THE ABC PROGRAM AND ITS IMPACT
ON COLUMBUS, OHIO STUDENTS:
A FOLLOW-UP STUDY

DISSERTATION

Presented in Partial Fulfillment of the Requirement for
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This dissertation is dedicated to the ABC students, many of whom inspired me with their courage and talent and honored me with their friendship.
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CHAPTER I
INTRODUCTION

Equal access to education was a pervasive social theme of the 1960s. The 1954 Brown vs. Board of Education Supreme Court Case, wherein de facto segregation of schools was ruled unconstitutional, placed this theme in the national spotlight. Kindled both by the assassinations of equal rights proponents John F. Kennedy, Robert F. Kennedy, and Martin Luther King and by the college campus unrest associated with the black movement, the theme was further illuminated. In every sector of education it was painfully apparent that inequities existed, i.e., that some were the recipients of the best available methods, resources, and facilities; while others were not. In fact, some had a difficult time gaining access to education at all. It was also apparent that access to other opportunities in American society was predicated on success in the educational arena. Thus, those who were denied access to education were also denied the opportunity to develop their potential and aspire to the career and life-style options that our democratic society espouses. Moreover, our democratic society was wasting a valuable resource in the potential contribution, if not leadership, of these people.
The term 'disadvantaged' has been used liberally and loosely to describe these people. Such characteristics as membership in minority groups, low socioeconomic status, cultural difference, and financial need were cited as descriptions of these persons. Other definitions specified poor academic preparation, lack of motivation, and disillusionment with the existing educational system. Because of any or all of the above factors, many disadvantaged students dropped out of the educational system altogether. Still others persisted, but had difficulty compensating for their disadvantaged condition and thus competing with their peers. Hence, equal access to education was not only a problem of entry but also of compensating the disadvantaged student for his or her debilitating circumstances, so that he or she could compete successfully. Accordingly, the disadvantaged student became the focus of a proliferation of compensatory educational programs in the 1960s.

There was a great deal of variety in these programs. They existed at all levels of education, from kindergarten to graduate school. They focused on students of low academic ability as well as high. Because it is the intent of this study to examine a compensatory program designed specifically for academically talented high school students, discussion will hereafter be limited to this type of compensatory program. Within this group, programs such as Project Talent (Flanagan, 1977) were federally funded. In terms of goals, some programs such as Project Able (Margulis, 1964) stressed high school graduation, while others such as the Talent
Identification Program (Levine, 1977) stressed post-college community service. In terms of content, programs such as Upward Bound (Burkheimer, 1975) focused on remediation, whereas others such as Project Opportunity (Project Opportunity: A Progress Report, 1968) provided on-campus living and cultural experiences as significant preparation for college. As to process, programs such as Talent Search (Pyecha, 1975) placed heavy emphasis on a counseling component, while the Science/Math Mini-School Program (Johnson, 1980) frequently administered standardized tests as a means of preparing students for college-level academic work. Some interventions such as the A Better Chance Summer Program (Kerr, 1967) lasted a mere six weeks, whereas the Hunter College High School Program (Corbin, 1968) involved a six-year commitment to each participant. Such is the scope of the programs that emerged in the 1960s to compensate the academically talented, disadvantaged high school student.

Amidst this proliferation of compensatory programs, A Better Chance (hereafter ABC) was first inaugurated. In 1963, concerned representatives of 23 independent secondary schools convened at Dartmouth College to discuss ways to diversify their student bodies and to address the needs of the disadvantaged student. They formulated the Independent Schools Talent Search Program:

- to provide methods and personnel to discover and place culturally deprived students, regardless of race, color or creed, in private secondary schools, to the end that such students may attain scholastic
competence to take full advantage of college and graduate school education (Perry, 1973, p. 7).

Early sources of funding were the Merrill Trust, the Rockefeller Foundation, and dues from the 23 member schools. The Office of Economic Opportunity, a subsidiary of the U.S. Department of Health, Education and Welfare, provided some funding in 1965 and 1966; and the Upward Bound Program underwrote 50 students in 1967. Thereafter, due to federal cutbacks, the program returned to a totally private funding base wherein member schools paid the majority of student costs, and ABC paid the balance (with support for some students from ABC target cities). As of 1984, member schools are the sole source of financial aid for ABC students. In 1972, the Independent Schools Talent Search Program merged with another compensatory effort, the Public School Program, to become A Better Chance, Inc. Located in Boston, the national office serves as a coordinating center for student placement and support as well as program development and research. At this writing, ABC is thriving as a private, non-profit organization that places academically talented students from disadvantaged backgrounds in 143 independent schools and 23 public school programs. The current goal of ABC is to substantially increase the number of well-educated minority people who will assume responsibility and leadership in American society (A Better Chance, 1983). Thus far, more than 5,000 ABC students have graduated from member schools, a significant step toward attaining this goal. Minority representation in the ABC
Program is predominantly black, with a small percentage of Mexican-Americans, Puerto Ricans, Native Americans, and Appalachian whites.

The ABC process begins with community volunteers who inform local guidance counselors about the program. Substantial numbers of candidates come from areas that are predominantly lower SEC and widely acknowledged as having high rates of poverty, unemployment, educational failure, blighted living conditions, and in many cases, delinquency, crime, and drug addiction. There are 8th, 9th, and 10th graders who are eligible for four-, three-, and two-year scholarships to complete their secondary education. The original criteria for application, which was used in this research, included poverty-level income, academic motivation, and some evidence of potential academic ability. Currently, the criteria stipulate that students should be in the top 10% of their class, have a grade-point average of at least 85, score well on the SSAT, have solid academic and personal recommendations, and demonstrate motivation for a challenging educational experience. Students submit formal applications to the Boston office where readers process the applications, select those that seem most qualified, and forward them to schools which the readers deem most compatible for a given applicant. Readers at the schools then process each application and make the final decision as to whether or not to offer a scholarship to the applicant. Schools continue to receive applications until they have filled their quota of ABC places.

Once accepted into the program, ABC students attend a summer orientation session wherein they are introduced to the academic
rigors and social demands of the program. They then begin their formal ABC experience in one of three settings: residential/boarding schools where they live and attend classes on campus, independent day schools where they live at home and commute to classes, and college-preparatory public high schools where they live away from home with other ABC students in a house staffed by 'ABC parents'. Upon completion of one of the three programs, the ABC graduate is considered well-prepared for and thus able to compete successfully with non-ABC college classmates thereby gaining access to a variety of life-style and career options. With their credentials as well-prepared minority students, they are attractive to competitive colleges; and with their proximity to effective college selection and application procedures, they know how and where to seek admission.

Statement of Purpose

The general purpose of this study is to examine the impact of the ABC Program on students recruited from Columbus, Ohio during the years 1970-74. However, 'impact' is a vague term that requires definition along specific dimensions, and there are many from which to choose. Consideration of the ABC goal, i.e., to substantially increase the number of well-educated minority people who will assume responsibility and leadership in American society, provides a starting place. Responsibility and leadership are enacted in several arenas in American society, such as higher education, careers, family, and community. Because of their age, it is
somewhat premature to directly assess the community and societal responsibility and leadership of ABC graduates. However, many have just completed their higher education and are establishing careers and life-styles, which may include starting families and/or community involvements, as well as developing values and attitudes that are indicative of future responsibility and leadership. Therefore, the variables of life-style, higher education, careers, as well as values and attitudes seem appropriate for this study. While these variables have been considered because they logically ensue from the stated purpose of ABC, it is recognized that some are aligned with upper middle class values. Specifically, ABC espouses outcomes such as responsible leadership and professional careers as well as preparation in an arena largely characterized by conservative tradition and by middle and upper class students. Moreover, financial support for the program is solicited from upper class sources. Had the political and philosophical assumptions of ABC been otherwise, different instrumentation would have been considered.

With respect to a life-style variable, ABC graduates have been exposed to expectations of self-responsibility and models of stability and leadership. This exposure may be manifested in their marital and family patterns and in their community involvement. Specifically, ABC graduates may exhibit more stable and traditional marital and family patterns characterized by fewer divorced and unwed-parent models than will ABC non-graduates and non-recipients. In the community arena, sustained involvement patterns of ABC graduates are developmentally premature. However, early
participation, possibly indicative of later commitment, can be ascertained; and those patterns may be more prevalent for ABC graduates than for cohorts who were non-graduates and non-recipients.

Moreover, one might conjecture that exposed to other, perhaps more stimulating, sections of the country, ABC graduates might elect not to return to reside in Columbus. "Similar to the pattern of other graduates of elite educational institutions, few will return [home] and carry on where they left off" (Perry, 1973, p. 184).

As to higher education, ABC students have supposedly been academically prepared to succeed in higher education and exposed to a peer majority who aspire to higher education and careers for which college preparation is required. Then too, they have the information and credentials that afford them access to higher education. Thus, one could assume that more ABC graduates would matriculate to college, demonstrate motivation to complete college, and perhaps matriculate to graduate school than ABC non-graduates and non-recipients. Moreover, because of their competitive credentials as minorities and increased awareness of different institutions, they may choose more selective and prestigious colleges than ABC non-graduates and non-recipients.

With respect to a career variable, the ABC graduates may be motivated and prepared to pursue careers higher on occupational classification schemes than ABC non-graduates and non-recipients. "If there is any single attainment commonly shared by our students, it is the confidence to compete for professional roles in society" (A Better Chance: Tenth anniversary report, 1973, p. 5). Through
their peers, they are exposed to a wide variety of careers with accompanying life-styles which illuminate more options from which to choose. Then too, as well-prepared minorities, they will probably be sought after by employers at levels rated higher on occupational ladders. For these reasons, more ABC graduates are likely to pursue careers at professional and managerial levels higher on occupational classification schemes than are ABC non-graduates and non-recipients. In aspiring to high level careers, one could further speculate that ABC graduates will have formulated career goals supported by appropriate career preparation in college.

With respect to attitudes and values, the ABC experience is academically rigorous and socially demanding. The student who successfully completed the ABC Program would have surmounted a number of obstacles to attaining the goal of graduation and thus may demonstrate a high degree of self-esteem. Moreover, the self-fulfilling prophecy engendered by being chosen for the program, as well as the high achievement modeling of cohorts, may also increase self-esteem.

The ABC experience exposes students to the existence of many future educational, career, and life-style options; and it offers the preparation to pursue these options. Moreover, through interaction with students from diversified segments of society, ABC students observe the enactment of these options. Thus, it is likely that ABC graduates would re-evaluate and subsequently effect
different personal value systems than ABC non-graduates and non-recipients.

Finally, the ABC Program immerses minority students in a white establishment world. Hopefully, the increased familiarity derived therein would foster increased cross-cultural understanding which may in turn reduce racial prejudice. In the words of Gordon Allport:

Prejudice ... may be reduced by equal status contact between majority and minority groups in the pursuit of common goals. The effect is greatly enhanced if this contact is sanctioned by institutional supports .... and if it is of a sort that leads to the perception of common interests and common humanity between members of the two groups (Allport, 1958, p. 141).

Hence, the enhancement of positive self-esteem and a change of values would seem to derive from the ABC experience. Increased racial tolerance is another possible outcome.

The aforementioned speculations suggest that variables of life-style patterns, educational attainment, career status, levels of self-esteem and racial attitudes, and value priorities are areas where there may be differences among ABC graduates, ABC non-graduates, and a non-ABC comparison group. Accordingly, the specific purpose of this study is to determine whether Columbus, Ohio ABC graduates, ABC non-graduates, and non-recipients differ in the areas of life-style, levels of higher education attainment, career status, self-esteem, values, and racial attitudes. Specific questions which address these possible differences are as follows:
I. Is there a significant difference between the ABC graduate group and the ABC non-graduate and non-recipient groups on selected life-style variables:
   A. Marital and family patterns
   B. Community involvement
   C. Current residency in Columbus, Ohio

II. Is there a significant difference between the ABC graduate group and the ABC non-graduate and non-recipient groups on selected higher education variables:
   A. College matriculation
   B. Competitiveness of undergraduate college
   C. College graduation
   D. Graduate school matriculation

III. Is there a significant difference between the ABC graduate group and the ABC non-graduate and non-recipient groups on selected career variables:
   A. Level of current occupation
   B. Educational preparation for a career
   C. Future career plans

IV. Is there a significant difference between the ABC graduate group and the ABC non-graduate and non-recipient groups in scores on an instrument measuring self-esteem?
V. Is there a significant difference between the ABC graduate group and ABC non-graduate and non-recipient groups in preferred sets of values on an instrument measuring relative importance of values?

VI. Is there a significant difference between the ABC graduate group and the ABC non-graduate and non-recipient groups on scores on an instrument measuring racial tolerance?

Significance of the Study

Compensatory education programs proliferated in the 1960s, but little follow-up research on these programs has ensued in the 1970s and 1980s. Many of these programs have terminated, while others are still consuming resources and affecting lives without any substantial feedback as to the nature of their impact. Do they make a significant difference, and if so, in what kinds of ways? Valid follow-up research is dependent upon the passage of time, i.e., one cannot assess the effects of a program until a sufficient number of participants have undergone 'treatment' and manifested subsequent outcomes. Moreover, follow-up research is dependent upon staff and resources which have evaporated with federal cutbacks, so it is understandable that little follow-up research on many of these programs has emerged. Nevertheless, it is needed. With respect to ABC, follow-up research was conducted in 1970, 1973/1975/1977, and 1981. The greater the time lapse between ABC matriculation and
assessment, the more revealing the outcome data, particularly where goals of adult leadership are postulated. ABC students recruited from 1970-74 would now be in their mid-twenties, a propitious time for evaluating ABC outcomes. The impetus for undertaking such a study is provided by this researcher's pursuit of doctoral research, wherein staff and resources are readily available.

Because of its unique features, ABC has a particular need to be accountable. First, compared to some similar programs, it is relatively expensive ($15,000/student for an average 3 years) for a comparatively small number of recipients. This differential is best explained in the following quote: "Obviously the program is not aimed at the overall problem of improving public education, essential as it is, but at developing creative leadership through the best educational resources at our command" (Tuttle, 1965, p. 126). Secondly, ABC is unique in that it transfers most students from their home environments to a very different and distant environment. To a greater or lesser extent, every ABC student will experience culture shock as well as a rigorous testing of his or her ability in a different setting. What are the effects of this experience on the ABC student, and do the benefits of personal and academic growth outweigh the risk of failure and alienation? Herein program accountability to the student and to his or her parents is warranted.
CHAPTER II

REVIEW OF RELATED LITERATURE

Education of the Disadvantaged

Until the early 1960s, the education of the disadvantaged was mainly relegated to academic circles. With President Lyndon Johnson's "War on Poverty", wherein billions of dollars were spent on educational and health programs for the disadvantaged, policy-makers and educators joined to take a closer look at the relationship between poverty and educational deprivation. Among the more prominent writers who influenced this movement were: Michael Harrington who warned in The Other America that poverty was becoming a permanent and generational, rather than a temporary, way of life for many Americans; James Conant who advocated in Slums and Suburbs that low pupil expenditures and high pupil-teacher ratios were propelling public education toward disaster; and Frank Reissman who specified in The Culturally Deprived Child that the disadvantaged have a separate culture, with some positive characteristics, that is in conflict with the American public school system.

Because ABC is a compensatory program that relies on a new and different environment to achieve individual change, a discussion of the role of environment in changing behavior is in order, i.e., to what extent is heredity, as opposed to environment, responsible for a person's ability to learn; and therefore to what extent can
compensatory education programs expect to overcome genetics? In a review of recent developments in education for the disadvantaged, Allan Ornstien (1982) summarizes some relevant environmental theory. Prior to the 1950s, theorists tended to ascribe the greater influence to heredity in the learning situation. However, in the 1950s and 1960s, the balance of opinion swung to the environmentalists reinforced by Piaget (1952) who stressed the importance of appropriate environmental stimuli for childhood development of intellectual skills and abilities, by Deutsch (1967) who outlined main factors (often missing in lower-class homes) that affect a child's readiness to learn, and by Bloom (1964) who indicated that learning is cumulative and that the early years are therefore the most critical.

In 1966, the Coleman Report analyzed questionnaire data from 4,000 American public schools. Lending credence to environmental theory, it was found that the two most important variables in school achievement were the educational and social background of a child's family and the educational and social background of a child's peers in school.

In 1969, Arthur Jensen (1969) created a furor by claiming that his research showed that due to learning ability and patterns, blacks averaged about 15 points lower on I.Q. tests than whites. He further contended that, while doing relatively well with rote learning, blacks and other disadvantaged children had more difficulty with abstract reasoning and that compensatory education
had failed because it utilized learning processes and concepts unsuitable for children with limited intellectual talent.

Since that time, theorists have developed a more synthesized perspective focusing on the importance of the interaction between heredity and environment as it impacts on the disadvantaged learner. Some of the more recent studies indicate that the school environment (particularly such variables as low pupil-teacher ratio, effective organizational administration, well-qualified staff, and focused institutional goals) can have a positive influence on disadvantaged learners.

The progress of educational equity was the focus of a recent report commissioned by The College Board (1985). Findings indicated that while many legal barriers to educational opportunity have been removed, education remains largely separate and unequal in the United States. Specifically, minority students are disproportionately placed in vocational courses or low-track classes in which teachers often lack enthusiasm, expectations are low, and students get the message that they cannot succeed. Moreover, statistics indicate that college matriculation, college completion, and graduate school matriculation rates have declined for blacks since 1975. Still, the report emphasizes that some strides have been made, i.e., black student improvement on standardized test scores indicates that increased educational opportunities for minority students can increase their educational achievement.
Compensatory Education Programs

In addition to the general literature on the education of the disadvantaged, it also seemed appropriate to review research focusing on compensatory programs similar to and including ABC. The research on similar programs would serve as standards of comparison for similar populations, and previous ABC research would serve as standards of comparison for various ABC populations.

The literature on educational programs for the academically talented, disadvantaged, high school students contained studies and descriptions of several programs of national stature as well as a few smaller scale programs. For the most part, program descriptions and non-control group progress reports were more prevalent than evaluative studies, and there were surprisingly few long-term follow-up studies. Direct requests were sent to the authors or directors of these programs asking for any other program reports or research studies that may exist. There were few responses, leading this researcher to assume that little research has been conducted, or it is unavailable to the public. Perhaps the former could be attributed to the relatively short time span since some of these programs were inaugurated, i.e., it may be premature to ascertain career patterns of subjects who were in high school in the late 1970s. Furthermore, given this scant body of literature, most of these studies examined participant matriculation to higher education rather than life-style patterns, career status, and attitudes. Again, perhaps this can be explained by the fact that adult life-style and career patterns of former students are just being
formulated by those who participated in these programs, or the fact that long-term follow-up studies have not been conducted. In addition, there was a tendency to measure attitudes during, rather than after, the educational intervention and to measure expectations, as opposed to actual, occurrences. These studies, organized by variables used in this ABC study, will now be summarized.

Non-ABC Program Research

Life Style. There was no literature available specifically on marriage and family patterns of participants in programs similar to ABC. However, in one study, three-hour interviews were conducted with a thousand 30 year olds who had participated in Project Talent as 15-year-olds. The purpose of the study was to determine how well the Project Talent Program met students' needs in terms of their quality of life as adults, and response to 15 quality of life dimensions was "generally good" (Flanagan, 1977).

In Schubert's (1982) study of Upward Bound students, a significantly higher percentage (18%) of the Upward Bound 12th graders valued "being a leader in the community" than did the non-Upward Bound 12th graders (10%).

As to returning to one's original community, the Talent Identification Program specified a goal of increasing the number of participants who would return to offer health services in poor communities (Levine, 1977), and Project Opportunity specified a goal of encouraging students to remain in the south (Project Opportunity,
However, no results were reported. In another study, Donivan Watley (1971) examined the migration patterns of National Merit Achievement Scholars from birth to college. He found that talented black students tended to move out of the southeast into the Great Lakes and mideast regions, while 90% of those who originated in the west stayed in the west.

Higher Education. The literature examining higher education and program participation focused mainly on expectations of college attendance, entry rates, and retention rates. In a study of high school students conducted in 1980, 69% of the Upward Bound seniors as compared to 58% of the non-Upward Bound seniors expected to attend college immediately after high school; 54% of the Upward Bound seniors as compared to 46% of the non-Upward Bound seniors expected to graduate from college; and 75% of the Upward Bound seniors as compared to 64% of the non-Upward Bound seniors expected to be disappointed if they did not graduate (Schubert, 1982).

As to college entry rates, 89% of the graduates of the New York City Demonstration Guidance Project went on to college in 1960, 1961, and 1962 as compared to 40% of the graduates in a control group (Hilson, 1963). The number of students who matriculated to college after the 1963-1964 inception of the Project Able Program doubled the matriculation rates prior to the implementation of the program (Margulis, 1964). Due to inconsistent policy implementation and difficulty in measuring objectives, the Talent Search Program was deemed "unevaluable" (Pyecha, 1975), while 90% of the students in the Science/Math Mini-School Program were admitted to college in
1979 (Johnson, 1980). In a 1974 study of the Upward Bound Program, college matriculation increased from a rate of 47% for a comparison group to 71% for the Upward Bound group (Burkheimer, 1975). In a similar study conducted by the General Accounting Office spanning 1966-1978, 29.6% of the nationwide Upward Bound participants dropped out of high school, 20.9% completed high school but did not matriculate to college, 19.8% dropped out of college, 28.3% were still in college and 1.4% had graduated from college (James, 1978). And in another study conducted in 1982, 91% of 56 Upward Bound students matriculated to college, whereas 72% of a matched control group matriculated to college (Young & Exum, 1982).

As to college retention rates, a study of 712 Project Opportunity participants who entered four-year colleges in 1970, 1971, and 1972 revealed that 81% completed the first year and 70% completed two years, which compares favorably with a 78% national return rate (Project Opportunity, 1973). In a later study, of an original 77% of Upward Bound graduates who matriculated to college, 51% were still in college after 16 months and 43% remained after 21 months, compared to only 5% of a matched control group (a non-significant difference when compared to a 35% rate for non-participants) (Jung, 1984).

Career. In her 1980 study, Schubert examined career aspirations of high school students. This research did not indicate a significant difference between Upward Bound students who aspired to Professional/Managerial careers by the age of 30 (48%) and non-Upward Bound students who aspired to Professional/Managerial careers by the age of 30 (47%).
Attitudes. In an article that generally addresses self-concept and locus of control, Irwin Katz (1968) cites the Coleman Report wherein black students' sense of control was little influenced by home factors or objective school characteristics. However, as the proportion of white students in school enrollments increased, black sense of intentionality grew stronger, while self-esteem declined. Katz also suggests that realistic perceptions of one's ability relative to classmates of higher ability need not produce discouragement and reduced self-esteem in disadvantaged students; it may have the opposite effect, provided that the student has a clear awareness of opportunities for social and material reward commensurate with efforts and capabilities.

In Schubert's 1980 study of high school students, Upward Bound and non-Upward Bound students did not differ appreciably in their self-esteem or values regarding work and other aspects of life quality. However, Upward Bound students did demonstrate more willingness to invest, i.e., to work hard in school and spend more time on homework than non-Upward Bound students.

ABC Program Research

Research on the ABC Program was conducted in 1970, 1973/1975/1977, and 1981; and each project focused on two or three of the variables used in this follow-up study. Thus, a brief explanation of the purpose, scope, and methodology of each project will precede a discussion of the total constellation of variables studied.
In 1970, the first group of ABC students graduated from colleges and so it seemed an appropriate time to begin a systematic study of program impact. George Perry (1973) served as Research Coordinator for this first study which focused on rank in class, attrition, and testing within the secondary school, admission to and performance in college and attitudes of self-esteem, fate control, aspirations, racial awareness, and relationships to home. The sample for the secondary school variables consisted of 1,640 ABC students who had entered ABC schools since 1964 and were scheduled to graduate by June 1972, the sample for college variables consisted of 47 matched pairs of ABC and non-ABC college students and graduates; and the sample for attitudes consisted of groups of ABC students then enrolled as 10th (134) and 12th (125) graders, of independent school white students then enrolled as 10th (130) and 12th (138) graders, and of public school black students then enrolled as 10th (137) and 12th (103) graders. Hence, this research focused on the attitudes, performance, and expectations of a basically high school and college population.

In 1973, 1975, and 1977, William M. Boyd II (1980), a past president of ABC, conducted a series of studies of minority high school graduates. The purpose of these studies was to examine the question of whether black students could achieve in competitive colleges and universities at a level that approximated white achievement; and the outcome variables were college placement, grade achievement, SAT scores, graduation rates, and anticipation of graduate school entry. Samples included 334 ABC students who
entered 20 highly selective colleges between 1969 and 1972, ABC alumni who were interviewed at 40 randomly selected colleges and universities in 1973 and 1975, and ABC alumni who entered Ivy League colleges in 1977.

Concerned about the relatively small numbers of minorities entering science- and math-related areas, the Ford Foundation awarded a research grant to ABC in 1981. The primary purpose of this research (Johnson, 1984) was to investigate the factors affecting the choice/rejection of careers in math and science, while at the same time establishing a data base of experience and background information on ABC alumni and developing a roster for future alumni contact. This study examined secondary school curriculum, teachers and counselors; personal variables of personality, ability, aptitude, and cognitive style; sex variables; and college attrition or retention. The research was based on questionnaires completed by 813 ABC scholars who had graduated from ABC schools between 1967-1983. While it is the most recent and definitive of the ABC studies, this research is largely based on subject recollection.

Life-style. In the Ford study, 73% of this relatively young sample of ABC scholars were single, 20% were married, and 5% were divorced (Johnson, 1984). Data on community involvement were not available. Perry (1973) found that seniors in ABC schools felt greater alienation from home ties and yet greater altruism for committing to later help their home communities than did ABC sophomores. These divergent attitudes would appear to have
contradictory implications for ultimately returning to home communities as a place of adult residency.

Higher Education. In terms of college matriculation, 100% of the students who attended an ABC summer program at Mt. Holyoke College and returned home to complete high school enrolled in college (Kerr & Russell, 1967). The following year 97.1% of the students who attended the ABC summer program planned to attend college (Kerr & Russell, 1968). In his large scale study of ABC, Perry (1973) found that as of 1971, 99% of the ABC graduates had entered college, whereas 67% of the Upward Bound students and 42% of the Project Talent students had matriculated to college. The national figure for the college entry of high school graduates was 55%, and the figure for the non-ABC comparison group was 62% (Perry, 1973).

As to degree of competitiveness of colleges entered, 21% of the ABC graduates in Perry's study matriculated to the 30 most selective colleges as designated by Dailey's Taxonomy presented in the Coleman Report. The mean rating on the four Dailey categories was 2.5 for ABC graduates and 3.4 for the non-ABC controls (on a scale of 1-4, 1 being the most competitive) indicating that ABC graduates attended more competitive colleges than did non-ABC controls (Perry, 1973).

In a study conducted by Boyd (1977a), 73% of the ABC graduates in selective colleges had a B average or better, while 50% of similarly matched black students in the same institutions had a B average or better.
With regard to college graduation, Boyd's (1977b) research surveyed 334 ABC graduates in 20 highly selective colleges. Only 14% of those who had graduated or were still enrolled had SAT scores higher than 1200. The SAT mean for ABC students was 1050, while it was 1250 for non-ABC students. Of those with a 1200 or above, 72% graduated from college, but of those in the first quintile of their high school graduating class, 83% graduated (mean SAT score 1065). Thus, despite considerably lower SAT scores, ABC students fared well with respect to college retention (Boyd, 1977b). On the other hand, Perry's (1973) study showed that 42% of the ABC scholars graduated after four years of college as compared to the 42% national average for black students and 47% national average for white students. Hence, the results on retention and graduation are unclear as to whether ABC students fared better or worse than cohorts who did not participate in the program.

Careers. Perry's (1973) study revealed that 85% of the seniors expected to have jobs in the 'professional' or 'managerial' categories after completing their education, as compared to 76% in the white control group and 73% in the black control group.

While the Ford study (Johnson, 1984) specifically addressed math- and science-related careers, some findings are relevant to this ABC follow-up study. The research indicated that the best single predictor of a math/science-based career was success in high school with math and science courses. Other positive influences were significant relationships with high school teachers, appropriate counseling, high regard for the math/science curriculum, and
parental encouragement. The study also revealed that ABC students pursued math and science careers at a higher rate than other minority students. As college seniors, 26% of the black ABC students indicated a career choice in math/science as compared to 24% in a white control group. Prominent career choices in math/science-related fields included: engineer, computer scientist, mathematician/statistician, physical scientist, psychologist, and physician/surgeon. Non-science/math careers included: elementary and secondary school teachers, educational administrators, college administrators, college teachers, and attorneys.

**Attitudes.** The variables of self-esteem, values, and race relations were selected for this study because they are significant outcomes of total educational experience, and they were variables in Perry's (1973) study of ABC students. However, in Perry's study these attitudes were assessed during the ABC experience, while this follow-up study assesses these attitudes and perceptions 9 - 13 years after program participation. Briefly, Perry found that during participation in the program, seniors showed an increase in perception of their intelligence and self-awareness from their sophomore year in high school. After an initial period of adjustment to the ABC Program, self-esteem increased with academic grade improvement. Perceived popularity was uniformly high during all three years. There was an increase from 10th to 12th grades on internal locus of control, and seniors were more separatist (rather than integrationist) and aware of cultural differences than sophomores.
In the Ford study, 57% of the variance on personality dynamics and work orientation was accounted for by the following factors: positive self-concept, higher person-and-task orientation, high perseverance, increased internal locus of control and increased sociability. Thus, this ABC sample was composed of individuals who had positive self-feelings, were person-and-task oriented, had a strong internal locus of control and tended to enjoy being with people. On the personal values, 66% of the variance was accounted for by having a community leadership position, working with people, being close to parents and relatives, having vocational stability, having marriage and family, and being 'successful'. Racial attitudes were not addressed in this study (Johnson, 1984).

Summary of the Literature

This survey of related literature seems to indicate that the ABC population was largely unmarried, and that non-ABC compensatory students valued community leadership more highly than did non-participants. Then too, more ABC seniors than sophomores were alienated from their homes, but did plan to return ultimately to their home communities. Data also indicated that talented minorities tended to migrate out of the southeast into the midwest and Great Lakes areas. This may suggest that factors other than the lure of intellectual centers explain migration patterns of talented minorities. On higher education, college entry rates increased beyond national averages for graduates of non-ABC compensatory programs and increased even more for ABC graduates. College
retention for disadvantaged students may or may not increase for both non-ABC and ABC programs compared to retention rates for non-compensatory program participants. Perry's (1973) study revealed that the four year graduation rate for ABC students was lower than for white students, while other studies revealed the opposite. ABC graduates matriculated to more competitive colleges in greater numbers than did their national and comparison counterparts, and a significant number of ABC graduates went on to graduate school. With respect to career patterns, the research largely examines aspirations rather than actual behavior. There was no significant difference between Upward Bound and non-Upward Bound students who aspired to professional/managerial careers. ABC graduates pursued math and science careers at a greater rate than did other minority and white populations. On self-esteem, data were mixed. Upward Bound and non-Upward Bound participants in Schubert's (1980) study did not differ significantly. In Katz's (1968) study, black self-esteem declined as proportion of whites increased. With respect to ABC studies, Perry (1973) data indicate that self-esteem increased with improved grades, and the Ford study (Johnson, 1984) revealed that, as a group, ABC graduates had positive self-concepts. With respect to values, a non-ABC study (Schubert, 1980) demonstrated that Upward Bound students exceeded non-Upward Bound students in their willingness to work hard in school and to spend more time on homework. In the Ford study of ABC students (Johnson, 1984), a high degree of variance was noted on the values of community leadership, people involvement, closeness to
family, vocational stability, marriage and family, and successful achievement. On racial tolerance, Perry's (1973) study of ABC students provided the only data. ABC seniors were more separatist and aware of cultural differences than were ABC sophomores, perhaps indicating that longer term exposure to racially different environments may increase alienation rather than tolerance.
In order to assess the impact of the ABC program on Columbus, Ohio students, a questionnaire (see Appendix) addressing the following hypotheses was administered to three groups of former students:

1. ABC graduates will be separated/divorced and they will be unwed parents in significantly fewer numbers than ABC non-graduates and non-recipients; ABC graduates will demonstrate community involvement in significantly greater numbers than ABC non-graduates and non-recipients; and ABC graduates will reside outside of Columbus, Ohio in significantly greater numbers than ABC non-graduates and non-recipients.

2. ABC graduates will matriculate to college in significantly greater numbers than ABC non-graduates and non-recipients; ABC graduates will attend more competitive undergraduate colleges in significantly greater numbers than ABC non-graduates and
non-recipients; ABC graduates will graduate from college in significantly greater numbers than ABC non-graduates and non-recipients; and ABC graduates will matriculate to graduate school in significantly greater numbers than ABC non-graduates and non-recipients.

3. ABC graduates will pursue careers in professional and managerial occupations in significantly greater numbers than ABC non-graduates and non-recipients; ABC graduates will demonstrate pursuit of educational degrees for career preparation in significantly greater numbers than ABC non-graduates and non-recipients; and ABC graduates will have deliberate career plans for the future in significantly greater numbers than ABC non-graduates and non-recipients.

4. ABC graduates will demonstrate significantly higher levels of achievement on an instrument measuring self-esteem than ABC non-graduates and non-recipients.

5. ABC graduates will demonstrate preference for a different set of values on an instrument
measuring relative importance of values than ABC non-graduates and non-recipients.

6. ABC graduates will demonstrate significantly higher levels of tolerance on an instrument measuring racial attitudes than ABC non-graduates and non-recipients.

The responses to questions on the variables of life style, higher education attainment, career patterns, self-esteem level, value patterns, and racial attitudes provided data for comparative analysis. In addition, five subjects from the ABC graduate group and five subjects from the ABC non-graduate group were randomly selected and interviewed as to their recollections of the ABC experience. These interviews were transcribed and analyzed qualitatively (Fox, 1969).

Selection of Samples

ABC graduates, ABC non-graduates, and ABC non-recipients, all of whom were recruited in Columbus, Ohio, served as subjects for this study. The ABC graduate group consisted of those who received ABC scholarships and graduated from ABC preparatory schools. The ABC non-graduate group consisted of those who received ABC scholarships but dropped out of ABC preparatory schools before graduation. The ABC non-recipient group consisted of those who applied for, but did not receive, scholarships. The academic
credentials of these non-recipient students were comparable to those of the recipients, but there were places for only one out of every three recommended applicants. Because small numbers of available subjects precluded random sampling, the non-recipients were designated a comparison group, as opposed to a control group, for ABC graduates and ABC non-graduates.

Subjects for each of these groups were derived from a pool of ABC applicants recruited in Columbus, Ohio from 1970 to 1974. These parameters were selected because these subjects would have had time to demonstrate activity on the selected outcomes, they represent the concept of disadvantaged students originally targeted by the ABC Program, and they were recruited by this researcher who maintains a personal interest in their lives. Because of the difficulty in tracing subjects who have moved often during the past 9 - 13 years, sampling procedures were based on the number of subjects who could be located. From a total pool of 90 ABC graduates, 59 were located and 45 (27 males, 18 females) agreed to participate in the research; from a total pool of 41 ABC non-graduates, 24 were located and 18 (8 males, 10 females) agreed to participate; and from a total pool of 98 non-recipients, 34 were located and 30 (12 males, 18 females) agreed to participate.

Administration

During the Fall of 1984, administrations of the questionnaire were conducted in small groups, in private sessions, or by mail. Traced by former phone numbers and/or addresses, by networking
through friends, relatives and counselors, and by house calls, ABC graduates and ABC non-graduates were invited to attend a Research/Reunion. Accordingly, each potential subject was asked to assist in the ABC research effort as well as to renew acquaintanceship with other participants in the scholarship experience. A $5 remuneration fee was offered to ABC non-graduates and non-recipients for each completed questionnaire.

At each session, the purpose of the research was explained by a cover letter (Appendix), a consent form was presented for approval (Appendix), and the questionnaire was administered. Following this activity, a taped interview was obtained from a randomly selected subject. A number of subjects, including all those in the non-graduate category, preferred a mailing or a private session at which time taped interviews with ABC non-graduates were obtained. Questionnaires with a cover letter (Appendix) and a stamped return envelope were mailed to potential out-of-town subjects. Return rate for ABC graduate questionnaires was 82%, for ABC non-recipients, 75%, and for non-recipients, 88%. Questionnaires for subjects in the non-recipient category were administered on an individual basis. Administrative sessions and mailings continued until all available subjects had been contacted. Follow-up phone calls were used to encourage prompt return of questionnaires.

Instrument

The instrument used in this study consisted of a section designed specifically for this research and a section derived from
standardized instruments. The first section was developed by this researcher and solicits personal, educational, and career information. In terms of personal background, some data were used to discern patterns of lifestyle. On the educational portion, the information was used to assess attainment in higher education. Degree of competitiveness of college was determined by the six categories delineated in Barron's Profiles of American Colleges (Most Competitive = A-/B+ average, top 10%-20% class rank, 625-800 SAT scores; Highly Competitive = B+/B, top 20%-35%, 575-625 SATs; Very Competitive = B/B-, top 35%-50%, 525-575 SATs; Competitive = B-/C+, top 50%-65%, 450-525 SATs; Less Competitive = C/C-, top 65%, 450 on down SATs; and Non-Competitive). The question on educational preparation for careers related to the career variable. In the career section, professional level was determined by Roe's Levels of Occupations. Based on early relations with the family, Roe's theory defines a need structure wherein individuals tend toward interaction with people or activities without people. This need satisfaction is translated to the occupational arena, as individuals choose careers that Roe classified as person-oriented or non-person-oriented. She further postulated that the intensity of this need significantly determines the level hierarchy within an occupational structure to which an individual aspires. Specifically, the hierarchy consists of eight groups which are categorized according to the primary focus of activity within each group, and six levels which specify degrees of autonomy, skills, and training for each group. Those six levels, which are used in this
ABC research, are: Professional and Managerial: Independent Responsibility, Professional and Managerial, Semi-Professional and Small Business, Skilled, Semi-Skilled and Unskilled (Roe, 1956, pp. 149-150). While Roe's theory of occupational choice generated ample research, reliability and validity were not clearly established. Moreover, research on Roe's theory attempted to establish a correlation between early childhood experiences and choice of vocational group (Osipow, 1973, pp. 15-37). Because this ABC research focuses on level, as opposed to group, comparisons between research samples for Roe's theory and this ABC sample are inappropriate. Still, Roe's Levels of Occupations provide a useful hierarchy for categorizing occupations, and so current careers of ABC graduates, ABC non-graduates, and non-recipients were analyzed and classified by two raters and thus were subjected to inter-rater reliability procedures.

In the second section, measurement of self-esteem was derived from the Self-Esteem Scale of Nelson and Low's (1979) Personal Skills Map (PSM). Based on the authors' theory that personal growth and change are an individualized skill-building process and that personal growth is facilitated by the use of a map, the PSM was developed. Through self-assessment the subject is able to chart areas of strength as well as areas of needed change. One of 14 areas, self-esteem is defined as "a personal skill in the ability to accurately evaluate self. A self-perceived level of personal worth" (Nelson and Low, 1979, p. 5). Now in its ninth year of research and development, the PSM is still in an experimental stage. Early
validity studies focused on whether the instrument could effectively
differentiate individuals functioning at healthy, normal, and
below-average personal skill levels. Two-way comparisons conducted
on three groups (skilled professional helpers, normal adults, and
persons seeking counseling or psychotherapy) revealed that at the
.05 level of confidence, all PSM scales significantly differentiated
the two groups. When compared to the normal group, the professional
helpers achieved significantly higher scores on Self-Esteem, and,
when compared to the in-therapy group, the normal adults achieved
significantly higher scores on Self-Esteem. Comparisons with this
normal group, which provided basic normative data for the PSM, seem
appropriate to the ABC graduate, ABC non-graduate, and non-recipient
groups. Test-retest reliability on the Self-Esteem Scale was
established by a reliability coefficient of .86 derived from an
undergraduate college sample which is another appropriate group for
comparison to ABC research samples. Other relevant groups for
comparison include community college student samples and college
counseling samples that have used the PSM. The above factors,
combined with its readability and comprehensiveness, rendered the
PSM appropriate for assessing and comparing levels of self-esteem
amongst ABC graduates, ABC non-graduates, and non-recipients.

Measurement of values was derived from the Terminal Values
Scale of Rokeach's (1967) Value Survey. The Survey was designed to
address the lack of instruments available to directly assess values
and to ascertain changes in individual value systems. Validity
studies conducted by the National Opinion Research Center in 1968
focused on whether various groups differed significantly on their value systems as measured by the Value Survey. The findings show that different numbers and combinations of the values differentiate significantly at the .05 level among samples of adult Americans varying in sex, income, education, race, age, politics, and religion. Of particular relevance to this study are the value patterns which distinguish the well- and less well-educated. Those with 0 - 4 years of education ranked 'A Comfortable Life' as #3, while those with graduate education ranked this value as #15. Similarly, those with 0 - 4 years of education ranked 'A Sense of Accomplishment' as #13, while those with graduate education ranked it as #4. Test-retest reliability for the Terminal Values portion of Form D (used in this research) was a consistent .74 for each of three samples: American college students, South Australian college students, and Lansing, Michigan adults. Other relevant groups for comparison to the ABC groups include Value Survey research conducted on low/high income level subjects and on black/white American subjects. Because this ABC research includes a study of change in values, and education level is a variable, it seemed appropriate to use the Value Survey. Moreover, this instrument is brief, fairly comprehensive, and diverting; and it derives from a sound research background.

Measurement of racial attitudes was derived from the ABC Attitude Questionnaire, an instrument used in a previous ABC study of black sophomores and seniors enrolled in both ABC and public high schools (Perry, 1973). From that instrument, a Separatist Index was
developed, and data showed that ABC sophomores had a Racial Separatist mean score of 2.4 as compared to 2.3 for public school black sophomores. While the difference was not statistically different, the ABC seniors had a Racial Separatist mean score of 2.7 as compared to 2.0 for non-ABC public school seniors indicating a significantly higher separatist attitude for ABC seniors at the .01 level of confidence. On the single question "Black and white people have to learn to get along with one another in school, work and social life", 90% of the ABC sophomores and 80% of the ABC seniors agreed. The inclusion of these questions from the earlier ABC study facilitates comparisons within the ABC population as well as to other national samples.

Quantitative Analysis of Questionnaire Data

Data elicited on the life style, higher education, and career variables were analyzed using the chi-square (X²) procedure to ascertain whether there is a significant relationship between each of these variables and any of the ABC research groups. The X² procedure, a non-parametric test, was selected because the data on life style, higher education and career choice are discrete, nominal, independent, and mutually exclusive. Data elicited on the self-esteem and racial attitude variables were analyzed using analysis of variance (ANOVA) in order to determine whether there are significant differences between the three groups of subjects. ANOVA was selected because it is a test of significant difference which treats more than two groups simultaneously. Data on values were
analyzed using the Bootstrap Resampling Plan, a form of ANOVA, in
to ascertain whether there are significant differences between
the three groups of subjects. This method was selected because it
accounts for the extent that two subgroups can include common items
in groups of rankings and still be significantly different.
Composite rank orders were also compiled for the data on values.

Hypothesis #1

A frequency count was made to determine the number of
subjects who were separated/divorced in each of the three
groups: ABC graduates, ABC non-graduates and
non-recipients. A frequency count was then made to
determine the number of subjects who were single or
married in each of the groups. A 3 x 2 contingency
table was developed with the independent variables being
ABC graduate, ABC non-graduate, and non-recipient groups
and dependent variables being separated/divorced status
and the other combined statuses. The $X^2$ procedure was
used to determine if there was a higher or lower than
expected frequency for separated/divorced status and
membership in any of the three groups.

A frequency count was made to determine the number
of subjects who were unwed parents in each of the three
groups: ABC graduates, ABC non-graduates, and
non-recipients. A frequency count was then made to
determine the number of subjects who were single and
childless, married and childless, married with children, separated/divorced and childless, and separated/divorced with children in each of the groups. A 3 x 2 contingency table was developed with the independent variables being ABC graduates, ABC non-graduates, and non-recipient groups and dependent variables being unwed with children status and the other combined statuses. The \( \chi^2 \) procedure was used to determine if there was a higher or lower than expected frequency for unwed parent status and membership in any of the three groups.

A frequency count was made to determine the number of subjects involved in community activities in each of the three categories. A 3 x 2 contingency table was developed with the independent variables being ABC graduate, ABC non-graduate, and non-recipient groups and dependent variables being participation and non-participation in community activities. The \( \chi^2 \) procedure was used to determine if there was a higher or lower frequency than expected for subjects involved in community activities and membership in any of the three groups.

A frequency count was made to determine the number of subjects who do not currently reside in Columbus, Ohio in each of the three groups. A 3 x 2 contingency table was developed with the independent variables being ABC graduate, ABC non-graduate, and non-recipients groups and dependent
variables being non-residency and residency in Columbus, Ohio. The $X^2$ procedure was used to determine if there was a significantly higher or lower frequency than expected for subjects who do not reside in Columbus, Ohio and membership in any of the three groups.

**Hypothesis #2**

A frequency count was made to determine the number of subjects who enrolled in college in each of the three categories. A $3 \times 2$ contingency table was developed with the independent variables being ABC graduate, ABC non-graduate, and non-recipient groups and dependent variables being enrollment in college and non-enrollment in college. The $X^2$ procedure was used to determine if there was a significantly higher or lower frequency than expected for subjects who enrolled in college and membership in any of the three groups.

Undergraduate colleges were coded by levels of competitiveness and frequency counts were obtained in each of the three categories. A $3 \times 2$ contingency table was developed with the independent variables being ABC graduate, ABC non-graduate, and non-recipient groups and dependent variables being a highly competitive category (Barron's Most Competitive and Highly Competitive classifications) and the other combined categories. The $X^2$ procedure was used to determine if there was a significantly
higher or lower frequency than expected for subjects in any of the three groups.

A frequency count was made to determine the number of subjects who graduated from college in each of the three categories. A 3 x 2 contingency table was developed with the independent variables being ABC graduate, ABC non-graduate, and non-recipient groups and dependent variables being graduation from college and non-graduation from college. The $X^2$ procedure was used to determine if there was a significantly higher or lower frequency than expected for subjects who graduated from college and membership in any of the three groups.

A frequency count was made to determine the number of subjects who enrolled in graduate school in each of the three categories. A 3 x 2 contingency table was developed with the independent variables being ABC graduate, ABC non-graduate, and non-recipient groups and dependent variables being enrollment in graduate school and non-enrollment in graduate school. The $X^2$ procedure was used to determine if there was a significantly higher or lower frequency than expected for subjects who enrolled in graduate school and membership in any of the three groups.
Hypothesis #3

First, all occupations included in the ABC research were rated for Roe's Levels by two raters. Then a frequency count was made to determine the number of subjects pursuing careers in professional/managerial positions in each of the three categories. A 3 x 2 contingency table was developed with the independent variables being ABC graduate, ABC non-graduate, and non-recipient and dependent variables being employment in professional/managerial positions and employment in all other positions. The $X^2$ procedure was used to determine if there was a significantly higher or lower frequency than expected for subjects who are employed at professional/managerial levels and membership in any of the three groups.

A frequency count was made to determine the number of subjects pursuing educational degrees for career preparation in each of the three categories. A 3 x 2 contingency table was developed with the independent variables being ABC graduate, ABC non-graduate, and non-recipient groups and dependent variables being pursuit of educational degree for career preparation and non-pursuit of educational degree for career preparation. The $X^2$ procedure was used to determine if there was a significantly higher or lower frequency than
expected for subjects who pursued educational
degrees for career preparation and membership in
any of the three groups.

A frequency count was made to determine the
number of subjects who have deliberate career plans
for the future in each of the three categories. A
3 x 2 contingency table was developed with the
independent variables being ABC graduate, ABC
non-graduate, and non-recipient groups and dependent
variables being stated career plans for the future
and no stated career plans for the future. The $X^2$
procedure was used to determine if there was a
significantly higher or lower frequency than
expected for subjects who have deliberate career
plans for the future and membership in any of the
three groups.

**Hypothesis #4**

Items of the Self-Esteem subscale were measured
on a three-point equal interval scale: MOST
DESCRIPTIVE, SOMETIMES DESCRIPTIVE, and LEAST
DESCRIPTIVE being the ratings. For each subject, a
total score was obtained by group membership. To
analyze the data, a one-way analysis of variance (ANOVA)
was used to compare the group means of each of the three
groups for significant differences. If significant
differences were obtained with the ANOVA omnibus F-test, the Scheffé post-hoc test was used. To test the reliability of the subscale, Cronbach's Alpha was applied to subject scores.

**Hypothesis #5**

For the rank ordering of Rokeach's value statements, those items ranked #1 - #6 were identified for each subject in each of the three groups: ABC graduates, ABC non-graduates, and non-recipients. Then, to account for overlap, i.e., the extent that two subgroups can include common items in their top six rankings and still be significantly different, the Bootstrap Resampling Plan was used. Five hundred samples were randomly selected from each of the two groups being compared (ABC graduates and ABC non-graduates, ABC graduates, and non-recipients), analyzed using the following formula, and pooled to establish a distribution of the test statistics.
Average number of items in agreement between pairs of subjects in Group 1
\[ \left\{ \frac{S_1}{N_1} \right\} \]

Average number of items in agreement between pairs of subjects in Group 2/3
\[ \left\{ \frac{S_2}{N_2} \right\} \]

\[ S^* \]
\[ \frac{\left( \frac{S_1}{N_1} + \frac{S_2}{N_2} \right)}{N_1 + N_2} \]

The research data was subjected to the same formula and located within/without the distribution curve to determine whether or not the number of overlapping items between groups was significantly different.

To corroborate the Bootstrap procedure, composite mean ranks were also computed. Within each of the three groups, a mean rank was determined for each of the 18 values; the values were then arranged in their newly ranked orders, and the top six in each group were identified for comparison.

**Hypothesis #6**

Items on the Racial Attitude Scale were measured on a five-point Likert-type scale from STRONGLY AGREE to STRONGLY DISAGREE. For each
subject, a total score was obtained by group membership. To analyze the data, a one-way analysis of variance (ANOVA) was used to compare the group means of each of the three categories for significant differences. If significant differences were found with the ANOVA omnibus F-test, the Scheffé post-hoc test was used. To test the reliability of the scale, Cronbach's Alpha was applied to subject scores.

Qualitative Analysis of Interview Data

Because this research measures impact on human lives, subjective impressions of the ABC experience seemed to be a relevant and appropriate inclusion. Moreover, combining objective and subjective data provided a more balanced perspective and/or greater depth on the research in question. Hence, a series of interview questions was developed to achieve the following purposes:

A. Random elaboration on responses to each of the six variables;

1. In your opinion, did the ABC Program influence you in the following areas? If so, how?
   a. Marital and family plans
   b. Location of current home
   c. Community involvement
   d. College choice, major, persistance
e. Career choice  
f. Self-esteem  
g. Personal values  
h. Racial attitudes

Responses to this question indicated whether or not and in what ways the subject perceived that the program impacted on his or her life, information that somewhat addresses the intervening variables limitation of this study. Categories of 'yes', 'no' and 'don't know' were used, and a frequency count was made to determine the percentages of interviewees in each category. For those who indicated 'yes', the various types of influence were subcategorized, and a frequency count was made to determine percentages in each subcategory.

B. Overall evaluation of the ABC experience

2. For you, what was the best part of the ABC experience? The most difficult part?

Responses to this question indicated areas in which the program was perceived as successful or lacking, wherein recommendations for the future could be derived. The various 'best parts'/'most difficult parts' were subcategorized, and a frequency count was made to determine percentages in each category.

3. How would you prepare a new scholarship recipient for the ABC experience?

Responses to this question corroborated and expanded upon the second
part of Question #2 thereby providing further future recommendations. The various preparatory strategies were categorized, and a frequency count was made to determine percentages in each category.

4. If you had it to do again, would you accept an ABC scholarship? Why?

Responses to this question corroborated and expanded upon the first part of Question #2 thereby providing affirmation of areas of program strength. Responses also illuminated areas of drop-out gains despite their overt failure to persevere. Categories of 'yes', 'no', and 'don't know' were used, and a frequency count was made to determine the percentage of those interviewees in each category. For those who indicated 'yes', the various reasons were subcategorized, and a frequency count was made to determine percentages in each subcategory.

C. Personalized flavor of the ABC experience -
Selected excerpts from taped interviews were included for each of the questions to illustrate the tone of the responses.
CHAPTER IV
FINDINGS

The target population for this study consisted of former high school students who were recruited in Columbus, Ohio for the ABC Scholarship Program between 1970-1974. In order to examine program impact, three groups of subjects were compared: ABC graduates who had received scholarships and graduated from ABC preparatory schools, ABC non-graduates who had received scholarships but dropped out before graduation, and non-recipients who were recommended for, but did not receive, scholarships.

The variables examined in this study include: life style patterns, educational attainment, career planning and choice, self-esteem, values, and racial tolerance. The quantitative results are presented by: (1) stating the null form of the hypotheses presented in Chapter III; (2) providing tables to illustrate the data, and (3) reporting the statistical findings as they relate to the hypotheses.
Quantitative Analysis

H₀

₁: There is no significant difference between the ABC graduate group and the ABC non-graduate and non-recipient groups in numbers who are separated/divorced.

<table>
<thead>
<tr>
<th>TABLE 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARITAL STATUS</td>
</tr>
<tr>
<td>FREQUENCY DISTRIBUTION</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>Separated/Divorced</th>
<th>Other Combined Statuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC Graduate</td>
<td>5 (11%)</td>
<td>40 (89%)</td>
</tr>
<tr>
<td>ABC Non-graduate</td>
<td>1 (6%)</td>
<td>17 (94%)</td>
</tr>
<tr>
<td>Non-recipient</td>
<td>6 (20%)</td>
<td>24 (80%)</td>
</tr>
</tbody>
</table>

Required chi-square at .05 level = 5.99
Obtained chi-square = 2.34

Simple observation of Table 1 indicates that separation/divorce rates for ABC graduates (11%), ABC non-graduate (6%), and non-recipients (20%) are within a relatively small range (14%). Using chi-square as a test of independence to determine whether or not there is a relationship between membership in any of the three groups and separated/divorced status, the obtained chi-square of 2.34 is not greater than the required chi-square of 5.99 at the .05 level. Therefore, the null hypothesis is retained, and ABC graduates are not separated/divorced in significantly fewer numbers than ABC non-graduates and non-recipients.
There is no significant difference between the ABC graduate group and the ABC non-graduate and non-recipient groups in numbers who are unwed parents.

**TABLE 2**

**PARENTAL STATUS**

**FREQUENCY DISTRIBUTION**

<table>
<thead>
<tr>
<th>Group</th>
<th>Unwed Parent</th>
<th>Other Combined Statuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC Graduate</td>
<td>5 (11%)</td>
<td>40 (89%)</td>
</tr>
<tr>
<td>ABC Non-graduate</td>
<td>2 (11%)</td>
<td>16 (89%)</td>
</tr>
<tr>
<td>Non-recipient</td>
<td>7 (23%)</td>
<td>23 (77%)</td>
</tr>
</tbody>
</table>

Required chi-square at .05 level = 5.99
Obtained chi-square = 2.37

Simple observation of Table 2 indicates that unwed parent rates for ABC graduates (11%) and ABC non-graduates (11%) are the same; and that they are lower than the unwed parent rate for non-recipients (23%). Using chi-square as a test of independence to determine whether or not there is a relationship between membership in any of the three groups and unwed parent status, the obtained chi-square of 2.37 is not greater than the required chi-square of 5.99 at the .05 level. Therefore, the null hypothesis is retained, and ABC graduates are not unwed parents in significantly fewer numbers than ABC non-graduates and non-recipients.
H \_0

3: There is no significant difference between the ABC graduate group and the ABC non-graduate and non-recipient groups in numbers who demonstrate community involvement.

**TABLE 3**

**COMMUNITY INVOLVEMENT**

**FREQUENCY DISTRIBUTION**

<table>
<thead>
<tr>
<th>Group</th>
<th>Community Involvement</th>
<th>No Community Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC Graduate</td>
<td>28 (62%)</td>
<td>17 (38%)</td>
</tr>
<tr>
<td>ABC Non-graduate</td>
<td>9 (50%)</td>
<td>9 (50%)</td>
</tr>
<tr>
<td>Non-recipient</td>
<td>14 (47%)</td>
<td>16 (53%)</td>
</tr>
</tbody>
</table>

Required chi-square at .05 level = 5.99
Obtained chi-square = 1.97

Simple observation of Table 3 indicates that, while the percentage of ABC graduates (62%) reporting community involvement is higher than the percentages of ABC non-graduates (50%) and non-recipients (47%), the range of percentages is relatively small (15%). Using chi-square as a test of independence to determine whether or not there is a relationship between membership in any of the three groups and demonstration of community involvement, the obtained chi-square of 1.97 is not greater than the required chi-square of 5.99 at the .05 level. Therefore, the null hypothesis is retained, and ABC graduates do not appear to demonstrate
community involvement in significantly greater numbers than ABC non-graduates and non-recipients.

H0

4: There is no significant difference between the ABC graduate group and the ABC non-graduate and non-recipient groups in numbers who currently reside outside of Columbus, Ohio.

TABLE 4
RESIDENCY IN COLUMBUS, OHIO
FREQUENCY DISTRIBUTION

<table>
<thead>
<tr>
<th>Group</th>
<th>Non-Residency in Columbus</th>
<th>Residency in Columbus</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC Graduate</td>
<td>20 (44%)</td>
<td>25 (56%)</td>
</tr>
<tr>
<td>ABC Non-graduate</td>
<td>7 (39%)</td>
<td>11 (61%)</td>
</tr>
<tr>
<td>Non-recipient</td>
<td>2 (7%)</td>
<td>28 (93%)</td>
</tr>
</tbody>
</table>

Required chi-square at .05 level = 5.99
Obtained chi-square = 12.59

Simple observation of Table 4 indicates that in all groups, more subjects reside in, as opposed to out of, Columbus, Ohio; and that the largest proportion residing out of Columbus is the ABC graduate group (44%) as compared to the ABC non-graduate group (39%) and the non-recipient group (7%). Using the chi-square as a test of independence to determine whether or not there is a relationship between membership in any of the three groups and non-residency in Columbus, the obtained chi-square of 12.59 is greater than the required chi-square of 5.99 at the .05 level. Subsequent chi-square
tests to identify the two differing groups indicate that the obtained chi-square for ABC graduates and ABC non-graduates is .16 which is not significant at the .05 level. Therefore, the null hypothesis is retained, and ABC graduates do not reside outside of Columbus, Ohio in significantly greater numbers than ABC non-graduates. The obtained chi-square for ABC graduates and non-recipients is 12.39 which is significant at the .001 level. Therefore, the null hypothesis is rejected, and ABC graduates do reside outside of Columbus, Ohio in significantly greater numbers than non-recipients.

H₀
5: There is no significant difference between the ABC graduate group and the ABC non-graduate and non-recipient groups in numbers who matriculate to college.

<table>
<thead>
<tr>
<th>Group</th>
<th>Matriculation to College</th>
<th>Non-Matriculation to College</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC Graduate</td>
<td>44 (98%)</td>
<td>1 (2%)</td>
</tr>
<tr>
<td>ABC Non-graduate</td>
<td>16 (89%)</td>
<td>2 (11%)</td>
</tr>
<tr>
<td>Non-recipient</td>
<td>14 (47%)</td>
<td>16 (53%)</td>
</tr>
</tbody>
</table>

Required chi-square at .05 level = 5.99
Obtained chi-square = 30.12
Simple observation of Table 5 indicates that a much higher percentage of ABC graduates (98%) and ABC non-graduates (89%) attended college than non-recipients (47%). Using the chi-square as a test of independence to determine whether or not there is a relationship between membership in any of the three groups and college matriculation, the obtained chi-square of 30.12 is greater than the required chi-square of 5.99 at the .05 level. Subsequent chi-square tests to identify the two differing groups indicate that the obtained chi-square for ABC graduates and ABC non-graduates is 2.24 which is not significant at the .05 level. Therefore, the null hypothesis is retained, and ABC graduates do not matriculate to college in significantly greater numbers than ABC non-graduates.

The obtained chi-square for ABC graduates and non-recipients is 26.83 which is significant at the .0001 level. Therefore, the null hypothesis is rejected, and ABC graduates do matriculate to college in significantly greater numbers than non-recipients.

H

6: There is no significant difference between the ABC graduate group and the ABC non-graduate and non-recipient groups in numbers who attend highly competitive undergraduate colleges.
TABLE 6

COMPETITIVENESS OF UNDERGRADUATE COLLEGES ATTENDED
FREQUENCY DISTRIBUTION

<table>
<thead>
<tr>
<th>Group</th>
<th>Highly Competitive Category</th>
<th>Other Combined Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC Graduate</td>
<td>10 (22%)</td>
<td>35 (78%)</td>
</tr>
<tr>
<td>ABC Non-graduate</td>
<td>1 (6%)</td>
<td>17 (94%)</td>
</tr>
<tr>
<td>Non-recipient</td>
<td>0 (0%)</td>
<td>30 (100%)</td>
</tr>
</tbody>
</table>

Required chi-square at .05 level = 5.99
Obtained chi-square = 9.37

Simple observation of Table 6 indicates that a higher percentage of ABC graduates (22%) attended highly competitive undergraduate colleges than ABC non-graduates (6%) and non-recipients (0%). Using the chi-square as a test of independence to determine whether or not there is a relationship between membership in any of the three groups and attendance at highly competitive colleges, the obtained chi-square of 9.37 is greater than the required chi-square of 5.99 at the .05 level. Subsequent chi-square tests to identify the two differing groups indicate that the obtained chi-square for ABC graduates and non-recipients is 2.48 which is not significant at the .05 level. Therefore, the null hypothesis is retained, and ABC graduates do not attend highly competitive undergraduate colleges in significantly greater numbers than ABC non-graduates. The obtained chi-square for ABC graduates and non-recipients is 7.69 which is significant at the .01 level. Therefore, the null
hypothesis is rejected, and ABC graduates do attend highly competitive undergraduate colleges in significantly greater numbers than non-recipients.

\[ H_0 \]

7: There is no significant difference between the ABC graduate group and the ABC non-graduate and non-recipient groups in numbers who graduate from college.

**TABLE 7**

**COLLEGE GRADUATION FREQUENCY DISTRIBUTION**

<table>
<thead>
<tr>
<th>Group</th>
<th>Graduation from College</th>
<th>Non-Graduation from College</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC Graduate</td>
<td>23 (51%)</td>
<td>22 (49%)</td>
</tr>
<tr>
<td>ABC Non-graduate</td>
<td>3 (17%)</td>
<td>15 (83%)</td>
</tr>
<tr>
<td>Non-recipient</td>
<td>6 (20%)</td>
<td>24 (80%)</td>
</tr>
</tbody>
</table>

Required chi-square at .05 level = 5.99
Obtained chi-square = 10.83

Simple observation of Table 7 indicates that the highest percentage of college graduates is in the ABC graduate group (51%) followed by the non-recipient group (20%) and the ABC non-graduate group (17%). Using the chi-square as a test of independence to determine whether or not there is a relationship between membership in any of the three groups and college graduation, the obtained chi-square of 10.83 is greater than the required chi-square of
5.99 at the .05 level. Subsequent chi-square tests to identify the two differing groups indicate that the obtained chi-square for ABC graduates and ABC non-graduates is 6.29 which is significant at the .02 level; and the obtained chi-square for ABC graduates and non-recipients is 7.35 which is significant at the .01 level. Therefore, the null hypothesis is rejected in both cases, and ABC graduates do graduate from college in significantly greater numbers than ABC non-graduates and non-recipients.

\[ H_0 \]

8: There is no significant difference between the ABC graduate group and the ABC non-graduate and non-recipient groups in numbers who matriculate to graduate school.

TABLE 8

GRADUATE SCHOOL MATRICULATION FREQUENCY DISTRIBUTION

<table>
<thead>
<tr>
<th>Group</th>
<th>Matriculation to Graduate School</th>
<th>Non-Matriculation to Graduate School</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC Graduate</td>
<td>8 (18%)</td>
<td>37 (82%)</td>
</tr>
<tr>
<td>ABC Non-graduate</td>
<td>0 (0%)</td>
<td>18 (100%)</td>
</tr>
<tr>
<td>Non-recipient</td>
<td>1 (3%)</td>
<td>29 (97%)</td>
</tr>
</tbody>
</table>

Required chi-square at .05 level = 5.99
Obtained chi-square = 9.34

Simple observation of Table 8 indicates that only members of the ABC graduate (18%) and non-recipient (3%) groups attended
graduate school. Using the chi-square as a test of independence to
determine whether or not there is a relationship between membership
in any of the three groups and graduate school matriculation, the
obtained chi-square of 6.69 is greater than the required chi-square
of 5.99 at the .05 level. Subsequent chi-square tests to identify
the two differing groups indicate that the obtained chi-square for
ABC graduates and ABC non-graduates is 3.67 which is not significant
at the .05 level. Therefore, the null hypothesis is retained, and
ABC graduates do not matriculate to graduate school in significantly
greater numbers than ABC non-graduates. The obtained chi-square for
ABC graduates and non-recipients is 3.56 which is not significant at
the .02 level. Therefore, the null hypothesis is rejected, and ABC
graduates do not matriculate to graduate school in significantly
greater numbers than non-recipients.

H
0
9: There is no significant difference between the ABC graduate
group and the ABC non-graduate and non-recipient groups in
numbers who pursue professional and managerial occupations.
TABLE 9

LEVELS OF OCCUPATIONS
FREQUENCY DISTRIBUTION

<table>
<thead>
<tr>
<th>Group</th>
<th>Professional/Managerial Levels</th>
<th>Other Combined Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC Graduate</td>
<td>9 (20%)</td>
<td>36 (80%)</td>
</tr>
<tr>
<td>ABC Non-graduate</td>
<td>3 (17%)</td>
<td>15 (83%)</td>
</tr>
<tr>
<td>Non-recipient</td>
<td>3 (10%)</td>
<td>27 (90%)</td>
</tr>
</tbody>
</table>

Required chi-square at .05 level = 5.99
Obtained chi-square = 1.34

Simple observation of Table 9 indicates that, while the percentage of ABC graduates in professional and managerial careers is higher (20%) than the percentages of ABC non-graduates (17%) and non-recipients (10%), the range of percentages is relatively small (10%). Using the chi-square as a test of independence to determine whether or not there is a relationship between membership in any of the three groups and employment in professional and managerial occupations, the obtained chi-square of 1.34 is not greater than the required chi-square of 5.99 at the .05 level. Therefore, the null hypothesis is retained, and ABC graduates do not pursue professional and managerial occupations in significantly greater numbers than ABC non-graduates and non-recipients.

H₀: There is no significant difference between the ABC graduate group and ABC non-graduate and non-recipient groups in
numbers who pursue educational degrees for career preparation.

TABLE 10
Pursuit of Educational Degree for Career Preparation
Frequency Distribution

<table>
<thead>
<tr>
<th>Group</th>
<th>Pursuit</th>
<th>Non-Pursuit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC Graduate</td>
<td>23 (51%)</td>
<td>22 (49%)</td>
</tr>
<tr>
<td>ABC Non-graduate</td>
<td>5 (28%)</td>
<td>13 (72%)</td>
</tr>
<tr>
<td>Non-recipient</td>
<td>5 (17%)</td>
<td>25 (83%)</td>
</tr>
</tbody>
</table>

Required chi-square at .05 level = 5.99
Obtained chi-square = 9.91

Simple observation of Table 10 indicates that a higher percentage of ABC graduates (51%) reported pursuit of educational degrees for career preparation than ABC non-graduates (28%) who in turn reported pursuit in higher percentage than non-recipients (17%). Using the chi-square as a test of independence to determine whether or not there is a relationship between membership in any of the three groups and pursuit of educational degree for career preparation, the obtained chi-square of 9.91 is greater than the required chi-square of 5.99 at the .05 level. Subsequent chi-square tests to identify the two differing groups indicate that the obtained chi-square for ABC graduates and ABC non-graduates is 2.84 which is not significant at the .05 level. Therefore, the null hypothesis is retained, and ABC graduates do not pursue educational degrees for career preparation.
preparation in significantly greater numbers than ABC non-graduates. The obtained chi-square for ABC graduates and non-recipients is 9.13 which is significant at the .01 level. Therefore, the null hypothesis is rejected, and ABC graduates do pursue educational degrees for career preparation in significantly greater numbers than non-recipients.

\[ H_0 \]

\[ H_1: \text{There is no significant difference between the ABC graduate group and the ABC non-graduate and non-recipient groups in numbers who report deliberate career plans for the future.} \]

**TABLE 11**

**DELICERATE CAREER PLANS FOR THE FUTURE FREQUENCY DISTRIBUTION**

<table>
<thead>
<tr>
<th>Group</th>
<th>Career Plans</th>
<th>No Career Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC Graduate</td>
<td>43 (96%)</td>
<td>2 (4%)</td>
</tr>
<tr>
<td>ABC Non-graduate</td>
<td>17 (94%)</td>
<td>1 (6%)</td>
</tr>
<tr>
<td>Non-recipient</td>
<td>21 (70%)</td>
<td>9 (30%)</td>
</tr>
</tbody>
</table>

Required chi-square at .05 level = 5.99  
Obtained chi-square = 11.53

Simple observation of Table 11 indicates that a much higher percentage of ABC graduates (96%) and ABC non-graduates (94%) reported deliberate career plans than non-recipients (70%). Using the chi-square as a test of independence to determine whether or not
there is a relationship between membership in any of the three groups and deliberate career plans for the future, the obtained chi-square of 11.53 is greater than the required chi-square of 5.99 at the .05 level. Subsequent chi-square tests to identify the two differing groups indicate that the obtained chi-square for ABC graduates and ABC non-graduates is .04 which is not significant at the .05 level. Therefore, the null hypothesis is retained, and ABC graduates do not report deliberate career plans for the future in significantly greater numbers than ABC non-graduates. The obtained chi-square for ABC graduates and non-recipients is 9.4 which is significant at the .01 level. Therefore, the null hypothesis is rejected, and ABC graduates do report deliberate career plans for the future in significantly greater numbers than non-recipients.

H0 12: There is no significant difference between the ABC graduate group and the ABC non-graduate and non-recipient groups in levels of achievement on an instrument measuring self-esteem.
Table 12 indicates that the self-esteem score group means for the ABC graduate group (112.42) and the ABC non-graduate group (113.78) are very close but higher than the self-esteem score for the non-recipient group (104.97).

Table 13 indicates that the self-esteem score group means for the ABC graduate group (112.42) and the ABC non-graduate group (113.78) are very close but higher than the self-esteem score for the non-recipient group (104.97).

Using a one-way analysis of variance to determine whether or not there are significant differences between the ABC graduate, ABC non-graduate and non-recipient groups in self-esteem score means, the obtained F-value of 2.89 is not greater than the required F-value of
3.1 at the .05 level. Therefore, the null hypothesis is retained, and ABC graduates apparently do not demonstrate significantly higher levels of self-esteem than ABC non-graduates and non-recipients.

H₀

H₀ 13: There is no significant difference between the ABC graduate group and the ABC non-graduate and non-recipient groups in preferred sets of values on an instrument measuring relative importance of values.

**TABLE 14**

OVERLAPPING VALUES RANKED #1 - #6
MEANS, STANDARD DEVIATIONS AND RANGES

<table>
<thead>
<tr>
<th>Groups</th>
<th>Group Mean</th>
<th>S.D.</th>
<th>Group Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC Graduates and ABC Non-Graduate</td>
<td>3.23</td>
<td>.13</td>
<td>2.86-3.79</td>
</tr>
<tr>
<td>ABC Graduate and Non-Recipient</td>
<td>3.11</td>
<td>.13</td>
<td>2.78-3.46</td>
</tr>
</tbody>
</table>

Obtained mean for Groups I and II = 3.15
Obtained mean for Groups I and III = 3.08

The Bootstrap Resampling Plan was used to determine whether or not there is a significant difference between the ABC graduate, ABC non-graduate and non-recipient groups on means of overlapping values ranked #1 - #6. In comparing the ABC graduate and ABC non-graduate groups, the mean for the simulated population, which consisted of
samples randomly drawn from both groups, was 3.23 with a standard deviation of .13 and a range of 2.86-3.79. The obtained mean of overlapping values for these two groups was 3.15, which falls well within the normal population distribution established for ABC graduate and non-graduate groups. Therefore, the null hypothesis is retained, and ABC graduates do not demonstrate preference for a significantly different set of values on an instrument measuring relative importance of values than ABC non-graduates. The mean for the simulated population, which consisted of samples randomly drawn from the ABC graduate and non-recipient groups, was 3.11 with a standard deviation of .13 and a range of 2.78-3.46. The obtained mean of overlapping values for these two groups was 3.08, which falls well within the normal population distribution established for ABC graduate and non-recipient groups. Therefore, the null hypothesis is retained, and ABC graduates do not demonstrate preference for a significantly different set of values on an instrument measuring relative importance of values than non-recipients.
TABLE 15
VALUES DESIGNATED #1 - #6
RANK ORDER

<table>
<thead>
<tr>
<th>Group</th>
<th>Ranked</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>#6</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC Graduate</td>
<td></td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>11</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>ABC Non-Graduate</td>
<td></td>
<td>11</td>
<td>2</td>
<td>1</td>
<td>13</td>
<td>7</td>
<td>5,6</td>
</tr>
<tr>
<td>Non-Recipient</td>
<td></td>
<td>2</td>
<td>11</td>
<td>7</td>
<td>13</td>
<td>1</td>
<td>5,6</td>
</tr>
</tbody>
</table>

1 = Inner Harmony
2 = Happiness
5 = Freedom
6 = Salvation
7 = Self-respect
11 = Family Security
13 = Wisdom

Simple observation indicates that the values ranked #1 - #6 by the ABC graduate, ABC non-graduate and non-recipient groups are highly similar, i.e., while the order varies slightly, the same value statements are designated in the #1 - #6 rankings by all groups. Therefore, the findings of the Bootstrap Resampling Plan procedure, wherein the null hypothesis is retained, appear to be corroborated.

H_0: There is no significant difference between the ABC graduate group and the ABC non-graduate and non-recipient groups in levels of tolerance on an instrument measuring racial attitudes.
Table 16 indicates that the racial tolerance score group means for the ABC graduates (32.64), ABC non-graduates (34.28) and non-recipients (32.23) are highly similar. A higher score indicates a higher level of racial tolerance.

Table 16
RACIAL TOLERANCE SCORES
MEANS, STANDARD DEVIATIONS AND RANGES

<table>
<thead>
<tr>
<th>Group</th>
<th>Group Mean</th>
<th>S.D.</th>
<th>Group Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC Graduate</td>
<td>32.64</td>
<td>3.5</td>
<td>25-39</td>
</tr>
<tr>
<td>ABC Non-Graduate</td>
<td>34.28</td>
<td>3.5</td>
<td>28-41</td>
</tr>
<tr>
<td>Non-Recipient</td>
<td>32.23</td>
<td>4.25</td>
<td>23-41</td>
</tr>
</tbody>
</table>

Using a one-way analysis of variance to determine whether or not there are significant differences between the ABC graduate, ABC non-graduate and non-recipient groups in racial tolerance score means, the obtained F-value of 1.77 is not greater than the required
F-value of 3.1 at the .05 level. Therefore, the null hypothesis is retained, and ABC graduates do not demonstrate significantly higher levels of tolerance on an instrument measuring racial attitudes.

Qualitative Analysis

Interviews were held with five ABC graduates and five ABC non-graduates. Responses were recorded and transcribed according to Fox's (1960) suggestions for analyzing descriptive data. Specifically, these qualitative results are presented by:
(1) stating the interview question, (2) reporting the data in percentages, (3) providing student explanations with percentages, and (4) including relevant excerpts.

For the following questions, categories of 'yes', 'no' and 'don't know' were used. 'Yes' responses were further defined, and a frequency count was made to determine percentages in each subcategory.

A. In your opinion, did the ABC Program influence you in the following areas? If so, how?

1. Marital and family plans

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>2</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>%</td>
<td>20%</td>
<td>70%</td>
<td>10%</td>
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</tbody>
</table>

Of the interviewed subjects, 20% stated that their marital and family plans were influenced by the ABC experience. Another 70% reported that their marital and family plans were not affected by the ABC experience, and 10% were uncertain.
Reasons:

Saw happy two-parent families and aspired to them 2 (100%)

Excerpt:

"Where I come from, most families are fatherless. Being involved with ABC board members, I was impressed with two-parent families - it made me want to have that type of family ... The farther you live from the inner city, the more you can concentrate on your family. When we're in a financial state, we're planning to have kids and find a suburban-type property."

2. Location of current home

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<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 (40%)</td>
<td>6 (60%)</td>
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</table>

Of the interviewed subjects, 40% stated that the location of their current residence was influenced by the ABC experience, i.e., some chose to leave Columbus, and others chose to return. The other 60% reported that the location of their current home was not affected by the ABC experience.

Reasons:

ABC travel was positive experience 1 (25%)
Living in Columbus conflicts with career goals 1 (25%)
Desire to return to school locale 1 (25%)
Appreciate Columbus more now 1 (25%)

Excerpt:

"That was my first time ever away from home, going to Georgia made me - I don't know - I've been traveling ever since. I know that home is always there for me, but I think I can fulfill my life more away from home."

"Being away, I appreciated Columbus more."
3. Community involvement

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Don't Know</th>
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</thead>
<tbody>
<tr>
<td>5 (50%)</td>
<td>4 (40%)</td>
<td>1 (10%)</td>
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</table>

Of the interviewed subjects, 50% stated that their community involvement was influenced by the ABC experience. Another 40% reported that their community involvement was not affected by the ABC experience, and 10% were uncertain.

Reasons:

- Increased awareness of community life 2 (40%)
- 'Helping others' orientation 2 (40%)
- Program forced interaction with strangers 1 (20%)

Excerpt:

"Through exposure to leaders in community projects, you establish a rapport that will never cease."

4. College choice

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<tr>
<th>Yes</th>
<th>No</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 (70%)</td>
<td>2 (20%)</td>
<td>1 (10%)</td>
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</table>

Of the interviewed subjects, 70% stated that their choice of college was influenced by the ABC experience. Another 20% reported that their college choice was not affected by the ABC experience, and 10% were uncertain.

Reasons:

- Confidence to apply anywhere 3 (44%)
- Scholarship assistance 1 (14%)
- College counseling 1 (14%)
- Preparation in major interest 1 (14%)
- Increased awareness of options 1 (14%)
Excerpts:

"Being in ABC, there is an emphasis to go on to college. I came to know some colleges that I'd never heard of before - not just any college, but those where academics were the strong point."

"Presently, I work for the government, and I work for the money. In three years, after I am settled in my marriage and all of my children are in school, I am going to return to Ohio State - I don't know whether my major will be my first love, psychology or accounting."

5. Career choice

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8 (80%)</td>
<td>1 (10%)</td>
<td>1 (10%)</td>
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</table>

Of the interviewed subjects, 80% stated that their choice of career was influenced by the ABC experience. Another 10% reported that their career choice was not affected by the ABC experience, and 10% were uncertain.

Reasons:

- Awareness of aptitude: 3 (37%)
- Indirectly: 3 (37%)
- Awareness of interest: 1 (13%)
- Aspiration to job opportunities and good pay: 1 (13%)

Excerpts:

"A lot of students who I went to school with had parents who were professionals and they in turn wanted to be professionals, so there was a lot of talk about being a doctor, a lawyer, an engineer - just by peer pressure ... I decided I wanted to be an attorney."

"This period in my life is very pivotal. Since I dropped out of law school, I've been in neutral. Now I'm ready to branch out into more creative areas, but there are so few guarantees in that sort of life. I'm having problems giving up serenity for a dream."
6. Self-esteem

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 (80%)</td>
<td>1 (10%)</td>
<td>1 (10%)</td>
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Of the interviewed subjects, 80% stated that their self-esteem was influenced by the ABC experience. Another 10% reported that their self-esteem was not affected by the ABC experience, and 10% were uncertain.

Reasons:
- Being 'chosen' for the program
- Respect gained from others
- Association with other 'successes'
- Learned to draw on own resources
- Failure to make it

Excerpt:
"My self-esteem raised to levels that really surprised me. I felt proud of myself, like I'd really accomplished something. I was satisfied with myself."

7. Values

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<thead>
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<th>Yes</th>
<th>No</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 (80%)</td>
<td>1 (10%)</td>
<td>1 (10%)</td>
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Of the interviewed subjects, 80% stated that their personal values were influenced by the ABC experience. Another 10% reported that their values were not affected by the ABC experience, and 10% were uncertain.

Reasons:
- Aspiration to comfortable life-style
- Being away increased value of family, church, friends
Experience increased people-orientation 2 (20%)

Excerpt:
"My taste in material things, like cars and clothing, went from being whatever was trendy and fashionable (like the neighborhood kids had) to quality. My taste in cars might have been a Corvette whereas now, I tend towards a Volvo - the status symbol kinds of things."

8. Racial tolerance

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<th>No</th>
<th>Don't Know</th>
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<tbody>
<tr>
<td>7</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>(70%)</td>
<td>(20%)</td>
<td>(10%)</td>
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</table>

Of the interviewed subjects, 70% stated that their racial tolerance was influenced by the ABC experience. Another 20% reported that their racial tolerance was not affected by the ABC experience, and 10% were uncertain.

Reasons:

- Increased interaction 4 (40%)
- Increased awareness 2 (20%)
- Increased awareness in others 1 (10%)

Excerpt:
"While the ABC Program didn't make me less black, it certainly gave me a different viewpoint on my life. I'm a lot more tolerant of people than my co-workers."

For the following questions, open-ended responses were elicited and subcategorized. A frequency count was then made to determine the percentages in each subcategory.

A. For you, what was the best part of the ABC experience?

1. Interaction with others from different backgrounds 30%
2. Long-term friendships 30%
3. Quality education 20%
4. Living away from home 10%
5. Unusual opportunities 10%

Of the interviewed subjects, 30% stated that interaction with others from different backgrounds and 30% stated that long-term friendships were the best part of the ABC experience. Another 20% cited quality education, 10% cited living away from home, and 10% cited unusual opportunities as the best part of the ABC experience.

Excerpt:

"The exposure to being away from home, being around people who came from different experiences, resources, parts of the country - people who knew no limits - opened my mind."

B. For you, what was the most difficult part of the ABC experience?

1. Being away from home 40%
2. Psychological and social separation from significant others 20%
3. Lack of program support 10%
4. Cold weather 10%
5. Hard school work 10%
6. Different people 10%

Of the interviewed subjects, 40% cited being away from home and 20% cited social and intellectual isolation from family and friends as the most difficult part of the ABC experience. Other single reports (10% each) included lack of program support, cold weather, academic adjustment and different types of people as difficult parts of the ABC experience.
Excerpt:

"Adjusting to the weather, the people - I'd been around blacks most of my life, and most of the people where I went to school were whites - the schoolwork - it was really hard."

C. How would you prepare a new ABC scholarship recipient for the ABC experience?

1. Be yourself
2. Stick it out, it's worth it
3. Maximize on diverse opportunities
4. Describe personal experience, reality
5. You can do it
6. Deal with diversity - have an open mind

Excerpt:

"Go for it, have a good time, and pay attention - there are a lot of things now that I missed, that I wished I'd taken advantage of (art instruction, more conversation with teachers, etc.)."

D. If you had it to do again, would you accept an ABC scholarship?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 (90%)</td>
<td>1 (10%)</td>
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</tbody>
</table>

Of the interviewed subjects, 90% stated that they would again accept an ABC scholarship, and 10% were uncertain.

Excerpts:

"There are times when I wouldn't have missed it for the world, and times when I know I would have made it anyway."

"I honestly believe had I not gone to Boggs Academy, my life would have been completely different. Those three years opened a lot of doors for me. Thanks."
CHAPTER V
CONCLUSION
Summary

This study was conducted to examine the impact of A Better Chance (ABC), a compensatory education program for academically talented, economically deprived, minority students. The ABC Program provided scholarships for students to attend college preparatory secondary schools, so that they might compete successfully in higher education and in adult life in general. Specifically, this research addresses whether or not, and in what ways, completion of the ABC Program affected students recruited from Columbus, Ohio in the years 1970-1974. The dependent variables examined were: life-style patterns, higher education attainment, career planning and selection, self-esteem, values, and racial tolerance.

Samples for this study consisted of three different groups: ABC graduates who received ABC scholarships and graduated from ABC preparatory schools, ABC non-graduates who received ABC scholarships but dropped out before graduation, and non-recipients who were recommended for, but did not receive, ABC scholarships. With the non-recipients serving as a comparison group, the three samples were compared both quantitatively with data elicited from a questionnaire and qualitatively with data elicited from taped interviews.
The questionnaire consisted of two parts. The first section was developed by this researcher and solicited personal, educational, and career data. For the higher education variable, Barron's 
Profiles of American Colleges was used to establish competitiveness of undergraduate colleges; and Roe's Levels of Occupations were used to establish a hierarchy of careers. The second section solicited data on attitudes and values: self-esteem was measured on the Self-Esteem Scale of Nelson and Low's (1979) Personal Skills Map, personal values were measured on the Terminal Values Scale of Rokeach's (1967) Value Survey, and racial tolerance was measured on the ABC Attitude Questionnaire, an instrument developed for and used in previous ABC research (Perry, 1973).

In order to determine whether there were significant differences between the ABC graduate group on the selected dependent variables, data were analyzed using the following procedures: the chi-square test was used for data on life-style, higher education, and career patterns; the one-way analysis of variance was used for data on self-esteem and racial tolerance; and the Bootstrap Resampling Plan was used for data on values. In addition, the data from taped interviews were transcribed and analyzed comparatively.

Based on the aforementioned analyses of data, null hypotheses on the following variables were retained or rejected:

I. There is no significant difference between the ABC graduate group and the ABC non-graduate and non-recipient groups on selected life-style variables:
A. Marital status
1. ABC graduates vs. ABC non-graduates (RETAIINED)
2. ABC graduates vs. non-recipients (RETAIINED)

B. Parental status
1. ABC graduates vs. ABC non-graduates (RETAIINED)
2. ABC graduates vs. non-recipients (RETAIINED)

C. Community involvement
1. ABC graduates vs. ABC non-graduates (RETAIINED)
2. ABC graduates vs. non-recipients (RETAIINED)

D. Residency in Columbus, Ohio
1. ABC graduates vs. ABC non-graduates (RETAIINED)
2. ABC graduates vs. non-recipients (REJEC TED)

II. There is no significant difference between the ABC graduate group and the ABC non-graduate and non-recipient groups on selected higher education variables:

A. College matriculation
1. ABC graduates vs. ABC non-graduates (RETAIINED)
2. ABC graduates vs. non-recipients (REJEC TED)

B. Competitiveness of undergraduate colleges attended
1. ABC graduates vs. ABC non-graduates (RETAIINED)
2. ABC graduates vs. non-recipients (REJEC TED)

C. College graduation
1. ABC graduates vs. ABC non-graduates (REJEC TED)
2. ABC graduates vs. non-recipients (REJEC TED)

D. Graduate school matriculation
1. ABC graduates vs. ABC non-graduates (RETAIINED)
2. ABC graduates vs. non-recipients (RETAINEDE)

III. There is no significant difference between the ABC graduate group and ABC non-graduate and non-recipient groups on selected career variables:
A. Levels of occupations
   1. ABC graduates vs. ABC non-graduates (RETAINEDE)
   2. ABC graduates vs. non-recipients (RETAINEDE)
B. Pursuit of educational degree for career preparation
   1. ABC graduates vs. ABC non-graduates (RETAINEDE)
   2. ABC graduates vs. non-recipients (REJECTED)
C. Deliberate career plans for the future
   1. ABC graduates vs. ABC non-graduates (RETAINEDE)
   2. ABC graduates vs. non-recipients (REJECTED)

IV. There is no significant difference between the ABC graduate group and the ABC non-graduate and non-recipient groups in levels of achievement on an instrument measuring self-esteem.
   A. ABC graduates vs. ABC non-graduates (RETAINEDE)
   B. ABC graduates vs. non-recipients (RETAINEDE)

V. There is no significant difference between the ABC graduate group and the ABC non-graduate and non-recipient groups in preferred sets of values on an instrument measuring relative importance of values.
   A. ABC graduates vs. ABC non-graduates (RETAINEDE)
   B. ABC graduates vs. non-recipients (RETAINEDE)
VI. There is no significant difference between the ABC graduate group and the ABC non-graduate and non-recipient groups in levels of tolerance on an instrument measuring racial attitudes.

A. ABC graduates vs. ABC non-graduates (RETAINED)

B. ABC graduates vs. non-recipients (RETAINED)

Discussion

Marital and parental status

While not statistically significant, ABC graduates (11%) and ABC non-graduates (6%) do have lower separation/divorce rates than non-recipients (20%); and ABC graduates (11%) and ABC non-graduates (11%) do have lower unwed parent rates than non-recipients (23%). These differences, however, could be the result of chance. Nevertheless, during interviews, the ABC students attributed their view of a more stable and traditional family pattern to the two-parent modeling of resident directors, host families, and fellow students with whom they associated while in the program. Then too, the demanding educational and career goals to which ABC students were exposed, may have resulted in more enduring marital choices and deliberate family planning.

Community involvement

While not statistically significant, more ABC graduates (62%) are currently involved in community activities than ABC non-graduates (50%) and non-recipients (47%). Being 25 - 30 years old, ABC graduates would have largely completed the tasks of formal
education and would be in the early stages of family and/or career building; while non-recipients, most of whom did not go to college, have had more time to establish careers and begin involvement in their community. Thus, ABC graduates may be just beginning to have time to demonstrate commitment to the community of residence. Some positive signs were indicated by interviewed subjects who pointed out that ABC graduates were exposed to a model of community involvement through the ABC Public School Program effort and through the expectations of fellow students. Thus, whether ABC graduates will exhibit greater community involvement in the future remains to be seen.

Residency in Columbus, Ohio

The relatively high percentages of ABC graduates and ABC non-graduates who reside outside of Columbus lend support to the notion that exposure to other parts of the country is both enticing and confidence-building. It should also be noted that while some ABC graduates and ABC non-graduates are currently residing in Columbus, they report being in a state of transition, and some plan to leave. Thus, the non-resident percentages may continue to rise.

On the other hand, a number of ABC graduates and ABC non-graduates indicated that being away from home in the ABC experience caused them to appreciate Columbus more and to value the family and friends therein. Accordingly, they have returned to Columbus and intend to reside there indefinitely, a trend which counteracts the attraction to other more exciting locales.
One of ABC's goals is to raise target city funds to support educated minority youth returning to their home communities and enacting their leadership. This study indicates that, while ABC graduates are demonstrating early signs of community leadership, a significant percentage (44%) are not returning to their home communities to enact it. Of the 25 ABC graduates who currently reside in Columbus, 15 (60%) demonstrated community involvement compared to 47% of the non-recipients who demonstrated community involvement. While educated minority leadership is valuable in any community setting, large-scale returns to particular communities for investing in ABC leadership training of constituents are not evident in this study.

**Competitiveness of undergraduate college**

The fact that a significantly larger percentage of ABC graduates selected more competitive undergraduate institutions than non-recipients could be attributed to awareness, confidence, and credentials fostered by the ABC experience. Interviewed subjects indicated that peers and faculty discussed a variety of colleges and universities that were previously unfamiliar to the subjects; and counselors recommended appropriate college choices. Being selected for an ABC scholarship and then completing rigorous college preparation perhaps gave students confidence to aspire to more competitive institutions as well as advocates to encourage and sponsor them. With their credentials as well-prepared minorities, ABC students were probably very attractive to these institutions that espoused increased minority enrollment.
Some of the colleges selected by Columbus ABC graduates in the Highly Competitive category included: Amherst, Brandeis, Brown, Columbia, Johns Hopkins, Princeton, Stanford, and Trinity. Other noticeable trends in ABC graduate selection of colleges included proximity to ABC school site (Marquette, University of Wisconsin at Green Bay) and proximity to Columbus (Capital, Denison, Ohio State, and Ohio Wesleyan).

**College graduation**

Long term accountability for college matriculation resides in college graduation, and hereagain, ABC graduates report considerable success. While 51% of the ABC graduates completed their undergraduate degrees, only 17% of the ABC non-graduates finished, which may indicate that failure to persevere in the ABC Program correlates with failure to persevere in college.

It is also worthy of mention that during interviews and discussions, a number of ABC graduates and ABC non-graduates who have not finished their undergraduate degrees expressed discomfort with their incomplete status. They cited lack of financial resources, unclear sense of career direction, and family responsibilities as temporary setbacks to the goal of graduation; and they articulated strong commitment to accomplish this personal goal as soon as possible.

**Graduate school matriculation**

In keeping with other higher education gains, ABC graduates also matriculated to graduate school in numbers that exceed cohort groups. Moreover, in indicating future plans, 33% of the ABC
graduates not currently enrolled in graduate school expressed the intention of matriculating as compared to 11% of the ABC non-graduates and 17% of the non-recipients. Again, perhaps the setbacks to college graduation are similarly in effect with graduate school matriculation, and percentages may increase in due time.

Levels of occupations

At this time, a slightly higher (though not significant) percentage of ABC graduates than ABC non-graduates and non-recipients are employed in careers rated at professional and managerial levels. For ABC graduates, as well as the other two groups, the ages of 25 - 30 are more timely for entry level positions; and attainment of professional and managerial levels in careers may be premature. Moreover, a number of subjects stated that they were currently in transitional jobs while they prepare for graduate school or ponder career directions.

On the other hand, this data may corroborate Roe's theory wherein occupational levels are predetermined by family relations and the intensity of the subsequent need to be with/without people. This need is established at an early age and thus may not be subject to later environmental influences.

The data also indicate that a substantial number of the ABC graduates (20%) and ABC non-graduates (17%), as compared to the non-recipients (10%), are or have been enlisted in the armed services. Both males and females, some are career officers, and some were enlisted for a short-term period. The armed services exert much effort to recruit talented minorities, and the
opportunities for travel, good pay, and further education appealed to some ABC subjects. Others stated that being in the service enabled them to attain financial security and/or personal stability before undertaking a permanent career or additional education.

Although not a variable of this study, careers of subjects were also rated according to Roe's Groups of Occupations with the following results:

**TABLE 18**

GROUPS OF OCCUPATIONS
FREQUENCY OF DISTRIBUTION

<table>
<thead>
<tr>
<th>Group</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
<th>VII</th>
<th>VIII</th>
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<tbody>
<tr>
<td>ABC Graduates</td>
<td>11</td>
<td>2</td>
<td>10</td>
<td>12</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>(24%) (4%) (22%) (27%) (4%) (8%) (2%)</td>
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<tr>
<td>ABC Non-graduates</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>(33%) (33%) (11%) (11%)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Non-recipients</td>
<td>6</td>
<td>9</td>
<td>12</td>
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<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>(20%) (30%) (40%) (3%) (3%) (3%)</td>
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In the Service category, all three groups were well represented, rates were within a 13% range, and the largest representation was in the ABC non-graduate group (33%). In the Business Contact category, only ABC graduates (4%) were represented. In the Organization category, again all three groups
were well represented, rates were within an 11% range, and again, the largest percentage was in the ABC non-graduate group (33%). In the Technology category, representation was more sporadic with the largest percentage being in the non-recipient group (40%). No groups were represented in the Outdoor category, and representation in the Science category was relatively low with the largest group being the ABC non-graduates (11%). In the General Cultural category, representation was relatively low for all groups with the ABC non-graduates again having the highest rate (11%); and in the Arts and Entertainment category, representation was very sparse with one representative each from the ABC graduate and non-recipient groups.

Considering the predominant ABC non-graduate percentage leads, these findings do not suggest significant differences between the ABC graduate and non-recipient groups, although it must be noted that the sample size of the ABC non-graduate groups is relatively small (18). Strong occupational group representations for ABC graduates include Service (security and corrections officers, youth counselors, psychiatric attendants), Organization (claims investigators, credit representatives, assistant managers) and Technology (engineers, armed services specialists - missiles, communications, electronics). Strong occupational group representation for ABC non-graduates include Service (security and probation officers, housewives, social workers) and Organization (armed services specialists, office administrators). The 40% non-recipient representation in Technology is significant, because
this group is largely comprised of auto mechanics, truck drivers, packers, linemen, floor finishers, and laborers -- occupations that require little education and offer few opportunities for advancement. The 30% non-recipient representation in Organization is largely comprised of stenographers, clerks, and cashiers who likewise have limited opportunities for advancement.

Overall patterns for the three groups indicate a strong representation in the categories of Service, Organization, and Technology. Gottfredson (1978) stated that one of the race stereotypes often internalized by blacks is the belief that they are better suited for jobs in teaching, clerical, and other social service-oriented careers and less suited for managerial, entrepreneurial, and advanced professional occupations. Roe (1964) also indicated that blacks and other minorities are generally person-oriented which predisposes them to careers in the social sciences and away from the hard sciences, particularly engineering. The findings of this study indicate some contradictions to the above theories in that there is strong overall support for the service-oriented careers, but there is also support for management-oriented careers and engineering. Perhaps the subjects in this study are indicative of an increasing preference for careers in business, math, and science amongst blacks in general (The College Board, 1985); or perhaps being a relatively elite group of blacks, they are not as susceptible to race role stereotypes as their cohorts.
Pursuit of educational degree for career preparation

The research data indicate that of the 23 ABC graduates who reported pursuit of educational degree for career preparation, 19 (83%) are currently employed in jobs related to their career preparation. The other 4 (17%) expressed future goals that relate to their career preparation stating that their current jobs are temporary. Of the 5 ABC non-graduates, 3 (60%) are currently employed in jobs related to their career preparation; and of the 5 non-recipients, 2 (40%) are currently employed in jobs related to their career preparation. These findings tend to support a transitional career status that occurs in the twenties for the ABC population as well as for the general population in the United States.

Deliberate career plans

Whether or not a future career goal is realistic depends to some degree on career preparation and on work experience. Of the 43 ABC graduates who reported future career goals, 41 (95%) reported having preparation and/or current jobs that related to their career goals. Of the 17 ABC non-graduates, 13 (76%) reported having preparation and/or current jobs that related to their goals; and of the 21 non-recipients, 16 (76%) so reported.

It is also worthy of note that 30% of the non-recipients reported no future career goals. Given that their abilities were equal to those in the ABC groups, it is possible that the ABC experience, no matter how brief, instilled a vision of the future for which its recipients are still striving.
Self-esteem

While the ANOVA indicates no statistically significant differences on group self-esteem scores at the .05 level, 80% of the interviewed subjects perceived that their self-esteem had been affected (7 positively, 1 negatively) by the ABC experience. The Scheffé post-hoc test reveals that both ABC graduates and ABC non-graduates do have significantly higher self-esteem scores at the .1 level of confidence. If the sample sizes were larger, it is possible that significant differences at the .05 level would have been found. As suggested by interviewed subjects, merely being selected for the program may enhance self-esteem for both ABC graduates and ABC non-graduates.

Values

It appears that participation in the ABC Program does not influence a change in values among the groups, and this finding is supported by Schubert's (1980) study wherein Upward Bound and non-Upward Bound students did not differ appreciably in their values regarding work and quality of life. Although 80% of the subjects interviewed in the ABC study perceived that their values had been changed by the ABC experience, it is possible that, due to their place in the life span and relative similarity in life circumstance, all the groups currently reflect similar values on Rokeach's Survey.

It is also worthy of mention that the Terminal Values Scale has recently been revised replacing 'Happiness' with 'Health'. Thus,
conducting a re-test on the same subjects might produce some noteworthy changes.

Racial tolerance

While the instrument used in this study measured levels of racial tolerance, the question posed in the interviews solicited perceptions of program influence on racial tolerance. Of the interviewed students, 7 of 10 indicated that such influence did occur, and for 4 of the 7, it was negative, i.e., it increased awareness of differences. One spoke of originating from a totally black neighborhood, where awareness of whites and their prejudices was minimal. Relocated to a basically white ABC environment, this subject was surprised by white attitudes toward blacks. Others spoke of attending ABC programs in rural Minnesota and Wisconsin, where blacks are a rarity, and being considered a curiosity. Still another spoke of being influenced by the separatism and militance of other blacks in ABC schools.

To summarize these observations, ABC graduates were significantly different than non-recipients on choosing to live outside of Columbus, going to college, going to more competitive colleges, graduating from college, pursuing educational degrees for career preparation, and having definite career plans at ages 25 - 30. ABC graduates were significantly different from ABC non-graduates only in that a greater number of ABC graduates went on to graduate from college. Some differences may be hidden in the small numbers of the ABC non-graduates, i.e., with only 18 subjects in their group, any difference had to be very large to be
significant. On the other hand, it is possible that all three groups were a selective elite sample of the black population; and so far, all have succeeded to some degree on most of the outcome variables.

Conclusions

1. The most immediate and specific goal of the ABC Program is to prepare academically talented minority students for higher education, and this study demonstrates impressive achievement of that goal. With respect to college matriculation, 98% of the ABC graduates in this study attended college which corroborates the higher than national and comparison group rates for non-ABC compensatory programs (NYC Demonstration Guidance Project = 89%, Science-Math Mini Program = 90%, Upward Bound = 71%, 91%) and previous ABC research rates (Perry = 99%). It also compares favorably to the 38% national college matriculation rate for whites and 29% national college matriculation rate for blacks (Astin, 1982). As to competitiveness of undergraduate colleges selected, 22% of the ABC graduates in this study attended highly competitive colleges which parallels previous ABC findings of 21% (Perry, 1973). With respect to college graduation, 51% of the ABC graduates in this study completed their undergraduate education which exceeds the higher than comparison group rate of Upward Bound students (25%) and a 42% college graduation rate for previous ABC students (Perry, 1973). This 51% college graduation rate also compares favorably to Astin's (1982) national college graduation rates for whites (23%)
and for blacks (12%). ABC graduates in this study (18%) surpass Astin's (1982) national graduate school matriculation rate for whites (14%) and for blacks (8%).

ABC's preparation of disadvantaged students for success in the higher education arena bears implications for compensatory education in general. In the ABC experience, a synthesis of heredity and environment seems evident, as disadvantaged students bring inherent ability to a learning setting which enhances that ability in measurable ways. Basic characteristics of the environment are: personalized attention, appropriate academic rigor, expectations of success, information to support academic and non-academic decisions, and upwardly mobile role models; and it would appear that some or all of these characteristics enable the disadvantaged learner to make dramatic gains.

2. A long range goal of the ABC Program is to instill in its students "the confidence to compete for professional roles in society". At this time, 20% of the ABC graduates in this study are employed in professional and managerial occupations which compares favorably to the national rate of 14% for black men and 17% for black women (Westcott, 1982). The subjects of this study are currently 25 - 30 years old, a life stage where completing career preparation and beginning a career at entry level are appropriate. While some careers such as law and medicine are considered professional/managerial at entry level, others, such as assistant buyer or bank teller, are dependent upon promotion, which may occur in the 30 - 50 year age range, for professional/
managerial status. Thus it is probably premature to survey levels of occupations for subjects of this age cohort.

Aspiration to professional and managerial occupations may serve as an indicator for attainment of these levels, and 69% of the ABC graduates and 33% of the ABC non-graduates aspire (through current occupations or stated career plans) to professional/managerial occupations. Compared to Schubert's (1980) study, wherein 48% of the Upward Bound students aspired to professional/managerial occupations, ABC graduates fared better. Perhaps this is explained by the fact that the Upward Bound Program is a less comprehensive and intensive compensatory program and therefore might foster less confidence to aspire. On the other hand, compared to Perry's (1973) study, wherein 85% of the ABC seniors expected to have jobs in professional/managerial categories, ABC graduates fared less well. Perhaps this is explained by the idealism characteristic of teenagers who served as subjects in the previous study as compared to the tempered realism characteristic of young adults who served as subjects in this ABC study.

3. Having successfully completed the ABC experience does not appear to have increased ABC graduate self-esteem compared to the other groups. By way of explanation, all ABC applicants were recommended by their school counselors who, purportedly, knew them and the ABC Program well. Adjusting to a radically different social and academic environment requires a core of confidence, and in this researcher's considerable contact with counselors, self-esteem was acknowledged as a critical entry qualification. Moreover, ABC
applicants were interviewed by teams who were well-versed on the Program, and they, too, were instructed to screen candidates for self-esteem as a critical entry qualification. Thus, it well may be that all recommended applicants, i.e., ABC graduates, ABC non-graduates, and non-recipients, had a relatively high level of self-esteem at the outset. This speculation is supported by PSM research conducted on comparable groups (Nelson & Low, 1979) with the following results: Out of a total possible 152 points, two normal adult samples had mean self-esteem scores of 101.07 and 98.8 respectively and a community college sample had a mean self-esteem score of 97.6 - noticeably lower than the mean self-esteem scores (105 - 113.9) for all three ABC groups. Therefore, significant improvement by ABC graduates on the already high self-esteem scores of all recommended ABC applicants may be unlikely.

4. A significant change in environment did not result in a significant change in values for ABC graduates, according to this study. Perhaps this is explained by Rokeach's theory wherein value formulation occurs at an early age as the result of cultural, institutional and personal forces. Comparisons to similar groups in previous Value Survey research indicate the following:
### TABLE 19
VALUES DESIGNATED #1 - #6
RANK ORDER FOR BLACK, LESS WELL-EDUCATED AND LOW INCOME

<table>
<thead>
<tr>
<th>Group</th>
<th>Ranked #1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>#6</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC Graduate</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>11</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>ABC Non-Graduate</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td>13</td>
<td>7</td>
<td>5,6</td>
</tr>
<tr>
<td>Non-Recipient</td>
<td>2</td>
<td>11</td>
<td>7</td>
<td>13</td>
<td>1</td>
<td>5,6</td>
</tr>
<tr>
<td>Black</td>
<td>8</td>
<td>17</td>
<td>5</td>
<td>11</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Less Well Educated (some high school)</td>
<td>4</td>
<td>17</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Low Income ($8,000 - $9,000 Annually)</td>
<td>11</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>17</td>
<td>7</td>
</tr>
</tbody>
</table>

1 = Inner Harmony  
2 = Happiness  
4 = Mature Love  
5 = Freedom  
6 = Salvation  
7 = Self-respect  
8 = A World at Peace  
9 = A Comfortable Life  
11 = Family Security  
13 = Wisdom  
17 = Equality

Thus, compared to the values ranked #1 - #6 in this study, there were 3 values in common with black samples, 4 values in common with less well-educated samples, and 4 values in common with those with low annual incomes, somewhat supporting the early formulation theory. Moreover, Rokeach postulates that enduring change in values is
predicated on self-dissatisfaction, the result of perceived dissonance between values and self-concept. It would appear that any of this dissonance experienced by ABC participants was not sufficiently intense to result in significant group changes. It would also appear that the changes in values reported by interviewed subjects may in fact have been changes in attitudes, which Rokeach describes as more superficial and therefore susceptible to change.

5. While not an overt goal of the ABC Program, increased inter-racial understanding was certainly a goal of the preparatory schools that founded ABC. Striving to provide an academic setting which more closely approximated society, these preparatory schools sought ways to identify and enroll talented minority students. Ideally, in living and working together, majority and minority students would develop mutual understanding which would serve to increase racial tolerance. The results of this study do not demonstrate such an increase, as racial tolerance scores for all three groups were highly similar. However, as previous ABC subjects and current interviewed subjects suggest, exposure to different cultures may have two opposite effects. On the one hand, being with people from a different cultural background may reduce fear of the unfamiliar, foster appreciation of cultural differences, facilitate relating on a human basis that transcends racial barriers - all of which serve to reduce prejudice. ABC students entered a basically white world that was new to their experience and in which they were new to the experience of others. Hopefully, this interaction would have resulted in reduced prejudice for both blacks and whites.
On the other hand, entering an environment where one is clearly a minority and regarded as unusual can create awareness of racial differences that did not exist before. A real test of self-confidence and sense of identity, this experience may foster a banding together of minority members who seek to maintain and assert their identity as a separatist group. This phenomenon was implied in Perry's (1973) study wherein seniors completing the ABC experience were more separatist and aware of cultural differences than sophomores beginning the ABC experience. Such separatism tends to increase racial prejudice for minority as well as majority groups. Both the increased understanding and the increased separatism perspectives were articulated by subjects in this ABC research, and it well may be that they neutralize one another in the data.

6. Throughout this study, ABC non-graduates have demonstrated higher rates/scores than non-recipients. This phenomenon occurs on the variables of college matriculation with an obtained chi-square for ABC non-graduates and non-recipients of 8.56 (significant at the .01 level) and deliberate career plans with an obtained chi-square for ABC non-graduates and non-recipients of 4.08 (significant at the .05 level). Other variables which demonstrate higher, but not statistically significant, rates/scores for ABC non-graduates than non-recipients include: marital and parental patterns, community involvement, non-residency in Columbus, competitive colleges, levels of occupations, pursuit of educational degree for career preparation, and self-esteem. Given that subjects in the ABC non-graduate and
non-recipient groups have comparable credentials, these findings suggest an 'exposure effect' wherein ABC non-graduates appear to have been affected by even a brief exposure to the program. Lending support to this speculation, interviewed ABC non-graduates perceived that they had been affected by the ABC experience in the areas of: residency in Columbus, community involvement, college choice, career choice, self-esteem, values, and racial tolerance.

7. A qualitative component, based on the perceptions of ABC subjects, was included in this research. In a number of instances, these data appeared to contradict the findings derived from the quantitative analysis. Of the interviewed subjects, 80% reported that their self-esteem had been influenced by the ABC Program; yet the quantitative data did not reveal statistically significant differences among the groups. Likewise, 80% of the interviewed subjects reported that their values had been influenced by the ABC Program; and again, the quantitative data did not reveal statistically significant differences. On five of the six major variables, statistically significant impact was not demonstrated; yet 90% of the interviewed subjects stated - not to mention comments written on completed questionnaires - that they would choose to repeat the experience. Informal discussion with a number of ABC graduates and ABC non-graduates revealed a group of vital and perceptive young men and women who were enthusiastic about and appreciative of the special opportunities conferred on their lives by the ABC experience. Perhaps these benefits are not readily measured by the instrument used in this study; or, perhaps the
positive self-perceptions observed in the ABC graduate and non-graduate groups really are present in all three groups

Limitations

There are several limitations of this study. First and foremost, it is impossible to measure the impact of a program experienced some 9 - 13 years ago and to control intervening variables. The alternatives were to measure current ABC students, which would preclude analysis of long-term outcomes of the program (i.e., life-style patterns, higher education attainment, career status), or to assess impressions of the ABC experience which would admit distortions and inaccuracies of memory. Consequently, a group of subjects who were similar in terms of qualifications, were applicants to ABC, but were not ABC participants, were selected to serve as a comparison group.

Another limitation involves sampling procedure. ABC graduates, ABC non-graduates, and non-recipients have moved frequently in the past 9 - 13 years, and it was difficult to trace their whereabouts. Hence, sampling is based on the number of subjects who were located and who agreed to participate in the study, and may, therefore, be subject to bias.

A related limitation involves differing incentive levels among group subjects. Having completed the program and experienced some of the benefits, ABC graduates were eager to reciprocate by participating in this research. However, ABC non-graduates may have dropped out for negative reasons such as academic failure or
disciplinary problems; and, as a result, some were reluctant to participate in the study. ABC non-recipients have no positive or negative association with the program and thus had little incentive to spend 45 minutes completing a questionnaire. In order to obtain a sufficient number of responses from each group, it seemed expedient to offer a $5 remuneration for each completed questionnaire in the ABC non-graduate and non-recipient groups. Thus, more negative outcomes could be descriptive of ABC non-graduates and non-recipients who declined to participate.

Finally, there is a time limitation in that ABC graduates are in the process of completing higher education and establishing careers and family patterns. They are not advanced enough in these processes to clearly ascertain commitment. Distinct patterns may not have emerged in community involvement, permanent residency or career hierarchy, for example; a problem that is further addressed in the following recommendations.

Recommendations for Further Study

Completion of this ABC research has disclosed some specific limitations and raised some additional questions. Accordingly, the following recommendations for further study are offered:

1. A follow-up study in 10 years of these same ABC subjects would more firmly ascertain commitment in the areas of marital and family patterns, community involvement, permanent residency, and occupational aspirations and levels. College graduation and graduate school
matriculation aspirations might also be more clearly resolved. Data on parents and offspring of this ABC sample might be collected to examine the transmission of life-style, educational, and career patterns as well as attitudes and values.

2. A pre-test/post-test design used on current ABC applicants would control for intervening variables and thus more accurately assess self-esteem, values, and racial tolerance.

3. Measurement of other attitudes, such as locus of control, aspirations, empathy, and altruism, might provide a more enlightening perspective on the impact of the ABC Program.

4. The relationship of self-esteem and success in the ABC Program was not clearly delineated in this study. Continued research to ascertain the role of minority self-esteem in integrated academic settings seems critical to the future success of compensatory education programs.

5. Racial tolerance continues to be a societal issue with outcomes that evolve over an extensive period of time. Accordingly, new instruments for assessment of racial tolerance are continually being developed, and the future use of such instruments with ABC samples might provide a more enlightening perspective on the impact of the ABC Program.
APPENDIX

INTRODUCTORY LETTERS, CONSENT FORM, QUESTIONNAIRE
Dear

The ABC Program was once a special part of your life as it was mine - you received an ABC scholarship, and I recruited Columbus ABC students. I enjoyed working with the program, and I especially enjoyed getting to know many of you on a personal basis. Now, I wonder how you are and in what directions your lives have taken you. I have decided to combine this interest with my need to write a thesis for a Ph.D. degree at Ohio State, and so I will do research on ABC with you as my subjects. To conduct my research, I have devised a questionnaire which I hope you will complete and return within a week. Please answer each item as carefully as you can, and if necessary, use the back of the page for additional information. There are no right or wrong answers, and you can be sure that your responses will be strictly confidential. A self-addressed, stamped envelope is enclosed for your convenience. Also, if you are in contact with any other ABC graduates or non-graduates, please let me know. I look forward to hearing from you soon!

Many thanks for your cooperation -

Anne Mead
Dear

The ABC Program was once a special part of your life as it was mine - you received an ABC scholarship, and I recruited Columbus ABC students. I enjoyed working with the program, and I especially enjoyed getting to know many of you on a personal basis. Now, I wonder how you are and in what directions your lives have taken you. I have decided to combine this interest with my need to write a thesis for a Ph.D. degree, and so I will do research on ABC with you as my subjects. To conduct my research, I am asking each of you to complete a questionnaire, but first I need to find you! Therefore I hope that you will respond by calling me at 235-0524. To compensate you for your time and trouble, I will send you $5 upon receipt of your completed questionnaire. I look forward to hearing from you soon -

Anne M. Mead
Dear

As part of my Ph.D. Program at Ohio State, I am conducting a follow-up study of Columbus students who were involved in the A Better Chance Scholarship Program. The research will be used to determine whether and in what ways the program has affected the lives of ABC Scholarship recipients. You have been selected to participate in this research, because you had the qualifications for, but did not participate in, the program. Therefore, the information that you provide is very valuable because it can be used for comparison to information obtained from ABC graduates. If you would be willing to devote 45 minutes of your time - for which you would be paid $5 - to fill out a questionnaire, please call me immediately at 235-0524. There are no right or wrong answers, and you can be sure that your answers will be strictly confidential. I really need your participation and look forward to hearing from you.

Thank you -

Anne Mead
Dear

As part of my Ph.D. program at the Ohio State University, I am conducting a follow-up study of Columbus students who were involved in A Better Chance Scholarship Program. The research will be used to determine whether and in what ways the program affected the lives of ABC scholarship recipients. As you may know, for several years I recruited Columbus students for the program, and so I have developed both a personal and a professional interest in knowing what has happened to you. Please answer each item as carefully as you can, and if necessary, use the back of the page for additional information. There are no right or wrong answers, and your answers will be kept strictly confidential.

Thank you for your cooperation!
I consent to participating in (or my child's participation in) research entitled **THE ABC PROGRAM AND ITS IMPACT ON COLUMBUS, OHIO STUDENTS: A FOLLOW-UP STUDY**.

Dr. Robert F. Rodgers or his/her authorized representative has explained the purpose of the study, the procedures to be followed, and the expected duration of my (my child's) participation. Possible benefits of the study have been described as have alternative procedures, if such procedures are applicable and available.

I acknowledge that I have had the opportunity to obtain additional information regarding the study and that any questions I have raised have been answered to my full satisfaction. Further, I understand that I am (my child is) free to withdraw consent at any time and to discontinue participation in the study without prejudice to me (my child). The information obtained from me (my child) will remain confidential unless I specifically agree otherwise by placing my initials here __________.

Finally, I acknowledge that I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been given to me.

Date: ________________ Signed ____________________________

(Participant)

Signed ____________________________

(Principal Investigator or his/her Authorized Representative)

Signed ____________________________

(Person Authorized to Consent for Participant - If Required)

Witness: ________________________________

HS-027 (Rev. 12/81) -- To be used only in connection with social and behavioral research.
A BETTER CHANCE QUESTIONNAIRE

PART I: DEMOGRAPHIC DATA

A. Personal Information

1. Name: __________________________________

2. Current Address: ______________________________

3. Current phone number: _______________________

4. Birthdate: _________________________________

5. Marital Status: Single ___ Married ___ Separated/Divorced ___

6. Number of children: ______

7. Community involvement: (Please list any participation in school, church, political, professional, community service or other activities)

<table>
<thead>
<tr>
<th>Dates of Participation</th>
<th>Positions Held</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Education Information

1. High school

a. Name of school(s) attended: Dates of Attendance:

   ________________________________

   ________________________________

b. Did you graduate from high school?

   Yes ___  No ___
2. Post-high school:
   a. Did you attend college?
      Yes ___ (Proceed to question c)
      No ___ (Proceed to question b)
   b. Please indicate next position
      Armed services ___  Immediate employment ___
      Technical/Trade school ___  Other ________________
   Proceed to question C. Career Information
   c. Name of college/university(s) attended  Dates attended
      __________________________________________  _________
      __________________________________________  _________
      __________________________________________  _________
   d. Please indicate college major
      __________________________________________
   e. Degree received?
      Yes ___  No ___
   f. Was undergraduate degree required for career preparation?
      Yes ___  No ___
3. Graduate school:
   a. Name of university(s) attended  Dates attended
      __________________________________________  _________
      __________________________________________  _________
   b. Please indicate graduate major
      __________________________________________
   c. Degree received?
      Yes ___  No ___
d. Was graduate degree required for career preparation?
   Yes ___ No ___

C. Career Information

1. Please indicate as nearly as possible your current occupation


2. Do you have career plans for the future?
   Yes ___ No ___

3. If so, briefly describe them


PART II: PROJECTIVE DATA

A. Please respond to each of the following statements: Is it MOST DESCRIPTIVE (M) of me; SOMETIMES DESCRIPTIVE (S) of me; or LEAST DESCRIPTIVE (L) of me?

   1. I like my looks just the way they are.  ___
   2. I take good care of myself physically.   ___
   3. I feel good most of the time.           ___
   4. I am a poor sleeper.                  ___
   5. I am a cheerful person.              ___
   6. I solve my problems quite easily.    ___
   7. I am satisfied with my family relationships ___
   8. I am popular with the opposite sex.   ___
   9. I try to understand the other person's point of view. ___
   10. I get along well with other people.  ___
   11. I find it hard to talk with strangers. ___
   12. I would rather win than lose a game.  ___
   13. I wake up fresh and rested in the mornings. ___
   14. My daily life is full of things that keep me interested. ___
15. I find it hard to keep my mind on a task or a job.
16. I am liked by most people who know me.
17. I am an important person.
18. My feelings are not easily hurt.
19. I am easily downed in an argument.
20. I don't seem to care what happens to me.
21. I frequently find it necessary to stand up for what I think is right.
22. I do not tire quickly.
23. I wish I were not so shy.
24. It is not hard for me to seek help from my friends even though I cannot return the favor.
25. At times I feel that I can make up my mind with unusually great ease.
26. I am a self-confident person.
27. I work under a great deal of tension.
28. In school I found it very hard to talk before the class.
29. I have a good sense of humor which other people appreciate.
30. I easily become impatient with people.
31. If given the chance I would make a good leader of people.
32. I enjoy social gatherings just to be with people.
33. I find it hard to set aside a task that I have undertaken even for a short time.
34. In a group of people, I would not be embarrassed to be called upon to start a discussion or give an opinion about something I know well.
35. I shrink from facing a crisis or difficulty.
36. I am usually calm and not easily upset.
37. Many times I wear myself out by undertaking too much.
38. I am often inclined to go out of my way to win a point with someone who has opposed me.
39. I usually work things out for myself rather than get someone to show me how.
40. It is unusual for me to express strong approval or disapproval of the actions of others.
41. I sometimes find it hard to stick up for my rights because I am so reserved.
42. As a rule, I strongly defend my own opinions.
43. People can pretty easily change me even though I thought that my mind was already made up on a subject.
44. I am afraid to be myself.
45. I live by values which are in agreement with others.
46. I have no objection to getting angry.
47. For me, anything is possible if I believe in myself.
48. I sometimes feel embarrassed by compliments.
49. I am afraid of making mistakes.
50. I can cope with the ups and downs of life.
51. I believe in saying what I feel in dealing with others.
52. I trust my ability to size up a situation.
53. I will risk a friendship in order to say or do what I believe is right.
54. I am comfortable in revealing my weaknesses to my friends.
55. I am free to be myself and to handle the consequences.
56. For me, work and play are equally important in life.
57. I blame my parents and my past for a lot of my present troubles.
58. I enjoy detachment and privacy and being alone with myself.
59. I am dedicated to and excited about my work.
60. Living for the future gives my life its primary meaning.
61. It is of importance to me how I live in the here and now.
62. I am assertive and affirming in my relationships with others.
63. I am able to accept my mistakes rather than bothering myself with them.
64. I regret many things that I have done in the past.
65. For me, the future usually seems hopeful.
66. I am able to comfortably accept others as they are.
67. I would like to accomplish something of great significance.
68. I experience novelty and change in my daily routines.
69. I am able to do things better than most people.
70. I am able to praise and compliment someone I admire.
71. I am able to form new friendships.
72. When things go wrong for me, I blame myself more than anyone else.
73. I am able to attack points of view that are contrary to mine.
74. I am regarded as a leader by others.
75. I am able to stay up late working in order to get a job done.
76. I am able to persuade and influence others to do what I want.

(from: Nelson & Low, 1979)
B. Below are listed 18 values. Please number them in order of importance in your life. Because the task is difficult, there is a practice column so that you can rework the ordering. Use the last column to indicate your final preference.

<table>
<thead>
<tr>
<th>Value</th>
<th>Description</th>
<th>Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td>INNER HARMONY</td>
<td>(Freedom from inner conflict)</td>
<td></td>
</tr>
<tr>
<td>HAPPIES</td>
<td>(Contentment)</td>
<td></td>
</tr>
<tr>
<td>AN EXCITING LIFE</td>
<td>(A stimulating, active life)</td>
<td></td>
</tr>
<tr>
<td>MATURE LOVE</td>
<td>(Sexual and spiritual intimacy)</td>
<td></td>
</tr>
<tr>
<td>FREEDOM</td>
<td>(Independence, free choice)</td>
<td></td>
</tr>
<tr>
<td>SALVATION</td>
<td>(Saved, eternal life)</td>
<td></td>
</tr>
<tr>
<td>SELF-RESPECT</td>
<td>(Self-esteem)</td>
<td></td>
</tr>
<tr>
<td>A WORLD AT PEACE</td>
<td>(Free of war and conflict)</td>
<td></td>
</tr>
<tr>
<td>A COMFORTABLE LIFE</td>
<td>(A prosperous life)</td>
<td></td>
</tr>
<tr>
<td>PLEASURE</td>
<td>(An enjoyable, leisurely life)</td>
<td></td>
</tr>
<tr>
<td>FAMILY SECURITY</td>
<td>(Taking care of loved ones)</td>
<td></td>
</tr>
<tr>
<td>SOCIAL RECOGNITION</td>
<td>(Respect and admiration)</td>
<td></td>
</tr>
<tr>
<td>WISDOM</td>
<td>(A mature understanding of life)</td>
<td></td>
</tr>
<tr>
<td>A WORLD OF BEAUTY</td>
<td>(Beauty of nature, of the arts)</td>
<td></td>
</tr>
<tr>
<td>TRUE FRIENDSHIP</td>
<td>(Close companionship)</td>
<td></td>
</tr>
</tbody>
</table>
ACCOMPLISHMENT  
(Lasting contribution)  

EQUALITY  
(Brotherhood, equal opportunity for all)  

NATIONAL SECURITY  
(Protection from attack)  

(taken from: Rokeach, 1967)

C. Beside each item, circle the number that comes closest to your opinion.

SA = Strongly Agree  
A = Agree  
NS = Not Sure  
D = Disagree  
SD = Strongly Disagree  

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>NS</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Most white persons are sympathetic with the black people's problems.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. In our country, the white people will probably never allow the black people to get full equality.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Black and white persons should not intermarry.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Most black people should live in black areas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Most whites should live and work in white areas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Black and white people have to learn to get along with one another in school, work and social life.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Most white people I've known are prejudiced against the black people, even though they may not actually show it.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
8. Most black people I've known are prejudiced against the white people, even though they may not actually show it.

9. You lose something of your blackness when you go to prep school.

(from: Perry, 1973)

THAT'S ALL - THANK YOU!


