**Primary Source Analysis Assignment 2**

**Due Tuesday, Feb. 4 by 9am**

**Document 1**

“Tech Helps ‘Latent-Talent’ Students to College Admissions” in *Carnegie Alumni News* (Sept. 1966)

**What type of document is this?** A [magazine](https://digitalcollections.library.cmu.edu/cmu-collection/alumnus) containing multiple articles by different authors. The magazine was published quarterly and went through multiple name changes. This magazine was published until 2017.

**Who wrote this document?** The author of this article is unknown.

**When was this document published/written?** September 1966

**Who is the audience for this document?** The audience is likely CMU alumni or “friends” of the institution. The document was mailed via USPS, though it’s unclear if recipients “subscribed” to it or were automatically added to the mailing list upon graduation.

**Document 2**

“Upward Bound Set: War on Poverty Drive Will Test New Educational Concept” in *Washington Post* (Jan. 1966)

**What type of document is this?** A national newspaper that continues to be published today. Individuals must pay to subscribe to the newspaper.

**Who wrote this document?** Gerald Grant, a *Washington Post* staff writer

**When was this document published/written?** January 13, 1966

**Who is the audience for this document?** Another in the United States who bought a newspaper or paid to have it delivered to them.

**Document 3**

“Upward Bound Grads Enroll in College” in *Alumni News* (Feb. 1969)

**What type of document is this?** A [magazine](https://digitalcollections.library.cmu.edu/cmu-collection/alumnus) containing multiple articles by different authors. The magazine was published quarterly and went through multiple name changes. This magazine was published until 2017.

**Who wrote this document?** The author of this article is unknown.

**When was this document published/written?** February 1969

**Who is the audience for this document?** The audience is likely CMU alumni or “friends” of the institution. The document was mailed via USPS, though it’s unclear if recipients “subscribed” to it or were automatically added to the mailing list upon graduation.

*Preview the questions below and then read the assigned articles listed on the previous page. After you’ve read the articles, thoroughly respond to each of the questions below (~3-4 sentences). Your responses should serve as your “notes” on the articles, which you’ll draw from in class discussion as well as when creating your zines, so the more information you document the better.* ***Please******type*** *your responses (do not handwrite them).*

1. **What are these articles talking about?**

These articles discuss programs like SCOPP and the Upward Bound that focus on taking “disadvantaged students” and aiding them in reaching the goal of higher education. SCOPP is discussed, along with its impact on the nation, influencing the government’s investment to expand into a larger program like the Upward Bound program. SCOPP’s success is discussed and how its outcomes led to giving low income students greater opportunity across the nation.

1. **Summarize the main idea/points of each of the three articles in one sentence.**

SCOPP, a program aimed to help lower-income students reach college, and its success helped lead to the government-funded program Upward Bound, which helped lower-income students on a nation-wide scale.

1. **What was happening at the time in history when this document was created?**

These documents were written during the 1960s, during the civil rights movement.

1. **Compare the descriptions of Upward Bound students in the CMU publications (*Alumni News*) to those in the *Washington Post* article. What words are used to describe the students? What sort of images are evoked in these descriptions of the students and their high schools/backgrounds?**

The 1966 document seemed to describe the students more harshly by saying things along the lines of “if it weren’t for SCOPP they would *never* attend college”. In the Washington Post, it similarly referred to choosing students in their “slum” high schools which also seems harsh and derogatory. In the later CMU publication, the students are described much more respectfully as “intelligent” but “disadvantaged”.

1. **Based on your reading of the CMU publications (*Alumni News*), what do you see as the goal(s) for the Upward Bound program? What metrics does the article present for measuring the program’s achievement of this goal(s)? What goal(s) does the *Washington Post* article present, and how does it differ from the goal(s) presented in the CMU publications?**

In the CMU publications, a lot of the main focus is the Upward Bound Program in the scope of CMU. It explains its success compared to the nationwide success of the Upward Bound Program (85% vs. 80% success rate). The goals are seen as college acceptance and program completion in the CMU publications. The Washington Post article focuses more on the program’s effect on the scope of the nation. For example, focusing and seeing what “happens to the college social system” as a whole.

1. **Review your notes on the initial creation of SCOPP (Summer 1964) and compare the description of the CMU Upward Bound Program to SCOPP. In what ways has the program changed? In what ways has it remained the same?**

Both of the progam’s core mission is the same, in helping lower-income students “reach their full potential” in aiding them to reach higher level education. They both focus on not only the academic teachings, but also the cultural and social aspects of college, and being a responsible student. Upward Bound is much more organized and “standardized” as I want to say. Now that it is federally funded and reached 220 colleges, there is a more consistent system and its goal is to reach “lowest” of income students, recognizing SCOPP sometimes favored some students over others.