

Although most of their parents looked favorably upon their being enrolled in the special academic program (80% according to the students), their neighborhood friends were much more skeptical (only 43% were reported to favor students' joining the program.)

Source: Questionnaire distributed by OEO to Upward Bound Project Directors, combined with data from the Syracuse University Youth Development Center.

Mr. DELLENBACK. Do you have any record at the moment as to the college performance of the Upward Bound students through the first year?

I recognize we can't talk about postcollege but do you have any sound figures as to what has happened with this first group?

Dr. FROST. I have it in the 1965 group.

Mr. DELLENBACK. May we do this in order to conserve time? May we have that for the record so that we can study it?

Dr. FROST. Yes.

(The document referred to follows:)

[Release at Upward Bound press conference, Nov. 30, 1966]

80 PERCENT OF FIRST UPWARD BOUND GRADUATES CONTINUE EDUCATION

Early indications of Upward Bound's success in reaching and motivating impoverished high school youngsters are that they respond as if the flood gates to knowledge had just opened, but the scars of poverty will not be quickly erased.

Dr. Richard T. Frost, OEO director of Upward Bound, projects that the several hundred thousand high school youngsters from impoverished backgrounds who now go to college at a rate of 8% could be motivated through Upward Bound to go at a rate of over 50%—higher than the college rate for all Americans, rich or poor.

Data from six of the first 18 Upward Bound demonstration projects show that 80% of the students continued their education, with 78% going on to college. Only 12 percent of these Upward Bound alumni dropped out during their freshman year of college, less than half the customary dropout rate for such students. (Previous studies put the dropout rate in predominantly Negro colleges at one-third the freshman class.) Although they were having a tough time competing academically, those students from the lowest economic status were those who most often improved their grade level in the second semester. Also, 20% of the Upward Bound students in college improved their academic standing in the second semester over the first semester.

Psychological testing of a representative sample of the 20,000 current Upward Bound enrollees shows a definite improvement in self-esteem and self-evaluation of ability, motivation for college, self-responsibility and interpersonal understanding. But attempts to measure a change in the student's alienation from society and positive plans for the future showed no significant change after a summer Upward Bound experience.

Student ratings of the Upward Bound programs indicate that low maturity students need structured educational settings; whereas high maturity students perform best in a more flexible classroom environment.

The teaching techniques that appear to produce the best results are: small classes and discussion groups where individual attention can be given and all students can be stimulated to participate; teachers who like and respect students who present a challenge and thus instill a sense of striving among students; almost full-time engagement in the academic process, with informal discussions, movies, cultural activities, individual tutorial sessions with college undergraduates, and evening session, all geared to stimulate the intellect; broad academic and personal freedom, with the student society imposing the rules; and use of teaching materials that are relevant to the type of student in the classroom.

"These techniques have been part of the national rhetoric among educators for a decade or more, but have been rarely practiced, as a package, anywhere," said Dr. Frost.