



DARTMOUTH 1966

A
B *Better*
C *Chance*



A Better Chance

An Educational Program

Sponsored by Dartmouth College

Assisted by the Rockefeller Foundation
and the Office of Economic Opportunity

In Cooperation with the
Independent Schools Talent Search Program

Report by Davis Jackson
Director

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"... I don't know about the others, but as for me, the training I received this summer seems to come in handy just about every day, from the math and English, right down to the waiting. Mr. Clough, who was one of my favorites, gave me something which has changed my life completely; that is an insight into art and through art, especially literature, I have been given a better outlook on life. This new power I feel that I have is all a result of ABC '66...."

...1966 ABC student after his first few weeks at preparatory school.

FOREWORD

The summer of 1966 marked, at Dartmouth, the third year of Project ABC (A Better Chance). Conceived as a summer session for educational aid to disadvantaged youngsters, mostly from grade nine, it was unique among the myriad projects begun when the present national recognition of the inequities in American education began to assault the conscience of the general public.

ABC is not just "one summer of happiness" nor is it a brief interlude of enrichment from which youngsters return to their homes and the surroundings which have kept them from realizing their potentials. It is a serious, hard-driving program of instruction in English and mathematics and (for those who especially need it) corrective attention to reading skills. Each boy comes to Dartmouth after having been granted admission with scholarship aid to a preparatory school* contingent upon satisfactory work in the eight-week program at Hanover. Thus an ABC boy looks ahead toward completion of his schooling in a new setting, one which will tax his abilities heavily but offers him the opportunity to proceed with his studies at a faster, more intensive, more challenging pace, and, hopefully, to bid successfully for admission to college.

To put Project ABC in perspective, one must know of the Independent Schools Talent Search Program, established in 1963 by the headmasters of twenty-one independent boarding schools. The headmasters of these schools had long been concerned by the fact that innumerable children in disadvantaged homes and over-taxed schools had talents which were going to waste in a period when those talents should be developed for their own sakes as well as for the nation's. The Talent Search Program has grown to include over 100 schools from Calif-

* Except for eight of them who were granted admission to Hanover High School in a new experimental project. These are to live in a house with an experienced secondary school teacher and his wife, plus two Dartmouth undergraduates acting as tutors. They are to participate as widely as possible in high school classes and extra-curricular activities, but in living together they will have the benefit of special tutelage and a sense of community not unlike that of a boarding school. It is hoped that this experiment will be successful and that other communities with good public schools may be spurred to undertake such a plan.

ornia to Maine. At its inception it was obvious that the transition from America's "pockets of poverty" to first-rate preparatory schools would be impossible in most cases without some sort of "spring board" -- and the idea of Project ABC was born.

Pioneered by Dartmouth in 1964, ABC has now spread to four other colleges: Mount Holyoke (girls), Carleton (boys and girls), Williams and Duke (boys). That the colleges should make such moves is understandable because, wholly apart from the "rightness" of such endeavors, it had long been apparent that the kind of boy or girl in question needs two or three years of preparatory school work in order to have a chance for admission to college. And while it may be cogently argued that reform in the area of educational opportunity should start at kindergarten age, such an observation is not really relevant to the needs of boys and girls who have reached junior high or high school age and need help now.

One hesitates to estimate the impact of such an undertaking on the country as a whole, but the possibilities of its reaching out to touch the lives of many individuals and communities is indeed exciting. There is trustworthy evidence that there is a considerable "ripple effect" -- that for every boy or girl who makes a go of ABC and preparatory school there are families and whole communities where new hopes have been generated, new understanding that there are real remedies for cultural, educational and economic poverty -- that the door to fulfillment is open -- or at least ajar.

At the beginning we had to rely on intuition or hunch that the plan would work. How abruptly should we intervene in the lives of youth hitherto confined in rural slums or urban ghettos? Could the shock of such sudden change have damaging rather than beneficial effects? Will the boys and girls survive happily and develop into productive citizens in a troubled nation and a world of ever-increasing problems? Will they spurn the needs of their home communities and disappear into the middle class? Or will they return, retaining the good kind of pride and realism, to help with the repairs of which America so greatly stands in need?

Since it may be a long time before we know the answers to these questions, we take comfort in our present knowledge that almost all who have gone on to preparatory school thusfar have acquitted themselves well. There have been few casualties and many occasions for rejoicing. Combining the totals for the years 1964, 1965 and 1966 the box scores are encouraging: 218 were selected for Dartmouth ABC of whom 194 matriculated in new schools. Of these, eight graduated in 1966 and were offered admission as scholarship students at such institutions as the California Institute of Technology, Cornell, Wesleyan, Yale, Western Reserve, Antioch, Princeton, Middlebury and MIT. A clearer picture of what has been accomplished should emerge as the result of research and follow-up being conducted with the financial support of the U.S. Office of Education (see page 45.).

As to central purposes and design, there have been no significant changes in ABC since its inception -- mastery of the essentials of good reading and writing, mathematical thinking; teaching in classes small enough to permit attention to the needs of each boy individually; the provision of guidance and help by Dartmouth students who are equipped not only to tutor the boys but to counsel those who have "problems" and who can relate sensitively to teenagers, playing the multiple roles of housemaster, coach, friend and model.

Of the eighty who completed the ABC session at Dartmouth in 1966, four were not recommended for admission to preparatory school and four were recommended with such grave reservations that they were not admitted. One boy, while recommended, elected not to go, and three went but chose to return home in the first week. Thus, at present writing, sixty-eight are now in new schools where, hopefully, they will make good use of their "better chance" as they did in their short eight weeks at ABC.

THE STUDENT

Just what kind of boy is picked from the crowd to go into ABC and from thence to a preparatory school?

He is a risk, no question. But he is not a drop-out, not a juvenile delinquent, not a boy irretrievably lost in private wars with parents, schools, other races that may encircle his neighborhood.

Stated more positively, he is one reared in circumstances approaching poverty, or poverty unqualified. He has been educated in schools not equipped to do much more than a skimpy job and encourage learning by rote rather than the achievement of understanding. He is probably bright, but his intelligence is likely to be incorrectly measured by standard tests, because such tests are largely designed for the middle class majority and include questions which presuppose knowledge and experience not available to the poor.

He is likely to be Negro since (as he knows all too well) Negroes in general have been denied opportunities in education, and have been at the bottom of the heap, in the social and economic sense, since the days of the slave trade. If he is not Negro, he is likely to be a Puerto Rican or an Indian. And if he is not of these minorities, he is nonetheless clearly one of the estimated fifth of our population whose lives are stunted by cultural, economic and educational deprivation.

He is ambitious. He wants to make something of himself. He wants to learn. He is curious about many things. He approaches ABC with conflicting emotions, because he has been faced with the choice between a milieu full of strangers, new customs, new requirements, new dialects -- and the familiar, predictable backdrop of home. There is, indeed, "no place like home", however great its deficiencies may be.

He has opted for change. Or at least we hope so; it is always possible that an ambitious mother or father may have pushed him too hard.

Mostly he comes from cities. He is wholly aware of racial tensions which cloud the American scene, and may harbor the suspicion that ABC has a hidden price tag. He finds it hard to believe that someone is offering him a ten thousand dollar education "for free".

He likes sports, especially basketball. He is less enthused by games like soccer, which is likely to be a new experience. Some are musical, or interested in the arts, performing or creative.

He likes girls most of all, and complains loudly about their absence from the program.

He also complains vociferously about the quality of institutional cookery, the limited free time, and, most of all, the scheduled daily life wherein one must go to bed on time, get up on time, go to class on time, and so on ad infinitum. To him this sort of life seems at first an intolerable kind of regimentation, infringing, as it does, on his freedom to go and come as he pleases.

But he has a sense of humor, which occasionally saves the day, and adapts, after some struggle, to a new way of life.

THE FACULTY

As in prior years, our faculty were experienced secondary school teachers dedicated to their profession and committed to the movement for equal opportunity.

They were racially mixed and came from both public and independent schools. They were ten in number; five taught English, four taught math, and one specialized in reading.

They came prepared for a professional challenge, and they got it; their daily teaching load was four hours of actual classroom work, plus time in the early afternoon for individual conferences with students; some helped with athletic activities, working with the tutors and physical education staff; they dined with the students; they corrected the daily quizzes, English papers and homework assignments, they conferred with each other and with the tutors on the progress or problems of individual students, they planned tomorrow's work and, long after the boys were asleep, the lighted windows in their quarters spoke of remarkable endurance.

We were lucky to have three veterans. Having been through the ABC mill before, their experience was invaluable. These were John Lincoln, Thomas Mikula and Albert Clough respectively from Choate School, Andover and Mount Hermon School. Lincoln and Mikula were our Coordinators of English and Mathematics and, as such, hunted down their teachers, appointed them to their departments, and set about the task of planning a program of teaching which would make the best possible use of the forty-four teaching days ahead.

They were overworked, but they exemplified the fact that work is never drudgery when you love it.

To a man, they believed in that kind of teaching which stimulates original thought, effort, searching. Questions were important in themselves, as well as answers; the process of finding an answer independently was perhaps the dominant characteristic of ABC learning (as it surely is in any truly educational undertaking).

The intimacy of small classes and conference appointments was enhanced by personal friendships made through contact at dinner, the theatre, and on weekend trips.

In last year's ABC Report the Program's Director (Charles Dey) summarized the meaning of the teacher-student relationship by saying that "when, in the years ahead, students look back on ABC, it will be with memories not of buildings, books or program, but of men and women who were willing to see them the 'extra mile', teachers who, through their deep concern, endless patience and abiding faith, witnessed their conviction that each student mattered."

THE TUTORS

Students were, as in prior years, assigned a resident tutor at the very beginning. Each tutor had eight boys, and lived with them in a dormitory suite, the nature of which was such that one might have designed them for the Program's particular needs. Suites were self-contained units; bed-study rooms for eight boys, showers for all, and a larger room which, normally used as a lounge for undergraduates, served as the living-bedroom for the resident tutor.

Tutors were worked hard. Their enjoyment of the job and their dedication to it were genuine; all of them could have found more remunerative summer occupations had they been so inclined. Living, working and playing with their charges, almost constantly, they developed a relationship hard to define, but easy to see. Their propinquity cemented, in eight weeks, friendships which in many instances may carry over into later life.

Their selection for the job took place after careful sifting of applications and interviews. The criteria we had in mind were many: commitment to the aims of ABC of the deepest and most genuine kind, energy, patience, stamina, initiative, imagination, cooperativeness and leadership. And these qualities they turned out to have in abundance. Without them, it is safe to say, the Program would have foundered.

So demanding was their job that their orientation in the spring was coupled with academic credit for one course. It involved a weekly class in tutoring techniques and the subject matter in English and math, and another weekly meeting in which to develop specific plans for the summer's non-academic activities, so that by the time the boys arrived in June they were ready to go -- ready with a clear conception of their roles in the total effort and specific understanding of what they were expected to do.

Each tutor had, in addition to the necessary qualities of character, certain special abilities which included, for example, how to teach swimming, how to direct a play, how to train a glee club, how to make a reluctant group of city-bred lads into enthusiastic moun-

tain\climbers and wilderness cooks, how to canoe or sail well and safely. And of course all these activities combined to produce boys who began to realize new talents and develop new interests.

Since weekends required the time of tutors in shepherding their charges on trips ranging from the Maine seacoast to the summit of Mount Washington, they were each given one day off at midweek to breathe and relax. They were encouraged to get out of town, to have a change of pace and scene essential for their well-being. Even so, some tutors would be found in town on their off-duty days, catching up with reports on their boys, working on a student play or project, planning weekend trips, all of which were more important than the diversions of a holiday, however badly needed.

It is fair to say that the tutors in an enterprise like ABC can make or break the program -- and that the former was the case, happily, in 1966 as in years before. One of our veteran tutors concluded his final written report with these words: "I want to thank Project ABC for two great summers. My association with the Program has been an honor and a privilege. An ABC resident tutor has the best of all possible jobs."

THE SCHEDULE

After three years we are more than ever convinced that the course content of the ABC Program should be confined to English and mathematics, with extra work in reading where it seemed necessary. Instruction in the sciences, social studies and foreign languages would have required a much larger faculty, much more equipment and many more dollars than we could afford, and in any case it was the conviction of all concerned that concentration on these two basic skills would lay the best foundation for work in the schools toward which the boys were headed.

Each boy had a daily schedule like the one on the next page; all had four class meetings, and about twenty had five (these were the students who had a class in reading). The fact that only a quarter of the students had reading training was a new departure, and it is entirely possible that we shall reverse our field another year to be more in accord with the persuasive recommendations set forth in the Report on the Reading Program.

The daily schedule was a tight one, and kept the boys moving. Tardiness at classes and activities was sometimes a problem, and it was often brought to the attention of resident tutors, who were persistent in their attempts to remedy the situation, remonstrating with their students, encouraging them when they built the habit of punctuality, and constantly reminding them all that the life of a preparatory school boy was, like it or not, highly organized and necessarily so.

A REPORT ON THE ENGLISH PROGRAM

Introduction and Commentary by John E. Lincoln, English Coordinator

A year ago the English teachers prepared a detailed report of their instruction in reading, classroom discussion, and composition. Because much of this year's program was the same as the one followed in 1965, the present teachers have decided to comment only on those matters they wish to emphasize. In this way they hope to avoid unwanted repetition and to provide meaningful shoptalk to anyone interested in teaching English to ABC boys or other students like them.

The Schedule:

Each of the five English teachers met two classes of eight or nine boys each twice a morning for six days a week. Each taught the first class in the first and fourth periods; the second class, in the second and fifth. The third period was free. In addition to the regular classes, there was a period of forty minutes after lunch reserved for Faculty Appointments, during which a teacher worked with one student at a time. In my opinion, this schedule was serviceable. I liked using the second meeting in a morning to emphasize a point introduced in the first class or to return quizzes and paragraphs which I often corrected during the third period. I did not have to wait the customary twenty-four hours before providing the necessary evaluation. The post-lunch period I found as valuable as ever; it enabled me to do special work with individual boys.

The Curriculum:

All that the teachers did reflected their desire to help every boy develop his skills in writing, reading, and talking in class. Composition was emphasized; the boys were obliged to do some sort of writing almost every day. In my own classes, I stressed organization, specific details, sentence structure, tense, pronoun reference, punctuation, and spelling. Because the boys tend to write their best prose when they are asked to write narratives based on their own experience, I concentrated on narrative for the first four weeks. Besides illustrating certain fundamentals on the overhead projector, I had the boys study appropriate models in Composition: Models and Exercises, 10, (Harcourt, Brace & World), in the novels we read, and in the Detailed

Summaries I obliged them to write frequently. I followed the same procedure when we shifted the emphasis to description and finally to exposition. I believe that this approach -- essentially one of saturation -- has merit. The boys do learn what they ought to do by way of content and organization; and most improve their phrasing too. Composition 10 was quite helpful. I like the aims of the editors and the format of their text. On the other hand, the quality of the models fluctuates; not a few of the selections seem weak in both content and style. I used two other books when teaching composition: The Family of Man (Maco Magazine Corporation) and A Program for Effective Writing (Appleton, Century, Crofts). The volume of photographs was useful when one class undertook to write descriptive paragraphs; I would be interested in doing more with the book another year. Before the summer started, I had hoped that A Program for Effective Writing would help the boys master instruction in conciseness, subordination, parallelism and other like matters. That the text did not fulfill all of my hopes is a criticism of my judgment, not of the authors, who wrote it for college freshmen. Lastly, I read many Detailed Summaries, counting on them to give most of the boys a feeling for lucid syntax, relevant details, and organization. The exercise also helped the boys improve their punctuation.

My students read the following books in the order listed: Steinbeck, The Pearl and The Red Pony; Hemingway, The Old Man and the Sea; Wright, "Big Boy Leaves Home", "Down by the Riverside", and "Fire and Cloud", all in Uncle Tom's Children; King, Nobel Prize Speech; Crane, The Red Badge of Courage; Homer, The Odyssey, translated by Robert Fitzgerald. Having commented on all but one of these in the 1965 Report, I shall make only a few remarks here. First, The Red Pony may not evoke enough interest in most of the boys to make it a suitable selection another year. Second, only the older boys should be asked to study The Red Badge of Courage, and even for them some teachers might dissent. Third, I missed the light touch of Saroyan this summer. Except for Homer, all of the writers stressed the sorrows of life. This lack of balance seems unrealistic and unwise. Fourth, I believe that the boys were asked to read too many books. I felt rushed most of the time; I was uncomfortably aware that I had only a few days in which to study each author. There were occasions when it would have been pleasant and edu-

cational to dawdle, pondering one detail or another and chatting about subjects that arose quite by chance in a class discussion. The necessity to read this number of books also crowded me in the last weeks when I wanted to do certain things in regard to composition. In effect, I recommend that the reading list in 1967 contain fewer selections than it did this year and that one of the books be something like Saroyan's My Name Is Aram.

Special Events:

During the summer the boys saw three movies that had been selected by the English teachers. These films were Twelve Angry Men, Inherit the Wind, and In Search of Ulysses. In addition, the boys saw three plays at Hopkins Center: Julius Caesar, A Servant of Two Masters, and Who's Got The Saladressing? The last named play was probably the most satisfying of all. Written and directed by a resident tutor, Bob Reich, the comedy provided an enthusiastic audience with a delightful hour of wit, farce, and talented acting. Except for the heroine, the performers were ABC students.

Another important feature was the public reading of poetry by one of the ABC English teachers, Mr. Lance Jeffers, and at a later date by Mr. Sterling Brown, professor of English at Howard University. The faculty were deeply pleased by the response of the boys to the poets and their poems.

Two publications deserve attention, for both promoted the skillful use of language on the part of many ABC boys. Under the guidance of resident tutor Dick Dellamora, a group of interested students put out a newspaper almost every week. The quality of the writing was uniformly high. Midway through the summer Mr. Lance Jeffers volunteered to supervise the preparation of an ABC literary magazine, later entitled Roots. Through his efforts several boys were encouraged to write poems, short stories, and essays. Every boy in the Project received a copy of the magazine before he left Hanover.

The last event to mention is the weekly meeting of the English teachers with the resident tutors. I found these gatherings to be both pleasant and very useful. I hope they will be continued. In addition, I urge that future English teachers adopt a request of the tutors whereby the teachers would return corrected themes to the students via the tutors.

Data for the Secondary Schools:

Besides writing final reports on their students, the English teachers filed two or more compositions that were written by the boys in the final days of the Project. These samples were to be forwarded to the secondary schools with the reports and other data.

The immediate need of the boys became apparent after I read two samples of their writing: a review of and instruction in certain phases of basic grammar and of sentence structure in general. Furthermore, it soon became apparent that the literature assignments were poorly done because the majority of the students were unfamiliar with the techniques of close reading. It was also obvious that much work would have to be done on an individual basis in the help periods. Finally, it was immediately made clear that all aims could be met only through constant repetition.

Of the literature studied, The Pearl, The Old Man and the Sea, "Big Boy Leaves Home" and The Odyssey met with the widest favor. Through their writing and through class discussion, the boys indicated that these were their favorite selections. Certainly all of these choices could again be used to great advantage. The Red Badge of Courage met with disfavor. The boys were unwilling to give Crane's style the attention which it deserves, and they became both impatient and bored with the novel. Because I believe that the students should be exposed to a difficult novel, I still favor this choice or something very much like it. The Red Pony engendered no great enthusiasm. It appeared to be a choice to which many of the boys could not relate. It is difficult to know whether this is a selection that should be retained. King's Nobel Prize Speech was successful only when read in class. The boys found it exceedingly difficult, but I believe that it is too important a document not to keep for another year. Composition 10: Models and Exercises (Harcourt, Brace & World) provided an excellent way of instructing in varied approaches to writing. By limiting the paragraphs to about 250 words, the editors provide workable models of prose. On the other hand, many of the suggested paragraph topics had no appeal to the boys. They wrote better when their interests could somehow be worked into the writing assignments. A Program for Effective Writing (Appleton, Century, Crofts) was occasionally useful, but I did not find it in any way essential to our work. The Detailed Summary is an excellent way of instructing in both listening and writing. In addition, the summaries also provide the boys with a new experience, note taking.

I did not feel the need of a grammar handbook. Indeed, using what students had written proved to be the best method of instructing in what was both right and wrong with their writing. Because I used the boys' papers almost daily, the overhead projector was a great boon. With limited board space, I could not have done without it.

The reading (studying) of Dr. King's speech required special instruction. I had the boys bring their copies to class and taught them something about underscoring important passages and how to make brief marginal notes. This time was worthwhile since most of the students knew little or nothing about the correct approach to an essay of such difficulty.

Lastly, it was obvious that the students needed some experience in writing a full length composition, and to this end three 400-word compositions were assigned. Once again, the papers were successful only when the boys wrote on something to which they could relate.

Although the boys represented a wide range of ability and skill, the most glaring need was increased writing skill. Early samples exhibited every possible mistake from incomplete sentences to suicidal errors in emphasis. Making the boys aware of the basic elements of clear thinking and logical, effective, expression became an urgent objective. Reading skills varied widely, too, but again there was a common need; in this case it was for increased vocabulary skill, and for an awareness of the need for precision if they were to become both effective writers and perceptive readers.

As for methods, I relied at first on assignments of simple narrative and descriptive essays to expose and attack basic errors in construction and mechanics. Then after three to four weeks I went into exposition and began to cope with the larger issues of good organization and effective presentation. Writing short answers to quizzes and longer essays, urged constantly to use specific language and active verbs, seeing their every ambiguity interpreted in the least favorable way, the boys became increasingly aware of, if not better at meeting, the demands of clear and accurate prose. In teaching vocabulary, I made up word lists from The Red Badge of Courage (finding an average of one word per page) and quizzed the boys on them while we were reading the book. At first, many of the boys had a tough time keeping to the same part of speech when writing or choosing a synonym or writing a short definition.

Recommendation:

There should be more non-fiction in the reading syllabus. These boys are going to be writing more exposition than narrative or description, and they should have a chance to read and analyze some good expository prose during the summer. A book like Background and Foreground (Markel, ed.) would be useful; a compilation of articles from the New York TIMES Magazine, would be both informative of contemporary affairs and exemplary of a good style.

* * * *

A Commentary on Teaching English, by Lance Jeffers

The weaknesses of the boys were, in short, that they had never been taught to think about literature or to write. Most had had some grammatical orientation, but most had never been compelled to write themes regularly. Few if any had had any serious training in writing with regard to organization, diction, depth, etc. And most had never had any serious training in literature: that is, they had not been trained to take a story or a poem seriously and to look into it. To a considerable extent their training in English had been mechanical; there had been, apparently, little effort to bring out the creative in these boys either as writers or as thinkers. And even in the area of the mechanical, their previous training -- the training, that is, of the overwhelming number of them -- had not been thorough. But their environment had trained them to think and to be creative, as, almost inevitably, living in the midst of suffering and deprivation will make a student quick and deep.

In teaching them literature, I attempted primarily to show them how to expand the meaning and the depth of a story. I attempted to show them, for example, that fiction deals fundamentally with the identity crisis of the individual and, through him, with the identity crisis of man. Thus each piece of work studied was linked to every other piece through this central idea, which makes fiction a study not only of the individual but of man. We dealt with plot, action, setting, theme, and their interweavedness. We dealt with symbolism and motif, which -- along with the theory of identity crisis and the idea that fiction deals not only with individuals but with man -- make the Odyssey infinitely more than a series of fantastic adventures, and Uncle Tom's Children infinitely more than a series of stories about racial oppression. I introduced, within the context of characterization, certain psychological concepts which might help them better to understand characters, characterization, the nature of the human makeup, and inevitably, themselves. At all times I related events and characters to the contemporary world, pointing out that good fiction is a serious study of mankind-in-crisis-and-in-growth and, therefore, immediately relevant to us all.

My teaching of writing is strongly related to my teaching of literature. I placed great emphasis on mechanics and organization, my emphasis on the latter being not an observance but a conviction that learning to organize a theme well is not only writing growth but also emotional growth. I stressed the writing of topic sentences and their development, and powerful conclusions, but also placed considerable emphasis on beginning a theme "in the middle". I laid great stress on diction, relating diction to the need for grace and dignity in language. I stressed learning to develop one's intuition in writing, so that one may develop a sense of where and how to conclude and so that one may develop a sense of the graceful as against the gauche. I stressed stripping the sentence of excess verbiage, concluding the sentence and the paragraph and the theme powerfully and never with the weak or ambiguous or watered-down word or phrase or idea. I stressed continually and emphatically the need for frankness and honesty in writing. I emphasized that quality in writing cannot occur without frankness and honesty and straightforwardness. I talked about writing as if it were -- and it is -- a serious matter which one needs to take seriously, out of pride.

I talked about writing -- and literature -- as if these boys were near-adults capable of consistently doing near-adult work and, at times, adult work. And they are, indeed, capable, often, of adult thought and writing. For this reason, many an individual sentence emerges as professional, and, frequently, there emerges brilliant and original thought. My analysis of themes, therefore, was close, for I did not address myself to these writers as if they were children.

For this reason, too, I did not, except at the very outset, assign themes like "My Weekend In..." or "My Trip To..." The themes they wrote were about serious subjects or, if they were purely academic subjects, like "The Motif of Evil in The Odyssey", they were not, finally, academic.

They were subjects which required penetration. Often they were themes about their own lives and observations -- observations which they were not aware that they had made: "The Twisting of the Character by Parents" as one example and, as another example, their culminating theme which dealt with what one of them called the "unconquerable ego" of Odysseus and with the ego of someone whom they knew intimately or had had excellent opportunity to observe. In literature and in writing, we talked seriously about the unconscious, the ego, the id, the superego. Approaching youngsters as if they were near-adults results frequently, I have found, in adult thinking and writing.

With regard to the textbooks, I used with varying enthusiasm all of the fiction with one exception: The Red Badge of Courage. Although this is a brilliant piece of writing, I consider it an inadequate piece of writing for these boys because it is a tour de force in language but weak in characterization, weak in social significance (the war is just another war, not a war about slavery, not a war crucial to the American nation), and weak as a description of war, which emerges as a kind of dangerous game in which the murderous instincts of man and his brutality rarely if ever appear. This is one-dimensional war. I think that "The Monster" and "Blue Hotel" are excellent stories, and I used them in addition to The Red Badge. The Steinbeck pieces are an excellent basis for critical talk about literature, but they reveal a deep pessimism about man and life. The Hemingway work is a fine work from the point of view of faith in man, courage, endurance, but I think it vastly overrated as a piece of writing. I consider three of Wright's stories the finest kind of writing; two of them I consider damaged -- one seriously and one somewhat -- by the intrusion of political views which are not organic to the stories. The Odyssey is great writing, and, like Richard Wright's stories, eminently usable in this program. I think, finally, that all of the fiction is quite usable with the exception of Red Badge, even though the Steinbeck is pessimistic.

As a teacher of writing I talk about writing without relying much on textbooks. I did, however, find the book entitled Composition 10 fairly good and certainly helpful to the students as a reference work. A Programmed Approach to Writing is also most helpful both in class and as a reference work for the students.

* * * *

A Commentary on Teaching English, by Sally L. Luck

When I began working with the boys, I was immediately struck by their need to develop skill in the writing of themes and in literary analysis. Many of the boys simply did not understand how to analyze narrative fiction. Such terms as character, plot, setting and theme were alien to them.

In writing themes, the boys had great difficulty in organization, in developing ideas, in sentence structure, and in punctuation.

Let me try to illustrate one aspect of my attack on their difficulties with an example. I used The Pearl to introduce the boys to the concepts of character, setting, and plot; we noted how these influenced the development of Steinbeck's theme. To show the significance of setting, I asked how a change of setting to, say, Richmond or Hanover would have changed the story and influenced the author's development of his theme. This question forced the boys into critical thinking and stimulated a spirited discussion. After discussing this point, the boys could see clearly that if setting and theme had not been fused, the same story could not have been produced. After a discussion of Steinbeck's setting, theme, etc., we turned to the book Composition 10 and looked at another model of narrative writing, a model not as complex as Steinbeck's writing and therefore an easier model for the boys to imitate. After discussing both of these examples of the art of fiction, I assigned the writing of a narrative of 500 words in which the boys narrated the incidents involving the preparation for the trip to Dartmouth, or the trip itself, or their arrival at the campus. In this paper they were to get the feeling of creating a character in a simple setting. Each boy was to write the story in the third person. (At this time I discussed point of view.) This approach spurred the boys to write several good papers, and one brilliant paper, "The Voyage", which was chosen for the ABC literary magazine, Roots.

In another paper the boys were to show specifically how plot, setting, and character influence theme in Hemingway's The Old Man and the Sea. In our discussions in class we had concluded that one of the themes of the book was that man can be destroyed but not defeated. In class several of the boys related how they had almost been defeated by obstacles in their own lives. The boys then proceeded to write their themes, using relevant details and quotations to support their reasoning. I might add here that the use of quotations was one of the most effective methods of getting the boys to see that a paper lacks substance and force when a writer fails to give strong support in developing his ideas. Because the theme had personal meaning to the boys, they wrote surprisingly good themes, one of which was printed in the ABC newspaper, The Pioneer.

Throughout the summer I attempted to mingle the writing of themes and the teaching of literature. For example, one of the literary terms explored was irony. We discussed the fact that although Kino had found the "Pearl of the World", the finding of this pearl brought tragedy to him. I instructed my students to look for examples of irony in Julius Caesar; they did so, and the day after they had seen the play, they wrote themes about the irony they had detected. Most of them pointed to the irony in the "Friends, Romans, countrymen" speech.

I found that the students themselves were quite resourceful as far as creating new ideas is concerned, and I endeavored throughout the term to bring out through discussion the natural resourcefulness in each student. They were quite resourceful, for example, in finding symbols: they saw in Santiago, dragging the mast, Christ; they saw in the cat, ignoring him, the indifference of people; in the marlin, the goals that people strive for and sometimes reach, or sometimes fail to reach. They saw

in the sea the unknown that man must venture into, if he wishes to achieve.

I found that one of the most serious problems in writing that confronted the boys was their inability to choose significant and relevant details. One of the most effective methods in eliminating this problem was insisting, in many cases, that the boys use quotations to give depth of meaning to their writing. A method of eliminating problems in mechanics was insisting that the boys write their papers three times before they submitted them to me for corrections. Through this method, many of the boys discovered and corrected their own errors.

In teaching mechanics, I used The Harbrace Handbook and The Practical Stylist as resource materials and found them most helpful. With the boys I used Composition 10 and A Program for Effective Writing; I found Composition 10 especially helpful because the editors not only give models for the students to follow but also analyze these models. I found A Program for Effective Writing helpful with subordination and parallelism.

All of the fiction seemed adequate for the purposes of the ABC Program. I found, however, that The Red Badge of Courage did not work with the eighth grade boys. Crane's style was too difficult for them to handle at this point.

A REPORT ON THE READING PROGRAM

by Calvin C. Davis

The Dartmouth ABC Reading Program was designed to meet the needs of the less able readers. It was hoped that reading fluency could be generated among those boys showing weaknesses in reading skills in the areas of word attack and comprehension.

The first step in selecting the less able reader was through the administering of the Diagnostic Reading Test, Survey Section, Form B. The test was administered in a group setting with all 81 boys. The total reading score provided the first clue in each boy's reading proficiency. Those scoring lowest on the test were listed and time was arranged during the first week to allow a follow-up test to the findings of the Diagnostic Reading Test.

The Informal Reading Inventory was administered to each of the boys listed and their areas of strengths and weaknesses were noted. This provided the second clue in the selection of the less able readers.

The areas of word attack needing attention, as pointed out by the test, included consonant blends, vowel sounds, final sounds, and word endings. The areas of comprehension needing attention included recalling factual information, finding the main idea, drawing conclusions, making inferences, sequential order of ideas, and following directions.

Each student evidencing a deficiency in the above area or areas was scheduled to meet daily for a fifty minute period in reading. Each class contained from three to six students. Each student's reading materials were selected on the basis of his reading level and the assignments were given to meet the specific needs of the individual.

The idea of reading readiness was greatly used through the injection of questions that promoted the sharing of personal experiences that could be related to the story at hand. This activity seemed to promote a better degree of oral expression and brought interaction to the group.

Experiences in vocabulary included the sounding of words, the meaning of words, inflectional forms of words, the spelling of words, and word usage. These words were taken from the story at hand, from the student's oral expressions, and from other class assignments. The students were also encouraged to keep a vocabulary notebook consisting of interesting and fascinating words.

The development of purpose questions was stressed daily in order to develop a reason for reading a particular article or story. Finally, with a purpose question in mind, the students were allowed to read silently. Oral reading followed silent reading and this gave the teacher an opportunity to note strengths and weaknesses in oral reading and thus plan for the next individual assignment. Questions were designed to involve thinking beyond the factual level. Rereading was done to develop a greater depth in comprehension.

A variety of materials was used during a class period. This variety, with motivation and the challenging content of the materials seemed to keep the interest high among the students.

Oral discussions were encouraged with frequent responses in oral reading to substantiate a conclusion drawn.

An individual record of progress was kept by each student and this in turn seemed to encourage personal growth.

In general, the Dartmouth ABC Reading class was designed to identify the less able reader and provide materials and assignments geared to challenging the student to reach a point of successful reading fluency.

The final test results were quite impressive and evidenced signs of reading improvement. However, the most positive and favorable measurement came from the observations of other instructors who noted signs of reading improvement in the performance of the students in their academic areas.

The following suggestions are made in connection with next year's Project ABC:

1. That at least two corrective reading teachers be employed
2. That a reading room be established to include self-scoring graded materials, about ten reading pacers, a tape recorder, an overhead projector, and a stopwatch
3. That students (other than those in a reading class) should be assigned or volunteer to correct their minor reading problems or to increase reading speed and fluency
4. Time should be allowed for at least two groups of the above type student for a fifty-minute period for at least three sessions a week.
5. That intensified effort and attention be given to the diagnostic process in order to determine specific needs of each individual
6. That the idea of a speech therapist or a teacher with a knowledge of speech correction techniques be considered to aid those students with weaknesses in this area

In conclusion, the writer feels that the reading program was quite beneficial to each boy enrolled in the reading class, and that each boy, in his own way, developed a better insight into securing more from the printed page and became more involved in reading than ever.

A REPORT ON THE MATHEMATICS PROGRAM

by Thomas Mikula

Early plans for this summer called for the same sort of mathematics program as had been used in the previous summers. This may be unfortunate and should be reason to consider different leadership another summer. Three summers with the same coordinator may have been too many. Each class was to meet in lecture sessions six times a week and then in groups half the size of the lecture session for three periods per week of problem solving.

Again two courses seemed adequate for the needs of the students. For the pre-algebra course Introduction to Mathematics by Brumfiel Eicholz and Shanks was to be used and Modern Algebra -- First Course by Johnson, Lindsey and Slesnick was to be used in the algebra course.

Because the morning schedule had each student in a five period program he had at least three study periods a week and those students not in the Reading course had nine scheduled study periods each week. The schedules were carefully arranged to allow the English classes which were to meet twice each day two periods between the different meetings. A boy had English first and fourth or second and fifth periods. This meant that one of the math classes met in its lecture and problem-solving sessions during consecutive periods. While this arrangement was less than ideal, it seemed to be necessary in order to make the schedules fit all the other requirements. This did develop into a problem later, however, when the math classes began to meet twice each day just as the English classes did from the beginning. Had the double meetings been planned from the beginning in both subjects, it might have been possible to avoid such "back to back" scheduling of the same class.

The faculty was made up of four Mathematics teachers, one Reading teacher and five English teachers. Mathematics classes were to be of size ten, English classes were to have eight students and Reading classes were to have no more than six boys. These variations in numbers along with the fact that we wanted all students in a first period class and

that we wanted to keep study hall classes as small as possible (particularly the third period when no English was being taught) made scheduling a bit difficult and the probability of conflicts rather high.

This summer a special attempt was made to recruit Mathematics teachers from different kinds of high schools rather than concentrate on independent school teachers. Thus, only one of the four had been teaching in an independent preparatory school, one had been teaching in a suburban public high school which sent a high percentage of students to college and the remaining two taught in large public high schools in the South which were similar to the kinds of schools from which many of the ABC students came. Each of the three public school teachers was asked to comment on the differences he found in teaching these ABC students as compared to his usual teaching assignment. Typical of the comments was a comparison each made to the best students in the respective schools. While ABC students did not appear equal in terms of ability, they were able to compare favorably because of their desire to succeed and because they were studying in an environment which was conducive to good work on a day to day basis.

The daily schedule adopted for the summer was similar to that of the previous summers except for the changes made necessary by the five period morning. With three hours of study time available each evening, at least one study period each morning and some free time before athletics, it seemed as though there was $3\frac{1}{2}$ hours available for study each day. Since there would be no assignments for Reading, Mathematics and English agreed to share the study time so that Mathematics would require two hours of work each evening and English would require $1\frac{1}{2}$ hours. It did not take long, however, for the same problem to develop again as it had each previous summer. The boys were attempting to do all of the Mathematics and would not give sufficient time to the English assignment of reading or writing. They would spend too much time on Mathematics in order to get an answer to each problem but were not sufficiently concerned about the quality of the reading or writing they did as long as they had read the given number of pages or written the assigned number of words. So we reversed the time allotment by

allowing two hours for English and $1\frac{1}{2}$ hours for Mathematics. This appeared to solve the problem at least as well as it had been solved last summer.

We began the summer by giving two different diagnostic tests during the same ninety minute period. If a boy had one credit in algebra or if he said he had taken a full year of algebra, we allowed him to take the algebra test. Otherwise he took a test which was strictly arithmetic or pre-algebra material. Our objective in giving these tests was (1) to group the students at each level according to the strength of their background as shown on the test and (2) to find those students who were so weak in algebra that they could not, in our opinion, do enough work during the summer to salvage the credit which appeared on their record. On the basis of the test results we decided to form six algebra classes and two pre-algebra. Five boys who had one credit in algebra were placed in a pre-algebra class because they scored lower than 20% on the algebra test.

We were quite pleased with the way the six algebra classes were formed. A test given to all the algebra students at mid-session had the boys placing very close to the original ranking which was based on the diagnostic test. The classes at the different levels could be handled differently due to the homogeneous grouping. Though all the classes may have been at approximately the same page in the text at any given time, the classes with the better background were able to cover each topic in greater depth. The top class which eventually numbered thirteen students used a special exercise book to supplement the text in such topics as functions, absolute value, proofs, and in work with inequalities. We were all convinced that the homogeneous grouping was so helpful that we might even agree to the fact that it was a necessity for the summer.

One error in placement caused a chain reaction resulting in several changes. We believe these changes served to improve the Mathematics program and it must be recorded here. In order to give all those who had already taken algebra an opportunity to be placed in the algebra

course, an announcement was made at the time of the diagnostic test to the effect that anyone having already had "a full year of algebra" raise your hand. Four boys from the same school did not raise their hands because they had started their algebra course in January. Yet it later appeared as though they had finished the equivalent of one year of algebra. Their transcripts gave no indication of this since they were coming to ABC from the eighth grade and the last course was merely listed as "Math". This error was not discovered until one week of the summer had passed.

Having these four boys in a pre-algebra class made it difficult for the teacher and for the others in the class. We then decided to place in one class these four boys, four of the five boys who had been placed in pre-algebra because they had done poorly on the algebra test, and four other students who had never taken an algebra course but who appeared to have a good arithmetic background and had already given indication of being better than the others in their class. We decided that these twelve would try to cover the full year of algebra during the remainder of the summer. In order to attempt a full year's coverage we decided to allow this particular class to meet twelve times each week rather than the nine originally scheduled for Mathematics. After making this decision it seemed better to allow all Mathematics classes to meet twelve times each week. Since each teacher agreed to this change and since there was no change necessary in the boys' schedules except to exchange a study period for Mathematics, this was done for the remainder of the summer.

Finally, two of the four boys who were the cause of all this change were far superior to the others in the newly formed class. Again the teacher found it difficult to present the material to all the students as he would like to have it done. It was decided that these two boys should be moved to the top algebra section which met at the same periods during the morning. Any other algebra section would have been better for them but changing to one of the others would have required a change in English classes also. This we did not want to do. The two boys had a difficult time for the remainder of the summer but the change

was good for them and for the others in the class they left. Neither of these two had the lowest score on that final examination which was specially prepared for the top sections. The class into which these two were placed did then number thirteen but it was easily manageable.

From this error in placement we got the distinct impression that (1) we could be considerably more effective meeting each of our classes twice a day for the entire summer, (2) it is possible to teach one full year of algebra in an eight week period (though there is no good reason to try it unless a boy has a credit for a year of algebra on his record) if the boys are bright and eager, if the arithmetic background is good and if the class meets twice each day, (3) the Mathematics usually required of the ABC summer session could be accomplished in seven weeks if the classes met twice each day and (4) contrary to the experience last summer, students can change classes during the summer without serious problems arising.

In the end, seven algebra classes were taught and one class of pre-algebra was taught throughout the session. The recommendations to preparatory schools which were made at the end of the session had to do with a specific course when the particular school program was known well enough, the recommendation to go on was made with reservations or the boy was not recommended because of the lack of ability and training shown in this area.

It is only natural to try to compare the boys this summer to those of previous ABC sessions. Of course the basis for this comparison must rest largely upon Mathematics experiences. The Mathematics faculty gave some thought to having the boys take the same final examinations as were given in either 1964 or 1965. This seemed unwise since the examinations had been published in the official reports which had been made on those sessions. Both final examinations were, however, rather close copies of the examinations given at the end of the 1964 summer. While no direct comparisons were attempted on the basis of these test results, the boys this summer fared better on the whole. One got the impression that these boys were better prepared for the Mathematics

experience or they were better chosen. There were fewer really outstanding boys in the group at both ends of the scale. Both the median and the mean were higher but the range was less than it would have been for either of the previous summers.

This summer there was some concern expressed for the fact that the final Mathematics examination was administered during the morning the boys were leaving for home and after they had been involved in a completely relaxing experience the night before. Therefore, most of the boys did not study for the examination and they were excited while taking it. While they could not do their best work under these circumstances, all teacher recommendations had been made before the examination. The tutors were in agreement that something like the Mathematics examination is needed in order to allow for an orderly departure on that last day. If this final examination when passed on to the new school fails to show the calibre of work which the student normally does, the recommendation should be able to do that. The final examination taken under any circumstances will give the interested school an opportunity to see what the coverage had been for the summer and therefore an opportunity to see what their boys had been exposed to as well as the nature of the work on which the teacher recommendation was based.

In summary, the Mathematics teachers agreed that the material of the summer could be covered in seven weeks if each class met twice a day. They agreed that homogeneous grouping was at least beneficial to our teaching if not an absolute necessity. Classes could be as large as fifteen when grouped homogeneously without a significant loss to inefficiency. There is a need for at least one class that covers material beyond first year algebra. Students in this advanced class will need to be drilled often in the techniques usually associated with first year algebra but at least an exercise book is needed to take them beyond what is normal first year coverage at any high school. We agreed that a change of teachers or classes can be beneficial to the student though the summer is short.

The summer showed again the need to keep the pace swift and the work demanding if the boys are to be prepared for the next experience in Mathematics. It was our opinion that we were more successful this summer because the boys were better prepared for the experience, the two periods each day and the improved homogeneous grouping. Continuing in these, succeeding summers will be even more successful.

ACTIVITIES OUT OF CLASS

The evening meal was an important and sometimes lively affair. With boys taking turns as waiters, dinner was the single time when all the boys were together, seated family style at round tables with tutors, faculty members and, not infrequently, guests, ranging from visiting school headmasters to participants in other programs on the campus. Once, on the next to the last evening, the boys were surprised to find the tutors acting as waiters and responding with mock gravity to requests of every kind; there was, understandably, a little less decorum than at other evening meals, when tutors and faculty taught, by example mainly, the etiquette to be expected at their new schools.

Sports were handled as in prior years. Each Monday, Tuesday, Thursday and Friday two hours were given over to swimming, soccer, track and wrestling, and further athletic activity took place on occasion, such as basketball, softball and volley ball, where opposing teams were to be found on campus. Much excitement and enthusiasm attended ABC's win over the Peace Corps at soccer for the third straight year. Swimming was all-important, and every boy took instruction until he could swim two lengths of the pool. A few boys struggled toward this goal throughout the summer, and while they could hardly be called proficient they all found that it was possible to stay afloat.

Weekends provided the really necessary relief from academic routine and pressures. More often than not, hiking and mountain climbing were chosen, and gave our city-bred youngsters a totally new experience in dealing with the requirements of the out-of-doors. Weekend expeditions also included Montreal and other attractions; one included an all-program trip to a big league baseball game in Boston.

Without question the hit of the season was a visit to Mount Holyoke College, where our female counterpart ABC group were hostesses. A picnic supper, a tour of the campus, and a dance took place on Saturday, while on Sunday morning breakfast was followed by a chapel service, when well-rehearsed music was provided by the two groups' mixed choir. This all took place late in the summer, and perhaps it was just as well, since the following days were in some cases filled as much with hazy

preoccupation with girls as with mathematics or English literature!

While the boys enjoyed the plays staged in Dartmouth's Hopkins Center for the creative and performing arts by a summer repertory company, the dramatical triumph of the summer was a play put on by the boys, not for them. Written and directed by an especially talented resident tutor, it approached professional quality and verve, and brought joy to the many local friends of ABC. An hilarious burlesque on the wild west, it was from start to finish a "good guys and bad guys" production which pleased its performers every bit as much as the audience.

The summer also saw the formation of a glee club, and, during the final days, a talent show was put together for the evening before their departure for home.

Wednesday afternoons might find boys working with spades and rakes to prepare a playground for a nearby community's "Headstart" program, writing articles for the ABC newspaper, shooting baskets, listening to a rehearsal of the Dartmouth Community Symphony, trying their hands at metal or wood working, shopping or doing their laundry, meeting new friends at the homes of Dartmouth faculty members, writing letters home, visiting the Museum, swimming and canoeing, or just plain relaxing. And on Sundays if they were not away from Hanover, they found a welcome in the local churches.

The Hanover community, now accustomed to ABC boys as part of the seasonal scenery, accepted the boys and many men and women went out of their way to make the boys feel that this was a "home away from home". They lent their cars for weekend trips, opened their homes to the boys, participated in outings, and responded to individual interests by discussing their academic specialties. A tour of the Dartmouth Medical School, for example, was welcomed by some of the boys who hope to become doctors. In a word, the community neither ignored them nor lionized them, but seemed to steer a middle course which promoted good feeling.

Just before supper on Sundays, in an open air woodland setting, faculty, staff, tutors and boys gathered for a brief meeting or service at which speakers addressed them, each in their own individual ways, on topics relevant to the ABC effort and purpose. Some of them touched directly on race relations and the brotherhood of man, while others approached the subject obliquely. There were various attitudes, by the way, among faculty and tutors toward the question whether America's current racial crisis should intrude itself into classroom discussions, students' compositions and reading, or in the inevitable bull sessions where tutors were present. If there developed any kind of consensus, it might be described as laissez faire, that is, to avoid any grim determination to make it a primary preoccupation and at the same time to permit and indeed encourage discussion, since it is a fact of life which any intelligent citizen must naturally take into account if he is to live realistically, and constructively in the United States.

REPORT TO THE SCHOOLS

At the end of the Program the Faculty and Tutors met with the Director, Assistant Director and the Administrative Assistant to determine whether each boy should be recommended to his new school or, if not, how we should phrase a negative report. It was a simple matter to recommend a boy whose work and attitude were excellent, but it was difficult indeed to decide the borderline cases -- the cases where we hoped against hope that the school would take a boy with all his considerable problems and handicaps. A few were so clearly unready that our reports were difficult to write only because it is no fun to be a purveyor of bad news.

Our letters to the schools enclosed exact copies of his teachers' and tutor's end-of-term evaluations, since it was felt that this would make our reports ring true and be specially helpful (as opposed to abstracting or paraphrasing them in a single document). Here are samples. The names of the boys and the schools are, of course, fictitious.

* * * * *

RECOMMENDED

Dear Mr. Keller:

RE: Orlando Cassado

For his commendable attitude and performance in the summer ABC Program at Dartmouth, we recommend that Orlando Cassado enter Wheelock School this fall. Orlando has been an excellent student whose motivation and determination to do all things well leave nothing to be desired.

You will find that Orlando is somewhat reserved, but intelligent, hard-working, and eager to learn. The final reports written by Orlando's teachers and tutor, copies of which are enclosed, comment glowingly on Orlando's ability and effort during the summer. You will note that Orlando's mathematics teacher is confident that Orlando will do well in an honors program. Orlando's performance in mathematics brought him an award at the end of the summer.

We are also enclosing some samples of Orlando's work. There are his final mathematics exam, and a composition which he did for an English homework assignment. We are indeed pleased to recommend this fine

boy to you, and are sure that he will be a welcome addition to your student community.

Sincerely yours,

Davis Jackson
Director

ENGLISH

Orlando has shown steady improvement since he came to ABC. His attitude and effort rate A. He has ability and his performance has been good. Although he is still experiencing some difficulty in writing, I feel, with the eagerness that he has to learn, he will be successful in prep school. I have no reservations about recommending him.

MATHEMATICS

Orlando began the summer working hard, displaying a fine attitude and producing a fine record. He improved in each of these during the eight-week period.

There was never a question of effort regarding homework assignments or work done in class. He appears to be determined to do all things well. This is all the motivation he needs.

His questions were always good ones; he displayed a keen insight into the mathematics of this level. He is equally good with the mechanical aspects as he is with the theoretical. If he should choose to concentrate on mathematics, he may do extremely well.

All his work, the questions and the answers were taken in the best spirit. He wanted to know and to succeed. The smile was always ready to show that he appreciated the problem whatever it may be and if the difficulty was with him, he was ready to laugh at himself.

Orlando is one of the finest boys to come through the ABC Project. He will do well wherever he goes and in whatever field he chooses.

I recommend with no reservations. He could profit from an Honors Program.

RESIDENT TUTOR

Orlando has been superior right from the beginning. He has exceptional ability and has put forth a considerable effort during the last eight weeks to gain as much as he possibly can from the ABC Program. He is always good-natured, friendly, and cooperative. He was a pleasure to tutor and a model for the other boys in the suite.

Orlando attacks every new situation with great enthusiasm and determination. He did an excellent job in the ABC play.

Orlando is reserved and somewhat shy. He tries to be very polite, but sometimes gets flustered and caught off balance in social situations.

I'm sure Orlando will do well wherever he goes. I recommend him for enrollment at Wheelock School without reservation.

* * * * *

NOT RECOMMENDED

Dear Mr. Nissen:

RE: Max Berlot

I regret very much the necessity of advising you that Max Berlot's teachers and tutor are unanimous in their conviction that he should not go to preparatory school. I enclose photographic copies of his reports, and they speak for themselves. Apparently this is one of those rare cases where the problem is simply one of insufficient native intelligence -- or ability, call it what you will. We have other boys whom we are not recommending who have the ability but are not making use of it. Max, however, simply hasn't got it.

I wish I could write you otherwise, but we cannot blink the facts of the case.

Purely as a matter of interest I shall enclose his final examination in mathematics and a couple of his English themes.

Sincerely yours,

Davis Jackson
Director

ENGLISH

After eight weeks of working with one of the most gentle children the Lord ever created, it is indeed painful to write a negative report on Max. His ability is far below that of any boy in his section of English. Indeed, it has been rather like having a third grader in class. Were this not such a docile and well-meaning child, one could be very hard on him. Rarely did he get the assignments straight and rarely did he complete any of them. The only successful composition which Max wrote in eight weeks was written on a topic unassigned him. If I thought that this boy could survive the ordinary academic load of an independent school student, I would recommend him even though it would be with the gravest of reservations. But I honestly do not believe that Max can cope with anything resembling the minimum.

READING

I would say that Max is an individual who has given a great deal of effort to his assignments and accomplished very little. In spite of his fine attitude and great effort, Max continues to show weaknesses in recalling facts, finding the main idea, drawing conclusions, making inferences, and sequence of ideas.

I don't know that Max's reading ability would sustain him in a highly competitive situation.

MATHEMATICS

Max Berlot, a very poor student in mathematics, has an incessant desire to succeed. Realizing from the beginning his ineptness in math, Max worked tirelessly to complete all assignments, many containing more incorrect than correct responses. This however did not discourage nor dismay him for he still pursued his other assignments with the same diligence and perseverance. Often I could discern fleeting moments of improvement in his work. With such a high sense of values and desire to succeed it is with regret that I cannot recommend Max for a course beyond pre-algebra, as his level of performance despite his efforts this summer has been ineffectual. Likewise, I have very grave reservations concerning his being admitted to preparatory school because an average load would in my opinion be too much for him to handle and might possibly result in undue frustrations.

RESIDENT TUTOR

Max has problems. This boy has perhaps the best attitude in the suite. He tries hard in everything, spends extra time on his schoolwork and does not want to fail. But Max has so little ability to work with at the moment that progress is slow. Max came to ABC with very few of the basic abilities needed in Math and English. Despite Max's efforts, these abilities have been very slow in coming to Max because he does not learn quickly. It takes many repetitions before Max learns a math concept, and even then it is usually learned mechanically, only to be forgotten or confused with another a few days later. Max has trouble relating concepts also. The first steps in algebra have been very difficult for him. ($4 + 4 = 2 \times 4$, but $x + x =$ a blank stare from Max.) In English Max can only write on the most elementary level: simple thoughts, simple sentences, very little organization.

Max has made much progress, relative to his ability, since the beginning of the program. He has shown improvement in Math and English, but the moments when Max is pleased with himself because he has learned something new are few and very far between.

Max is a very charming boy, and his lack of sophistication is part of his charm. One cannot help but admire him for his efforts.

RESEARCH IN PROGRESS

by Alden E. Wessman, Ph.D.

In last year's annual report the aims and design of the research plans for the Evaluation of Project ABC were presented. During the past year with the support of the Cooperative Research Program of the U.S. Office of Education and the cooperation of the Independent Schools Talent Search Program and Dartmouth College, this work has been continued. Thus far the ABC '65 and '66 groups at Dartmouth have been intensively tested and interviewed concerning their first few months in the project. We have administered achievement tests in English, intelligence tests including traditional and "culture fair" tests, standardized personality inventories, and attitude and interest questionnaires. We gathered systematic ratings and reports on student behavior and performance from the teachers and resident tutors. All students were interviewed regarding their family and community background, summer experiences at ABC and future expectations and plans in the preparatory schools. A control group of ABC applicants also took the standardized tests.

This coming spring after almost two years in the preparatory schools all the members of the Dartmouth ABC '65 group will be re-tested and interviewed at their schools. Information will be obtained regarding their academic performance and personal adjustment. We intend to obtain complete and full records on all the students, both those in school and those who have dropped out. The goal is to assess as fully and objectively as possible the educational accomplishments and failures of the group and to assess the personal and social changes that have occurred.

This evaluation study is already greatly indebted to all the partners in the enterprise: resource people in the field, ISTSP staff, ABC administrative and teaching staffs, the faculties and administrations of the participating independent schools and the ABC students themselves. In the months to come, particularly in the spring of 1967, we will be requesting further help in collecting these essential data in order that we may fairly and fully judge the progress of the students. It is our hope that our future requests will receive the same kind of willing support that they have received thus far.

All those involved in Project ABC naturally are greatly concerned to discover "how we are doing". Most of us already have some informal sense of our progress, certainly favorable on the whole, but not without its failures and disappointments. However, curiosity regarding a full account of the results has to be held in abeyance. Research takes time. By the fall of 1967 we should have a fairly systematic picture on the first two years progress of the ABC '65 group. Those who are interested and certainly those who have helped at various stages may be assured that as soon as we have substantial findings to report they will be informed -- as our obligation is great.

What can be reported now are some general characteristics of the ABC students at the time they entered the program and some characteristics that appeared related to success and failure in the initial 8-week summer program (based on analysis of 1965 summer data). The overall picture of these students was most of them were badly handicapped in academic skills and study discipline -- yet they were generally above average in intelligence and in motivation. It appears that ABC has been recruiting boys who are upwardly mobile and aspiring. The boys both in their behavior and in terms of the test scores seem to be well above average in self-control, self-assurance, and responsibility. At this point it appears that the best predictors of success or failure were traditional intelligence tests, with personality measures of responsibility, conscientiousness having a lower -- though significant -- relationship. However it must be emphasized that these findings are based only on a partial analysis of the data -- and only cover the initial summer program. Our main research interest is in a longer view of the performance of these students in preparatory school -- and here the data is not yet in.

FINANCES

<u>Expenses</u>	1964 Actual <u>(55 boys)</u>	1965 Actual <u>(82 boys)</u>	1966 Anticipated <u>(81 boys)</u>
Participant Support	\$25,815	\$31,000	\$36,000
Instructional	24,720	39,000	43,000
Administrative	24,477	24,967	22,000
Indirect	24,479	27,036	28,753
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Total	99,491	122,003	129,753
Cost per student	1,809	1,488	1,602
<u>Income</u>			
Rockefeller Foundation	50,000	50,000	50,000
Office of Economic Opportunity	-----	31,200	42,000
Enrollment Fees	765	1,110	1,150
Miscellaneous Gifts	-----	2,329	200
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Total Outside Support	50,765	84,639	93,350
Dartmouth Participation	48,726	37,364	36,403
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Total	99,491	122,003	129,753

As the above figures show, ABC is an expensive program. It is important to realize the the reason and necessity for this; one must bear in mind that the Program is 'round-the-clock, seven days a week, and residential; it aims at a permanent change and transition to new schools -- a target not involved in non-resident programs which aim solely at enrichment. It pays, for instance, for round-trip transportation of boys who may live in Oakland, Tallahassee, Chicago or Richmond. It feeds them well, houses them well, gives them medical care, and provides teaching of the highest quality.

In last year's report we said "...we have pared our expenses to absolute essentials. The fiscal knife can be wielded further only at the risk of damaging the Program." This is still true. In 1967 we expect, with government and private financial support, to conduct another program characterized by continued striving for excellence in the face of rising prices.

CONCLUSION

In retrospect, it appears that ABC 1966 achieved a measure of success: seventy-odd boys were strengthened as to academic promise in the vital areas of English and Mathematics, so that they could enter upon their studies in new schools forearmed against the competition to be found there. Most boys settled into the daily regimen of ABC with grace and without inordinate grumbling. Most kept intact their sense of individuality and independence. Many boys have looked back on the ABC experience with the sentiment one usually associates with the alumni of a proud and ancient college, and most have gone on to their new surroundings with a confidence that carries them to real achievement and the joy of learning.

The independent schools have gained, too; their scholars from ABC have given them a new measure of diversity in their constituency -- something that is vitally needed if they are to escape the deadening similarity in backgrounds and outlooks that characterized many academies only a few years ago.

Each teacher, tutor, or staff member cannot help but formulate his own philosophy as regards the Project and its purpose. But however much these philosophies may differ, there is, we think, a central thread of meaning common to them all; that is, that ABC looks toward an ideal American Society of the future, in which our citizens will have become increasingly "color blind" and honestly come to the discovery that all men, women, boys and girls are individual human beings, each absolutely unique, to be approached and treated as such, and that the only significant common characteristic is our humanity -- our material and emotional needs are the same as they have been from time immemorial.

If we have in some small way given impetus to this notion of uniqueness of the individual coupled with common needs and aspirations, we can properly consider ABC as worthwhile indeed.