

38 students, all high risk in terms of attrition and academic success, 36 are still enrolled. One of the two dropouts has transferred to a nearby state college.

At West Virginia Institute of Technology, it was determined after review of the 1965-66 records of 63 freshmen from low income (Appalachian) homes that 36 of 57 percent were not making satisfactory academic progress. While their records showed academic potential to achieve, they did not know how to use their academic abilities. In addition to their educational difficulties, these students generally suffered a "cultural shock" often resulting in withdrawal of the students from college.

Consequently, during 1966 a project designed to identify techniques and procedures to help college students from culturally deprived homes to deal constructively with the problems encountered in the college community was undertaken. The assistance given to these students primarily involved supplementary counseling services, including academic remedial and social adjustment counseling as well as parental involvement through home visits by the counseling staff. These efforts created an atmosphere that stimulated the following successes:

1. The grade point average of 2.00 for the project students compared to an average of 1.73 for the total freshman class.
2. The attrition rate of 5 percent of the project students compared to 13 percent for the total freshman class.

It becomes apparent that the disadvantaged can achieve academic success, but to do so he needs specialized assistance designed to expose and stimulate his latent, unrecognized abilities.

PAST AND PRESENT EFFORTS TO ASSIST THE DISADVANTAGED STUDENT

In recent years colleges and universities have focused increased attention on disadvantaged students. Feeling the need to involve themselves with contemporary problems and also recognizing the value of a diverse student body, institutions of higher education have accelerated their efforts to identify and to enroll students from disadvantaged backgrounds. As a result of institutional efforts and activities conducted under Federal programs, an ever increasing number of disadvantaged students is attending colleges and universities. One of the great challenges facing these institutions is to insure that the academic careers of these students will be rewarding and successful.

However, up to this point in time, too little emphasis has been placed on providing needed academic and other assistance necessary to help the disadvantaged student stay and succeed in his college career. Relatively few colleges and universities, in terms of the need, have thus far developed compensatory programs and most of those that have are serving very small numbers of disadvantaged students. For example, a survey conducted in 1964 of compensatory practices among institutions of higher education indicates that of 610 institutions responding, 386 or 63 percent reported they had no compensatory programs of any kind, although many indicated they hoped to be able to provide such special services in the future.

The need for remedial programs and special services for disadvantaged students has also been recognized by both institutions of higher education and non-profit educational organizations in their proposals to the Educational Talent Search Program.

The following statements illustrate the concern raised by these institutions and organizations:

A spokesman for Oakland University of Rochester, Michigan, states that, "Our experience with specially admitted, disadvantaged students has been that admission and financial barriers can be overcome without too much difficulty, but that these students need considerable help once they have been enrolled. It is our hope that we can receive the necessary funds under Talent Search legislation to provide the support our project students need to survive in a demanding educational program." The University proposes to continue a program, initiated in cooperation with public schools and the business and professional community, to admit more disadvantaged, under-achieving students for the fall of 1968. The students will be given the necessary financial aid; participate in pre-college community and study skills programs that will focus on reading, study and writing tasks which the participants will face as freshman students; and receive continued skill development during the academic year. A counseling program also will be provided to help the participants adjust to university life and to achieve "self-direction."