it great, because they have somebody who cares for their education. The teachers or the government here dont give the kids any books or not many. Iam in school for about 2 weeks already and they havent given me any books at all;. If they give you any books they give them to you at school and very scarse. The most classes they give you is 6 the most.

The weaTHear is very nice. Iam burned already. My mother sends you her gratitud same for my other teachers for helping so and caring so much for my education. Any way thanks to you and the College Bound I have an idea for my near future. Thank them all for me, please. I am so very grateful to you all. Now is when I really appreciate your help to me.

Your letter was so beautiful that Ill keep it forever. Thank you for those pretty words. Iam reading a book in English now. Iam keeping up to Mr. — I hope. Please give my love to Mrs. ---and others. I hope our College Bound doesnt brake up for the strike.

Keep in touch,
Love always

Work of the Family Assistants

There is today a universal acknowledgment of the need to involve parents, particularly the parents of underprivileged children, in the educational program. Therefore, a plan to use family assistants as an adjunct to the guidance program was adopted. These family assistants, selected by the individual school, were to establish liaison between the schools and the home.

The people chosen as family assistants are generally of the same ethnic background as the majority of the pupils in the program at the schools involved. A number of them speak Spanish; in many instances, they have close ties with the community, and are familiar with the sources of help available in their areas. Many of them have worked as school aides so that they are aware of school routines and procedures. This work brought them into close contact with the students and made them conversant with pupils' problems. Some of the assistants have had previous training in the Head Start program or in one of the local community agencies.

In order to achieve the goal of closer family involvement, the assistants visit the homes of all the College Bound students and explain to parents the aims and purposes of the program. They help them understand the part parents can play in the success of their children, and they try to enlist their cooperation. They impress on parents the necessity of supporting their children in their school work. A real attempt is made in the initial visits to create an atmosphere of mutual trust and cooperation. Because they are members of the community and share the same experiences, the family assistants are able to establish such an atmosphere more readily than other school personnel. In reporting on the children's progress, they emphasize the commendable achievements as well as commenting on the deficiencies, so that a contact with a school representative does not always connote "bad news" as it often has in the past.

As the family assistants gain the confidence of the parents, they learn what special problems or needs the family has which may interfere with their child's scholastic achievement. Invariably, the most serious problems encountered revolve around the families' needs for improved housing and for medical and welfare assistance.

A typical example involved Carmen S., a student at a Bronx high school.

> Carmen, whose family is on welfare, lost her eyeglasses. The family assistant called the Welfare Center and obtained the necessary information to assist her in getting another pair of glasses through Medicaid. At the same time, Carmen informed the family assistant that she needed a winter coat and boots. Again, the family assistant called the supervisor of the Welfare Center, who referred her to the unit office where they agreed to provide the necessary money for this clothing.

Another example involved Judy K.

> Judy's mother was expecting her eleventh child and found it very difficult to take care of the large family of little children. Judy often stayed away from school to help out at home. When the family assistant learned of this, she contacted the Welfare Department to see whether housekeeping service could be obtained. A housekeeper was provided so that Judy could attend school freed of most of the family chores.

The case of Robert W.

> Robert W. and his family live in a severely deteriorated tenement in the Bronx. The family, consisting of Robert, his parents, and five other children, occupies four rooms which are in an incredible state of dilapidation and decay. The initial attempts of the assistant to visit the family were rebuffed. When, after persistent efforts, she finally succeeded in being admitted to the apartment, she learned the following: although both of Robert's parents suffered from severe bronchitis, no attempt had been made to apply for Medicaid. Despite their living conditions, no recent effort to obtain better housing had been made; nor had any application for Aid to Dependent Children been submitted. The family assistant impressed on Robert's mother the desirability of obtaining these services, and supplied her with the necessary information as to whom to contact.

These steps have often resulted in improved achievement on the part of the students involved. In addition, the family assistants have worked directly with parents to secure greater punctuality, more regular attendance and improved school performance. They keep a record of each student's attendance, and visit homes where there has been a pattern of irregularity.

In addition to reinforcing the goals of the program and obtaining needed services, the family assistants have also been called upon to supply information about job

training, part-time employment and vocational counseling, besides performing such unique services as making arrangements for an overweight student to attend "Weight Watchers."

While it is the family assistant who visits the parents in their homes, it is the guidance counselor who prepares the referral. Both the assistant and counselor go over the student's record in advance, discuss his progress and any problems relating to his school adjustment. After each visit, a written report is submitted to the counselor and they again confer about each individual case. At this time, the need for adjustment of the pupil's schedule at school or at home is considered, and follow-up visits by the family assistant or conferences at school with the parent and counselor are arranged. Together, the counselor and family worker discuss appropriate agency referrals, and in some cases, initiate the contact immediately.

It is at these conferences also, that the counselor reviews home visitation techniques with the assistants, helps in mapping out visiting schedules, and offers suggestions for possible approaches to a difficult problem. There is an awareness on both their parts that visits must be scheduled at the convenience of the parents, which means that the family assistants often work in the evenings and on week-ends. There is also an awareness that too much prying will produce antagonism, so that assistants and counselors work together to develop ways of obtaining essential information without arousing hostility.

This cooperative effort has been extremely productive. Not only do the families obtain needed services, but the counselors gain insights which enable them to work more effectively with individual students. Counselors often impart pertinent information to the teachers who find this knowledge useful in helping them to understand a particular youngster's attitude and reactions.

Despite the apparent success of the family assistant program, there are problems. There is a great deal of diversity in the background and experience of the family assistants. There are gaps in the training of some assistants. The College Bound office has attempted to supply training to some extent by holding regular meetings of the family assistants where mutual problems are discussed, but the process is a slow one.

Since the functions of the family assistants overlap those of the counselors to some degree, certain areas of friction between the counselors and the family workers have arisen. These problems stem in part from the newness of the program, and it is our expectation that with greater experience they will disappear.

In any case, these difficulties are not overly detrimental. Parental reactions have indicated that the family assistant program has been successful in forging closer ties between the school and community. It is hoped that this increase in mutual understanding has been reflected in an improvement in the students' school performance.

The Cultural Program

The cultural program was designed to acquaint the students with cultural opportunities and places of interest in and around New York City. It was planned to compensate, at least in part, for the paucity of background and the almost total lack of exposure our students have had to these experiences. The only entertainment most of our boys and girls are aware of is that provided by the television set and the local movie. The only areas of the city with which most are familiar are their own particular boroughs. Some of our students have never been outside their immediate neighborhoods. This program, therefore, is designed to extend the pupils' backgrounds and awaken their appreciation for esthetically satisfying experiences.

The program includes both in-school and out-of-school activities. Each coordinator is allocated $20 a year per pupil to be spent on cultural events. He is expected to exercise initiative in planning programs which reflect the interests and needs of his particular student body.

Individual coordinators often consult with student representatives in planning their cultural events. They make personal contacts with theatres to secure tickets at student rates. They contact key people at museums, cultural centers and public buildings to arrange for guided tours and planned expeditions. They employ the wealth of their entire background and familiarity with New York City resources to arrange for exciting and meaningful programs.

One coordinator, who is Education Director of the New York Academy of Science, encouraged his students to become members of the society, to attend the lectures, and participate in the field trips. Another, through his contact with the New York State Council of the Arts, was able to arrange for Tony Montonaro, a well known pantomimist, to perform at his school. The coordinators publicize these events among the students and actively encourage their participation

The central College Bound office aids these efforts by arranging for meetings at which school coordinators can share their information. In addition, the office initiates

contacts and meets with liaison people at the Board of Education, with theatre producers, museum directors and people in the community who are in a position to provide worthwhile experiences for our youngsters. It sends out bulletins to the schools describing opportunities which are open and the way in which tickets can be acquired, often facilitating the actual distribution of tickets. As a result of these efforts, our schools have been provided with student rate tickets for ballet, opera, and theatre performances at the City Center and the State Theatre of Lincoln Center, as well as free tickets to "West Side Story" and many concert recitals at Carnegie Hall and Town Hall.

The College Bound office is also instrumental in arranging for performances to be shown in the schools. One such program was the APA Portable Phoenix Theatre which spent the better part of a day in each of four of our schools. In the course of the day, students were able to see a dramatic performance, listen to selected readings, and participate in a well planned program of theatre games.

The central office has also arranged for special performances for College Bound students on a city-wide basis. One such series of events has been programmed by Town Hall as part of their Saturday afternoon schedule. The coordinators were contacted to determine the kind of programs to which the students would respond most readily. As a result, our students are being afforded the opportunity to see jazz performers, a folk singer, Spanish and African dancers, and a contemporary musical about young people which has received outstanding critical reviews.

The fact that College Bound students attended approximately 260 different events in the first year of the program is indicative of its scope. In addition to the performances at the City Center and State Theatre of Lincoln Center, they attended dramatic productions at the American Shakespeare Festival in Stratford, Connecticut, and at the APA and Vivian Beaumont Theatres, as well as attending such popular musicals as "Man of La Mancha" and "Fiddler on the Roof."

Our students participated in guided tours of the United Nations, where they had lunch in the Delegates dining room, Rockefeller Center, Lincoln Center, and the New York Times Building. Visits to museums included the Metropolitan Museum of Art, the Museum of Modern Art, the Brooklyn Museum, the Jewish Museum, the Museum of Natural History and the Hispanic Museum.

Those students who went to the lectures at the New York Academy of Science and the Explorers Club heard expert discussions of current advances in mathematics and science, as well as discussions of outstanding scientific explorations. Field trips included an exploration of nature trails, a lunar watch in Central Park, and a visit to the Nassau County Museum of Natural History.

Trips out-of-town included visits to such places of historical and scientific interests as Mystic Seaport, Connecticut, The Sleepy Hollow Restoration and the Brookhaven National Atomic Laboratory. In addition, an all day trip to Philadelphia afforded the students an opportunity to visit historical landmarks. A field day in Woodstock, New York, in which two schools participated, and which culminated in the students seeing a performance of "She Stoops to Conquer" at the Hudson Valley Repertory Theatre, proved to be an enjoyable experience.

Activities related to the career interests of students were also scheduled. In one school where a number of boys expressed an interest in the architectural profession, a trip was planned to a leading architectural firm and a speaker from the New York Architectural Society addressed the group. Other students who expressed an interest in police work were taken on a tour of the Police Academy, and a third group who were interested in engineering and technology attended an assembly where they heard a speaker from Consolidated Edison.

Because films are so much a part of our cultural life, College Bound students were taken to see such pictures as "Camelot", "Dr. Zhivago" and "2001-Space Odyssey." One school also participated in a film program sponsored by Lincoln Center which illustrated the development of film techniques with accompanying lectures and explanations.

Sports were not neglected. Boys and girls from several of our schools were among the first New Yorkers to see basketball games and tennis matches at the new Madison Square Garden.

Because of our affiliation with the College Bound Corporation, College Bound students were able to visit college campuses not only locally but in adjacent states. They were taken on a tour of the college, visited classes in some cases, and were addressed by faculty and student groups. In addition, forty of our girls were invited to spend the week-end at Mount Holyoke College where a full schedule of activities was planned for them. In order not to raise the hopes of girls who could not possibly be admitted to this school, the students chosen for this visit had academic records that would justify consideration for admission. A further commitment to the educational development of our students was made by Mount St. Vincent's College which conducted a six week summer program on their campus for seventeen girls from one of our schools. The students received instruction in various subjects.

Stevens Institute of Technology invited three College Bound boys who had shown an interest in mathematics and engineering to participate in their six week campus based program.

The youngsters who visited these schools and participated in these programs expressed their delight with the campus atmosphere, and many said that they would work harder to gain admission to college. Their experi-

ences are described in more detail in the section dealing with the summer session.

In most instances, the coordinators made an effort to unify the program by scheduling cultural trips which were directly connected with the work being done in class. A highly successful trip to Chinatown was an outgrowth of the pupils' study of the Far East. Visits to Asia House, where the students had an opportunity to see an Asian Dance Program, reflected the same interest. Trips were also planned for small groups of students who were studying specific subject areas. A number of boys and girls in an advanced Spanish class were taken to see the ballet, "Don Quixote" at City Center. Other youngsters studying French were taken to French movies and restaurants specializing in French cuisine.

The coordinators also made an attempt to select some programs which embodied cultural elements representative of the students' own backgrounds. A Spanish dance program at Town Hall was a popular event. One of the most successful programs was the Ishangi African Dance Group which performed at several of our schools, and this year is part of the series Town Hall has scheduled for College Bound students. An exhibition of African artifacts at City College also attracted many of our youngsters, and led to interesting discussions of comparative forms of artistic expression. Students of all ethnic backgrounds expressed enthusiasm for these programs and exhibits.

An additional cultural resource was the Lincoln Center Student Program which was presented at a good many of our schools. The program included opera excerpts, dance performances, films, chamber music and piano recitals. Two resource people from Lincoln Center gave introductory lectures and explanations to the students before each program.

Duplicated materials were often prepared for students to provide orientation prior to a trip. Typical of this is the following excerpt taken from the bulletin given to the students before their visit to Chinatown:

> "To the Chinese, symbols are perhaps more important than they are to Western people. Or perhaps there are just more of them. To us, the symbolic language of the Chinese is very mysterious. On your trip to Chinatown you are sure to see many repeated symbols, and after awhile you can easily recognize at least some of them. It's fun to look for Chinese symbols in shop windows, in the interior decoration of restaurants, on chinaware, in costume jewelry, even on the labels of cans."

Following this paragraph, there are drawing of various symbols such as Yang, Yin, Shou, Lu, and Hsi, with an explanation of their meanings.

Study guides are frequently obtained from places to be visited, and discussed both before and after the excursion. This preparation and discussion greatly add to the value of these experiences.

An idea of the character and scope of the cultural program can be secured by examining the activities of a typical school. In the course of the first year of the program, students at this school were involved in the following events:

1. A trip to the Brooklyn Museum where the youngsters were given a guided tour of Japanese and Indian exhibits followed by classroom discussions of the visit.
2. A guided tour of the New York Times building which included a visit to the teletype room, the city desk, the composing room, the morgue and the press room.
3. A guided tour of the Lincoln Center for the Performing Arts.
4. A performance of "Carmen" at the State Theatre of Lincoln Center.
5. A trip to the Union Carbide Data Processing Installation which included a film on training for computer work, a tour of the facilities, a discussion of employment opportunities in the field and an elegant lunch.
6. A foreign restaurant trip where the students in the language classes had lunch in a restaurant with typically French or Spanish cuisine and atmosphere.
7. A production of "As You Like It" at the American Shakespeare Festival in Stratford, Connecticut.
8. A production of "Hamlet" directed by Joseph Papp.
9. A performance of "Man of La Mancha".
10. A visit to Manhattanville College of the Sacred Heart where the students toured the campus, visited classes, participated in a question and answer period conducted by a faculty member, and finally swam in the college pool.
11. A trip to the Museum of Natural History where the students saw exhibits showing the evolution of man and a typical primitive culture.
12. An Asian Dance Program which was a charming and beautiful presentation of the classical dance, costume, and music of Japan, Korea, and China.
13. An African Dance Program which was an unusual and exciting presentation of African dance, costume, drum and song.
14. Film, dance, musical and dramatic programs under the auspices of the Lincoln Center Student Program.

There were difficulties and disappointments encountered in the cultural program. Students engage in the program on a voluntary basis. Initially, some were reluctant to participate. Certain activities proved to be less popular than others. Many students found the museum visits tiresome and dull. Their response to recitals of classical music or classical ballet performances was less than enthusiastic.

In addition, the coordinators found that planning for and arranging these trips was not a simple matter. A great many of our programs took place on week-ends or evenings because the coordinators felt they did not want to encroach excessively on instructional time. Unfortunately, some of our students could not attend these performances either because they were working or because their parents were fearful of having them go out in the evening.

The question of payment for performances also presented some difficulties. Initially, when tickets were free of charge, many pupils did not use them. Ironically, when a nominal fee was charged, attendance improved. The schools did, however, make sure that every student who could not afford this fee was completely subsidized.

Despite the problems, however, the success of the program is evidenced by the increasing number of pupils who have been attending performances and expressing an interest in going on trips. Further, we have been particularly impressed with the students' public behavior. The mature and decorous way in which they conduct themselves has caused favorable comment in many quarters. Miss Joyce Cole, who arranged the series of programs at Town Hall, recently told us that she had been delighted by the politeness and consideration shown by the students who attended the performances there. Teachers, many of whom voluntarily accompany students on these trips, also report the same kind of experience.

Also indicative of the success of the program are the comments of the pupils. Many of them responded to the esthetic elements of the performances which contrasted with the drabness of their ordinary surroundings. One young lady said that the Asian Dance Program was the most beautiful thing she had ever seen in her life. Others found their imaginations stimulated by these experiences, and still others found the intellectual aspects exciting. Two young men became so involved in the activities of the New York Academy of Science that they became officers in the Academy's junior division.

The activity of family assistants in explaining the cultural program to parents has resulted in enhanced parental interest, support, and assistance. In many cases, parents were provided with tickets and accompanied their children. We believe that involving the parents in this way has led to greater enthusiasm and response on the part of the students, and a feeling of family participation in the educational experiences of their children.

The long range effects of a program of this nature may not manifest themselves for some time. However, we feel that the excitement generated by these experiences and the enrichment and pleasure afforded the boys and girls will produce lasting dividends. Aside from specific cultural value, these trips and experiences have helped pupils recognize the special effort being made on their behalf, and have resulted in improved attitudes and increased effort in their school work.

The College Bound Program Central Office

The staff of the central office of the College Bound Program consists of a director, two assistants and secretarial help. Their primary function has been to establish general guidelines for the program as a whole, to coordinate the efforts of the twenty-six high schools in it, provide the supporting services it requires and arrange for budget and finance. The director was relieved of his position as high school principal six months before the program was to begin in order to plan its design, formulate basic policies, decide which schools were to be included and set the program in operation. During this period, arrangements were made for admitting pupils into the program, allocating school personnel and determining their functions and responsibilities. Equipment was ordered. Plans for a summer session were initiated and put into effect. Necessary budgets were drawn up and relationships with various agencies and bureaus established. In the process of organization, every school was visited and discussions held with staff to acquaint them with philosophy and procedures.

The central office serves as liaison between the College Bound Corporation and the College Bound Program and facilitates the work of the Corporation in the schools. It also keeps the Corporation apprised of its activities. As a result, there has been a close and continuing relationship between the two offices. The director of the College Bound Program has reported regularly on its progress at membership meetings of the Corporation.

Budget preparation and financial determinations have been major tasks of the central office. Categories for expenditures by the schools have been established and accounting procedures set up. The central office has full

responsibility for the allocation of funds and supervises the expenditures of the schools. A major accomplishment was securing authorization that permitted schools to have funds on hand to carry out the cultural program, purchase materials of instruction and care for emergency needs.

The summer session which has become a vital and major part of the program has been a responsibility of the central office. The office sets up the summer centers, arranges for personnel through the schools, and provides for supervision of the teaching staff as well as the necessary administration. The office supplies the materials of instruction and shares responsibility for the evaluation of results. Two summer sessions have been completed and their accomplishments have been highlights of the College Bound Program.

The central office has functioned as a resource center for the schools and this has been one of its important accomplishments. Counselors and coordinators are in constant touch with the office for clarification of policy and advice. In turn, the director and assistant directors visit the schools, meet with administrative and counseling staffs, talk to faculty members and visit classes.

As mentioned elsewhere in the report, the central office has done much to supplement the cultural activities planned by coordinators and counselors in the individual schools. At the city-wide meetings arranged by the office, counselors and coordinators exchange experiences and discuss worth-while practices. Meetings of all principals in the program have also been held and determinations in many major areas made. The director has maintained a personal contact with all the school principals.

The counselors in the schools have received much help from the central office and an assistant director is specifically responsible for this area. She has made new counseling materials available to the schools as part of her work. One of her assignments was to work with a committee of counselors to draw up guidelines for group counseling. Arrangements were also made for a workshop to acquaint the school counselors with group counseling techniques. This was accomplished in cooperation with the Bureau of Educational and Vocational Guidance. As part of the counseling process, orientation sessions for the family assistants have been held regularly. The assistants have been supplied with guidelines, given full opportunity to discuss their work, exchange views and seek advice.

The central office has taken the responsibility for evaluating many aspects of the work of the College Bound Program. This report is part of that work. The office has also compiled data on scholastic results in all schools, and this information has been used as the basis for faculty discussions and for evaluating the work of each school.

We think that the relationship established between the College Bound office and the schools has been a happy combining of central direction with local initiative. The College Bound office has provided a philosophy, common goals and general policy along with material assistance. The schools have been left to experiment, use funds within very broad limits, devise new procedures and approaches and make the best use of their personnel.

The Summer Session

The seven week summer session of the College Bound Program is open to all pupils chosen to enter the program; attendance is voluntary. It is the first step for these young people on the road to admission into college. This section of the report deals with the second session held in the summer of 1968; the first session was in 1967. The data given here are drawn for the most part from an evaluation of the session by the Bureau of Educational Research of the Board of Education.

The 1967 session was described fully last year, and the report is available for those who may wish it. It explains in detail how the program was organized, and the role in it of counselors, family assistants, educational assistants, et al. Since this is available, the present report only summarizes most of what took place in the 1968 session. Some of last year's material, however, is reproduced in part, such as the course in English and mathematics. The present report explains certain changes in procedures and also includes achievement test results and other evaluative data of the 1968 session.

Organization of the Program

The pupils receive thorough training in classes of approximately 16 in the habits, skills, and practices needed for successful work in high school. They receive both group and individual instruction in the fields of English and mathematics, the two areas in which improved accomplishment is most essential. The work of the teacher is supplemented by that of college and high school students serving as tutors. Stress is placed also on the use of the library and the development of library skills. Not

only is emphasis given to subject matter accomplishment but provision is made for cultural enrichment through trips and visits.

Approximately 1,400 pupils attended the 1968 summer session on a fairly regular basis. They were on a three hour daily schedule, five days a week for seven weeks. Each day provided one period of English and one period of mathematics. Time was made available for library instruction and pupils were free to use library resources prior to the first period of class instruction.

The sessions were held in eight high schools centrally located to accommodate the pupils assigned by the 26 schools in the College Bound Program. The instructional phase of the program was carried out by 128 teachers, aided by 140 educational assistants who provided individual help. The assistants were either college students or selected students recently graduated from the high schools in the program. With few exceptions, teachers in the summer session were chosen from among personnel who would be working in the College Bound Program during the regular school year. This was planned to insure some reciprocal familiarity between teachers and students at the start of the regular session in the fall.

As a group, the teachers were young and not highly experienced. Nearly 60 percent had five or fewer years of teaching experience and almost 90 percent had ten or fewer years. Most of the teachers were licensed in the area they taught, only five percent holding other than English or mathematics licenses. Slightly more than half of the group had worked in the program either the previous summer or during the regular school year.

Compared with the first summer session, fewer teachers in the second session held regular, as against substitute licenses, but more were teaching within license. As a group, the teachers may have had less total experience, but this probably was balanced by the experience of many in having previously taught in the College Bound Program during the school year.

A new dimension was added to the 1968 summer session through provision for individual tutoring in mathematics, reading, and English composition for pupils who had been enrolled in the College Bound Program the previous school year. Counselors were asked to recommend pupils who had shown particular weaknesses or who might wish to improve their general performance.

The entire teaching staff was made available for this tutoring for an hour and a quarter each morning before the regular session began. In addition, a mathematics teacher was assigned in each school to help all pupils who wished to remain beyond the individual tutoring period. As anticipated, more pupils sought help in mathematics than in English. A total of 586 pupils reported for mathematics, only 388 for English.

Groups were organized running from five to eight pupils in size. Each mathematics group had the services of a licensed teacher aided by an assistant who had demonstrated competence in mathematics in high school or college. The opportunity to work with pupils on an individual basis made the diagnosis of weaknesses relatively easy and progress was very apparent. Almost all of the pupils in these groups preparing for the Regents examination in mathematics had initially failed it and were anxious to make a second attempt. Their attendance was excellent.

The results of the ninth year Regents examination taken in August were gratifying. Of the 256 who took the ninth year mathematics test, 117 or 46% passed. This was far better than city-wide summer results. Of the 49 who took the tenth year test, 13 or 27% passed. It should be remembered that all of these pupils had previously failed. In the ninth year test some pupils did splendidly, 44 scoring 75% or better, and 10 receiving 85% or above.

One of the most heartening aspects of the tutoring program was the number of pupils who remained after the tutoring session to seek further help. Up to 20 pupils in each of the eight centers met with a mathematics teacher assigned to give additional assistance. Some of the pupils remained for several hours.

Librarians and subject supervisors assisted in the program. The librarians conducted formal library lessons and helped pupils on an individual basis. The supervisors developed materials of instruction for use during the session and worked closely with the teaching personnel to improve instruction. Their schedules were such as to permit frequent visits to the schools and make possible immediate assistance when it was required.

Counselors and other school personnel saw individual students who were having adjustment difficulties, supervised the family assistants and provided administrative help to the teacher-in-charge. The family assistants provided services similar to those given during the regular school year.

Cultural experiences were also provided as part of the summer program. Although this aspect of the program has unquestionable value, less stress was placed on these activities than in 1967 because the school day was shorter and priority was given to classroom instruction. Nevertheless, each center arranged for the students to have a minimum of two excursions.

Each school provided an excursion to Asia House where they saw a two hour presentation which included an Asian dance program, a demonstration of caligraphy, and a movie made in Japan which highlighted some interesting and unusual aspects of Japanese culture. This program was particularly relevant since the 9th grade social studies curriculum includes an extensive unit on the Far East.

In addition to the Asia House visit, each school scheduled at least one other trip for their students. Among the trips taken were a guided bus tour of New York City, a day on the Circle Line boat, and visits to Prince-

ton and Fordham Universities. Some schools elected to see motion pictures of superior quality. The college trips afforded the students an opportunity to tour the campuses and to speak with students and faculty members.

Motivation for higher education was also provided for the students at three of our centers when they learned about opportunities in hospital careers through a panel discussion at St. Vincent's Hospital. Problems and opportunities in the area of higher education were also explored with the students at each center when college representatives addressed the student body.

Two colleges in the area demonstrated their commitment to the goals of the College Bound Program by inviting a group of students from Evander Childs High School to participate in six week summer programs on their campuses.

Mount St. Vincent's College planned an all day program for seventeen College Bound girls which included instruction in English, mathematics and creative dramatics, seminars in history, science laboratory work, and a sports program where girls received instruction in swimming and tennis.

The program culminated in a dramatic presentation where the girls performed for members of the faculty and parents. With the exception of a small grant from the College Bound Program to defray the cost of lunches and transportation, the program was totally financed by Mount St. Vincent's College.

Stevens Institute of Technology included three College Bound boys in their STEP Program which was designed to further the pupils' interest and knowledge in the fields of science and engineering. The students lived on campus, and participated in a full program of instruction, sports and cultural activities. Stevens has provided continuing contact with the boys by inviting them back to the campus several times during the course of the year, and is planning to include them in next year's program as student aides. With the exception of a small grant, which covered the boys' board, the cost of their attendance was assumed by the college.

Attendance

Attendance during the second College Bound summer session was satisfactory in view of the voluntary nature of the program, although it was generally below that of the previous year's session. The total register was 1760, approximately the same as last year's. During the first week, attendance was 79 percent compared with 90 percent in the first week of the previous year. In the last week of the session, attendance was 70 percent compared to an attendance of 80 percent the year before. Overall, however, the attendance was 76 percent during this session, only 4 percent lower than last year. It is possible that the decline in attendance for the second session was due to an intense heat wave at the time the session began. Also, a cut-back in the number of guidance personnel probably reduced effectiveness in following up absentees. In addition to the pupils atttending for the regular session, 974 others received tutorial assistance, many for the entire morning.

The goals of the summer session were manifold and determined by the character and needs of the pupils. Among them were the following:

1. Motivation for academic improvement.
2. Orientation to study habits and standards of performance required in high school.
3. Orientation to the content of high school work in English and mathematics.
4. Progress in skills required in high school English and mathematics.

Courses of study and materials were prepared and ordered in advance of the session. To provide for more effective instruction, pupils were grouped more or less homogeneously; students later were shifted from one group to another where the initial grouping proved to be wrong. Lessons and approaches were carefully worked out so that no teacher was at a loss as to what to do; this procedure proved particularly helpful to less experienced teachers. Teachers who were creative, however, and wanted to experiment, consulted with their supervisors and generally were free to do so.

Achievement in Reading and Arithmetic

What were the achievements of the summer session? While the long-term effects may be difficult to assess, the immediate results are available. The students were given four subtests of the Stanford Achievement Test at the beginning of the summer session and alternate forms at the end of the session. The four subtests were in arithmetic computation, arithmetic applications, arithmetic concepts, and paragraph meaning. In addition, the New York City Arithmetic Computation test was given at the beginning and end of the session.

The Stanford test results in mathematics were impressive. Gains of a full school year were made in computation, six-tenths of a year in concepts and eight-tenths of a year in applications. These gains were as great as, or greater than, those made in the first summer session. Pupils in both sessions began at about the same level of ability — retarded approximately one and one-half to two years. In the New York City Arithmetic Computation test, gains were unusual. Much of the work of the session had been devoted to areas covered by the test and the results reflected real pupil accomplishment. In this test pupils rose from a mean of 7.1 in the first test to 8.6 in the second test, a gain of one and one-half years. The median gain was almost two years, from 6.5 to 8.3. Thirteen hundred pupils took both tests.

It is important to note that marked and similar improvement took place in both summer sessions — an indication of what can be done under proper teaching and supervisory conditions. What is most encouraging is the gain in arithmetic shown by the lower half of the group which began the session with an average retardation of almost four years. The improvement of the lower half in computation and applications exceeded that of the upper half and was barely behind it in concepts. Despite the gain, it should be noted that many of these pupils are not ready as yet to deal with algebra and geometry with any degree of success.

Summer school results in mathematics both for incoming pupils and those receiving special tutoring have been markedly better in the summer session than during the regular school year. We are reasonably convinced that this has resulted from our ability to recruit needed personnel for the summer program, providing time and facilities for expert supervision and freeing pupils from outside distractions.

The work in English during the session dealt primarily with literature and composition. No stress was placed on remedial reading as such. Despite this, the Stanford results showed an average gain in paragraph meaning of four-tenths of a year in a period of six weeks of actual instruction, a result similar to that of the previous year. Again, as with the arithmetic, the lower half of the group was able to exceed the gain shown by the upper half. Despite the improvement, the gain has limited meaning since the Stanford test still showed an average reading retardation of some four years for this lower half of the group.

The Bureau of Educational Research, which evaluated the summer program, included a survey of the views of the professional staff. The results indicated a strong belief in the value of the program and a high regard for what the pupils had accomplished.

Using a scale of 1 to 5 to measure the faculty's attitude as to the effect of the program on students, the average rating given by the staff was 4.1 for scholastic achievement in reading and 4.3 in mathematics. The average rating for students' attitudes toward learning was 4.2 and for their interest in higher education, 4.2.

The survey bore out the frequently expressed teacher view of the conscientiousness and concern shown by the pupils during the session. The average rating for pupil cooperation in class and motivation for learning was 4.0 and for the extent to which homework assignments were completed, 3.9.

Teachers, counselors, librarians and supervisors were asked whether similar sessions should be held in the future. All responded affirmatively. One third (43) felt that the program should be continued without change; a few (8) felt that extensive modifications were required; the rest (74) indicated that only slight changes were in order. The opinions expressed were similar to those of the previous year, although perhaps slightly more favorable.

It is interesting to note that the family assistants were the most enthusiastic of all the groups and gave the highest ratings to the program. They felt that it was most effective in changing relationships and attitudes toward school, although relatively less so in improving home conditions related to learning.

In the following pages we have described some of the approaches used in English and mathematics during the summer session which led to the results previously indicated. The 1967 summer session report has a full description of the materials, etc., used in the courses. The report is available.

English

The English syllabus for the summer College Bound Program was designed to aim at these goals:

1. To provide a rich reading experience with books whose content was likely to have inherent appeal for children of disadvantaged background. The hope was to stimulate interest in reading and create awareness of the values to be derived from books.

2. To provide intensive training in basic communication skills which experience shows those youngsters generally lack, especially in the area of written composition.

3. To establish a framework for instruction in which the youngsters would learn and establish basic work habits essential to success in academic work.

The Reading Program

In the short span of seven weeks, the children were called on to do more reading than most pupils are required to do in six months of school work. At least four books, and in one case, five books, were studied in common; in addition, pupils were called on to read two additional books on their own and to investigate and read a number of current magazines.

All the books offered to the students for study were in paperback editions, and in all cases the youngsters knew these books would be theirs "for keeps."

The Written Composition

Teachers were offered an opportunity to develop specific skills in narrative and expository writing. Many classes wrote one composition each week, most often in conjunction with their study of literature. Each composition was carefully read by the teacher or his assistant and after its return was completely re-written by the student in the light of the instructor's suggestions; it was read again by the instructors and returned to the stu-

dents. In effect then, pupils wrote at least twice each week.

Other Areas of Instruction

Considerable stress was placed on use of the dictionary in conjunction with work in vocabulary development. Each pupil was given a paperback dictionary to be kept as his own. Lessons were offered in understanding and interpreting the information contained therein, and this learning was applied to comprehension and use of new words encountered in the reading pupils were doing. Each day's literature assignment included about half a dozen words which the youngsters looked up in the dictionary, determining their pronunciation and the single meaning that was most appropriate to the context in which they found the words.

All classes were called on to master a spelling list of commonly misspelled words. In conjunction with work in composition, either prior to writing or afterwards, when a need was indicated, lessons were given in punctuation, capitalization, and elements of English usage and grammar.

Developing Study and Work Habits

Homework, either reading or writing, and sometimes both — was offered almost every day, although teachers were asked to be reasonable in their assignments. On the average, pupils were probably called on to do 30 to 45 minutes of homework each day. The responsiveness of the children in general was a source of gratified amazement to the staff. When students failed to do homework several times, they were referred to guidance personnel who, when the step seemed necessary, called the home or sent family assistants to visit the home.

Each pupil was required to keep an English notebook divided into sections — Vocabulary, Spelling, Punctuation, etc. These notebooks were inspected by the teachers or their assistants, who also checked on the accuracy of the notes which students copied in the classroom. The general effort was to instill in the youngsters a sense of the importance of careful, conscientious work habits.

In general, the pupils showed gains in these areas:

a. Study habits and habits of work.
b. Enhanced ability to appreciate literature.
c. Awareness of writing disabilities and improvement in this regard.
d. Improved vocabularies and an interest in new words.
e. Ability to use the dictionary, especially to determine the meaning of a word applicable to a specific context.
f. Knowledge of the facilities of the library and of elementary research tools.

The Library Program

An important goal of the summer session was to acquaint pupils with high school library facilities and instill in them a desire to use the library and borrow books. A professional library teacher, usually from the permanent staff of the school, was in attendance every day. Purchases of paperback books were made so that these would be available in addition to the books and magazines normally on hand.

In each school, usually in conjunction with assignments in the English classes, the pupils visited the library for formal instruction in library resources and techniques. The lessons were offered by the librarian in charge and served, in general, to introduce pupils to the offerings of the library, methods of using its resources efficiently, sources for simple research projects (in this case, a report on the life of some person the youngsters were genuinely interested in) and finally magazines and other periodicals currently available to the public.

The library was open to all students before classes began. One of the most gratifying aspects of the program was the number of children who borrowed books, often taxing the resources of the single librarian in charge. The widespread loan of books immediately after the library lessons, testified to the success of the library instruction and to the quality of the librarian's contribution.

Mathematics

The College Bound Program in mathematics for the summer session provided for two levels of instruction. A syllabus was provided for pupils entering 9th grade mathematics and one for pupils entering the 10th grade. The pupils were homogeneously grouped according to the scores they had received on the standardized tests administered in junior high school.

The syllabus for the 9th grade students was prepared with the realization that most students do not have a firm grasp of fractions, decimals, percents and their application to real life situations. They lack the understanding of the basic reasons why arithmetic processes work.

The concept of dividing or multiplying by powers of 10 which reappears in all work with decimals and percents was clarified. Emphasis was placed on developing the concept so that students became aware that this technique can be applied in many situations. Students usu-

ally think that each arithmetic problem requires a new method, a new teaching process and a challenge to the memory as to how to do the particular example.

Each teacher was given a copy of the syllabus which included detailed lesson plans. Each lesson contained challenging introductory examples and motivations and also included a development which stressed the mathematical concepts to be clarified and applied. The lesson plans included four programmed instruction units which were:

1. Introduction to fractions.
2. Division of decimals.
3. Ratio.
4. Addition and subtraction of fractions.

Each program contains about 70 frames with concepts built up through short frames of explanation. Many students are unaware of the fact that mathematics can be learned from reading as well as from a verbal explanation. Working with the programmed units enables them to develop the self-sufficiency which comes from independent work and success.

The pre-10th year mathematics course of study for the College Bound Program was based upon several curriculum bulletins presently in use and contained only those topics whose mastery is deemed essential for success in tenth year mathematics.

Material was p..vided for 35 school days including the days needed for review, short examinations and administering a standardized arithmetic test. Space was provided for the teacher to write specific comments and suggestions concerning the sequence of topics to be taught, the difficulties encountered in teaching this material, and suggestions for revision for the future.

The main units of the course are: solution sets for linear equations, formulas (related to geometry, the development of the number system, using numbers to measure length, area, etc.), coordinate geometry, graphs of linear systems, ratio and proportion, and trigonometry of the right triangle. The last two topics included lessons using programmed instruction prepared for each pupil in the program. In many classes a programmed instruction unit on ratio and proportion was used to prepare the pupils for the unit on measurement of the angle.

If a group of students in the class needed remedial work in arithmetic, the teacher usually spent 15 to 20 minutes of the period reviewing the particular arithmetic skill before proceeding to the algebra and geometry of the lesson. The college tutors in the program assisted the pupils on an individual basis during the second part of the hour and a half period.

In developing the ninth year course, we were guided by four basic assumptions:

1. It is sound practice to integrate the important concepts of geometry the pupils will need in tenth year mathematics with the usual material in algebra and arithmetic.
2. The mathematics presented should include material with a contemporary point of view. The postulational approach, modern terminology such as set, number system, structure, etc. should be emphasized.
3. A major purpose of this program is to help the student understand the basic ideas of algebra and *apply them to geometric situations.* These include the following: perimeter, similar polygons, area, coordinate geometry, properties of geometric figures and deductive reasoning.
4. This program should also provide intensive individual instruction to develop the mathematical skills and understandings necessary for the pupils to succeed in tenth year mathematics.

* * * *

We have not been able to measure the carry over from the summer work to the regular school year. Conditions for both teaching and learning are more favorable in the summer than in the regular session, and we have found it difficult to maintain the momentum that has been gained.

Despite this, we feel that the students, particularly the weaker ones, will have greater self-confidence knowing that they had made progress and that improvement was possible. We believe, too, that teachers benefited from the experience of seeing substantial improvement in boys and girls whose achievement test scores had shown them to be far below any acceptable standard.

Conclusion

There should be many gains resulting from the College Bound Program, some not easy to measure or even discern at this point. We anticipate greater self-assurance among the pupils, more self-control, an increased desire for personal improvement, certainly a much wider cultural outlook. We are reasonably certain that there will be a major improvement in scholarship by the time the program has been completed. Many pupils who would have dropped out of school or at least, would not have continued their education, will be going to college.

The start of the program in 1967 was marred by a three week city-wide teacher strike which undoubtedly had an adverse effect, particularly on the less stable pupils. Nevertheless, the year was marked by a high degree of enthusiasm among pupils and teachers alike and especially among those most closely associated with the program — counselors, coordinators, and family assistants. School after school has said that the program represents its main hope of achieving any kind of genuine academic status.

Improved school-home relationships have been one of the high spots of visible achievement. Schools have reported parent meetings far better attended and with far greater interest displayed than in previous years. Community acceptance of the program has been very heartening and adverse criticism has been practically nonexistent.

We have had reports of pupils refusing opportunities to attend schools of high reputation in favored areas in order to remain with the College Bound Program. We have had many requests for admission into the program and few instances of voluntary withdrawal. Every school in the program asked that it be continued with the addition of a second College Bound group. In view of the extra work involved and the serious room shortages caused by the program, this is no small tribute.

The summer sessions have been a very real success. For two years in a row pupils have made remarkable gains as shown by standardized tests. We have shown in the summer session how much can be accomplished when it is possible to combine pupils who want to learn, with conditions under which teachers can work effectively, especially when aided by first class supervision. By the testimony of teachers as well as examination results, the summer session has been extremely effective.

Despite the enthusiasm that has been generated for the College Bound Program and the fine attitudes that have been developed, very real problems remain. There is a shortage of room space made more severe as a result of the small size of classes in the program. Many of the schools have reached their building limits with the addition of a second College Bound group. A few have turned to annexes as an answer but these are not easy to come by. The multiple and overlapping sessions existing in most schools have made teacher meetings, tutoring, extra-curricular activities, etc., difficult to carry out effectively.

There is a shortage of trained teachers, varying with schools, but true in mathematics of almost all, and as the program expands, this shortage of qualified personnel will pose greater problems. Department chairmen have been asked to add the supervision of the program to their already difficult jobs with no lessening of other burdens. They do not have the time to put in the additional work that is needed.

We have not been successful with all of the pupils who entered the program. Despite all our efforts, some pupils with apparent potential have not succeeded in their work. And there remains, in every area, the task of effectively preparing for college admission, boys and girls whose background makes the task enormously difficult.

But with all these problems, there is good reason to feel encouraged. We have seen optimism and hope that did not exist before, and morale among teachers and pupils in the program is high. Scholastic improvement has not always been spectacular, but it has been evident. In every area, even though by a small margin in some instances, the College Bound pupils have done better than those in the control group. In some areas, the improvement has been considerable. The experience of the past year has given us confidence that the goals of the program will be met.

Appendices

Appendix A

Consortium Members

Adelphi University
Garden City, New York
Alfred University
Alfred, New York
Bard College
Annandale-on-Hudson, New York
Barnard College
New York, New York
Bennett College
Millbrook, New York
Bloomfield College
Bloomfield, New Jesrey
Bowdoin College
Brunswick, Maine
Brooklyn College of Pharmacy
Brooklyn, New York
Cazenovia College
Cazenovia, New York
City University of New York (10 colleges)
New York, New York
Colgate University
Hamilton, New York
College of Insurance
New York, New York
College of Mt. St. Vincent on Hudson
Riverdale, New York
College of of New Rochelle
New Rochelle, New York
Columbia College
New York, New York
Columbia College of Pharmaceutical Sciences
New York, New York
Columbia School of Engineering
New York, New York
Connecticut College for Women
New London, Connecticut
The Cooper Union for the Advancement of Science and Art
New York, New York
Cornell University
Ithaca, New York
C. W. Post College
Brookville, L. I., New York
Dartmouth College
Hanover, New Hampshire
Drew University
Madison, New Jersey
Elizabeth Seton College
Yonkers, New York
Fairfield University
Fairfield, Connecticut
Fashion Institute of Technology
New York, New York
Fordham University
Bronx, New York
Good Counsel College
White Plains, New York
Hamilton College
Clinton, New York
Harvard College
Cambridge, Massachusetts
Hobart College
Geneva, New York
Hofstra University
Hempstead, New York
Houghton College
Houghton, New York
Iona College
New Rochelle, New York
The Johns Hopkins University
Baltimore, Maryland
Keuka College
Keuka Park, New York
Ladycliff College
Highland Falls, New York
LeMoyne College
Syracuse, New York
Long Island University
Brooklyn, New York
Lincoln University
Lincoln University, Pennsylvania
Manhattan College
Bronx, New York
Manhattanville College
Purchase, New York
Marist College
Poughkeepsie, New York

Members — continued

Mills College of Education
New York, New York
Mount St. Mary College
Newburgh, New York
Nassau Community College
Garden City, New York
New York University
New York, New York
Notre Dame College of Staten Island
Grymes Hill, Staten Island, New York
Pace College
New York, New York
Polytechnic Institute of Brooklyn
Brooklyn, New York
Pratt Institute
Brooklyn, New York
Princeton University
Princeton, New Jersey
Reed College
Portland, Oregon
Rosary Hill College
Buffalo, New York
Saint Bonaventure University
Saint Bonaventure, New York
St. Francis College
Brooklyn, New York
St. John's University
Jamaica, New York
St. Joseph's College for Women
Brooklyn, New York
St. Lawrence University
Canton, New York
St. Peter's College
Jersey City, New Jersey
Sarah Lawrence College
Bronxville, New York
Seton Hall University
South Orange, New Jersey
Siena College
Loudonville, New York
State University College at Cobleskill
Cobleskill, New York
State University College at Geneseo
Geneseo, New York
State University College at New Paltz
New Paltz, New York
State University College at Oneonta
Oneonta, New York
State University College at Plattsburgh
Plattsburgh, New York
State University Maritime College
Bronx, New York
SUNY at Albany
Albany, New York
SUNY at Binghamton
Binghamton, New York
SUNY at Buffalo
Buffalo, New York
SUNY at Stony Brook
Long Island, New York
SUNY Agricultural & Technical College
Farmingdale, New York
SUNY Agricultural & Technical College
Morrisville, New York
Stevens Institute of Technology
Hoboken, New Jersey
Syracuse University
Syracuse, New York
Trinity College
Hartford, Connecticut
Union College
Schenectady, New York
U. S. Air Force Academy
Colorado
U. S. Coast Guard Academy
Governors Island, New York
U. S. Merchant Marine Academy
Kings Point, New York
U. S. Military Academy
West Point, New York
U. S. Naval Academy
Annapolis, Maryland
University of Connecticut
Storrs, Connecticut
University of Hartford
West Hartford, Connecticut
University of Rochester
Rochester, New York
Wagner College
Staten Island, New York
Wells College
Aurora, New York
Marymount College
Tarrytown, New York
Marymount Manhattan College
New York, New York
Wesleyan University
Middletown, Connecticut
William Smith College
Geneva, New York
Yale University
New Haven, Connecticut
Archdiocese of New York
ASPIRA, Inc.
Diocese of Brooklyn
New York City Board of Education

Officers and Directors

Appendix B

Board of Directors

OFFICERS

Chairman
Rev. Timothy S. Healy, S.J.
Executive Vice President
Fordham University

President
Richard L. Plaut
President Emeritus,
National Scholarship Service
and Fund for Negro Students

Vice Chairmen
Robert Birnbaum
Vice Chancellor
The City University of New York
Jacob Landers
Ass't. Superintendent of Schools
N.Y.C. Board of Education

Secretary
Helen M. McCann
Director of Admissions
Barnard College

Treasurer
Daniel L. Bratton
Dean of Student Affairs
Adelphi University

MEMBERS

Aaron Brown
Special Assistant to the Provost
Long Island University

Frank W. Dana
Director of Admissions
Hofstra University

Herbert B. Livesey
Director of Admissions
New York University

Paul S. Mattox
Assistant Director of Admissions
and Bureau of Student Aid
Princeton University

John Wellington
Director of Admissions
Columbia College

Corporation Office Staff

Appendix C

NYCBC Central Office Staff

President
RICHARD L. PLAUT

Vice President
FRANK M. STEWART

Associates, School-College Relations
ROBERTO BARRAGAN
RONALD REED

Executive Assistant
WANETTA YOUNG

Secretary to the President
ELMETA H. PHILLIPS

Clerk-Typist
VIOLET PENA

210 East 86th Street, New York, New York 10028

Auditor's Report of NYCBC

Appendix D

NEW YORK COLLEGE BOUND CORP.

CENTRAL OFFICE

CASH RECEIPTS and DISBURSEMENTS

Organizational Period and 12 Months to June 30, 1968

CASH RECEIPTS		
Foundations	$100,000.00	
Corporate Foundation	5,000.00	
Interest	2,685.61	
Total Receipts		$107,685.61
CASH DISBURSEMENTS		
Payroll	34,546.44	
Employee Benefits	3,580.44	
Travel	2,707.19	
Printing & Mailing	1,119.51	
Office Expenses	4,412.91	
Rent	6,233.33	
Telephone	1,024.18	
Public Relations	1,828.87	
Accounting	600.00	
Deposit on Lease	550.00	
Organizational Expenses		
Furniture, Office Equipt., Typewriters, Copy Machine, etc.	7,176.16	
Payroll, Stationery, Rent, Telephone, Public Relations, etc.	4,389.34	
Legal	1,973.42	
Total Disbursements		$ 70,141.79
EXCESS OF RECEIPTS OVER DISBURSEMENTS		$ 37,543.82
CASH IN BANKS AND ON HAND – 6/30/68		$ 37,543.82

College Bound Program

Appendix E

Staff

JACOB LANDERS
Assistant Superintendent

HENRY T. HILLSON
Director

ELEANOR EDELSTEIN
Assistant Director

LETTY BACHENHEIMER
Assistant Director

WARREN HIRSCH
Coordinator, Summer Session

141 Livingston Street
Brooklyn, New York 11201

Board of Education, City of New York

Appendix F

JOHN DOAR, *President*

MILTON A. GALAMISON, *Vice-President*

Joseph G. Barkan
Aaron Brown
Mrs. Ana L. Conigliaro
William F. Haddad
Morris Iushewitz
John H. Lotz
Ernest R. Minott
Norman Redlich
Mrs. Rose Shapiro
Walter W. Straley

Hector I. Vazquez

BERNARD E. DONOVAN, *Superintendent of Schools*

NATHAN BROWN, *Executive Deputy Superintendent*

Deputy Superintendents

FREDERICK W. HILL, *Business Affairs*

SEELIG LESTER, *Instruction and Curriculum*

THEODORE H. LANG, *Personnel*

College Bound High Schools

Appendix G

MANHATTAN	*PRINCIPALS*
Benjamin Franklin High School	Mr. Leonard F. Littwin
Charles Evans Hughes High School	Mr. Samuel Namowitz
George Washington High School	Mr. Frank S. Sacks
Haaren High School	Mr. Bernard V. Deutchman
Julia Richman High School	Mrs. Roxee W. Joly
Louis Brandeis High School	Mr. Murray A. Cohn
Washington Irving High School	Mr. Gerard N. Oak
BRONX	
DeWitt Clinton High School	Mr. Walter J. Degnan
Evander Childs High School	Mr. Bernard Weiss
James Monroe High School	Mr. Oscar Dombrow
Morris High School	Dr. Paul Schweitzer
Walton High School	Mr. Daniel M. Feins
William H. Taft High School	Mr. C. Edwin Linville
BROOKLYN	
Bay Ridge High School	Miss Mary C. McGinnis
Boys High School	Dr. Norvel Clark
Bushwick High School	Dr. Leonard Gelber
Canarsie High School	Mr. Carl Cherkis
Eastern District High School	Mr. Frank E. Stewart
Franklin K. Lane High School	Mr. Morton Selub
George Wingate High School	Mr. Max Bromer
Grover Cleveland High School	Dr. Philip L. Groisser
John Jay High School	Mr. Aaron N. Maloff
Prospect Heights High School	Miss Gertrude Cohen
Samuel J. Tilden High School	Mr. Joseph S. Shapiro
QUEENS	
Andrew Jackson High School	Mr. Murray Bromberg
Long Island City High School	Dr. Howard L. Hurwitz