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ABSTRACT

This report is organized in seven parts. Part 1, "Where have all the students gone?" tells briefly the stories of some of the students from the first class--where they came from, where they have been, where they are heading now. Part 2, "Years of Challenge, Years of Change--A Better Chance: the first ten years," briefly summarizes the development of the program. Part 3, "Development Report," discusses the funding of the program and the role of volunteer associations. Part 4, "Public School Programs," focuses on the problems in establishing a new public school program. Part 5, "Student Services," summarizes the program's capacity to involve parents and the home community as well as to meet the personal needs of students. Part 6, "Program Activities," discusses the new orientation format, day schools, and recruitment. Part 7, "Appendices," includes tables pertaining to new students by year of entry, geographical background, total ABC enrollment by school year, racial background, socioeconomic background, career choices of ABC college graduates, history of expenditures, expenditures by source of funds, and expenditures by program area. Also included are lists of participating independent schools, special honors to ABC graduates, college and university enrollment of ABC graduates, and donors to A Better Chance as of September 30, 1973. (Author/JM)

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DEPARTMENT OF HEALTH
EDUCATION & WELFARE
OFFICE OF ASSISTANT SECRETARY
FOR PUBLIC AFFAIRS
WASHINGTON, D.C. 20462



A Better Chance



Where have all the students gone?

It seems natural for a portion of this Annual Report to tell briefly the stories of some of the students from the first class—where they came from, where they have been, where they are heading now.

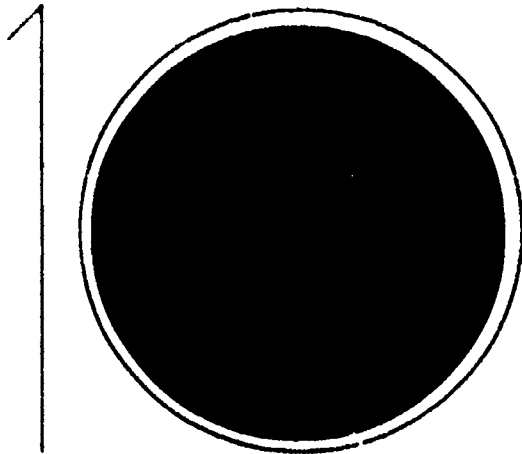
There were 63 students, and they came from Calhoun, Georgia; Roanoke, Virginia; Pittsburgh, Pennsylvania; New York City; Mission, South Dakota. They were Native American, Black, Oriental, White, and Puerto Rican. Some came from rural poverty, some from the particularly destructive environment of the urban inner city. Some were almost on their own; others left large and loving families to participate in this pioneer program. One thing they all had in common—outstanding school records, enthusiastic personal recommendations from counselors, ministers, teachers, and they all had a strong belief in their own futures.

When they finished the summer program and were accepted at Amherst, Mt. Hermon, Tufts, Gunnery, and Colgate, these first students were riding on self-motivation and the theorizing faith of a few people who believed one practical way to help adjust inequities in society would be to provide minority youngsters with the finest education available.

On the cover is William Perkins, ABC '64, a Community Specialist with New York McCoy Cities working in a prison program on Rikers Island. He comes from New York City, graduated after four years at Colgate School, and went from there to Brown University. One photograph showing Perkins mountain-climbing, was taken in 1964, when he was part of our first transitional program held during the summer at Dartmouth College. The other photograph was taken in March 1974.

Years of Challenge, Years of Change

A Better Chance: the first ten years



When the first youngsters arrived in Hanover, New Hampshire, for a summer program that was to be their initiation into ABC, they were told: "You've come here to prove you can make it in the best private secondary schools in the country. We've got your return tickets here, and if you're smart you'll get back on the bus and go home. . . Here you'll have to demonstrate that you want the opportunity for a better education. We'll expect you to work like you've never worked before."

Over a period of ten years—a time of tremendous social changes and political and personal challenges throughout this country—increasing numbers of youngsters have joined ABC with their eyes on better education, better life options. And very few of them have used those return tickets. It is their self-motivation and determination, their considerable talents, their abiding sense of personal perspective that this Anniversary Annual Report wishes to celebrate.

The structural history of a relatively small program like ABC is quickly told. In the beginning the organization consisted of a shared secretary and a full-time director recruiting and coordinating under the auspices of the Independent Schools Talent Search Program and Dartmouth College. The object was single-purposed: to place economically disadvantaged youngsters in the finest preparatory schools, and thus provide qualifications and opportunity for their further education at the college level.

This unique idea in education was a response to specific national needs. President Kennedy said in a request to colleges in July 1963: "Equal opportunity for education and for employment is a phrase without meaning unless the individual is prepared to take advantage of it. Young people who have been disadvantaged need special programs. . ."

The history of A Better Chance was also interwoven with the changing national mood of the decade 1964-74. In the early '60s there was optimism; genuine integration seemed certain at the end of every march, including the historic march on Washington in 1963. High expectations gave way to violent disillusion and frustration. The minority community began seriously to question the staying power of the good will of the majority society. The one constant that kept our students, and ABC, from falling prey to the divisive elements of those times was that indisputably valid goal of quality education and the need for minority leadership.

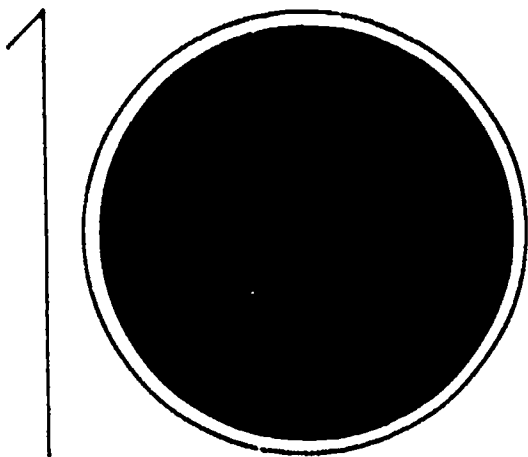
ABC's initial administrative expenses were underwritten by the Merrill Trust. The Rockefeller Foundation had funded the first summer Project: A Better Chance. And in 1965 the Ford Foundation gave a three-year grant for establishing a development office.

With massive financial backing from the new Office of Economic Opportunity in 1965, the founding vision dramatically expanded. The establishment of our own development office made it possible to broaden the base of support and be assured of financial independence from public funding.

Assimilation of new ideas began almost immediately. Could the lessons learned from the independent school experience be translated into the language of a different locale? Could another kind of dormitory living, complete with houseparents and resident tutors, be established in a public-school community? Could volunteer support substitute a whole range of community resources for the structure of the independent school setting?

The answer to these questions was the ABC Public School Program. The translation began to work first in Hanover, New Hampshire, then in Andover, Massachusetts. By 1973 ABC had Public School Programs in 29 communities in nine states.

As students explored their new educational and social environments, they discovered their own needs for personal reinforcement from ABC. Thus it seemed logical to divert resources from the intensive and expensive summer program to a more long-range stu-



dent support system through which our students would feel a continuing concern for their total welfare.

The newest dimension of ABC is the incorporation of local volunteers into ABC groups in a few selected urban areas. Young civic leaders in Cleveland, Columbus, Pittsburgh, Philadelphia, Washington, and the Twin Cities, feeling an urgent concern about the future of their cities, have affiliated themselves with ABC. They see A Better Chance as an effective program with a dual purpose—to provide excellent education for youngsters who will in turn, as leaders, play a crucial role in their community's future.

By centering recruitment, student services and fund-raising on these specific cities ABC intensifies and unifies its program, providing students with a stronger local network of parental, volunteer, professional and community involvement.

Much of ABC's growth through the years has been in response to the changing needs of its students. But the inner strength of the program has been the ability of the students themselves to cope with the extraordinary social changes of their times, as well as the enormous economic and cultural differences they encountered at the independent schools and public school communities. They wrestled with their own identity, with alienation, with isolation. They patiently educated us and the affiliated schools in more effective ways of facing the problems inherent in such a radically different program. It was trial and error, good intentions paving the way to better insights.

Along the way ABC students said "It was hard but it was worth it . . ." "Education got me where I wanted to go . . ." "Now I hope to use my skills to change things . . ."

If there is any single attainment commonly shared by our students it is the confidence to compete for professional roles in society. With this self-awareness and the educational requisites, they can now move into economic and social sectors uniquely able to solve problems on equal terms of preparedness and mutual respect.

The essential history of A Better Chance is told not in terms of concepts, or cities, schools, growth, volunteers, funds, or dedicated professionals. The story of ABC, the success of whatever is past, present or future, is with the 3,900 youngsters who have made the program work, proved their desire for the best education, and demonstrated their capacities through their own considerable achievements.

William Berkeley
President

Development Report

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Richard Griffin

It was the Boys' Club of New York that directed Richard Griffin—winner of the Club's William Hale Harkness citizenship and leadership award—to A Better Chance.

As an ABC student at Collegiate, Griffin won the Headmaster's prize, was captain of the football, basketball, and track teams, and won the school trophy as outstanding athlete. His academic record was "commendable"; the Collegiate transcript refers to him as "a superior human being."

Griffin graduated from Springfield College, as a sociology major. The natural option for him was to return to New York and the Jefferson Park Boys' Club, this time as a staff member. "I know the academics provided by the ABC experience were a strong influence on me. At 14 I might not have been as serious about a career, and might not have planned ahead, without the influence of Collegiate. Now I find myself telling the boys I'm working with they ought to begin looking at careers at an early age."

At the Boys' Club, Griffin holds college-information sessions, explaining the availability of scholarships, kinds of colleges, locations, curriculum. He is pursuing his Master's Degree in sociology through Springfield College, with part of his job experience counting toward Master's credit.

For the first time in our history, ABC surpassed the two-million-dollar mark in funds raised. Between October 1, 1972, and September 30, 1973 (the end of the fund-raising year), the total of \$2,531,257.81, received from both public and private sources, represented a 39.5 percent increase over funds raised the previous year.

Termination of Model Cities Programs in June 1974, instead of 1975 as originally provided in its legislation, put considerable stress on the Development staff and required paring the number of new students entering for the 1973-74 academic year to 525.

In spite of the Administration's cut-back in support of educational programs and institutions, ABC succeeded in attracting renewed public funding. A total of \$1,206,350, came from the public sector this year, a 2.4 percent increase over last year.

Funds raised from private donors signified a tremendous endorsement of ABC: \$1,324,907.81, an increase of 63.1 percent. The principal source was old donors making new grants: 45 corporations, twenty foundations and seven individuals gave a total of \$1,037,372.

Seventy-one corporations gave a total of \$468,840 in new money. Foundation support totaled \$798,547. Fewer foundations contributed, but the average gift size was \$28,519, considerably larger than last year.

Individual support (38 individuals) came to \$57,267 and included 31 new donors.

The evolution of local volunteer organizations in certain key cities is critically important to the development aspect of A Better Chance. Not only will recruitment and student services benefit from this centralization but the member organizations are assuming responsibility for raising a portion of the supporting funds. In Cleveland, Colum-





John Chambers

"I have always been interested in medicine, but it is a competitive profession. After a while, you learn to just go ahead and do your best, because it is a profession where you can feel you are helping people. One can combine the ability to show compassion with skills to at least try to alleviate suffering. I suppose that was the motivating force turning me towards medicine."

Chambers pursued his love for science first at The Gunnery, then at Princeton, and finally at Duke University, where he is now in his third year of medical school. Looking back on the ABC years, he acknowledges the quality of his education, but admits that equally important was the fact that "it opened a whole new world for me too. It was an opportunity to be associated with different types of peoples and ideas, to get a totality of new perspectives." He cautions, however, that "being black on a predominantly white campus presents problems, including alienation from one's people and having to contend with an often hostile environment."

Chambers is one of the 11 percent of the responding ABC graduates who have entered the field of medicine. Married, and the father of an eighteen-month-old daughter, Chambers says, "Eventually I would like to go back to Richmond. That's where I started from. Richmond is growing and there is a need for black physicians. I would like to practice as a general surgeon."

bus, and Pittsburgh development progress is already extremely promising, as indicated by the following:

In Cleveland the total amount raised was \$69,750—\$39,750 available for use this year, and \$30,000 raised toward goals for ensuing years.

In Columbus \$95,757 has been raised—\$56,357 available for use this year, \$39,400 raised toward goals for ensuing years.

In Pittsburgh the total amount raised was \$119,000 with \$60,500 available for use this year—\$58,500 raised toward goals for ensuing years.

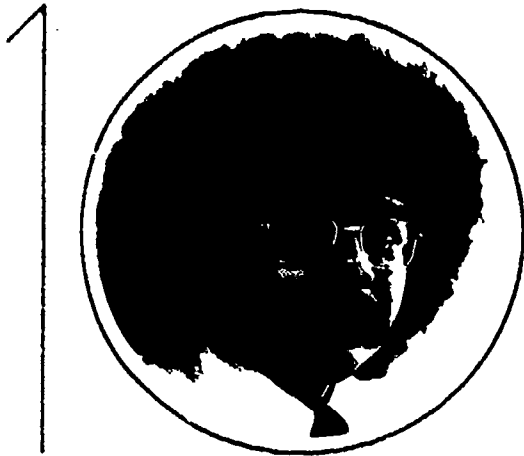
Washington, D.C., now has a locally incorporated ABC volunteer group. We anticipate development components in Philadelphia and The Twin Cities will also be operational by the end of 1974. The eventual goal for these organizations is to become self-sustaining, and capable of raising substantial funds on a regular basis.

Early results confirm our expectation that such dedicated, informed volunteer associations strengthen the ABC support services and recruiting, as well as providing consistent long-term reinforcement to the students' home communities.



Public School Programs

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Jeff Palmer

The way Jeff Palmer tells it his father asked him if he wanted to get away for a summer, and he said 'yes'. That decision led to Dartmouth and "learning more about my own capabilities during that one summer than all my teachers in school up to then had ever tried to show me . . ."

After the Dartmouth summer session, Palmer attended Kimball Union where he was Secretary-Treasurer of the Student Council, Vice-President of the Senior Class, a member of the Honor Society and a letter winner in track, football, and soccer. "I learned what an important individual I was by going to private school," says the young man from Steubenville, Ohio. "I came to realize that there were black people out there, doing things, getting their heads together." Then came Yale University, a fellowship sponsored by Time, Life, Inc., and the University of Chicago Business School.

When it came time to choose a career, Palmer had one criterion: "to find something I wouldn't mind getting out of bed for in the morning. The obvious answer, for me, was advertising."

At Needham, Harper & Steers, Palmer is Assistant Executive, with administrative responsibility for writing marketing plans, analyzing data, and providing liaison between clients and the creative departments. He is married and has a young son.

The idea of public school ABC programs is as exciting today for communities in the United States as it was in 1966 when the first ABC house opened in Hanover, New Hampshire. Communities accept an opportunity to become involved in the search for answers to the continuing social/economic problem that affects the country at every level.

The 1972-73 year began with 27 public school programs of which five were operating for their first year. In the fall of 1973 three additional programs opened—in Simsbury, Connecticut; Lower Merion, Pennsylvania; and South Hadley, Massachusetts.

Considering the problems facing our staff and the communities—problems created mostly by the social climate and difficult economic and political times the country is going through—our record is impressive. But it is disappointing when measured against our own expectations.

Fundamental issues that have to be settled with the establishment of each new public school program are town zoning laws and the waiver of tuition. (ABC students live in a residential house and attend the local high school. Individual town laws govern residence of non-related persons and payment of school tuition by non-residents.) At one town meeting during the year it was voted to waive tuition; but later the town school board rescinded that vote. In most towns, tuition has been waived, in one case for 14 students. The high cost of real estate frustrates the already complicated procedure of finding a suitable house for up to ten ABC students. One program is faced with the prospect of buying a \$75,000 house. Yet three of our programs have had residences donated by the colleges in their towns.

Any community considering a public-school program must have many strongly committed citizens who can muster the financial and moral support vital to a thriving ABC residence. The success of our programs continues to rest on this basic sense of involvement and the ability of each community to raise from within its own resources all the money needed to operate the ABC residence. Ten programs are financially self-sufficient from National ABC. This kind of commitment gives the program its unique character and staying power.

It is our hope that the forthcoming year may provide a better psychological climate in which to nourish the valid and enriching concepts of the public-school programs in new communities. They will have as models the successes of those already established.



Student Services

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John Washington

The committee on Human Relations of the Warrenton (Va.) Junior Chamber of Commerce referred John Washington to ABC. With a 3.9 scholastic average out of a possible 4.0, and ability matched with ambition and drive, Washington was recommended to Mt. Hermon School.

"I had to work!" he says. "In my previous schooling I was always first and it was easy. I was shaken at first. Then I decided the only thing to do was settle down and do it. By the end of the first quarter I was up with the rest of the class and on my way." The result was election to the Cum Laude Society, and admission on scholarship to Harvard.

At Harvard, Washington took a job at a computer graphics lab in the Graduate School of Design. After graduation he took his Master of Science degree at the University of Washington, where he is now employed as a scientific programmer in medical radiation physics.

When ABC was very young—and very small, with limited resources—we relied heavily on the trust parents placed in our educational goals. The history of ABC justifies that parental faith. Now with the growth of the program we have an increased capacity to involve parents and the home community as well as to meet the personal needs of students.

One of the purposes of Student Services is to inform parents about the program as fully as possible and to provide continuing information and contact with ABC students. New activities, some of which incorporate what formerly were follow-up services, include:

- ABC parent meetings in cities with ABC volunteer associations;
- continuing regular visits to ABC's participating schools by a team of Regional Directors;
- regional newsletters linking ABC students in a given geographical area;
- organization of an alumni association;
- workshops with volunteer and resource people.

While ABC has successfully provided rigorous academic experiences to its students, we are also aware of a critical need in the area of career counseling. Since communities will look to ABC graduates for effective leadership, it is essential that students have information and counseling about career choices commensurate with their interests and abilities.

Student Services will provide this support as a systematic part of its program, working with the affiliated schools, the urban volunteer groups, and through the Regional Directors.



Program Activities

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Tom Ficklin

Students from the ABC house in Hanover, N.H., have uniquely understanding advocates in their houseparents, Gaye and Tom Ficklin. As a former ABC student, Tom Ficklin knows the feelings that are involved, and how to cope with them. "I don't think we become different people because we go through a certain school and culture system. It may shape some of our attitudes and sharpen or dull our self-image, our pride in skills, our belief in our own chances. ABC may be something better, or it may be just a change. There's always potential for change to be better. But you're still going to be you no matter where you are."

Ficklin left his home in Pittsburgh, Pa., to attend the summer program at Dartmouth, then went to Choate, Bucknell University, and the Yale Graduate School of Divinity. After a year at divinity school, he and his wife Gaye decided they wanted a change. ABC came to mind again, contact was made, and the Hanover program gained two sensitive, committed houseparents. ABC has also benefitted from Tom Ficklin's double duty: as Assistant Regional Director for ABC.

University libraries in 21 states, as well as high schools, other public and private institutions, and social scientists around the country have made requests for our major two-and-one-half-year Research Study of A Better Chance, completed in 1972 by George A. Perry, Director of Program Activity. The study has recently been included in the ERIC System of research on the education of the disadvantaged, which makes it available on microfilm to most major libraries in the United States. We have also received a three-year grant from the Spencer Foundation for continuing research activities.

Orientation

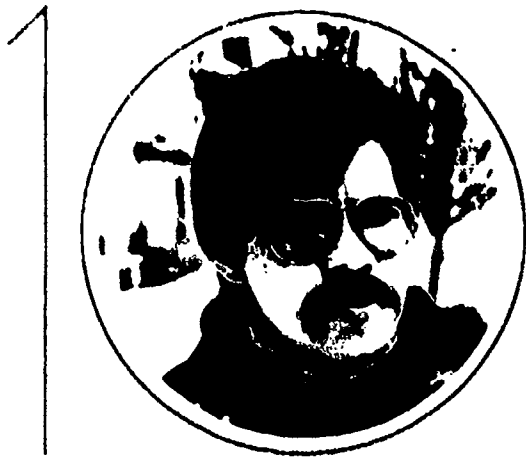
A new orientation format has been worked out based on the success of an earlier pilot program. In the spring students will now spend approximately five days at their prospective ABC school. During the summer they will get together for another five days with other ABC students entering schools in the same geographical area. The orientation program is part of the year-round follow-up program under Student Services.

Day Schools

Two program changes have been made in the past year involving expansion in the number of day schools affiliated with ABC and modification of the transitional program.

Research has shown that ABC students have been very successful at day schools; all





Trudell (Butch) Guerne

Trudell (Butch) Guerne is a Native American (Sioux) who came to the summer program in 1964 from Mission, S.D. He went to Vermont Academy, graduating in 1966. At present Guerne is a junior at Dartmouth, majoring in Russian. He plans to get a law degree. Here is his personal stocktaking from the ten-year perspective.

"After Vermont Academy I wasn't sure where I wanted to go, so I got into the Army. Then they needed 2nd lieutenants in Nam; they were all getting killed, so I was sent there.

"In all my life I've never felt quite such personal satisfaction as I did in Vietnam. Morality or politics didn't enter into it; it was just a question of keeping yourself alive, but afterwards I needed an explanation for all the destruction around me. I wanted someone who had been there to tell me the 'why' of it all. I came back with a need to know who these people—the enemy—were. That's why I'm a Russian major.

"As for earlier times — occasionally I wish I had been left dumb and happy on the reservation. But if I hadn't gone to Vermont I couldn't be as 'Successful' — I am using that word very guardedly — in what I've done.

"Eventually what I really want to do is go back to the reservation. I want to get a law degree if I can. Going back will frustrate me, I'm sure, but that's what I want to do. I'm an Indian first. I can't just live a life with ordinary obligations."

graduates of such schools have entered college. Eight day schools will now be involved with New York ABC youngsters, and additional day schools have joined ABC in Philadelphia, Cleveland, and Columbus.

Recruitment

During the past year approximately 60 percent of the new students were recruited by volunteers or ABC staff members in ABC target cities. In the coming year the proportion will increase to 80 percent.

Focusing recruitment in Cleveland, Columbus, New York, Philadelphia, Pittsburgh, and Washington provides a unified base of operations for staff, recruiters, and volunteers. With fewer cities to cover, the concentration of resources and manpower results in continuity and efficiency in planning, visits to member schools, placement workshops, services to students, and family and community liaison.





Leslie Powell

Charles Dey, director of the first ABC summer program, said of Les Powell "this is truly one of the finest youngsters that I have ever encountered in his own quiet way his warmth and dignity, his willingness to work hard is his strength"

These were the traits of the ABC lad from La Cross, Va. After Andover he went on to Wesleyan, graduating in 1970. The next two years he worked as a counselor in the Albany, N.Y., Urban Center. In 1971, as a founding member of the Broadcasting Coalition, Powell planned and moderated the TV program "Black Talk, Black Feelings." In 1972 he joined the Norton Company, taking on the responsibility for all communications in and out of the Troy Division. He continues free lance writing for newspapers, and will have some poems published soon in a book, of "Black Writers, Black Poetry," edited by Stephen Henderson of Howard University.

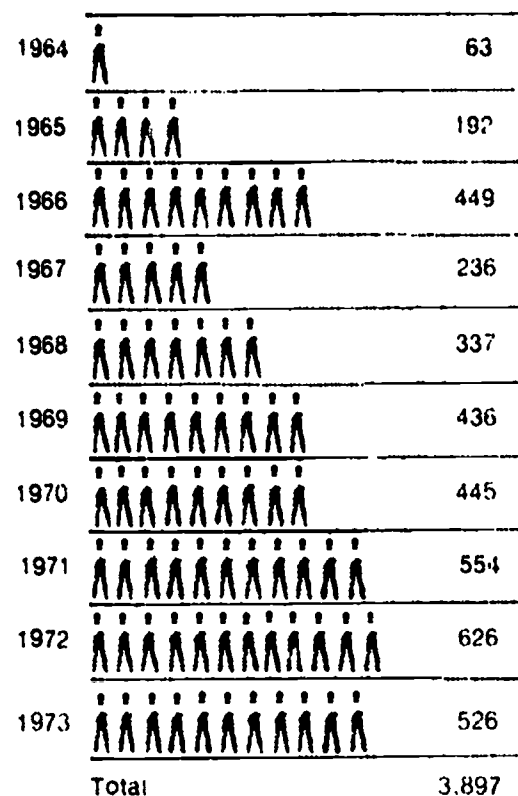
The next direction for Les Powell is to enter a joint program in Law and Business, he hopes at Harvard Business School.



Appendices

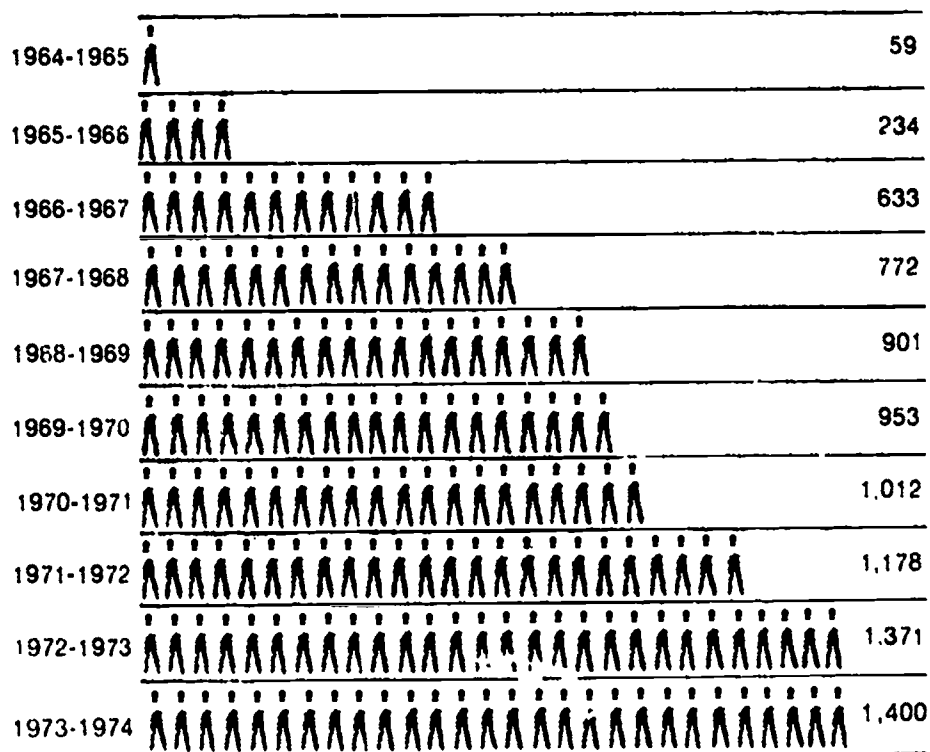
Appendix A

New Students by Year of Entry



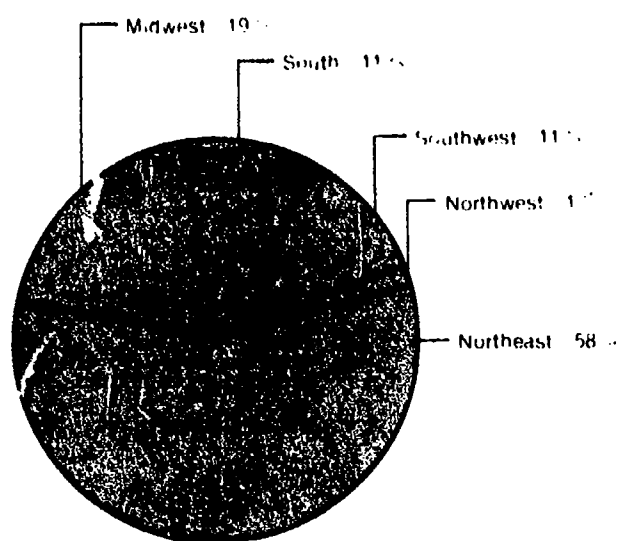
Appendix B

Total ABC Enrollment by School Year



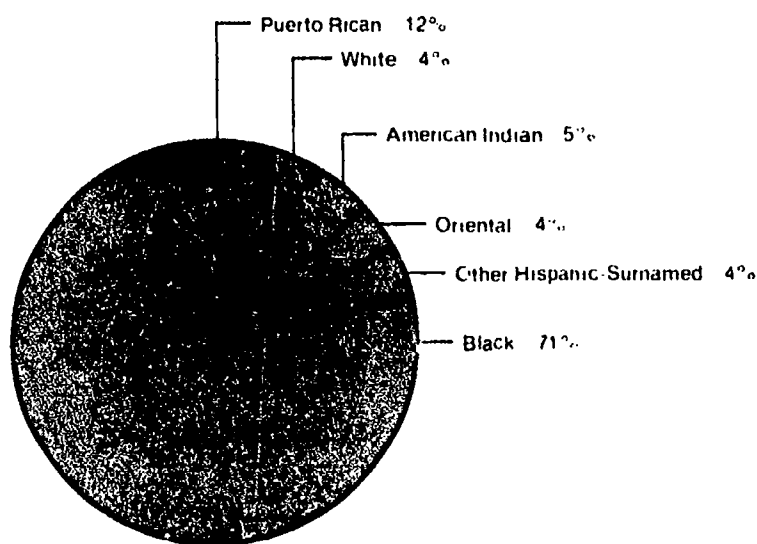
Appendix C

Geographical Background



Appendix D

Racial Background



Data in the appendices reflects revisions resulting from ABC's two-year research study

Appendix E

Socio-Economic Background

	1973	1964-72
Mother's Education (median years of school)	11.2	11.1
Father's education (median years of school)	10.4	10.2
Students <i>not</i> living with both parents	67%	59%
Families receiving welfare	52%	35%

Appendix F

Independent Schools

- | | |
|-----------------------------------|---------------------------------|
| Abbot Academy | Hoosac School |
| Abington Friends | Hotchkiss School |
| Athenian School | Hyde School |
| Baldwin School | Kimball Union Academy |
| Barlow School | Lake Forest Academy |
| Birch Wathen School | Laurel School |
| Bishop Whipple Schools | Lawrence Academy |
| Blair Academy | Lawrenceville School |
| Blue Ridge | Loomis-Chaffee |
| Boggs Academy | Masters School |
| Brooklyn Friends School | Maumee Valley County Day School |
| Buxton School | McDonogh School |
| Cambridge School of Weston | Meeting School |
| Canterbury School | Mercersburg Academy |
| Cate School | Middlesex School |
| Chapel Hill — Chauncy Hall School | Millbrook School |
| Chatham Hall | Milton Academy |
| Choate-Rosemary Hall | Moses Brown School |
| Collegiate School | Mountain School |
| Colorado Rocky Mountain School | New Hampton School |
| Columbia Grammar School | Noble & Greenough School |
| Columbus Academy | Northfield-Mount Hermon Schools |
| Columbus School for Girls | Oakwood School |
| Commonwealth School | Packer Collegiate Institute |
| Concord Academy | Phillips Academy |
| Cranbrook School | Phillips Exeter Academy |
| Cranwell School | Pomfret School |
| Culver Military Academy | Miss Porter's School |
| Culver Academy for Girls | Portsmouth Abbey School |
| Cushing Academy | Proctor Academy |
| Dana Hall School | Putney School |
| Darrow School | Robert Louis Stevenson School |
| Deerfield Academy | St. Andrew's School |
| Delbarton School | St. George's School |
| Dublin School | St. Joseph's Preparatory |
| Emma Willard School | St. Mark's School |
| Episcopal Academy | St. Paul's School |
| Ethel Walker School | ShIPLEY School |
| Ethical Culture Schools | Solebury School |
| Fountain Valley School | South Kent School |
| Foxcroft | Southwestern Academy |
| Friends' Central | Spence School |
| Friends' Select | Springside School |
| Friends' Seminary | Stockbridge School |
| George School | Stony Brook School |
| Germantown Academy | Storm King School |
| Germantown Friends | Stuart Hall |
| Gould Academy | Suffield Academy |
| Governor Dummer Academy | Taft School |
| Groton School | Thacher School |
| The Gunnery | Thompson Academy |
| Hackley School | Trinity Pawling |
| Miss Hall's School | University School |
| Hathaway Brown School | Verde Valley School |
| Hawken School | Vermont Academy |
| Hebron Academy | |
| Hinckley School | |
| Holderness School | |

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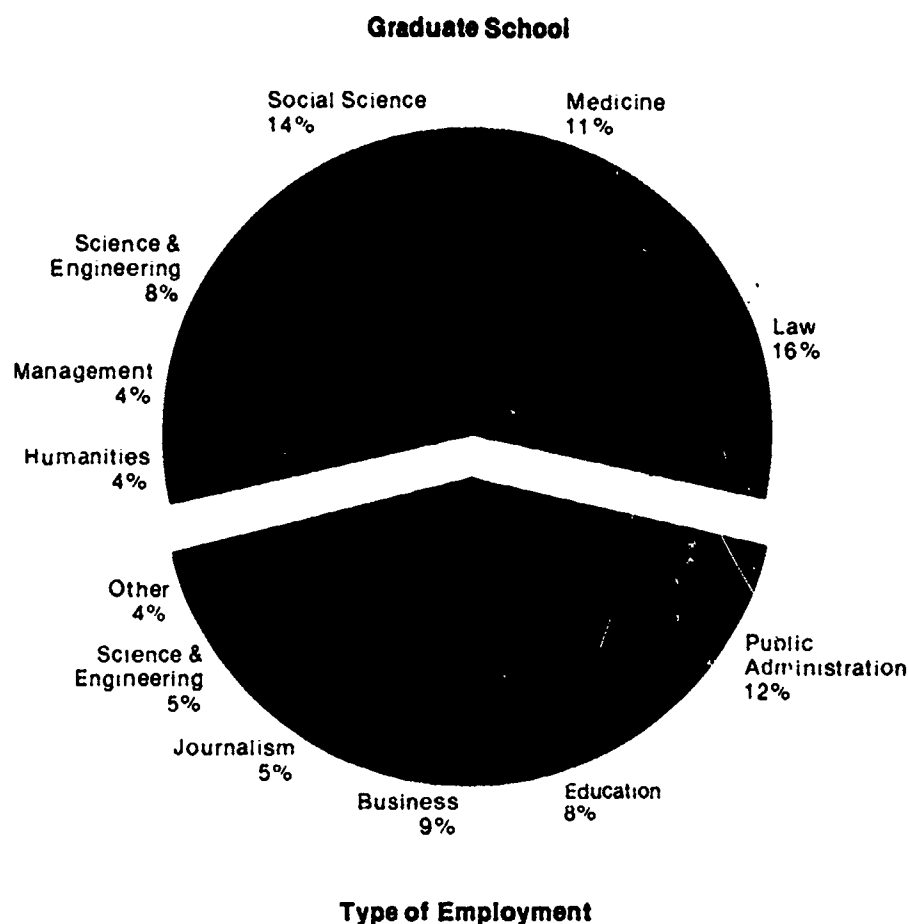
Walden School
 Walnut Hill School
 Western Reserve Academy
 Westminster School
 Westover School
 Westtown School
 Whiteman School
 White Mountain School
 Wilbraham & Monson Academy
 William Penn Charter
 Windsor Mountain School
 Woodberry Forest School
 Woodstock Country School
 Wooster School
 Wyoming Seminary

Public School Communities

Altadena, Cal.
 Amherst, Mass.
 Andover, Mass.
 Appleton, Wis.
 Carmel, Cal.
 Claremont, N.H.
 Clinton, N.Y.
 Concord, N.H.
 Dover, N.H.
 Edina, Minn.
 Green Bay, Wis.
 Hamilton-Wenham, Mass.
 Hanover, N.H.
 Lebanon, N.H.
 Lower Merion, Penna.
 Madison, Conn.
 Neenah-Menasha, Wis.
 North Andover, Mass.
 Northfield, Minn.
 Oshkosh, Wis.
 Radnor, Pa.
 Shorewood, Wis.
 Simsbury, Conn.
 South Hadley, Mass.
 Wellesley, Mass.
 White River Jct., Vt.
 Williamstown, Mass.
 Winchester, Mass.
 Woodstock, Vt.

Appendix G

Career Choices of ABC College Graduates



Appendix H

Special Honors to ABC Graduates

University of Virginia Governor's Fellowship to Curtis Farrar of Dartmouth (for English Ph.D.)
 Princeton Woodrow Wilson School of Public & International Affairs Roberson Fellowship to Melinda Green of University of Pennsylvania and Sam Porter of Dartmouth
 Tanzania, Africa Watson Fellowship to Robert Johnson of Bowdoin College
 St. Peter's College, Oxford, James B. Reynolds Fellowship for Study Abroad (Modern Languages & Modern History) to Barry Jones of Dartmouth
 MIT General Motors Fellowship (Nuclear Engineering Ph.D.) to James Jones of MIT
 University of Bonn, Fulbright-Hayes to Viola Osborne of William & Mary
 Oxford University, Rhodes Scholarship to Jesse Spikes of Dartmouth

**Appendix I
College and
University Enrollment
of ABC Graduates
1965-73**

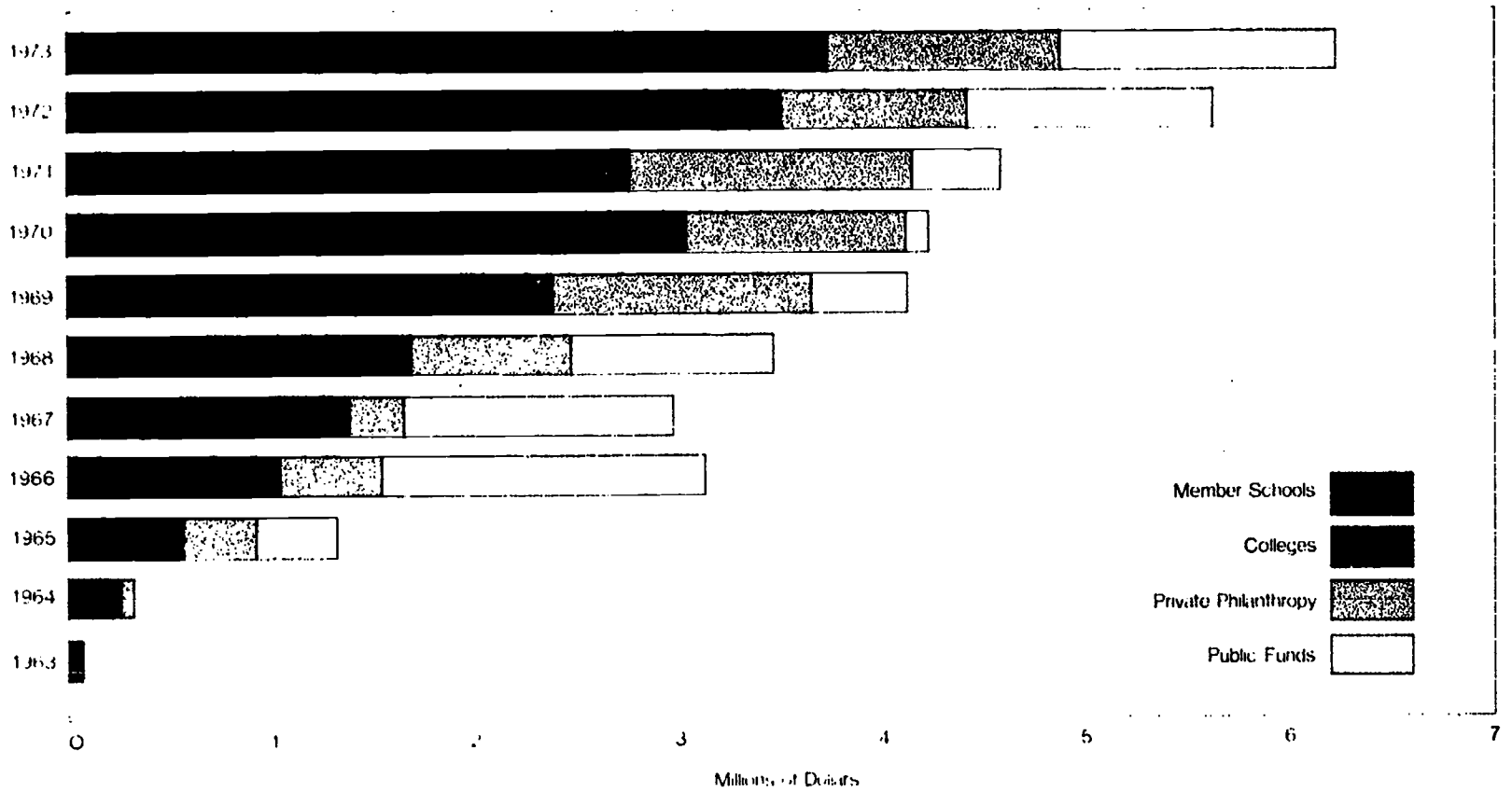
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Dartmouth	65	U of Massachusetts	8
Harvard	57	U of Michigan	8
U of Pennsylvania	51	Bucknell	7
Tufts	43	Clark U	7
Carleton	38	Connecticut	7
Yale	32	Springfield	7
Stanford	31	Swarthmore	7
Williams	31	U of Vermont	7
Brown	27	Wayne State	7
Wesleyan	24		
Columbia	23	Other colleges: 656	
Northeastern	21	(with 6 or fewer)	
		Total college enrollment: 1547	
Cornell	20		
Oberlin	20		
Amherst	19		
Northwestern	19		
Simmons	19		
Duke	16		
Princeton	16		
Antioch	15		
Fordham	15		
Boston U	14		
Case Western	14		
Howard	14		
Lawrence	12		
Ohio Wesleyan	12		
Radcliffe	12		
Trinity	12		
Dickinson	11		
Hamilton	11		
Vassar	11		
Barnard	10		
Lincoln	10		
NYU	10		
Syracuse	10		
U of Connecticut	10		
Brandeis	9		
Hampshire	9		
Pomona	9		
Bowdoin	8		
Macalester	8		
Rutgers	8		



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Appendix J
History of Expenditures



Year	Member Schools	Colleges	Private Philanthropy	Public Funds	Total to Date
1963	\$ 9,000	\$ 0	\$ 0	\$ 0	\$ 9,000
1964	208,750	20,000	25,000	0	253,750
1965	491,000	62,000	372,000	376,031	1,301,031
1966	965,000	63,000	505,500	1,585,002	3,118,502
1967	1,267,000	110,000	272,560	1,326,116	2,975,676
1968	1,584,500	99,000	769,953	1,032,699	3,486,152
1969	2,279,100	126,000	1,231,259	500,000	4,136,359
1970	2,915,900	108,000	1,110,500	76,000	4,210,400
1971	2,826,900	31,575	1,298,850	428,500	4,585,825
1972	3,443,750	60,000	905,374	1,219,570	5,628,694
1973	3,684,570	65,000	1,111,800	1,388,605	6,249,975
Total	19,675,470	744,575	7,602,796	7,932,523	35,955,364

Appendix K

Table 1.
Expenditures by Source of Funds

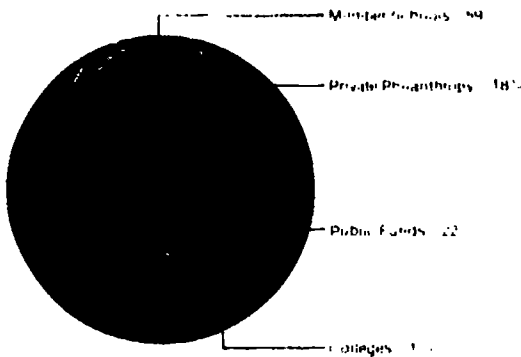
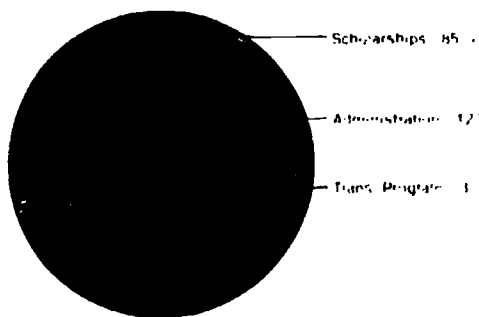


Table 2.
Expenditures by Program Area



Total Expenditures 1972—\$6,249,975

Appendix L

Donors to
A Better Chance
as of
September 30, 1973

A BETTER CHANCE wishes to acknowledge with a deep sense of gratitude those organizations and individuals which have given their support since the inception of the Program.

DONORS OF \$500,000 AND OVER
The Vincent Astor Foundation
The Rockefeller Foundation

\$200,000-\$499,999
The Ford Foundation
The Edward E. Ford Foundation
The Louis W. & Maud Hill Family Foundation
The Florence & John Schumann Foundation
The Sears-Roebuck Foundation

\$150,000-\$199,999
Independence Foundation
The Andrew W. Mellon Foundation

\$100,000-\$149,999
Anonymous
The Frank E. Gannett Newspaper Foundation, Inc.
The Agnes M. Lindsay Trust
The Henry Luce Foundation, Inc.
Marion G. McFadden Estate
Richard King Mellon Foundation
The Rockefeller Brothers Fund

\$50,000-\$99,999
Mary Reynolds Babcock Foundation, Inc.
The Danforth Foundation
The Esso Education Foundation
The Fairchild Foundation, Inc.
The Samuel Goldwyn Foundation
IBM Corporation
McGraw Hill, Inc.
Charles E. Merrill Trust
Mobil Foundation, Inc.
The Spencer Foundation
Hattie M. Strong Foundation
General Electric Foundation

\$25,000-\$49,999
American Telephone & Telegraph Co.
Atlantic Richfield Foundation
The Louis Boehm Foundation
The Samuel Bronfman Foundation
The Bush Foundation

The Morris & Gwendolyn Cafritz Foundation
The Louis Calder Foundation
The Chase Manhattan Bank Foundation
The C.I.T. Foundation, Inc.
The Robert Sterling Clark Foundation, Inc.
The Columbus Foundation
The Catherine M. Davis Trust
First Educational & Charitable Trust of Canton, Ohio
The George Gund Foundation
The Keitner Family Foundation
Norman Foundation
The Public Welfare Foundation, Inc.
The S. & H. Foundation, Inc.
Alfred P. Sloan Foundation
TIME, Incorporated
Weyerhaeuser Foundation, Inc.

\$10,000-\$24,999
Abex Corporation
Aetna Life & Casualty Co.
George I. Alden Trust
Allied Chemical Foundation
Anonymous (2)
The Louis D. Beaumont Foundation
Bristol Myers Co.
William Heinecke
Kenyon C. Bolton
Borg-Warner Foundation, Inc.
Chemical Bank
Chrysler Corporation Fund
City National Bank & Trust Company of Columbus, Ohio
Continental Can Company
The Arthur Vining Davis Foundations
Judson Dunaway Charitable Foundation
First National Bank of Boston
First National City Bank Foundation
First Pennsylvania Banking & Trust Company
Fisher Charitable Trust
The Frelinghuysen Foundation
General Mills Foundation
Edwin Gould Foundation for Children
The Hartford Electric Light Company, Inc.
The Huber Foundation

(continued)

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Huntington National Bank of Columbus
Martha Holden Jennings Foundation (through University School, Cleveland)
Kennecott Copper Corporation
The Lincoln Fund of New York
Thomas J. Lipton Foundation, Inc.
The Arthur D. Little Foundation, Inc.
The Magnavox Foundation
Manufacturers Hanover Trust Company Foundation
Mrs. Julia Ford Menard
Metropolitan Life Insurance Co.
National Distillers & Chemical Corporation
New York Foundation
New York Telephone Company
Edward John Noble Foundation
Olin Corporation Charitable Trust
Olivetti Foundation, Inc.
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Shell Companies Foundation, Inc.
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Singer Foundation
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United States Steel Foundation, Inc.
United Thank Offering
Upjohn Company
The Victoria Foundation, Inc.
Washington D.C. Department of Human Resources
Western Massachusetts Electric Company & Holyoke Water Power Company
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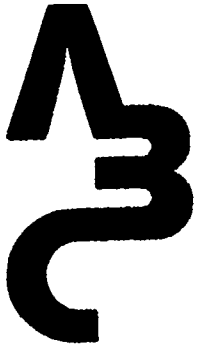
\$5,000-\$9,999
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Borden, Inc.
Boston Edison Company
Burlington Industries, Inc.
The Clark Foundation
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Gimbel-Saks Foundation, Inc.
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Edwin H. Land & Helen M. Land Foundation, Inc.
The Merck Company Foundation
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Monsanto Fund
Morgan Guaranty Trust Co.
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New York Community Trust
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Photon, Inc.
Harold Whitworth Pierce Charitable Trust
The Quaker Oats Foundation
R. J. Reynolds Tobacco Company
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St. Paul's Church, Dedham, Massachusetts
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Leopold Schepp Foundation
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Smith, Kline & French Foundation
Spaulding-Potter Charitable Trusts
Anne C. Stouffer Foundation
Trinity Church, Boston, Massachusetts

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