The Alpha-Omega Young Men's Association of H.D. Woodson Senior High School as an alternative to parental, adult, and community involvement in urban Black males.

Cleo Davis
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THE ALPHA-OMEGA YOUNG MEN'S ASSOCIATION
OF H.D. WOODSON SENIOR HIGH SCHOOL
AS AN ALTERNATIVE TO PARENTAL, ADULT, AND COMMUNITY
INVOLVEMENT IN URBAN BLACK MALES

A Dissertation presented

by

CLEO DAVIS, JR.

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

September 1993

School of Education
THE ALPHA-OMEGA YOUNG MEN'S ASSOCIATION
OF H.D. WOODSON SENIOR HIGH SCHOOL
AS AN ALTERNATIVE TO PARENTAL, ADULT, AND COMMUNITY
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by

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Dean, School of Education
DEDICATION

This study is dedicated to my dear family--my wife, Yvonne; daughters, Donnita and Lakisha; and my son, Cleo III--for whom I hope my years of labor have been encouraging and inspirational.
ACKNOWLEDGEMENT

Sincere appreciation is acknowledged for the scholarly guidance, personal patience, and thoughtful contribution of my committee members throughout the course of this dissertation.

Dr. Harvey B. Scribner, Committee Chairperson, who was instrumental in the initial conceptualization of the study, who spent much of his personal time listening to me, offering helpful advice, and encouraging me to keep working, and who served as a volunteer to this graduate program from 1987 - 1993.

Dr. Robert W. Maloy, who gave so generously of his time, attention and support in the spirit of intellectual pursuit, and who was willing to spend time with me and giving advice to refine the study for completion.

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Members of my family provided immeasurable confidence, support, and assistance in helping me to reach my goal. My wife, Yvonne T. Davis, whose affection, love, and understanding kept me going during the difficult periods of this endeavor and my children, Donnita, Lakisha, and Cleo III, whose understanding and love allowed me to reach my goal while missing some very
prime experiences and years of their maturing lives. Not to be forgotten is my mother, Maggie L. Thornton, whose prayers and encouragement were constant during this project.

I am also grateful to Kenneth Friedman and Alma Rimmer for their sincere and earnest assistance proof-reading and editing my work.

To all, I am extremely appreciative.
ABSTRACT

THE ALPHA-OMEGA YOUNG MEN'S ASSOCIATION
OF H.D. WOODSON SENIOR HIGH SCHOOL
AS AN ALTERNATIVE TO PARENTAL, ADULT, AND COMMUNITY
INVOLVEMENT IN URBAN BLACK MALES

SEPTEMBER 1993

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This study investigates the Alpha-Omega Young Men's Association, a high school fraternity at H.D. Woodson Senior High School in the District of Columbia Public Schools. The goal of this fraternity is to provide a "father-figure" for urban Black males public school students who do not have positive role models in their homes.

The Alpha-Omega fraternity that started in 1986 and has now expanded to include 3 high schools, 1 junior high school and 2 elementary schools in the Washington metropolitan area, initially hoped to change the way society negatively stereotyped Black males; to diminish the social diversities which adversely affect school attendance and school performance; to develop high self-esteem; to lead to more positive leadership roles; to develop career-oriented awareness, and to improve community consciousness of youth as future adults.
The study hypothesizes that a fraternal organization like Alpha-Omega can offer young males needed mentors or role models, and in so doing, raise their self-esteem as measured by the Self-Esteem Index (SEI). The study will further describe Alpha-Omega as an organization--how it operates, what happens on a day-to-day basis, and profile some of its members--both adolescents and adults.

The writer’s assumption is that Alpha-Omega benefits the emotional maturity, general well-being, and positive self concept of its members. Administering an 80 item instrument to measure students’ (1) perception of their personal traits and characteristics; (2) perception of familial acceptance; (3) perception of academic competence; (4) perception of peer popularity; and (5) perception of personal security of sixty-four samples was an attempt to assess any significant differences that imbued the attitude of the experimental group, as opposed to the control group over a two semester interim. While the SEI failed to yield a significant difference between the two groups, observed changes regarding academics, leadership skills, maturity, and self-esteem significantly differentiated the two groups.

The writer’s premise -- that male organizations can and do assist the self-esteem of male who are without fathers -- was positively substantiated in this study, and provides for future investigations.
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CHAPTER I
INTRODUCTION

This is a study of thirty-two male youths at H.D. Woodson Senior High School in the District of Columbia, who live in homes where no father is present.

The author is founder and sponsor of the Alpha-Omega Young Men's Association. The object of this study will be to demonstrate and attempt to show how this fraternity serves as an alternative concept to youth who live in homes which are without fathers.

A large number of at-risk males attending urban schools do not have parental participation or male adult advocacy to support their social and academic needs. Sociologists, parents, and educators agree that a variety of circumstances--particularly the breakdown of the Black family, crippling poverty, a drug epidemic in poor Black communities--have led to the dismal state of affairs affecting Black males (Charles Whitaker, 1991).

The impoverished demography of the Woodson High School community abounds with female-headed households, foster-parent households, juvenile shelter-facilities, large families, and non-traditional extended families. It is the writer's contention that young males at Woodson High School will benefit from supplemental support offered from the Alpha-Omega fraternity. The difference in the level of support currently afforded the male and female groups exhibits clear evidence for the needed assistance of male mentors, or Alpha-Omega, as a youth advocate paradigm.
Louis E. Jenkins (1989), Associate Professor of Psychology at Pepperdine University Graduate School of Education and Psychology, in his review of related Black family studies and academic achievement, supports the premise that ill-structured, Black, urban families and homes adversely influence the academic achievement of its members. "While studies patronize good parenting and a favorable quality of life as variables for successful academic achievement, a lack of such variables proves important in explaining unsuccessful academic achievement of urban families," cites Jenkins.

"Less simple but more popular today is the 'culture of poverty' thesis which attempts to explain ghetto youth's failure to adapt to and succeed in the dominant society," explains sociologist professor Douglass G. Glasgow (1981, p. 24) of Howard University. Glasgow holds the view that individual deficiencies of Black inner-city youth result from defective cultural experiences which produce poor motivation, low aspiration, ignorance, backwardness, and undeveloped social skills.

Dr. Alvin F. Poussaint (1986), associate professor of Psychiatry at Harvard University Medical School, cites the media portrayals as having dealt unfair and damaging blows to Black men's national status. "Films such as The Color Purple and television specials such as Bill Moyer's The Vanishing Black Family have also perpetuated the stereotyping of Black men as irresponsible, out-of-wedlock, and/or absent, hustling fathers who avoid gainful employment, and who sexually exploit women. Rather, and more importantly, many big brother type programs, organized by Black fraternities and community groups to
help Black children, stand in sharp contrast to the stereotypes," lauds Dr.
Poussaint.

Documented in "Save the Children," Marian Wright Edelman (1986, p.53) reports that for millions of Black children today, the future does not hold the promise of success. Compared to five years ago, Black children are now more likely to be born into poverty, lack prenatal care, have a single mother, an unemployed parent, be unemployed themselves, and not attend college after high school.

The socio-economic victimization of poor urban Black males and their families is often caused by severe influences of poverty, failed parenting, limited education, and egregious racism. These are factors that greatly inhibit "The American Dream." In reality, the poor quality of their social environment practically ensures a lifetime of "hopelessness" for some of the young men who are the focus of this study.

More often than not, young Black males are deprived of meaningful familial resources necessary to ensure them with adequate survival skills. "Born out-of-wedlock, growing-up lacking a positive male image, having female teachers in school, and nurtured by their mothers or grandmothers, attributes, in many instances to their traumatic crisis," contend Perel and Vario (1969), authors of Urban Education: Problems and Prospects.

Historically, but contrary to the Moynihan Report, (1965) Black male youth have, for decades, relied upon male advocates from the community to reach specific goals. When a father deserted a family, or was forced away to
maintain compliance with welfare policies, the older brother, uncle, teacher, or preacher became the likely male model to offer orientations of kinship, education, work, religion, and achievement (Parham, 1989).

"The once dependable neighborhood male influence was gradually lost to the movement of urbanization following World War II and throughout the 1940s and 1950s," observes William Julian Wilson (1980). The positive male influences in ghetto neighborhoods has given way to what sociologists call the "Central City Crisis"—the unprecedented increase in younger blacks, high increase of dropouts, high unemployment, high delinquency and crime rates, and flourishing episodes of unrest in ghettos (Wilson, 1987).

Douglas G. Glasgow (1981) and Jeffery M. Johnson (1988), sociologist and lecturer respectively, associate the negative factors that victimized Black males with societal and racial deprivation or "ethnic homicide." A possible solution to such sociological diversity may be the re-acclimation of the extended family, stronger school-community bonds, effective youth advocacy programs, more philanthropic partnerships, and improved neighborhood involvement.

The purpose of organizing Alpha-Omega was to initiate a change in the way society negatively stereotypes Black males. Combating the social diversities of secondary school Black males, particularly those crises that impact on school attendance and school performances, is cited as the organization's priority. Establishing high self-esteem and positive leadership, developing career and productive awareness, and encouraging community
consciousness of youth as future adults further delineates the objectives of Alpha-Omega.

It is the author's contention that in spite of the millions of volunteer hours and services for tutorial and mentor programs, millions of dollars in donations and contributions to improve urban education, more remains to be done, especially for the average student. Average students, "special students," or the middle of the bunch are those who fall between the cracks and represent the students who may need assistance from Alpha-Omega.

"I think we, and most school systems, tend to focus concern on the underachievers and the high achievers," says former Montgomery County Public Schools Superintendent Harry Pitt (1990). "We miss those kids in the middle. There are lots of kids in the middle who could certainly achieve better."

Ernest L. Boyer (1983), former United States Commissioner of Education and former President of the Carnegie Foundation, describes this "special population" of youth as at-risk of failing in school, but will achieve at capacity when motivated, and will out-distance the performance of some bright high school counterparts. The writer agrees with this assumption, and this study will attempt to demonstrate this effort through Alpha-Omega.

In summary The Alpha-Omega Young Men's Association is not viewed as a panacea for all problems of the wayward, urban, Black males attending secondary schools. However, if given the ultimate degree of consideration as a worthy model substituting for absent fathers or assisting urban Black males,
Alpha-Omega will focus on a city wide design to serve urban minority males attending the District of Columbia Public Schools.

Statement of the Problem

This study is about the Alpha-Omega fraternity's attempt to assist disadvantaged Black males in an urban high school in the District of Columbia Public Schools. The Alpha-Omega Young Men's Association is an all-male fraternity founded to improve the negative image, enhance the self-esteem, and assist Black males where there is an absence of positive male adult involvement. Approximately 43% of male students—a random sampling of students taking the SEI and students who were disciplined and counseled by the author—who attend Woodson Senior High School are without "live-in" fathers and male guidance.

The investigator, an assistant principal at H.D. Woodson High School, and a father of three daughters and one son, is concerned about the large number of males without fathers at H. D. Woodson in particular, and at other schools in general. This study will hopefully discover whether or not Alpha-Omega can substitute for the nonexistent male parent for the male students at Woodson.

Alex Poinsett (1990), reporter for A Special Report of Carnegie Corporation, No. 1, concludes in his report, "Young Black Males in Jeopardy: Risk Factors and Intervention Strategies," that the reason why black youths are worse off today than in 1960, in spite of civil rights legislation and a healthier U.S. economy, can be seen in the following:
1. the disproportionate rate of deaths
2. the dismal academic performances
3. the depressed unemployment rate of too many of the inner city's male children
4. the poverty-stricken families
5. the family disintegration
6. the community disorganization
7. the general state of racism

Edward McDill (1990), sociologist, concludes, "That more services are needed for the disadvantaged to put them on an even footing with children from advantaged backgrounds." This study will show the need for improved resources for urban at-risk males, and postulate how Alpha-Omega can serve as a "resource-seeker" for urban school males in the District's schools.

Food programs (free and reduced prices for breakfast and lunch), in-school and off-campus employment, and clothing vouchers serve as temporary accommodations for many at-risk males attending Woodson High School. Alpha-Omega as a "resource-seeker," with its comprehensive action plan (tutorial classes, counseling for academics and careers, job-placement, and college orientation), endeavors to assist male students in fulfilling promising achievements despite odds against these adolescents.

Finally, this study of Alpha-Omega serving as an alternative in the absence of the male parent, adult, and community involvement is to determine the degree of success and significance of its at-risk members attending Woodson High School.

Statement of the Purpose

This study reports on the organization and development of the Alpha-Omega Young Men's Association whose goal is to improve the public's negative
attitude toward urban Black males, to improve the attitude and personal esteem of participating members of the fraternity, and to assist participating young Black males in the absence of male parents, adult, and community involvement.

According to studies of the Black underclass, lower-class society, and the urban disadvantaged, the Black male appears to be "stigmatized" by the demographics of the social problems in the Black community. Kindled by the outgrowth of poverty, urban Black males are highly "at-risk" regarding probable failure as productive adults. Impoverishment becomes long-term for the urban at-risk male, and only criminal activities appear to satisfy a means to reach temporary and immediate needs (Wilson, 1987).

Bleak schooling results affecting the attendance, individual achievements, and the general attitude toward school for urban Black males often translate into high dropout rates, early incarceration, teen parenting, and anti-social behavior (Cavan and Ferdinand, 1981). Other contributing factors associated with disadvantaged Black males' socio-economic and "mis-directed" conditions have a direct relationship with the absence of a father or male figure in the home, (Poussaint, 1986). Assisting disadvantaged males at H.D. Woodson High School (those with or without fathers) to improve attendance and school performance, improve self-esteem, and development career-oriented attitudes categorize the objectives and by-laws of Alpha-Omega.

Questions to which this study seeks answers:

(1) Does Alpha-Omega have a positive impact on participant's self-esteem?
Does Alpha-Omega improve the attitudes of its at-risk participants to be more positive?

Do at-risk males gain any self-satisfaction from joining Alpha-Omega?

Does participation in a male fraternity enhance personal and social values?

Are useful leadership skills developed by participating members of Alpha-Omega?

Can leadership skills emerge by participating in Alpha-Omega?

Can at-risk participants assume responsible roles in Alpha-Omega?

Does the Alpha-Omega fraternity of Woodson Senior High School ensure an increased level of moral values for its members?

Does Alpha-Omega assist male youth with career-oriented decisions?

Can planned-career seminars stimulate an interest in specific careers beyond high school?

Can career seminars alter the attitudes of Alpha-Omega participants regarding job preparation?

Can career-planned seminars alter fraternity members' need to improve school performance?

Hypotheses

This study assumes that a large number of Black at-risk males attending urban schools, who do not have parental or male adult advocacy to support their social, economic, and academic needs, are often "misdirected."

More specifically, based on data from the review of the literature on the crises of urban Black males, the following hypotheses will be evident:
Hypothesis I. There is an absence of a male figure in the lives of many Woodson Black males.

Hypothesis II. There are many urban males in Woodson who desire personal mentors.

Hypothesis III. There is a significant difference between the moral attitudes of Alpha-Omega participants and the moral attitudes of non-participants at Woodson High School.

Hypothesis IV. Alpha-Omega is viewed by its membership as a "father substitute."

Hypothesis V. Participants become highly oriented toward community service as members of Alpha-Omega.

Hypothesis VI. Participants become better students academically, and demonstrate better attendance patterns as members of Alpha-Omega.

Hypothesis VII. Participants will enjoy much recognition and many awards as members of Alpha-Omega.

Hypothesis VIII. Fewer tax dollars would be spent on incarcerating Black males if Alpha-Omega would become more widespread.

Hypotheses IX. Alpha-Omega is an alternative model designed to assist any ethnicity (male) where positive male figures are not involved in their lives.

Hypothesis X. Alpha-Omega is a school-based alternative for male youth which is capable of reducing the loss of our youthful resources, and capable of flourishing a positive "mainstream" of youth back to our communities, schools, and family structure.

Significance of the Study

"Schools that offer comprehensive early intervention programs for antisocial youths and their families may save them from spending their lives in costly human warehouses," reported Hill Walker, Associate Dean of Special Education, and Robert Sylvester, Professor of Education, (1991) both of the University of Oregon. In their longitudinal study of two (2) groups of 5th grade boys (over a 7-year period), poor parenting skills, lack of parental involvement
in their children's lives (as playmate, mentor, role model or advocate) and failure to manage positive interaction were among the multi-dimensional problems of male youths from poverty-stricken, dysfunctional homes.

If it can be demonstrated that Black males in the District's schools can be assisted in altering their attitudes and school attendance, as well as improving their self-esteem and image, and developing a career-oriented interest by Alpha-Omega compensating for absent fathers, then this research will contain many potential rewards.

The recipients of this study will include virtually hundreds of urban minority (mostly Black) males, parents, educators, city officials, and special interest groups connected with Alpha-Omega and the District of Columbia Public School System. It is hoped that school officials of this system will be able to expand the model defined in this study to include other high schools where and when adaptable.

Ultimately, the writer believes, in addition to the male participants, society as a whole will benefit from having Alpha-Omega Chapters in its schools. It is also the hope that local and national programs of positive Black Role models from urban schools and communities, like Alpha-Omega's program will, lessen the apprehension and negativity associated with minority males. The writer contends that the chartering of Alpha-Omega as a national organization patterned after the Kiwanis Club, Jaycees, Masons, and fraternities, will assist Black male youth on a national level, and be of long-term significance.
Definition of Terms

The following terms utilized in this study are defined to clarify the focus in determining the significance of Alpha-Omega as an alternative to urban school at-risk males in the absence of parental, male adult, and community involvement.

1. **A-risk youth** - school-aged youth who have not had adequate access to educational, economical, social, and medical resources to become productive citizens.

2. **Career-oriented** - refers to information, services, or opportunities provided to male student pertaining to life-long jobs/employment.

3. **Dependent variable** - the phenomenon thought to be influenced, affected, or caused by some other phenomenon.

4. **Empirical research** - refers to a statement that summarizes the relationship between individual facts and that communicates general knowledge.

5. **Examiner** - refers to the person conducting tests/surveys.

6. **Foster-parent** - refers to city or court-appointed individuals who receive stipends to temporarily assist and accommodate youth who may have been abandoned by parents or removed from the home of biological parents.

7. **Hypotheses** - refer to explicit statements that indicate how a researcher thinks the phenomena are related.

8. **Independent variable** - the phenomenon thought to influence, affect, or cause some other phenomenon.

9. **Likert scale** - a multi-item measurement widely used for measuring self-esteem with questions aimed at how strongly respondents agree or Disagree with a series of questions.

10. **Mean score** - refers to the percentage distribution of 50, or the average or normal performance of subjects tested.
11. **Normative Scores** - refer to the raw scores from the total test that are converted to percentile ranks, self-esteem quotients, and standard scores.

12. **Parental involvement** - refers to the participation of parents in school or community related activities undertaken by children.

13. **Percentile Rank** - represents the percentage of subjects in the normative group scoring above or below a particular point.

14. **Profile** - refers to the visual representation of the data derived and recorded from the subjects' results on the SEI.

15. **Raw Scores** - refer to the numerical values obtained by tallying the responses to such test items.

16. **SEI** - refers to the Self-Esteem Index instrument for ages 8-18 and (80 item, norm referenced, self-report) to solicit children's designed perceptions of their personal traits and characteristics.

17. **Self-esteem** - refers to the way and manner in which individuals regard themselves and their circumstances.

18. **Self-Esteem Quotient** - refers to the interval data (a specific type of standard score) created from raw scores into normalized distributions for averaging and profiling scores, reporting group data, and comparing scores.

19. **Standard Deviation** - refers to the distance of a particular test score from the mean or average performance of the normative sample.

20. **Standard Scores** - like percentile ranks represents the performance of the subjects in the normative sample.

21. **Teen-parenting** - refers to youth between the ages of puberty and young adulthood (13-19 years old males and females) who rear their biological offspring(s).


23. **Variable** - refers to the explanations for the phenomenon that the researcher is interested in understanding.
24. **Wayward youth** - refers to those individuals from puberty to adulthood who are troublesome, perverse, or peevish.

**Limitations**

The findings from this study will be limited to those urban male participants at Woodson Senior High School, and the conclusions cannot be projected beyond this school and the pertinence of this study. The findings are further limited by:

1. male population only.
2. all subjects are urban Black males.
3. the fact that the school and a percentage of the population in the study is situated in an impoverished, high-crime area.
4. community resources that never materialized.
5. parental involvement that was minimal.
6. incentives for participants that were minimal and disproportionate to the by-laws, causes and efforts of the fraternity.
7. the time frame between the pre-test and post test diminished the treatment of the experimental group and affected the outcome.
8. the control group should have been males with no group/organizational affiliation.
CHAPTER II

REVIEW OF THE LITERATURE

For the purpose of this study, the writer has attempted to review the literature related to the following topical issues of this study.

Effects of Economics on Urban Black Males

Achievements of Urban Black Males

According to researchers Sheila Smith, Susan Blank, and James L. Bond (1990), the effects of economics on the attitude of Black urban males are directly related to their school achievement, social adjustment, and the quality of their educational environment "within and out-of-the home." These influences, affected by family income and parent education, can be positive or negative for urban school minorities, and for about 50 to 60 percent of all Black children poverty is considered a life-long dilemma.

Columnist William Raspberry (1990) of the Washington Post describes the serious need of inner-city Blacks for mentors, role models, and guides from the middle class. This thought personifies the general attitude of both Black and White researchers and sociologists studying poverty. Raspberry's article, "Rescue the Children of the Underclass," argues that "Inner-city problems are, many and stem from the pessimism with which inner-city children view their future. Boys, especially, are victims of this all encompassing pessimism."

Children of incarcerated parents are also products of environmental assimilation. They take on many attitudes similar to those of their parents,
believes Stephanie Loiacono (1990), writer for Crises magazine. In her article "Women Behind Bars," Loiacono speaks of women as having enormous problems which became problems of their offsprings. Children usually get bounced from one foster home to another or from one relative to another; families fall apart; communication between children and mothers becomes less and less; and the children's developmental patterns augment attitudes less positive than those of children not having such crises.

University of California's associate professor of educational psychology, Sandra Graham (1989), understands the attitude of Black urban males as reflecting problems in motivation. Graham contends that, "Far too many minority children perform poorly in school not because they lack basic intellectual capacities or specific learning skills, but because they have low expectations, feel hopeless, lack interest, or give up in the face of potential failure."

When Black inner-city males are motivated by high expectations at school and outside of school they normally exhibit an anticipated potential to succeed. Counteractive to setting high goals for Black male students by teachers and parents resulted in these youth dropping out, flunking out, and being expelled from school faster than any other group," claims Antoine Garibaldi (1989), associate professor of education at Xavier University of Louisiana.

Garibaldi in his survey of 2,258 Black males, 3,523 parents and six out of every 10 teachers (sixty-five percent were Black) concluded:
We cannot tolerate negative self-fulfilling prophecies, and especially in the early grades where students should be encouraged and motivated to succeed as well as achieve the high expectations set for them.

Jacob V. Larmar, Jr. (1986), staff writer for *Times* magazine, has described inner-city Black males as America's newest lost generation. This claim, by Larmar, adds much credence to researchers studying Black males, and the national statistics of violent crimes, homicides, and incarcerations cite further causes of concern for the Black male.

According to his study "1 in 4 Young Black Men Is In Jail or Court Supervised," Marc Mauer (1990) warns, "We now risk the possibility of writing off an entire generation of black men from leading productive lives. Mauer, who serves as assistant director of the Sentencing Project--a Washington, D.C. group that urges alternatives to prison sentences--cites [a number of reasons for the disproportionate number of blacks imprisoned: lack of jobs, lack of strong adult male role models, and "inequity in our justice system] "1 in 16 white men, 1 in 10 Hispanics, and a rate of 23 percent of black men are a severely disproportionate number lost to society." Dr. Jeffery M. Johnson (1988), a Washington-based researcher, threateningly labels urban males as "The Endangered Black Male/The New Bald Eagle." The caption implicitly denotes the national concern over the devastating pathological dilemma of this group. "The lack of male images and severe financial plight of urban families shape the hopeless attitude of its male residents," figures Johnson. The poverty-stricken conditions of urban families begin as early as birth, and continue through adult years of million of Black males. Lacking pre-natal care;
being fatherless; being homeless; living in severe housing conditions; receiving poor schooling experiences; and being unemployed typify the hollowness of the "bald eagle." Economic disparity, or lacking thereof, and social deterioration were the pronounced effects challenging the success of Black urban males (Johnson, 1988).

Motivation of Black Urban Males

American Education: Making It Work, a report by former Secretary of Education William Bennett, is praised for its accuracy and constructive criticism of educators and parents. Regarding achievement and motivation of urban students, "Even the best of schools cannot compete with the failure of the home to motivate children," reports Bennett. Bennett also asserts, "Education is not receiving the support it must have, nor is there even an intense awareness of the massive failures, the hopelessness, and the despair that plague education in our large cities, where over 50 percent of the high school population drops out before graduation. From these cities come millions of welfare recipients, most of our prison population, and countless cases of drug addiction and teen pregnancy (Bell, 1988)."

Bennett's pessimistic views of the less than positive motivation of urban poor minorities are shared by Carl A. Grant (1988), Professor of the Department of Curriculum and Instruction, and Chairman of the Department of African American Studies at the University of Wisconsin. "Being a poor, black male from the inner city carries with it certain ascribed characteristics. Inner-city blacks may see their culture as represented by lost dreams and desires;
therefore, resulting to stealing to boost their ego and achieve 'televised glamour,'" charges Grant.

The motivation of urban Black males is affected by much more than the socioeconomic plight articulated by some sociologists. A very interesting point of view is detailed by Raymond Calabrese (1991) in his article "Public School Policies and Minority Students." As Chairperson of the Department of Educational Administration at Eastern Illinois University, Calabrese cites public school policies as favoring advantaged students, and disfranchising minority students. "One can expect to find academic awards given to advantaged students, while minority students are allowed to help the custodian. Minority students' interaction in the award activity takes the form of meaningless service. As a result, minority students turn toward nonsocial activities for their rewards."

Studying the motivation of urban Black males, historically, has provided psychologists and researchers with flourishing evidence related to success and failure of this group. "There remains, however, much controversy surrounding the urban pathology--crime, drugs, unemployment and other problems of big cities--of Black urban males and his White counterpart," concludes Sara McLanahan (1991), a professor of population research at Princeton University. Most of the research with Blacks has been conducted within a comparative racial framework, and, therefore, creates wide discussions among sociologists and educators.

One such researcher, whose interests include attributional processes in motivation, particularly as applied to minority group children, is Dr. Sandra
Graham (1989), an associate professor at the Graduate School of Education at UCLA. Graham suggests the following three principles as guidelines for the study of motivation in Blacks:

First, the study of motivation in Blacks must be concerned with the cognitive as well as personality factors that guide achievement behavior.

Second, the study of motivation in Blacks must recognize the complex relationship between ethnicity and social class in this society.

Finally, the study of motivation in Blacks must be particularly sensitive to the dynamics of failure.

Graham concedes, "Much of the chronic school failure of Black or Afro-American children can be understood as reflecting problems in motivation. Far too many minority children perform poorly in school, not because they lack basic intellectual capacities or specific learning skills, but because they have low expectations, feel hopeless, lack interest, or give up in the face of potential failure." Currently, there are many studies being conducted nationally--from Portland, Oregon, to Milwaukee, Wisconsin, and to Prince George's County, Maryland--to determine how to improve the achievements of urban male minorities. The urban male, influenced by the severe socioeconomic diversities of poverty, has become the center of negative, ethical, statistical accounts of school dropouts, school failures, poor school attendance, school suspensions, and special education enrollees. The needs to remedy such findings have been many and controversial, and have led to seriously divided opinions on how best to resolve these concerns.

Mandates for all male classes, all male schools, and more mentor programs, many of these reforms coupled with "Afro-centric" curricula, represent
an ideology for the stereotyped Black male. The endorsements of these changes have not been totally favorable, but popular opinions from minority advocates and Black communities strongly support such recommendations.

Ronald Herndon, co-chairman of Black United Front in Portland, Oregon's School District (Debra Viadero, 1991), and Annette (Polly) Williams, former welfare mother, now state legislator, and author of the choice bill (William Snider, 1990), both agree that these criticized changes may do more for African-American students than presently-run public schools.

The hopelessness and lack of interest for school often displayed by alienated urban males can not be fully explained, but it is hoped that new initiatives can improve the motivation of this group.

**Attitudes of Urban Black Males**

The attitude of urban school minorities is generally assessed by researchers as the ultimate continuum of their sociological and psychological attitudes within and beyond the home. These attitudes are reinforced and intensified, negatively or positively, by episodal experiences of their culture -- home training and familial expectations, community demands, peer pressures, and certified demands of schools.

Raymond Calabrese (1989), associate professor of education administration at Eastern Illinois University, theorizes that "Society has changed dramatically during the past quarter century. That change has been generated by diminishing economic conditions, the growth of bureaucracies, and severe social disparities resulting in high levels of alienation and rebellious attitudes of
adolescents. For the young, alienation is responsible for many problems such as suicide, drug and alcohol abuse, burnout, and poor achievement."

According to Secretary of Education Lauro F. Cavazo (1989) in his article "Building Bridges for At-Risk Children," the attitudes of middle-class students when compared to those at-risk students prove a direct relationship between their parents' background and social status. "For the richly stimulated child, school seems a natural extension of the world that the child grew up in, and is an easy transition to formal learning. For children of poverty, the work at home and the world of the classroom bear little relation to each other. The two environments must be like two very different countries," exalts Cavazo.

Jewell Taylor Gibbs (1988), Associate Professor in the School of Social Welfare at the University of California, believes poverty, racism, family disintegration, and community disorganization more accurately account for the precarious plight of young Black males. "What is appropriate for middle-class white teenagers may be inappropriate for black, Hispanic, or Native American teenagers," Gibbs pointed out. "Adolescents wrestle with a variety of problems as they grow close to their peer group, which set the standards of behavior," continues Gibbs.

Robert Johnson (1988), a medical doctor at the New Jersey College of Medicine and Dentistry, and the New Jersey Medical School of Pediatrics, explains, "Young people experience rapid changes in their bodies. Psychologically leaving their families, they test their independence, expand their
cognition, relate differently to adult, and form their own subculture or peer
group. This is the element of emancipation.”

Of all the stress-laden problems of urban Black males, studies show that
the homeless crises—youth living in shelters, foster home, and living with
different family members—by far affect these youth most severely. E. Anne
Eddowes, University of Alabama, and John R. Hranity, University of
Pennsylvania (1989), agree that, "Homelessness is devastating to children,
taking a toll on their health and emotional well-being. The critical problem
many children face involves school: The denial of an education and the
humiliation—jeers, taunts, and rejections. The result is that many children
drop-out."

Ira Schwarty (1990), founder of the Center for the Study of Youth Policy
and advocate of governmental policy as it affect children, decries the wealth
and freedom of American adults, over the past decade, compared to the
deteriorating status of Americas' children. "People talk about children as being
our greatest national resource, yet we have more children, by far, in
institutions—group homes, foster homes, detention centers, psychiatric
hospitals—than ever before. The crippling continuation of poverty, indifferent
education, and their career prospects is producing an underclass of kids who
take hopelessness as the norm and will remain an extremely volatile element
in society," shudders Schwarty.

The children of the homeless, America's investment in misery and an
estimated 5000,000 youngsters, are growing up uneducated and angry," reports

Pediatrician David Wood (1987), who attends homeless families at the Venice Family Clinic in Los Angeles, predicts a bleak future for children who live in a world of squalor and uncertainty. "They are either desperate for attention, wildly aggressive, or totally withdrawn," Wood says. "They will bite and kick, then hug you, or they won't talk at all. Unless children such as this can be reassured that the world is safe, they are likely to be criminals at 12. By 14, they may kill somebody."

**Self-Image of Urban Black Males**

In spite of the ever-growing complexities that at-risk minority youth must confront while attending school, reports continue to disclose the successes of many "would be failures" due to non-family advocates. Researchers Frank Macchiarola and Thomas Hauser (1985) both stress:

Schools must develop mechanisms for involving outsiders in the work of schools. This requires partnership and regular patterns of communication with the business community, parents, alumni, political leaders, and representatives of special interest organizations to assist inner-city kids.

Results from a Follow Through study show that high school students who received direct instruction in primary grades scored high on standardized tests, drop out less, and applied to college more often than did students in comparison groups (Russell Gerten and Thomas Keating, 1987). Subjects for
this study were selected from the poorest of school districts in New York, Washington, D.C., Michigan, and Illinois, representing the inner-city districts. The rural schools included were in Texas and South Carolina. Over 70 percent of the students are in families receiving welfare and 98 percent of the students are Black. Russell Gersten is Associate Professor, College of Education, and Thomas Keating is research associate, Division of Special Education and Rehabilitation, both tenured at the University of Oregon.

Dr. Reginald M. Clark (1984), former assistant professor at Claremont College in California, former professor at Chicago State University, and author of Family Life and School Achievement: Why Poor Black Children Succeed or Fail, in his speech at the conference on Education of the Disadvantaged Students, shared his fifteen year framework for assessing why some disadvantage children succeed in school while others fail. Clark explains conceptually that:

Achievement is best understood as the result of interpersonal communication in everyday life, and this communication occurs in a variety of ecological contexts--the home, the school, the neighborhood, and other community institutions like churches, recreation centers, libraries, museums, tutorial centers, grocery stores, and playgrounds--that naturally occur in the lives of many students.

Other educators agree with Dr. Clark and the fact that many studies have shown a statistical correlation between background, life chances, and life achievements. Few seem to adequately explain the fact that despite disadvantages of social background, many youngsters perform very well in school and in later life (Clark, 1988).
At the Madison Prep Alternative School for incorrigible junior high school students, Helene Hodges (1987), former New York City teacher is currently Director of the Association for Supervision and Curriculum Development, proved that students can and will learn, but not from the analytical, texture-and-recitation type of teaching found in most classrooms.

Richard L. Andrews, Professor, and Roger Soder, Special Assistant to the Dean (1987), both of the University of Washington, Seattle, Washington, found that emerging database suggest that the school's principal is critical in ensuring academic achievement, especially for Black and low-income students.

The Director of New Haven's School-Community Connection and Psychologist of the Yale Child Study Center School Development Program, James P. Comer, concedes that if fewer parents are intimidated or excluded from the work of schools, at-risk children and teachers would have additional resources to enhance their programs (Comer, 1989).

Lynda Richardson (1989), Washington Post staff writer, views a surrogate family, a list of personal mentors, and private partners in business as the salvation of an abandoned Black high school youth who defied severe social and ethnic problems and went on to graduate and attend college.

David Hill (1990), assistant editor of Teacher Magazine, describes Woodson's football and girl's basketball coach, Bob Headen, as "Coach Dad." Headen, who just turned 50, has been teaching and coaching for 17 years, and for as long as he can remember he has been a surrogate father to many of his
students and players. "A lot of my kids don't have a father at home, so I end up playing that role."

The Black Achievers, a program that links student with professionals who act as role models, mentors, and tutors to high school students, are professionals who are honored annually based on their job performance. Michele N. Collison (1988), staff writer for Black Enterprise, applauds Black Achievers.

"Student achievement for at-risk youth are reported to be making tremendous strides and at a much faster rate than their White counterparts. The depressing occurrence is the high rate of decline of those not achieving versus those with consistent gains. The positive influence of area reforms, the emerging concerns for educational productivity, and the ever-increasing parent involvement have much to do with the student outcomes currently celebrated," remarks John Murphy, Superintendent of Prince George's County Public School in Maryland.

Appearing on a documentary called Throwaway People, Ernest Peterson is described as a substitute father to a 16 year-old fatherless boy that he befriended ten years ago. Don Kowett (1990), staff writer of The Washington Times, calls Peterson a role model and hero in his article "Frontline Spotlights Obstinate Shaw Heroes."

Leo A. Daniels, staff writer of The New York Times, details the enthusiasm of the College Options Program, conceived by Dr. James L. Jones, who directs a foster-care group home in Washington, D.C. Foster care youth
are allowed to attend college after graduating from high school, at the expense of the city. After four years, "Jones kids," approximately 50 of 80 now attending college, have a terrific success story.

The Fannie Mae (Federal National Mortgage Association) program is a classic example of an idea that works. Two years ago Fannie Mae allocated $1 million to the Futures 500 Club, a ten year mentor program at Woodson Senior High. "Students receiving A's and B's in a single semester will (1) receive a Fannie Mae mentor who helps with problems at home and school; (2) receive summer jobs with Fannie Mae or other companies; (3) take courses in writing, goal-setting, and career development; and (4) receive $500 a semester that is earmarked for college tuition," explains Brian Dumaine (1990), associate editor for *Fortune Magazine*.

One noted group that has become quite popular by supporting city-wide students and networking with schools is Concerned Black Men. Providing role models is the key to Concerned Black Men, and its members are some of the outstanding men of Washington. They go into schools, churches, and community centers and onto playgrounds to talk with youngsters, guiding them in work and play and serving as valuable role models. They include lawyers, teachers, accountants, doctors and businessmen (Courtland Malloy, 1986).

Henry M. Levin (1987), Professor of Education and Affiliated Professor of Economics at Stanford University, claims that "By solving many of the educational problems disadvantaged students face at the elementary level, we hope to save much of the cost of secondary school dropout programs, and to
reduce the risk that students will dropout. We believe that improved levels of school achievement and self-concept will go far to reduce problems of violence, drugs, and teen pregnancies among secondary school students. Also, an effective approach to educating disadvantage students must be characterized by high expectations, stimulating instructions, and the use of all available parental and community resources."

Gordon LaVern Berry (1989), Professor in the Educational Psychology Division of the Graduate School of Education at UCLA, while seeking a positive perspective toward Afro-Americans and achievement, argues that "There are two disturbing questions concerning the improvement of educational opportunities for Afro-Americans: What type of educational program do the Black children and youth need? What type of education and schools do Black people want?" Berry answers, "First, Black youngsters need an educational system that strives for excellence without compromise, but with full understanding and appreciation for the strengths of the child and his or her life style. Second, they want schools and teachers who strive for excellence with a framework of cultural understanding."

Despite the statistics of how well Blacks (middle class) have done, one third of all Black families live below the poverty level of $10,989 a year for a family of four. The jobless rate for Black teenagers, particularly males, is close to 40%, which is twice that of White teenagers. Housing conditions, child care and other social conditions must be corrected if poverty is to be eliminated and achievement is to be stimulated.
Anti-social Behavior of Urban Black Males

Definition of Anti-social Behavior

Sociologists and criminologists concur that the term anti-social behavior, a most complex explanation of juvenile's unacceptable attitudes and actions, needs specific clarity as it relates to urban Black males. Chronicled and interchangeable terms--antisocial behavior, juvenile delinquency, and deviant behavior--will be employed by the writer to characterize this group's behavior.

Alan R. Coffey (1974) describes juvenile delinquency as a blanket term which obscures rather than clarifies our understanding of human behavior. It describes a large variety of youths in trouble or on the verge of trouble. "The delinquent may be anything from a normal mischievous youngster to a youth who gets into trouble by accident. Or he may be a vicious, assaultive person who is proud of his anti-social behavior," contends Coffey. This assumption equates the similarity of terms--anti-social and juvenile delinquency--when analyzing negative adolescent behavior.

According to Ruth Shoule Cavan and Theodore N. Ferdinand (1981), authors of *Juvenile Delinquency*, antisocial behavior is a delinquency continuum in which there is a progression from normal to the more serious adolescent deviance. Similarly, Don C. Gibbons and Marvin D. Krohn (1986), coauthors of *Delinquent Behavior*, contend, "That misbehavior on the part of children and adolescents has been commonplace since the Code of Hammurabi, written in 2270 B.C. containing passages for lawbreaking children and, more recently, grew out of the creation of the first American juvenile court in Cook County,"
Illinois in 1899." The contention of these writers underscores "adolescent misbehavior and juvenile delinquency" as a parallel to antisocial behavior and juvenile deviation which is influenced by social and environmental factors.

A chronology of earlier and current studies of delinquency by the writer delineates historical, sociological, environmental familial, and correctional generalizations and causes deducted from decades of investigation in delinquent behavior. These generalizations have proven quite controversial when labeling the Black male delinquent, or when comparing the social classes and races of juvenile delinquents, or when attempting to review, for conclusive evidence, the causes of juvenile delinquency and/or adolescent misbehavior. The latter point almost always erupts into a Black vs. White issue--each having distinct, but sometime similar drives to becoming "deviants" (Cavan and Ferdinand, 1981).

**Description and Characteristics of Black Juvenile Delinquents**

According to reports of Don C. Gibbons and Marvin D. Krohn (1986), when investigating social backgrounds of delinquents from court cases or youngsters from training schools (reform schools), the majority of them are from relatively deprived social backgrounds; that is, they are lower class youngsters. Also it is clearly the case that disproportionately large numbers of black youths turn up in collections of officially tagged delinquents. As a result of endemic and long-standing patterns of discrimination over many decades, Gibbons and Krohn (1986) contend:

The black population as a whole is comprised of a markedly larger portion of economically deprived persons than is the white majority.
Moreover, blacks are economically worse than whites, earn lower income on the average, occupy less satisfactory housing, live in more deteriorated neighborhoods, and in other ways participate less fully in the rewards of American life than do whites.

Lamar T. Empy (1982) suggests, "Delinquent behavior is an expression of conformity to cultural values and expectations that run counter to those of the larger society. The delinquent is behaving in accordance with the values and norms of his particular group."

The cultural deviance theory, an outgrowth of studies by the University of Chicago sociologists, Clifford R. Shaw and Henry D. McKay, features that we are social creatures and our behavior is a product of our social environments which provide cultural values that govern our behavior. Deteriorated areas of a city, socially disorganized neighborhoods, a lack of social control over young people and female-dominated families result in delinquent behavior, usually, manifested in forms of street gangs with young males presenting a "macho" image (Kenny, Pursuit, Fuller, and Barry, 1989).

John P. Kenny, President of August Vollmer University, Santa Ana, California; Dan G. Pursuit, Director Emeritus of University of Southern California, Los Angeles California; Donald E. Fuller, Director of the Center for the Administration of Justice and Robert J. Barry, Director of Delinquency Control Institute, University of Southern California, Los Angeles California (1989) contend:

That while law enforcement officials agree that Black and Hispanic gangs comprise the greatest of crime, that Black gangs become major drug traffickers, and Black gangs become models, like the 'Crips and Bloods,' to those adopting their behavior.
Vernon Fox (1985), the author of *Introduction to Criminology*, attributes the high crime rate among blacks not only to prejudice, discrimination, and differential treatment but to the fact that blacks are overrepresented in the lower socio-economic classes from which most offenders come.

**Causes of Juvenile Delinquency of Urban Black Males**

Psychiatrists, sociologists, and criminologists normally are far apart when "bridging" their theories on human behavior, particularly the misbehavior of urban Black males. Ever since the refuge house for children was established in New York City in 1825, since the first institution of such in Massachusetts, and the first juvenile court in Cook County, Illinois in 1899, the abrogation of theories surrounding causes for antisocial conduct have become endless (Kenny, Pursuit, Fuller, and Barry, 1989).

Former U.S. Attorney General Ramsey Clark has written graphically of the relationship between crime and deprived neighborhoods:

Most crime in America is born in environments saturated in poverty and its consequences: illness, ignorance, idleness, ugly surroundings, and hopelessness. Crime incubates in places where thousands have no jobs, and those who do have the poorest jobs; where house are old, dirty, and dangerous; where people have no rights (Langone, 1984). One of the first beliefs that emerged from early juvenile courts was that divorce and parental desertion was the cause of most delinquency. This belief no doubt stemmed from the observation that about half of the known juvenile delinquents were from "broken homes." The Shaw-McKay studies found only 42.5 percent of recorded delinquent children came from broken homes and interpreted their findings insignificant (Coffey, 1974).

John E. Conklin (1989) found that one explanation of delinquency focuses on youth's lack of access to jobs that provide the income they need to participate in peer-group activities and to buy the clothes, records, and other
things that will win them the esteem of their friends. Research in New York City neighborhoods show that if legitimate jobs are not available, or if they pay poorly, young people are more likely to turn to theft, the sale of drugs, or other crimes for income.

"Traditional perspectives on delinquency causation have usually focused on some image of offenders that portrayed them as pushed or driven toward lawbreaking by a pattern of attitudes or motivation acquired through their particular life experiences. However, there is evidence to indicate that many juveniles are not specifically motivated to engage in lawbreaking; rather, many of them drift into infractions by responding to situational pressures and inducements. Many youngsters engage in delinquent acts as spur-of-the-moment, hedonistic endeavors which constitute a form of risk-taking behavior," reports Don Gibbons and Marvin D. Krohn (1989).

Ruth Shoule Cavan and Theodore N. Ferdinand (1981) agree with other criminologists that:

Superficially, some racial and ethnic groups seem to have a monopoly on delinquency and crime, because their rates of arrest and court appearances are higher than average. However, high rates of arrest, court appearances, and commitments to prison seem to be more closely tied to socio-economic circumstances than racial or ethnic membership. As a ghetto group establishes itself or its children on a firm educational and economic basis and moves from lower-class to middle-class status, rates of delinquency decline.

Writing last year in the Black Issues in Higher Education, an academic journal, Ed Wiley III and Jacqueline Conciatore (1989) noted that the number of black men in prison was likely to have increased sharply with the recent increase in the number of people incarcerated. The article also cited a number
of reasons for the disproportionate number of blacks imprisoned: Lack of jobs, lack of strong adult male role models, and "inequity in our justice system" (McAllister, 1990). Statistics from this study by the Sentencing Project, a Washington-based group that urges alternatives to prison sentences, estimates:

That the 609,690 young black men aged 20 to 29 surpassed the black men enrolled in higher education in 1986.

That 23 percent of black men 20 to 29 were subject to the criminal justice system, a rate that compares to 1 in 16 white men and 1 in 10 Hispanics of the same age.

Incarceration of Urban Black Males

The writer will review many of the concerns of incarcerated Black juvenile offenders in urban settings, and will chronicle studies of crime in America as they relate to the subject.

Examination of the Uniform Crime Report (UCR) statistics on races indicates that although blacks have constituted approximately 12 percent of the nation's population, they have accumulated 50 to 60 percent of the arrests for criminal homicide, about 50 percent for forcible rape, close to 60 percent for robbery, and 40 to 50 percent for aggravated assault. The National Crime Survey (NCS) data show that blacks are responsible for a disproportionate amount of serious violent crime (Weiner and Wolfgang, 1985).

U. S. News and World Report staff writer, Scott Minerbrook (1990), reports "A recent study by the Rand Corporation of street-level drug dealers--many of whom range from 11 to 18 years of age--in Washington, D.C. from 1985 to 1987 found that they stood a 2-in-4 chance of imprisonment. In New
York City, researchers for the VERA Institute of Justice discloses that most street-level crack dealers have already gone to jail at least once."

Roger Green (1991), a Brooklyn, N.Y. state assemblyman, testifies that, "There has never been a time when we have seen our youth (Black male) so endangered by antisocial forces, particularly the culture of drugs and violence."

Poverty, drugs, violence and hopelessness pervade the streets of the Brooklyn Community that Green represents. Young Black men in this area refer to going to jail as "getting strong." For these men, many of them dropouts, prison's offer of three hot meals, pumping iron (weight-lifting) and "lessons" from more seasoned convicts is a more realistic road out of poverty than is formal education (Jill Nelson, 1991). Statistics regarding the plight of young Black males have been severely devastating, when compared to their White counterparts. Further comparisons from Jill Nelson's (1991) article, "Racist or Realistic?" present grim statistics from government, education and social groups showing the plight of black males:

23 percent of black male men ages 20-29 are in prison, on parole, or on probation. The comparable figure for white men: 6.2 percent.

The leading cause of death for black males 15-24 is homicide 101.8 per 100,000. It's the fourth leading cause of death for comparable white males, 11.5 per 100,000. For the first time, more than the USA's annually homicide victims this year will be black, according to law enforcement projections.

The imprisonment rate for blacks is 1,092 per 100,000 vs. 164 per 100,000 for whites.

The unemployment rate among black male teens in March, 1991, was 38.4 percent, compared with 18.6 percent for white male teens.
Sociologist William Julius Wilson (1987) in his book, *The Truly Disadvantaged*, argues that, "Only one of nine persons in the United States is black; yet in 1984 nearly one of every two persons arrested for murder and non-negligent manslaughter was black, and 41 percent of all murder victims were black. Furthermore, 61 percent of all persons arrested for robbery and 38 percent of those arrested for aggravated assault in 1984 were black. Moreover, the rate of black imprisonment in 1984 was 6.25 times greater than the rate of white imprisonment."

Jacob V. Lamar (1986), staff writer for *Times* magazine, maintains, "While black men account for only 6% of America's population, they make up half its male prisoners. While murder is the leading cause of death among young black men, they have a 1-in-21 chance of becoming murder victims, more than six times greater than the population as a whole, and they pose a 40% unemployment rate.

The reasons for incarceration are broad as are the reasons for the misbehavior of "hard-core" Black urban males. Aside from peer-incited delinquent acts, rebellions or "floating crimes," acts not particularly perpetrated by any single cause, drugs have produced an alternative economy that can provide high wages and self-esteem to young men who cannot earn either in the mainstream (Lamar, 1986).

Unemployment and underemployment is common among black men and women in the city. The unemployment problem among black male youth is especially problematic since crime--both the underground economy and violent
crime—is the major alternative in the city. Ronald Lauder (1981), former chairman of Estee Lauder International, Inc., and former Deputy Assistant Secretary of Defense for European and NATO policy, researched data on violent crimes for his book Fighting Violent Crime in America, and discloses highly pertinent findings. "Of the two million arrests each year of suspects under eighteen:

Many juveniles are third generation public offenders;

Many juveniles are born into climates of violence which leads to incarceration;

Many juveniles, by twelve, suffer from some sort of diagnosable emotional problem (neurological, psychomotor symptoms);

More than 60 percent of youth arrested for robbery get charges dismissed;

Some 86 percent of juvenile institutionalized become repeat offenders;

Adult and juvenile facilities are often described as "rape factories" for young criminals; and

Over 6,500 projects had been launched to control delinquency over a 12 year period."

Alpha-Omega's membership has had two members (1988 and 1991) who had been incarcerated for drug-related activities, and car-theft since the inception of the organization. The member involved with drugs was from a broken family, lived with relatives, but allowed his changed attitude to assist him in receiving a football scholarship to Elizabeth City University in North Carolina. The other member, after a two-year probation and a car-theft accomplice charge his senior year, graduated May 1991.
Crime and The Urban Black Male

Criminal behavior has become somewhat absolute in large segments of urban population of big cities and some suburbs of popular metropolitan areas in the country. The crimes are many and varied, violent and cruel and, often, insensitive to the victims. Criminologists picture these teenage offenders as the most dangerous generation, America's lost generation, and an "endangered species" as a result of the national fatalities this decade.

The establishment of a National Commission on the Causes of Prevention of Violence in 1968, the 1966-67 President's Commission on Law Enforcement and the Administration of Justice, and the 1967-68 National Advisory Commission on Civil Disorders resulted from the "urgency of the Nation's crime problem and the depth of ignorance about it." The Eisenhower Foundation followed the commissions in the early 1980s as a private-sector creation, and carried out some of the recommendations, such as community and victim programs. From these programs, came greater attention directed to individual acts of violence, such as common crime in the street and violence in the home, and too many causes underlying individual and collective violence (Curtis, 1985).

Neil Alan Weiner and Marvin E. Wolfgang (1985), in The Extent and Character of Violent Crime in America. 1969 to 1982, disclose how the Katzenbach Commission investigated many complex aspects of crime in America: Those who commit crimes, those who are victims of crimes, and those institutions formally entrusted with the responsibility of responding to
criminals and their victims. "The Katzenbach Commission (the President's Commission on Law Enforcement and the Administration of Justice, chaired by Nicholas de B. Katzenbach) also observed that the crime and fear of crime eroded the basic quality of life of many Americans," cites Weiner and Wolfgang. Variations in crime rates by racial and ethnic group differs among groups. The FBI presents data for whites, blacks, American Indian or Alaskan Natives, and Asian or Pacific Islanders; it also provides data for Hispanic and non-Hispanic suspects. Crime rates for blacks and Mexican-Americans are higher than rates for the total population (Voss, 1963):

In 1986 blacks constituted 12 percent of the population of the United States, but they accounted for 33.7 percent of arrest for index crimes (the total number of eight crimes defined by the FBI: murder, forcible rape, robbery, aggravated assault, burglary, larceny, motor vehicle theft, and arson). Blacks comprise 46.5 percent of arrests for crimes of violence and 30.2 percent of arrests for property crimes. Overall, blacks have an arrest rate for index crimes that is 3.6 times as great as the arrest rate for whites (Conklin, 1989).

Don C. Gibbons and Marvin D. Krohn (1986) agree that "When we look at the social backgrounds of collections of officially tagged delinquents such as juvenile court cases or youngsters from juvenile training schools, we quickly discover that the majority of them are from relatively deprived social backgrounds; they are lower-class youngsters, and disproportionately black youth." Black youngsters are much more frequently involved in juvenile arrests than are white youths. Black juveniles were involved in 57.4 percent of the rape arrests, 69.3 percent of the robbery arrests, and 39.4 percent of the aggravated assaults attributable to persons under 18 years of age in 1983 (Gibbons and Krohn, 1989).
Ruth Shoule Cavan and Theodore N. Ferdinand (1981) maintain that "Although the economic and political changes of the last two decades may not have produced racial harmony, we can say that the changes have affected markedly the level of black delinquency in society. Arrests of black youth constitute approximately 25 percent of all arrests of youth, although black youth make up only 13 percent of all youth in the United States. For certain serious crimes the disproportion is much greater, with four or almost five times as many black arrests as their proportion of the population."

Criminologist Marvin Wolfgang theorized that "Most Americans belong to the dominant society in which violence is eschewed and condemned. Those who commit violence are considered undesirable and are punished for their violent behavior. However, within American society there are subcultures of violence (opposing the dominant nonviolent society) that condone, and encourage violence." Wolfgang believed that:

Young low-income black males formed one subculture which is identified with power, strength, and masculinity, and is therefore esteemed and admired. Male members are therefore far more likely to carry guns or likely other weapons, and are more likely to use them (Goode, 1984).

According to Marvin Harris (1981), a recent disciple of Wolfgang and the author of America Now: The Anthropology of a Changing Culture, "The overall homicide rate in America is five times higher than that of Japan. But if we subtract the black homicide rate, and we subtract the homicide rate of the Hispanics--another subculture of violence living in the ghettos of large cities -- the homicide rate would be well below the white homicide rate of two times higher than that of Japan (Goode, 1984)."
Students at Woodson Senior High are well-acquainted with the scenario of the violent culture of Black urban males in their communities and/or the District of Columbia, alias, the "murder capital of the nation." All too familiar are the "drive-by" shootings, gang style murders, neighborhood shootouts and "turf wars," and the youthful fatalities prompted by property crimes--sneakers, "boom boxes," or NFL-designed "starter jackets." A number of males enrolled at Woodson are incarcerated for various crimes each year, and several enter from junior high while still on probation.

Penal Institutions Serving Incarcerated Urban Black Males

During the early decades of the nineteenth century in America, the ranks of the urban poor and rootless children began to swell and to cope with these problems the cities of the Northeast undertook to build poor houses for the adults and houses of refuge for children. In New York City the first house of refuge was organized and built in 1824, and shortly thereafter Boston and Philadelphia followed New York's lead by building similar facilities of their own. Children were routinely sent to these houses of refuge, and the authority of the court to assume custody was based on the New York allied doctrine, in loco parentis ("in place of the parents") was used," detail Ruth Shoule Cavan and Theodore N. Ferdinand (1981).

According to Alan R. Coffey (1974), Director of Staff Development, Santa Clara County Juvenile Probation Department, Santa Clara, California, the first training school (or reform school) was probably the Lyman School for Boys, which was opened in 1846 in Massachusetts. The New York Agriculture and
Industrial School was established in 1849 and the Maine Boys Training Center in 1853. Today, there is at least one training facility in each state and most are administered by the state government.

"The degree of civilization in a society can be judged by entering its prisons," wrote the great nineteenth-century Russian novelist Fyodor Dostoyensky in his prison memoir *The House of the Dead*. By Dostoyensky's standard, the United States today offers a picture of utter barbarism. The nation's state and federal prisons are overflowing with more than 600,000 inmates--almost half of them black--caged under increasingly crowded, violent, and diseased-ridden conditions," cites Curtis Skinner (1990), staff writer for *Crisis* magazine. Skinner continues:

Swollen by surging drug arrests and stiffer prison sentences, the number of Americans behind bars has doubled in the past nine years, and the rate of incarceration in the United States now rivals South Africa's as the highest in the world.

Relative to the significantly disproportionate ratio of Black males incarcerated in nationwide institutions, an even more alarming number is that of urban Black youth serving time for serious offenses. Given the pathological strife of this group of first-time offenders, repeat offenders and/or predators, there appears to be too little success, increasing costs and promoted delinquent criminal careers resulting from incarcerating juvenile (Skinner, 1990).

Don C. Gibbons and Marvin D. Krohn (1986) profess, "There are myriad experiences that happen to youngsters who get caught up in the juvenile justice machinery. Some are apprehended by the police, but are released after a warning of 'tongue lashing.' Others are taken to a juvenile detention center and
held for juvenile court action. Still others are less fortunate, pending court action. Many detained juveniles are sent to private agencies, such as psychiatric facilities, while others are placed in youth care facilities or other short-term institutional settings. The most difficult offenders end up in the agency of last resort--the state training school."

However, correctional actions undertaken to correct or reverse the effects of causal factors and to change offenders back to nondeviants often fail. "As a case in point, training schools are supposed to turn out wards who refrain from further deviance upon release. Many training school graduates continue in criminality, eventually ending up in adult penal institutions. According to the crime school hypothesis of training schools and other correctional organizations, youth who are processed through these places come out with hardened attitudes, with the resolve to commit more delinquent acts, and with the intention to avoid getting caught," conclude Gibbons and Krohn (1986).

Notwithstanding that recidivism of juvenile offenders is certainly an anticipation of many juvenile offenders by court officials in big cities, in some cases charges against juvenile are dismissed, dispositions are swayed to probation or community home restrictions, or a renewal of continuance (providing an opportunity to receive social work while under the control of the court) are granted. These options, more often, are afforded those youth who appear adaptable to rehabilitation without incarceration.

A survey reported by John E. Conklin (1989) disclosed that at the end of 1986 there were 546,659 prisoners under the jurisdiction of state and federal
correctional authorities. This number represented the largest number of arrests in the history of the United States. Of this number one in twenty was a female. Slightly less than half of the inmates were black. Further disclosures by Conklin revealed:

A survey of 1,400 criminal justice officials identified crowded jails and prisons as the most serious problem confronting the criminal justice system. Overcrowding creates unpleasant living conditions for inmates, lack of privacy, arguments and fights, and the threat of sexual assaults (1989).

For the juvenile offender, conditions in the training schools (reform school) are about as bad as adult imprisonment. Criminal careers have been attributed to youth who enter institutions as neophytes and leave "magna cum laude" in crime. Rape and extortion appear to be commonplace with most facilities, since understaffing and lack of funding comprise a basic problem for those in authority. By the time the juvenile offender has graduated to the adult facility, a systematic cycle of coping and manipulating to beat the system has been well-programmed.

At this writing and in spite of the increases in crime and the numbers incarcerated (juvenile and adult offenders), Ronald S. Lauder (1985) advocates:

That spending $35,000-$70,000 per year to put violent young children in special secured schools is well worth the cost. The cost of leaving these youth on the city streets is greater in terms of terror, medical expenses, court expenses, insurance payments, and defending damage suits than keeping them locked up with intense psychological, religious, and other help necessary for change so they can re-enter their community.

According to Gary Fields (1991), staff writer for the Washington Times newspaper, "The District of Columbia spends less to educate teenagers than to jail them. According to figures from jail, prison and the school systems in the
area, the trend is common and the situation is not much different elsewhere."

Comparatively speaking, the situation is not much different within the metropolitan school districts:

The District of Columbia spends about $6,500 a year for a 17 year-old to go to school, and $21,000 annually to jail the same youth.

Montgomery County Maryland spends $6,347 on one student and $22,265 on one inmate per year.

Prince George's County's (Maryland) Board of Education spends $5,116 per student while the Sheriff's Department spends $16,122 annually for a prisoner.

Alexandria, Virginia Schools, across the Potomac River, spends about $17,300 a year on its inmates in contrast to $7,917.03 on each student.

Arlington County Virginia spends $7,929 per student. One inmate cost the county $18,750 a year.

A report by George Washington University professor William Chambliss, for the National Center on Institution and Alternatives, Inc., says that cities nationwide are spending 20 percent more on law enforcement than education.

D.C. Board of Education President David Hall (1991) discloses, "The D.C. budget for 1992 allocates $518 million for education, while police, courts, and corrections will receive more than $629 million. Mr. Hall says one reason for the high prison cost is that not enough effort has been made to stop the 'revolving door' in and out of prisons.

Metropolitan Police Chief Isaac Fulwood of the District of Columbia, testifying before a Senate subcommittee on the disproportionate number of minority youths in the juvenile justice system, charges "America's youth are the nation's greatest resource but there is no commitment to preserve that"
resource. The nation must make it a priority to rescue the younger generation from crime and incarceration (Fields, 1991)."

Senator Herb Kohl (1991), Utah Democrat and chairman of the sub-committee on the disproportionate number of minority youth in the juvenile justice system, exacts, "Blacks account for 12% of the total adolescent population, yet nearly 40 percent of the kids in state-run detention centers are black. It will cost $2 billion this year to incarcerate juveniles across the country."

As Carol Williams (1991), the senior research associate from the Center for the Study of Social Policy, clearly states, "The problem of minority over representation does not occur only behind bars. The same situation is found in welfare systems, special education, and mental health. Vast numbers of children are being lost in a system that's designed to help." Williams concludes, however, "that any solution must include the parents and community to be successful."

Attitude of Law Enforcement and Urban Black Males

A very prominent denial is that of law enforcement officials displaying racial, impartial, and brutal attitudes toward urban Black males--whether shopping in malls, visiting non-residential neighborhoods, or congregating wantonly in noticeable groups. Stereotyping Black males by members of Caucasian groups and police has, seemingly, always prompted attitudes of negativity. These affronts have done very little to inspire the attitudes of urban Black males toward police officers.
James Q. Wilson, author of *Varieties of Police Behavior*, discerned, "Officers feel free to apply the law to different groups in different ways. Negroes are thought to want, and to deserve, less law enforcement because to the police their conduct suggests a low level of public and private morality, and unwillingness to cooperate with the police or offer information, and widespread criminality" (Anderson, 1988).

Don C. Gibbons and Marvin D. Krohn (1986) reveal that, "A good deal of evidence indicates that the more serious, actionable offenses are more frequent among persons above lower socio-economic status; hence referral rates are higher for those individuals."

Another thesis is that law enforcement agents are directly influenced in their discretionary decisions by such factors as the social status of persons, and, in particular, that the police are biased in their actions toward blacks. In this view, the police act more harshly toward blacks who are involved in lawbreaking activities than they do toward whites engaged in comparable forms of conduct (Gibbons and Krohn 1986).

One view of police activities is that the police are relatively evenhanded in their work, while they send more lower-income and blacks further into the criminal justice system than they do whites or more affluent citizens (Black, 1970).

A study by sociologists Marica Garrett and James F. Short (1975) suggests that, "The police tend to see "lower-class boys as substantially more involved in delinquent behavior than their middle-class and upper-class
counterparts, and that they link heavy delinquent involvement to parental neglect of these youth.” The parental neglect habits carry-over into arresting patterns of lower-class youth, and they were much more likely to be arrested than middle and upper-class youth. These results, of course, do not prove a class bias on the part of the police, based on the self-evaluative experiences of the police in this study.

Donald T. Black and Albert T. Reiss, sociologists and co-authors of “Police Control of Juveniles,” in a survey of the Boston, Chicago, and Washington, D.C., police departments, report that 72 percent of white officers expressed prejudiced attitudes toward black people at one time or another (Cavan and Ferdinand, 1981). A study of police shootings in Memphis, Tennessee, found that the police were more likely to shoot blacks than whites, even if differences between the groups in involvement in criminal activity were taken into account (Conklin, 1989). There is little doubt in the view of the writer, that there is a serious imbalance perpetrated by the justice system when urban Black offenders are processed for criminal activity. Notwithstanding that any offender should pay for his crimes, it appears that the tone of the crimes--white-collar, blue-collar, or ghetto offender--have a different standard. The most harsh standard is imposed on those with less money, less political clout, and less chance of winning a case: the disadvantaged.

While public sentiment regarding the justice system's processing mandates of Blacks and minorities is clearly stereotypical, new found local and federal efforts have surfaced to assist these potential "career-candidates" of
crime. Unlike the current White House Administration's call for more jails and
stiffer penalties, others are denouncing the commercialization of penal
institutions and the "warehousing policy" as riders of the Bush's crime bill.

Wayne Barton, a "drug-busting" cop in Boca Raton, Florida, featured in
the article "Why Kids Love This Cop" won Parade Magazine's Police Officer of
the Year. Officer Barton, aside from his regular duties, started an afternoon
program to supervise kids and keep them off the streets; set up a GED training
program staffed by volunteer teachers; encouraged the Post Office to conduct
job-screening seminars and interviews; and along with retired jewelry tycoon
Marvin Zale, formed a local chapter of the "I Have a Dream Foundation," which
guarantees scholarships to kids (Dixie Manor Projects residents) in the program
and who complete high school (Ryan, 1990).

The Prince George's County, Maryland, Police Department sponsors a
three-week safety guard camp (all expenses paid) for youth recommended by
their respective schools. The itinerary for the camp is multitudinous--swimming,
baseball, basketball, skating, role-playing, talent shows--and promotes good

The Washington Post (1988) reported the surrogate role that former
Police Chief Maurice Turner maintained with a teenage youth from a Northeast.
single parent (mother) family. The relationship, highly publicized and a positive
image for inner-city relations, lasted until the youth was fatally assaulted by
another "teen."
In spite of these few credible accounts of positive police rapport with urban Black males, the "court is still out" on cases involving a high percentage of non-Black officers and reported bias and brutality.

**School Discipline and Urban Black Males**

In 1907, William Chandler of the University of Illinois wrote, "Absolute fearlessness is the just essential for the teacher on whom rests the responsibility for governing an elementary or secondary school (Curwin and Mendler, 1988)." After eight decades the philosophy, so evident in Chandler's view of discipline, is still professionally suggestive today.

Richard L. Curwin, assistant professor of education at San Francisco State University and Allen Mendler, a school psychologist and a psychoeducational consultant in Rochester, New York (1988), offer strategies for developing a philosophy about behavior management based on sound educational, psychological and common principles believed to be best for children:

- Developing a comprehensive classroom discipline plan;
- Stopping misbehavior when it occurs without attacking the dignity of the student;
- Resolving problems with students who chronically disrupt the learning process; and
- Reducing the student stress as well as your own.

"Herbert Walberg (1986), co-author of "High School Effects on Individual Students," states that, "Three categories of factors significantly contribute to success and learning—student aptitude, instruction, and environment." He and others conclude that:
The psychological morale of the classroom strongly predicts end-of-course measures of affective, behavioral, and cognitive learning. Considerable attention is given to instructional methods teachers vary to improve student learning. With skill and precision, preventive classroom discipline practices can certainly support the teaching and learning process (Grossnickle and Sesko, 1990).

James P. Comer (1980), contends that "A child's failure often causes some parents in certain settings to feel animosity toward the school and may hamper development and discipline of the child. Further hampering occurs when the neighborhood and peer conditions are troublesome. Even youngsters with positive school experiences can be adversely affected by powerful anti-school neighborhood and peer pressure, increasing pressure for poor school performance."

Poor school attendance, low achievement, disruptive and withdrawn behavior are some symptoms of youngsters who more often drop out of school or become gang members. These are the young people, who in or out of school, more often are involved in delinquent and criminal behavior; become marginal or inadequate workers and heads-of-households; poor caretakers for the next generation; and non-contributors to the well-being of their community or society (Comer, 1980).
Attendance

In the article "Black School Pushouts and Dropouts: Strategies for Reduction," Antoine Garibaldi and Melinda Bartley (1989) focused on several successful ongoing efforts to abate the early departure of students from American public schools. Indeed, there is an alarming rate of black students who either drop out or are pushed out of school through suspension or expulsions before they obtain a diploma. Garibaldi and Bartley reason, "That the best strategy to combat black student dropouts and pushouts is to ensure that black students learn the necessary academic and cognitive skills to proceed to the next grade level. These problems are multifaceted, require complex solutions and demand the complete cooperation of the entire community."

John E. Jacob (1989), writer/reporter for the National Urban League, describes the plight of black students and their commitment to blacks as we approach the year 2000. Black students are graduating at rates well below those of white students. By age 18 or 19, a student is usually expected to complete high school. However, only 62.8% of black 18 to 19 year-olds graduated from high school in 1985, compared to 76.7% of white students of this age. The dropout rate for black students is alarming. In 1985, black 18 to 19 year-olds dropped out of school at a rate of 17.8% nationally (Smith and Chunn, 1989). The attendance is equally alarming with an all-time high of close to 40%.
As a conclusive point in her study "Test Fairness and Bias: Measuring Academic Achievement Among Black Youth," Sylvia T. Johnson (1989) maintains, "When low test scores are earned by students who are not in school each day and are not receiving meaningful, substantive instruction, it make no sense to blame the measure. If the length of time that students are exposed to meaningful work is limited, they can hardly be expected to show high performance. Regular on-time school attendance supported by homework is a simple mundane idea, totally devoid of the glamour one might expect from a solution to a pressing educational problem (Smith and Chunn, 1989)."

Carl A. Grant (1988), professor of curriculum and instruction and Afro-American Studies, University of Wisconsin, views problems of attendance resulting from concerns related to student's race, class and gender. On race, Grant professes, "Education pays only lip service to the needs of students of color. Race needs to be dealt with from a personal and institutional perspective in school because schools have not welcomed people of color with the same zeal that people of color have demonstrated in their efforts to attend schools. In fact, schools are often guilty of destroying the passion for learning that people of color bring to school: a major problem in keeping students of color in school."

Co-author Carol Camp Yeakey, Professor of Administration and Public Policy, and Clifford T. Bennett, Associate Professor of Education and Curricular Studies, both at the University of Virginia, Charlottesville (1990), stress, "In evaluating educational attainment of African Americans in public schools,
enrollment and completion rates as well as the quality of the educational experiences must be examined." Inclusive statistics disclose:

In most inner-city schools, where approximately 75 percent of African American students are in attendance achievement levels are two or more years below the national norm.

In 1980, only 32 percent of African American high school students (but 42 percent of whites) were enrolled in an academic track.

In 1982, the high school dropout rate for African American's was 28 percent, compared to 17 percent for whites.

That same year, African Americans constituted 15 percent of high school students, but only 11 percent of high school graduates.

"Visiting urban high schools across the country," reports Gene J. Maeroff (1988), Senior Fellow of the Carnegie Foundation for the Advancement of Teaching, "presented a dismal panorama of urban schools." Maeroff found the atmosphere often unsupportive of education and the demands and expectations low. Students were unmotivated and see no reason to attend school, except that there is little else to do with their time. Attendance is atrocious, and students marked present at the beginning of the day do not reflect the degree to which individual classes are cut; urban high schools display a culture of cutting. Dropout prevention programs push urban kids toward meaningless diplomas. When they dropout, what's given up? In *The High School Shopping Mall: Winners and Losers in the Educational Marketplace*, the most exasperating group of troublemakers consists of the chronic truants who drop in and drop out of school according to whim or the weather or more maddening still, attend school but drop in and out of classes. These reluctant students also consume school resources--truancy staff, phone calls, expensive computer
installations, special programs (usually with incentives), city street sweeps—even though many administrators believe that by high school the prognosis for chronic truants is grim. Pursuing truants exhaustively is to prevent dropouts (Powell, Farrar, and Cohen, 1985).

**Dropout**

A *Parade Magazine* article (1990), "How We Can Shape Up Our Schools," pointedly discussed the dropout problem with Hugh J. Scott, dean of education at Hunter College in New York City and former superintendent of schools in Washington, D.C. Says Scott, "The public school is the single most important enterprise undertaken by our state and local governments. Our democracy depends on an educated population. Yet, about 2.5 million Americans graduate from high school each year, almost one million or more drop out. And an additional 700,000 are merely passed along so they find their way into the world--like dropouts--deficient in basic skills, marginally literate and basically unemployable. Disproportionately large numbers are minorities."

Dr. Scott's responses addressed the concerns surrounding parental involvement, school board-parental actions, high goals and expectations for students.

The Los Angeles Unified School District (LAUD) under the superintendency of Harry Handler presented their annual report on "Early School Leavers: High School Students Who Left School Before Graduating, 1983-1984" to State Superintendent of Schools Bill Honig addressing efforts to hold students in school. The nation's high schools have had a serious problem
with a large number of students leaving school before graduation. During the past decade the number of early leavers has increased significantly. The findings revealed: Students who left school early comprised 8% of the total 10,555 students for years 1983-84; significantly more 10th graders (4,761) than 11th (3,054), or 12th (2,693) left school; the average age of early leavers was 17.7 years; 22% more male leavers than females; and more Hispanics (3,277), blacks (1,919), and whites (1,675) than other ethnic groups (Joubert, Refree, and Weisbender, 1983).

According to a study by the U.S. Census Bureau, substantially fewer black students across the nation between the ages of 18 and 21 dropped out of high school in 1985--17% contrasted to 1975s 27%. In the same period, their graduation rate increased from 61% to 71%. This good news and reasons given for such as reported by the New York Daily News newspaper, May 21, 1988:

Plain hard work by parents; growing awareness by parents and kids of the importance of a diploma; effectiveness of remedial programs in elementary schools; successful programs like Headstart and the high unemployment rate among blacks 16 to 19--31.4% nationally--which makes it far less attractive to dropout of school in search for a job.

The Chicago Defender, September 9, 1986, describes education as a powerful thing. It is so potent that before the Civil War, a slave could be put to death for attempting to learn how to read, and persons encouraging this effort could be severely reprimanded, fined or imprisoned. Education is enlightenment, and no truly enlightened person will stay enslaved long. The Defender acknowledges that dropouts can escape the awesome slavery of
poverty and illiteracy by going back to school. It doesn't have to be a daytime high school, nor does it have to be seven or eight hours a day. One course at a time, after working hours or on weekends, with guidance from a qualified counselor, can begin to free dropouts from modern bondage. Minorities comprise a disproportionate percentage of dropouts, and are therefore, encouraged to complete their high school education.

Anti-dropout programs and many of the "quick-fix recommendations" won't do the whole job reports The Record newspaper, August 28, 1986, Hackensack, New Jersey. "Dropouts aren't made in high school; many children start elementary school with huge socio-economic disadvantages, and the schools fail to teach them to read and write and get along." Typically, the writer's chronicling of the subject largely supports the trend and demography of America's children who are bored, attracted to gangs and the street scene, lack basic high school academic skills, become pregnant, must work to support families, or drug and alcohol victims comprising the nation's near $75 billion annually in unemployment and welfare payments (The Atlanta Journal, 1986).

According to the National Foundation for the Improvement of Education, the major causes of school dropouts are low achievement, alienation, economic reasons, peer pressure, pregnancy and drug and alcohol abuse. All of which are at work here in New York, where the Board of Education says the overall high school dropout rate exceeds 30%--with that of blacks even higher (Daily News, 1988).
Teen Pregnancies and Urban Black Males

Adolescent pregnancy is a complex and serious phenomenon. Almost everyone agrees it is a problem, but they do not always agree on why it is a problem and what can or ought to be done to solve it. We are not dealing with a single simple problem solvable by a single strategy. Nor are we dealing with one group of young people, but rather many target groups which require different messages (Children Defense Fund, 1985).

The Office of the Special Assistant for Human Resource Development (Office of the Mayor of the District of Columbia, 1987) reported that teenage sexuality, pregnancy, and parenthood have become topics of intense national debate in recent years. The District of Columbia ranks in the top five areas of high teen birth rates. Nearly one out of every five mothers giving birth to a live infant in the District is a teenager. In 1986, teenage mothers accounted for 1,707 (17%) of all live births in the city. National statistics show that more than one of every ten teenage girls gets pregnant each year. Some distinguishing statistics related to these problems across the country and in the District are:

Sixty percent of babies born to teenagers receive welfare;

Teenagers who become parents are half as likely as their peers to graduate from high school;

Children born to teenage mothers tend to be slower in school and are more likely to repeat grades;

Women who bear their first child as a teenager tend to hold low paying, low status jobs when they earn less per year than their counterparts who did not bear a child at an early age; and

Over 50 percent of current AFC recipients in the District had their first child during their teens.
There is an often forgotten piece in the teenage pregnancy puzzle: The young male. We focus our efforts and our concerns all too often on only the female, yet clearly, as they say, "it takes two to tango." According to an Urban Institute study by Dr. Freya Sovenstein, "60 percent of all 17-to-20-year old black and white males used (or knew that their partner was using) some form of effective contraception the last time they had intercourse. The Urban Institute study reports that half the babies born to teens are fathered by men over 20 (Children Defense Fund, 1985)."

Michael Harrington (1984), writer, lecturer, and political activist and author of The Other America, approvingly quotes "Divorce, separation, and childbearing out of wedlock are major causes of welfare dependence for single female parents. In almost all of these cases, women are left with unsupported children and, contrary to the myth, it is not their decision, but the man's that pushes them under the poverty line."

Harrington further speculates, "There is a rather large psychological element in the evidence of teenage pregnancies among the poor. In many of the subcultures of poverty--the Appalachian white as well as the Hispanic and black--it is 'macho' for a young man to get his girlfriend pregnant. And young girls, I suspect, living in a harsh and sometimes loveless world, subject themselves willingly to court pregnancy as a way of finding love. In the process, they can sentence themselves to a life of poverty."

Roslyn A. Mickelson, Ph.D., Assistant Professor of Sociology and Adjunct Assistant Professor of Women's Studies at the University of North
Carolina at Charlotte, and Stephen S. Smith, Ph.D. candidate in political science at Stanford University (1989) agree that "There is a well-known link between poverty, minority status, poor basic academic skills and early parenthood. Adolescents with poor academic skills are more likely to be teenage parents than those with average skills, regardless of race.

Teenage parents both males and females, often leave school. Among sophomores, 50% of mothers and 33% of fathers dropout of school. Some will eventually get a general equivalency diploma (GED), but data suggest that the earlier adolescents become parents, the less likely they are to finish high school. Among teen parents, 6 to 10 mothers and 7 to 10 fathers drop out of school (Children Defense Fund, 1988).

William Julius Wilson (1987), sociologist, contends that "Youth is not only a factor in crime; it is also associated with out-of-wedlock births, female-headed homes, and welfare dependency. Teenagers accounted for 38 percent of all out-of-wedlock births in 1982, and 78 percent of all illegitimate black births in that year were to teenage and young adult women."

According to Jacob V. Lamar (1986), "The rate of birth to teenage pregnancy is declining. Yet the number of fatherless black families continues to grow, because a lower percentage of pregnant women are getting married. Census figures show 42% of single black women 18 to 29 have one or more children. "They are not following up pregnancy with marriage," says Chicago's sociologist William Julius Wilson, "because joblessness among black males in the inner city is so high that the male marriageable pool has declined to almost
nothing." Wilson estimates that there are fewer than 50 "marriageable" black men between the ages of 20 - 24 for every 100 women of the same age.

Teen pregnancy is a very staggering and threatening consequence facing the nation now and the next century. The increase of unintended youthful families, factored by lower socioeconomic status, high truancy rates, unemployment, single female parenting, and families with little education, is destined for human loss and financial devastation as long as poverty makes it marks on urban minorities—the reason for perhaps 60% of teen parenting, (Wattleton, 1988).

Howard Dilworth Woodson Senior High School

Demography

Howard Dilworth Woodson Senior High School, one of fourteen senior schools in the District of Columbia Public School System, is housed in a nine story structure and represents the focal point of the far northeast community in this city. Woodson Senior High School, or "HD" and the "The Tower of Power" as it is referred to by students, parents, and others, is the community's major public facility offering both recreational and continuing educational services until 9:00 p.m. The school, along with neighborhood organizations, provides a wide range of social, recreational, and cultural services such as swimming, intramural basketball, talent shows and fashion shows, parades, cheerleader competition, double dutch contests, ping-pong tournaments, church sponsored programs and banquets, professional athletic-sponsored sports and other community services. The overall community of Woodson's population is mostly Black. The
neighborhood has lost populations--White groups in different part of northeast--of White residents during the years that the school has been in existence. This political Ward, Ward 7, in which Woodson is located, has the largest number and highest percentage of Blacks in the Washington, D.C. School District. The percentage of Blacks in Ward 7 is 73.9% totalling a population of 79,700.

Population

Woodson has a population of approximately fifteen hundred students in grades 9, 10, 11, and 12. The racial composition of the students is 1,498 Blacks to two Asian-Americans. The staff's racial composition of 130 of which 125 are Black, 3 White, 1 Spanish, and 1 French. There are approximately 7,369 households in the Woodson community, 2,875 of whom have school-age children. Sixty-three percent of those families with school-age children are single parent families. Twenty-six percent of the households in the Woodson community are below the poverty level, and twenty two percent of the school-age children are totally or partially dependent on welfare. Statistically, many social and economic conditions impact on Woodson. The teenage pregnancy rate is one of the highest in the city. Reported from the D. C. Department of Human Services (1987) in 1985, 40 percent of all babies born to women under the age of 20 were born to residents of Wards 7 and 8. It is further reported that teenage sexuality, pregnancy, and parenthood have become topics of intense political debates in recent years. The District of Columbia ranks in the top five areas for high teen birth rates. Nearly one out of
every five mothers giving birth to a live infant in the District is a teenager. In 1986, teenage mothers accounted for 1,707 (17%) of all live births in the city (D.C. Human Resource Development Office, 1987).

Overview

Citywide, the Woodson community (Ward 7) had the second highest incidence of child abuse and neglect cases reported in 1985. Officials (D.C. Human Resource Development Office, 1987) report that poverty results in a greater chance of infant mortality, child abuse and neglect, poor health and deviant behavior. The factors of social and economic conditions correlate highly with the large number of low-income households in the community, where the stresses of poverty and living in an urban environment are rampant. D.C. Human Resource Development Office (1987) claims that poverty is not a new problem for the city or nation and that inner city neighborhoods of today are not just economically depressed areas. They are areas with higher than average birth rates to teenage parents, female-headed families, welfare dependents, drug abusers, crime, and reports of child abuse and neglect. Despite the socio-economic constraints of the community, Woodson has tremendous holding power for its students and its staff. Intensified efforts involving parents, the faculty's humanistic and caring approach to teaching, and comprehensive counseling strategies have increased the school's academic standards and its recognition by the community and city as a "good school." More than 30 percent of the enrollment includes students outside of the
Woodson community who are attracted by the excellent programs and Woodson's overall positive academic image.
CHAPTER III

METHODOLOGY

This study, which investigates the Alpha-Omega fraternity of H.D. Woodson High in the District of Columbia, is classified as descriptive survey research since it is concerned with gaining information on self-esteem, often cited as a correlate of the emotional, behavioral, and academic problems experienced by school-aged individuals (Brown and Alexander, 1990). The descriptive survey research, comparable to local, state and national testing programs which yield information on such topics as the average grade equivalent, or percentile scores of students in particular school districts, is often called a norm-referenced assessment because the outcome compares students to other students or to norms established for a test (Slavin, 1984).

All subjects in the study were tested between October 1992 and July 1993. The samples included 64 urban Black males who reside in the various sections of the District of Columbia, and who attend H.D. Woodson Senior High School.

Subjects were tested individually and in groups (according to the administrative procedures) and were selected randomly to participate in the control group. No students were excluded from the determined population and students represent a general cross-section of male agemates.

Tables 1 and 2 describe the known demographic characteristics of the 64 subjects. Comparatively illustrated are the groups, ages, parents, or
Table 1

Demographic Characteristics of Alpha-Omega

<table>
<thead>
<tr>
<th>Group Code</th>
<th>Age</th>
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<th>Activities in School</th>
<th>Grade Level</th>
<th>Curriculum of Study</th>
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</table>

Parents in Home:
- M/C - Mother with Companion: 6, 18.7%
- F/M - Father and Mother: 6, 21.8%
- M - Mother Only: 17, 53.1%
- GF - Grandfather Only: 1, 3.1%
- GM - Grandmother Only: 1, 3.1%

Athletes: 9

Other Organizations:
- Regular Education (R): 24
- Special Education (S.E.): 2
- Honor Roll/Humanities: 4
- Business and Finance: 2
- Police Record: 1

Grade Level:
- 10th - 14
- 11th - 7
- 12th - 11
Table 2
Demographic Characteristics of the Control Group

<table>
<thead>
<tr>
<th>Group Code</th>
<th>Age</th>
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<th>Grade Level</th>
<th>Curriculum of Study</th>
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<th>Group Code</th>
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<td>FM</td>
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</table>

Parents in Home:
- M/C - Mother with Companion: 6, 18.7%
- F/M - Father and Mother: 10, 31.2%
- M - Mother Only: 12, 37.5%
- GF - Grandfather Only: 2, 6.2%
- GM - Grandmother Only: 1, 3.1%
- O - Other: 1, 3.1%

Athletes: 3
Other Organizations: 3
Regular Education (R): 27
Special Education (S.E.): 4
Honor Roll/Humanities: 1
Business and Finance: 0
Police Record: 2

Grade Level:
- 10th - 12
- 11th - 9
- 12th - 11
guardians in the home, activities, grade levels, curriculum of study, and a percentage of which adult heads the household.

To establish a framework for understanding the survey findings, this study also makes use of case study materials. A brief history of the Alpha-Omega Fraternity is provided along with the organization's by-laws. Then, ten brief profiles of youth involved with the association is presented. These profiles document many positive accomplishments by the association and members in school and community activities.

**Population**

Subjects tested in this study are urban Black males in grades 9-12 who attend Woodson Senior High School, and who make up the sixty-four-subject population. Ages of the subjects range from 15 to 18 years of age. Thirty-two subjects were members of the Alpha-Omega Fraternity (the experimental group) and thirty-two diversely and randomly selected males from various grades (9th-12th grades) made up the control group. The use of sixty-four subjects exceeds the minimum required number of subjects for this study.

The subjects were found to be equal prior to testing--coming from similar economic backgrounds, attending the same neighborhood schools prior to high school, and currently attending some of the same classes--and emerged differently as treatment was administered to the experimental group.

An unsuspected influence occurred as a result of control group participants belonging to school organizations and athletic groups. It is assumed that the rules and regulations imposed on some participants of the
control group may have replicated the treatment received from the experimental group. This implication is thought to have influenced the high scores of participants selected for the control group. This shall be discussed further in Chapter V.

Anonymity, as stipulated in the consent form (Appendix 1), was maintained by the examiner coding the Student Test Booklets and the SEI Profile and Record Forms of each student, respectively, Q1-Q32 (Alpha-Omega), and C1-C32 (the control group). This coded process was continued throughout the testing process and where anonymity was necessary.

**Instrumentation**

The instrument used in this survey study was the Self-Esteem Index (SEI). SEI was built to be a reliable, valid, and theoretically sound norm referenced measure of self-esteem (Appendix 2) in school-aged children and adolescents. Linda Brown and Jacquelyn Alexander (1990) sanctioned SEI as a research design that can be used:

- In combination with direct observation interviews, behavior rating scales, personality tests, and other appraisal tools to estimate a person's overall socioemotional status or well-being.
- In identifying who qualifies for, or who may benefit from, special education, remedial programs, counseling, or therapy at school.
- In generating goals that may be appropriate foci of an intervention plan.
- In evaluating the success or failure of a particular intervention scheme.
- In pinpointing the persuasiveness or specificity to measure self-esteem problems in scholarly pursuits, at home, in peer
relationships, and with regards to one's feelings of safety or vulnerability (p. 1-2).

1. **Description of SEI.** The SEI is an 80-item, norm-referenced, self-report instrument designed to elicit children's perceptions of their personal traits and characteristics. It is appropriate for individuals ages 8-0 through 18-11 years and requires approximately half an hour to administer. The SEI may be given individually or in groups. The respondent reads each item of the SEI and uses a modified Likert-type scale to classify each item as "Always True," Usually True," Usually False," or Always False."

Four 20-item scales comprise the SEI: the Perception of Familial Acceptance Scale, the Perception of Academic Competence Scale, the Perception of Peer Popularity Scale, and the Perception of Personal Security Scale.

2. **Content Validation.** This test was ensured that the items were representative of what the construction intended to measure when the developers perused relevant bodies of literature, examined the content of related appraisal tools, consulted knowledgeable professionals and reduced the test items from over 1,000 to the 80-items appearing on the final edition of the test.

3. **Standardization.** The SEI is a highly standardized, norm-referenced instrument and has a very specific definition. According to the SEI manual, standardized implies three things about an appraisal techniques: (1) it suggests that there is a consistent method for using the procedure for administering the test, (2) it is an objective system for scoring the instrument, and guarantees that
most examiners will compute the same score or scores under similar conditions, and (3) it is a specified frame of reference for interpreting the test results by allowing examiners to compare a subject's test performance to the performance of agemates in the normative sample.

4. **Demographic Characteristics.** Subjects in the SEI normative sample were tested between October 1988 and October 1989, and were tested individually and in groups according to the administration protocol. The normative sample included 2,455 subjects ranging in age from 8-0 though 18-11 years and residing in 19 states: Alabama, Arizona, California, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, Mississippi, New Hampshire, New Jersey, New York, Pennsylvania, Texas, Utah, Virginia, Washington, and Wisconsin.

   Tables in the SEI describe the known demographic characteristics of the normative sample. Specified are their age, gender, predominate race, ethnicity, geographic location, domicile, principal language spoken in the house, and parents' educational status (Tables 1 and 2 for this study).

5. **Normative Scores.** Normative scores provide a meaningful way for examiners to report and interpret performance on a norm referenced instrument. The raw scores earned by the normative sample are transformed into a normalized distribution and may be reported in any one of several standard score distributions. Three kinds of normative scores are used on the SEI: deviation quotients, standard scores, and percentile ranks.
(a) **Standard scores.** Standard scores, or normalized deviation scores are expressed in standard deviation units to indicate a scores distance from the mean or average score of the normative sample.

- **T**-scores have a mean of 50 and a standard deviation of 10.
- **Z**-scores have a mean of 0 and a standard deviation of 1.
- Stanines have a mean of 5 and a standard deviation of 1.98.

Standard scores can be added together, averaged, and compared directly or acted upon arithmetically, and the distance between standard score point is equal (see Table 3 and Table 4). Raw scores for the total test (SEQ), the Perception of Familial Acceptance Scale (FA); Perception of Academic Competence Scale (AC); Perception of Peer Popularity Scale (PP); and Perception of Personal Security (PS) are converted as indicated on Tables 3 and 4, respectively. Tables 5 and 6 are conversion tables designed by the designers of SEI for the purpose of defining the subjects' profiles and outcomes.

(b) **Deviation Quotients.** Deviation quotients are another type of normalized standard score. Only the total raw score for the SEI can be converted to a deviation quotient, which is called the Self-Esteem Quotient or SEQ. Table 5 contains deviation quotients for the total test.

(c) **Percentile Ranks:** Percentile ranks are useful, easily understood, and can be computed for all four SEI scales. Percentiles are
Table 3
Pre-Test and Post-Test Standard Scores and Self-Esteem Quotients of Alpha-Omega

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<th>Post Test Standard Scores - SEQ</th>
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<td>18</td>
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<td>4</td>
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Pre-Test and Post-Test Standard Scores and Self-Esteem Quotients Of The Control Group

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Table 5

Conversion Raw Scores Table Percentile Ranks and Self-Esteem Quotients for the Total Test

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Table 6

Conversion Raw Scores Table Percentile Ranks and Standard Scores for the Four SEI Scales

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ordinal and are not internal or equal. Percentile ranks are derived directly from the distribution of raw scores earned by the normative sample. A percentile rank of 40, indicates that 40% of the normative sample earned raw scores of the same magnitude or lower, and 60% scored above that level (Tables 5 and 6).

**Administrative Procedure**

Administration of the SEI was conducted by the investigator of the study who also served as the examiner. The SEI was administered accordingly to the specific instructions in the SEI Examiners Manual.

The examiner administered the SEI to two groups of respondents during two scheduled intervals. A pre-test was administered to the Alpha-Omega fraternity and a randomly selected group of male students in grades 9-12, ages 15-18, and who all attended Woodson Senior High School.

SEI was administered to groups and individuals under the following conditions:

1. Respondents received orientations of SEI.
2. Respondents were assured confidentiality.
3. Location (sites) were well-lighted and well ventilated.
4. Locations were quiet and free from interruptions.
5. Respondents' tests were coded to ensure anonymity.

To ensure that the SEI was given in a standard manner that closely approximates the conditions under which the test's norms were obtained, the examiner followed the specified procedures as outlined:
1. The examiner established a comfortable environment for individuals being tested.

2. The examiner distributed test materials: a copy of the SEI Student Response Booklet and a pencil.

3. The examiner instructed the respondents to write their names, the day's date, and their birthdates on the front of the booklet.

4. The examiner instructed the respondents to open their booklets and complete Section I, the identifying information, on page number two, before starting the test.

5. The examiner read aloud the printed instructions on the front of the booklets while the respondents read them silently.

6. The examiner instructed respondents to leaf through the Student Response Booklet once they had completed the test to determine that all questions have been answered.

7. The examiner collected all test materials after the test.

Following the completion of the pre-tests by both groups, the examiner hand-calculated the total scores and four scale scores (FA, AC, PP, and PS) of each respondent and profiled their positions on the Profile and Record Form (illustration, Appendix 3).

Results of the SEI post-tests of the respondents were calculated, scored, and profiled on (a second) Profile and Record Forms as were the pre-tests. Statistical treatment of the pre-tests and post-tests of the paired groups was performed by the Academic Computing Services at Howard University.

**Summary**

The SEI was administered a total of 128 times to a sample of 64 males students from a population of 497 male students who attended Woodson High School. The percentage of respondents represents 12.8% of all male students.
Alpha-Omega represents a sampling unit selected from all the male-oriented organizations sanctioned at this high school, and the control group was a group chosen by lot as defined by Johnson and Joslyn (1991, p. 151).

Employing the SEI measurement afforded the investigator the opportunity to define the relationship between the autonomy in school and self-esteem. This relationship is of interest to sociologists because it concerns consequences of social structure for individuals in organizations and helps explain why some people have high self-esteem and other have lower self-esteem (Loether and McTavish, 1988, p.15).

Test results, raw scores, percentile ranks, and standard scores were calculated for each respondent and for each pre-test and post-test by the examiner. Codes and positions were assigned (Q1-Q32 and C1-C32) to maintain anonymity of all subjects (Tables 1-13).
CHAPTER IV
FINDINGS OF THE STUDY

Description of the Alpha-Omega Young Men's Association

Origin

The Alpha-Omega Young Men's Association of H.D. Woodson Senior High School was founded by Cleo Davis, Jr., Assistant Principal at Woodson, February, 1986. Approval from the Assistant Superintendent and Principal of Woodson commenced the only registered high school fraternity in the District of Columbia Public Schools. Initially, five interested male students increased to the fifteen charter members who were inducted in Alpha-Omega on May 8, 1986.

Membership

The membership in this fraternity was opened to all male students who attended Woodson High School. Prospective members were either recommended by the staff, or invited by other members and the sponsor.

Alpha-Omega is comprised of a cross-section of all male students--athletes, choir and band members, special needs and honor roll students, and student government members--who wish to apply and join.

Purpose

A proposed action plan to organize the Alpha-Omega Association later, and over the ensuing years, became the current by-laws of the fraternity. The by-laws precisely and succinctly listed how Alpha-Omega shall be governed.
Alpha-Omega further institutes to improve the negative image of urban Black males, combat social ills of school-aged youth, and serve to advise and assist those members where there is no father-figure in the home.

Activities

Activities conducted and sponsored by Alpha-Omega originate at the weekly meetings (each Tuesday) held by the sponsor and executive body. A six year assessment of activities include Thanksgiving contributions of money; food and clothing to homeless shelters and needy families; a "penny-drive" to raise funds for the local Red Cross Chapter; an annual Winter Wonderland Christmas Party for needy kids; and collecting Christmas favors for residents of Grant Park Senior Citizen and Medical Center.

Conducting assembly programs at elementary, junior high, and senior high schools, speaking at PTA Meetings, appearing on television and radio talk shows, receiving newspaper coverage, and participating in citywide, school, and mayoral workshops afforded Alpha-Omega broad opportunities to expose its philosophy to the public.

Group Affiliations

In spite of the limited participation and support of area groups and some schools, the fraternity has assisted in organizing chapters in two high schools (McKinley High in Washington, D.C. and Calvert High in Calvert County, Maryland); one junior high school (Carter G. Woodson); and two elementary schools (Drew and Goding).
Mentoring organizations, such as Black Men's Forum, Inc. and Concerned Black Men, Inc. have often solicited the services of Alpha-Omega, but yet to promote its growth and development as a viable group for urban Black males.

Former Superintendent Andrew Jenkins voiced his concern for male youth by urging principals of all schools to organize male groups. The superintendent's posture prompted a "re-invent-the-wheel" response rather than "mirroring" Alpha-Omega. These results proved counter-productive to the intent of the founder and writer.

Achievements

As a self-sustained organization promoting the cause of youth over a twelve-month calendar year, this fraternity has established a scholarship funds for its seniors, The James W. Curry, Sr. Scholarship Fund named for a former principal and the Annual Alpha-Omega Banquet and Ball recognizing seniors, parents, teachers, and other members (1987); received a $16,000 grant for a summer enrichment program for minority youth (1987); received a $350 scholarship contribution from St. Lucille A.M.E. Church (1989); a $150 scholarship award from Shiloh Baptist Church's Black Male Workshop (1989); received plaques and certificated for community participation from Mayor Sharon Pratt-Kelly (1990) and Alpha Kappa Alpha, Inc. (1991); received plaques of distinction from the Gentleman's Club (1990) and Johnson Memorial Baptist Church (1990); established an annual Christmas Program for needy kids (1986); received television and radio invitations from Evening Exchange

Alpha-Omega has established a 95% success rate with its members entering the workforce, the military, or attending college. One former member has now organized and sponsored a Charter Chapter at Goding Elementary School (1991).

**Summation**

In summation, the writer has attempted to chronicle and describe Alpha-Omega. Alpha-Omega is a certified, nonfunded, self-sustained, fraternity for urban Black males. This organization, since its inception, has done more civic and community volunteerism than any student group sanctioned by the Board of Education. While performing according to the annual itinerary and by-laws, Alpha-Omega members average nearly 100 miles traveling to various functions any day or night of a calendar year.

Provisions for career-orientations and information is delineated monthly as resources become available. Networking with other sponsors of groups inside and outside of Woodson increased career awareness for members.

A "Buddy-System" created to team outstanding members with members having academic, attendance, and other problems has proven helpful to identified members. Volunteer teachers have provided great assistance before and after school and during lunchtime for fraternity members needing academic help.
Alpha-Omega, as a model fraternity, has been instrumental in helping to organize two groups; Sigma Rho Upsilon and COSO (Council Of Student Officers). The newsletter, Scroll, is published each semester to highlight the activities, achievements, and other involvements pertaining to the fraternity.

The Alpha-Omega concept is adaptable to assist any disadvantaged group, and merits the investigation of those individuals who are concerned about the future of our urban male youth. Alpha-Omega's benefactors reap a more bountiful, less threatening, career-oriented, and productive life than their counterparts of gangs and crime, and could certainly foster a difference in the attitude of urban males in a K-12 program.

The ultimate success of Alpha-Omega has been its ability to acquire members at each grade level with the willingness to grow; to develop a fraternal relationship among members; to nurture personal, scholastic, and career goals; and to portray the fraternal experiences as a resource toward life.
Organizational Name

This organization shall be named The Alpha-Omega Young Men's Association of Howard Dilworth Woodson Senior High School.

Purpose

The purpose of The Alpha-Omega Young Men's Association is to institute a positive image of young Black males through the combined efforts of the District of Columbia Public Schools, local communities, civic organizations, and private partnerships. Through sound and comprehensive programs and activities, Alpha-omega shall strive to reach its objectives of re-shaping local and city-wide images of male youths.

Membership Affiliation

Any registered and/or attending male students of H.D. Woodson Senior High School who are in good standing and who has maintained a 2.00 G.P.A.

1. Officers: A president; vice-president; recording secretary; assistant secretary (who will second as corresponding secretary); treasurer and assistant treasurer; Sergeant-at-Arms; and chaplin shall be elected for a 12 month period or one school year.

2. Removal of Officers and Members: Officers and/or members can/will be dismissed for improper conduct by 2/3 vote of the executive body and a majority affirmation of the voting body or quota.

The administration can, where the conduct and/or action of members misrepresents the organization and school, remove such persons in question. Persons not permanently dismissed from Alpha-Omega can/will be placed on temporary probation for a prescribed interval to be determined.
IV
Meetings

Meetings for Alpha-Omega will be scheduled during the school day so as not to interfere with the educational missions of the school.

1. Call meetings will be conducted/determined as needed during school per by-laws.

2. Out of school meetings will be conducted with the authority of the administration and acknowledgement of the sponsor or designee.

V
Activities/Participation

All activities conducted will be authorized by the administration.

1. All members will participate in scheduled activities if academics and class work permit such.

2. All members not participating in fundraisers will commit to a nominal fee/commission in lieu of not participating.

VI
Code of Ethics

All members are expected to maintained, within reasons and sanity, the Golden Rule of living and personal honesty. Alpha-Omega members are examples, which reflect the purpose of this organization, for others to follow. This code and pledge of installation are derive from the beliefs and philosophy of the District of Columbia Public School.

VII
Fraternal Brotherhood

The Alpha-Omega Young Men's Association shall convene with the said chapters of citywide and metropolitan schools to unite in BROTHERHOOD AND UNITY as a means of reinforcement of this youthful institution. The fellowship of this idea, hopefully, will incorporate into an alumni chapter to further the cause of young Black males.
Mentorship

Members and prospective members of Alpha-Omega are expected to serve as role models and mentors; to assist members with academic, attendance, and personal difficulties; solicit mentors for members; and encourage career diversified options for their adult lives.

IX

Parent Advisory Group

Solicit parental involvement of member parents who can and will assist in school activities; assist with fund-raisers; serving as guardians to members without parental support; and will foster strong whenever needed.

X

Board of Director

This body will consist of an under-pinning group ranging from parents, community, business, teachers, administrators, and others to nominated by a quorum of its members. This body will address matters affecting:

1. The total needs of the organization to grow as a viable group.

2. The ability of the organization to reach young men in need of assistance.

3. The implementation of a comprehensible concept which provides possible access to improved schooling, social skills, self-esteem, school attendance, career-orientation, employment resources, and college or vocational provisions.

4. The expansion of this concept to other schools (elementary, junior high and high school) and school districts.
The author maintains that urban Black males, many of whom [that] do not have positive male support in the home, are in desperate need of advocate groups such as Alpha-Omega. All senior members of this fraternity who graduated in 1992 will be profiled to determine how Alpha-Omega affected the academic and social development of these youths. The names of these students will remain anonymous, and they will only be identified numerically and alphabetically.

Profile #1 - E.L.

E.L., a graduating senior with one year’s participation in Alpha-Omega, was handicapped--walked with a limp of the right leg, had less than normal use of his right hand, and a suppressed scar along the top-front right side of the cranium--and exhibited inhibitions on occasions. E.L. worked part-time after school, but was always present for meetings, community projects, and other fraternity-related activities. E.L.’s mother was present at several activities, and volunteered her services when needed. E.L. joined the school’s choir and Alpha-Omega, and became a popular social figure as the school year ended. E.L.’s self-esteem grew immensely, he overcame many inhibitions as the year progressed, and began to participate in more activities when they did not project his handicap. E.L.’s brightest moment, other than graduating and receiving several awards, was attending the senior prom with his date, and driving his family’s automobile unchaperoned.
Profile #2 - A.A.  A.A. became a fraternity member during his junior year at Woodson. A.A. was not a totally outgoing individual, but he was active as a member of the scuba-diving and swim teams and well-liked by his fraternity brothers. A.A. is next to the youngest of four siblings - two sisters and one older brother. A younger sister, mother and father make up the present family structure. A.A. actively supported school fund raisers, but failed to attend most community events. A.A.'s self-esteem appeared to flourish with Alpha-Omega, but he never pursued an officer position. A.A.'s popularity was highly noticeable once he joined Alpha-Omega's Step-Team during his senior year in school. Coupled with the swim team, A.A. graduated one of the most popular seniors in the fraternity, and displayed sound leadership skills during the induction and initiation of new fraternity members prior to graduation.

Profile #3 - J.P.

J.P. joined Alpha-Omega in the tenth grade after becoming aware of the fraternity during a "Black Men's Awareness" day program at his junior high school. J.P. lived with his mother and father, and is the last of three siblings. J.P. was very active in junior high school, and continued his involvement at Woodson. Belonging to the student government, scuba-diving team, the track team, Alpha-Omega, the business and finance program was common place for this 4.00 urban male. An avid speaker, community activist, student representative to the Board of Education, J.P. seemed to thrive on activities. He was active in Alpha-Omega in the 10th grade, but lessened his ties as his involvements expanded. J.P. now attends Morehouse College. J.P. served as
keynote speaker at one of the Black History Programs his senior year, introduced Jesse Jackson at an Alpha-Omega Mentor's Program, and was elected the student school board representative of the District of Columbia. J.P. was a role model for members of Alpha-Omega and others during three active years at Woodson.

Profile #4 - S.S.

S.S. was a two year participant in Alpha-Omega and was one who frequently displayed unsatisfactory character. S.S.'s main concerns were the "step-team" and initiating new members into the fraternity. His opposition to policy and influence over a few members prompted his conspiracy against the sponsor and executive body of Alpha-Omega. S.S.'s membership with the scuba-diving and swim team seemed to fill his fraternal needs when he was not involved with Alpha-Omega. On one occasion, while somewhat depressed, S.S. revealed that he had fought his mother's boyfriend for trying to tell him what to do. He accused his mother of supporting the boyfriend who lived with the family. S.S. later joined the Muslim Faith and his ideology began to interfere with the "grass-root" philosophy of Alpha-Omega. S.S. now works for the U.S. Postal Service. S.S.'s outstanding attribute was his ability to lead and choreograph for the fraternity's step team. Alpha-Omega was an alternative to S.S., where the mother's companion was not supportive.

Profile #5 - M.H.

M.H. was recruited from junior high by the sponsor while speaking at a "Black Men's Awareness Program." M.H. was a three-year member of Alpha-
Omega, an honor roll student, member of the swim, football, and basketball team, a very likeable student, who maintained perfect attendance for twelve years. M.H. was not a very active member of the fraternity, but stayed in touch by visiting the sponsor whenever he missed a meeting. M.H.'s brother was an earlier graduate from Woodson, and he was greatly supported by his mother. M.H.'s greatest attribute was the image of a model student that he portrayed to other members of the fraternity. M.H.'s attributes were displayed through his community service, his model image as a scholar-athlete, his 12 years perfect attendance, and his leadership persona whenever he was active with the fraternity. The D.C. Coaches Scholarship Award, and scholarship to North Carolina State University were proud distinctions of this member. M.H. was always positive and maintained very high self-esteem.

Profile #6 - C.R.

C.R., the oldest of five children (3 brothers and 1 sister) was a two-year member of Alpha-Omega, but was neither totally committed to school nor the fraternity initially. C.R. associated with students having poor school attendance, having poor academic performance, and having police records. C.R.'s mother left the five children with their grandmother and moved to Virginia. C.R.'s father, of whom he speaks highly, had been incarcerated most of C.R.'s youthful years. C.R. left school in the 12th grade, sold drugs, and nearly lost his life to the "streets." His return to school and Alpha-Omega fostered a chance to become a leader, to speak at school programs, to get involved in
fraternity projects, and to be voted the "Most Improved" member for 1992. C.R. graduated in 1992, and now attends a drafting/printing school.

Profile #7 - P.T.

A quiet, unassuming, and polite demeanor best describes P.T., a one-half year member of Alpha-Omega, who took his initiation and induction very ceremoniously. P.T. attended public and private schools during his elementary years. His parents felt that the public schools in the District of Columbia were not preparing P.T. properly and enrolled him in private school. When P.T.'s parents separated, he along with his 9-year old foster sister moved in with his grandmother. Even though P.T. was closer to his mother, his father remained influential in his life. P.T. played summer league basketball (1991) and ran indoor-outdoor track, but he claims that the leadership attributes, fellowship, and the spirit of Alpha-Omega were most important and impressive to him. P.T. now attends the University of the District of Columbia and his consented to volunteer as a mentor to the fraternity.

Profile #8 - N.M.

N.M. was recruited by the sponsor after observing him make a presentation in a Spanish class. N.M. was 5'11 1/2 tall and approximately 300 lbs. A petite mother and slightly older cousin made-up N.M.'s family structure. As observed at a school PTA meeting, the mother appeared intimidated by N.M.'s often negative attitude. N.M. rose from obscurity in the eleventh grade to president of Alpha-Omega in the twelfth grade. N.M. was later influenced negatively by S.S. and allowed their relationship to incite his impeachment from
the presidency. A disregard for school policies and fraternity by-laws, not only caused N.M. to be suspended on occasions, but also led to his failure to graduate as scheduled. N.M. is an example of a youth who needed positive male role models. N.M.'s short-term membership did not provide time for positive change.

Profile #9 - R.B.

As a very polite and, somewhat, shy tenth grader, R.B. joined Alpha-Omega with great enthusiasm. R.B.'s economic status was low income, and his father was not in the home. The mother of R.B. was always present for conferences, PTA meetings, and wards programs. R.B. was very active in the fraternity his first two years, but lessened his affiliation to pursue his major in business and finance. Having to endure gifts of clothing (suits, dress shirts, neckties) and monies, R.B. attended local and national conferences which assisted him in receiving enough scholarship awards to attend Morehouse College.

In spite of his obligations to his business and finance major, R.B. was a leading participant in community service and fraternity fundraisers. R.B.'s poverty never over-shadowed his self-esteem and fraternity zeal. Alpha-Omega does not take the credit, but was instrumental in "massaging" the self-esteem of R.B.
Profile #10 - K.H.

K.H., a tenth grader when he joined Alpha-Omega was inarticulate, shy, and had low self-esteem. An over weight, follow-the-leader, kind, mannerable youth. K.H. showed a positive change in character after his eleventh grade year. K.H. often brought his younger sister and brother to school in the afternoon when Alpha-Omega held events after school. The confidence of K.H. was portrayed when he was voted vice president and later appointed acting president following the dismissal of the president. Committing to speak at student assembly programs, churches, and local schools, exalting his leadership inside and outside of school, and typifying the urban male without a father in the home (until his mother re-married his senior year). K.H. was selected as the Alpha-Omega's "Man of the Year." K.H. was also the recipient of the James W. Curry, Sr. Scholarship for 1992.

These profiles of the ten senior members of Alpha-Omega (1992) chronicle the character, family description, and effect of Alpha-Omega on these members. These profiles categorize the fraternity impact on members' behavior, personal esteem, academic performance, attitude toward school, decisive family concerns, and leadership skills.

Alpha-Omega claims no credit for the successes of its members, nor the blame for the failures. The ultimate effort simply addresses the needs to assist, direct, and develop urban Black males--fatherless, parentless, and without direction--attending Woodson Senior High.
Self-Esteem Index Results

The writer hypothesizes that persons who feel good about themselves, or have a high self-esteem, tend to foster traits of success, optimism, and a wholesome well-being.

Self-esteem is generally thought of as an important personality construct. School achievement, academic success, and scholarly pursuits are strongly related to self-esteem (Brown and Alexander, 1990). Therefore, assessing students' self-esteem through direct observation, interviews, and projective measures allows one to evaluate the success or failure of a particular intervention scheme, to identify who benefits from special programs, or to plan strategies for particular self-concept problems, behaviors, feelings, or attitudes associated with dysfunctional behavior or academic difficulties (p. 2).

The authors of SEI detailed that the best overall estimate of the SEI is the total score, the SEI Self-Esteem Quotient. The Self-Esteem Quotient (SEQ) takes into consideration the attributes and variables measured when predicting global or general self-esteem.

The scores for the four SEI scales for the experimental and control group in Table 7 discloses unique ranges of respondents' converted raw scores. Each respondent results are scored and graphed (Appendix 3) on the SEI Profile and Record Form to determine whether they ranked high or low on the four 20-item scales; the Perception of Familial Acceptance Scale (FA), the Perception of Academic Competence Scale (AC), the Perception Peer Popularity Scale (PP), and the Perception of Personal Security Scale (PS).
Table 7

Self-Esteem Quotients (Coverted Total Raw Scores)

<table>
<thead>
<tr>
<th>Alpha-Omega</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Control Group</th>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
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<tbody>
<tr>
<td>Q1</td>
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<td>110/A</td>
<td>C1</td>
<td>125/H</td>
<td>110/A</td>
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<td>C18</td>
<td>125/H</td>
<td>122/H</td>
</tr>
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<td>C19</td>
<td>125/H</td>
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<td>C20</td>
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<td>188/H</td>
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<td>C21</td>
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<td>125/AA</td>
<td>C22</td>
<td>113/AA</td>
<td>110/AA</td>
</tr>
<tr>
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<td>109/A</td>
<td>105/A</td>
<td>C23</td>
<td>126/H</td>
<td>119/AA</td>
</tr>
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</table>

continued next page
## Alpha-Omega Pre-Test Post-Test Control Group Pre-Test Post-Test

| Q24 | 113/AA | 116/AA | C24 | 113/AA | 107/A |
| Q25 | 86/BA  | 84/BA  | C23 | 104/A  | 100/A |
| Q26 | 124/H  | 126/H  | C26 | 105/A  | 101/A |
| Q27 | 122/AA | 130/AA | C27 | 102/A  | 102/A |
| Q28 | 131/VH | 109/A  | C28 | 112/AA | 116/AA|
| Q29 | 95/A   | 104/A  | C29 | 120/H  | 121/H |
| Q30 | 98/A   | 115/AA | C30 | 104/A  | 103/A |
| Q31 | 93/A   | 103/A  | C31 | 117/AA | 118/AA|
| Q32 | 115/11 | 116/AA | C32 | 95/A   | 79/L  |
| **TOTALS** | 3359 | 3386 | | 3471 | 3455 |

Scale: VH = Very High
   - High
   - Above Average
   - Average
   - Below Average
   - Low
   - Very Low
Perception of Familial Acceptance Scale

The Perception of Familial Acceptance Scale measures self-esteem at home and within the family unit. This battery of questions ask about the individual’s perception of his or her abilities, relationships, attitudes, interests, and values as they pertain to home, parents, siblings, and family activities and interactions (Student Response Booklet, Appendix 2).

Perception of Academic Competence Scale

The Perception of Academic Competence Scale measures self-esteem in academic and intellectual pursuits. These items ask about an individuals’ perception of her/his abilities, relationships, attitudes, interests, and values as related to school, education, academic prowess, learning, and other scholarly pursuits illustrated in Appendix 2.

Perception of Peer Popularity

This scale measures self-esteem in social situations and interpersonal relationships with peers. The items ask about the individual’s perception of her or his abilities, attitudes, interests, and values as they pertain to the quality, importance, and nature of relationships and interactions with peers outside the family unit (Appendix 2).

Perception of Personal Security Scale

The Perception of Personal Security Scale measures self-esteem as it is reflected in a person's feeling about her or his physical and psychological well-being. Asking about the individual’s perceptions of safety, confidence, vulnerability, or anxiety concerning specific life situations and distinctive traits of
body, character, conduct, temperament, and emotions are the concerns of this scale.

The results of the SEI's four subtests and total scores include the raw scores, percentile ranks, standard scores and deviation quotients. The responses from the pre-tests and post tests are observably varying, and the 64 respondents demonstrate impressive differences and similarities in the four subtests and total scores.

Interpreting the standard scores and deviation quotients using Tables 8-11 illustrate the number and percentage of respondents who scored in the range of "Very High," "High," "Average," "Below Average," "Low," or "Very Low" level.

High and low scores deviate from the norm on the SEI, meaning a high score is not necessarily better or greater than the average. Dissemblance is a variable that accounts for exaggeration—an attempt to hide feelings or motives, or strong desires to present a very positive self-concept (Brown and Alexander, 1990). A high score can be misleading or "untrue."

Significantly low scores, percentile ranks below 25, standard score below 7, or quotients below 90, may be indicative of poor self-esteem, immature behavior patterns, negative feelings, or unsatisfactory adjustment. Contrastingly, percentile ranks above 75, standard scores above 13, or quotients above 110 are significantly high (p. 16-19).
### Table 8
Guidelines For Interpreting SEI Standard Scores and Deviation Quotients

**Alpha-Omega's Pre-Test**

<table>
<thead>
<tr>
<th>Deviation Quotient</th>
<th>Standard Score</th>
<th>Interpretation</th>
<th>% of Population Tested</th>
<th>Number Scored</th>
</tr>
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<tbody>
<tr>
<td>131+</td>
<td>17-19</td>
<td>Very High</td>
<td>3.1</td>
<td>1</td>
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<tr>
<td>121-130</td>
<td>15-16</td>
<td>High</td>
<td>12.5</td>
<td>4</td>
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<td>111-120</td>
<td>13-14</td>
<td>Above Average</td>
<td>21.8</td>
<td>7</td>
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<td>90-110</td>
<td>8-12</td>
<td>Average</td>
<td>56.2</td>
<td>18</td>
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<td>80-89</td>
<td>6-7</td>
<td>Below Average</td>
<td>6.2</td>
<td>2</td>
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<tr>
<td>70-79</td>
<td>4-5</td>
<td>Low</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-69</td>
<td>1-3</td>
<td>Very Low</td>
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### Table 9
Guidelines For Interpreting SEI Standard Scores and Deviation Quotients

**Control Group's Pre-Test**

<table>
<thead>
<tr>
<th>Deviation Quotient</th>
<th>Standard Score</th>
<th>Interpretation</th>
<th>% of Population Tested</th>
<th>Number Scored</th>
</tr>
</thead>
<tbody>
<tr>
<td>131+</td>
<td>17-19</td>
<td>Very High</td>
<td></td>
<td></td>
</tr>
<tr>
<td>121-130</td>
<td>15-16</td>
<td>High</td>
<td>21.8</td>
<td>7</td>
</tr>
<tr>
<td>111-120</td>
<td>13-14</td>
<td>Above Average</td>
<td>25</td>
<td>8</td>
</tr>
<tr>
<td>90-110</td>
<td>8-12</td>
<td>Average</td>
<td>43.7</td>
<td>14</td>
</tr>
<tr>
<td>80-89</td>
<td>6-7</td>
<td>Below Average</td>
<td>9.3</td>
<td>3</td>
</tr>
<tr>
<td>70-79</td>
<td>4-5</td>
<td>Low</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-69</td>
<td>1-3</td>
<td>Very Low</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 10

Guidelines For Interpreting SEI Standard Scores and Deviation Quotients

**Alpha-Omega Pre-Test**

<table>
<thead>
<tr>
<th>Deviation Quotient</th>
<th>Standard Score</th>
<th>Interpretation</th>
<th>% of Population Tested</th>
<th>Number Scored</th>
</tr>
</thead>
<tbody>
<tr>
<td>131+</td>
<td>17-19</td>
<td>Very High</td>
<td></td>
<td></td>
</tr>
<tr>
<td>121-130</td>
<td>15-16</td>
<td>High</td>
<td>3.1</td>
<td>1</td>
</tr>
<tr>
<td>111-120</td>
<td>13-14</td>
<td>Above Average</td>
<td>28.1</td>
<td>9</td>
</tr>
<tr>
<td>90-110</td>
<td>8-12</td>
<td>Average</td>
<td>53.1</td>
<td>17</td>
</tr>
<tr>
<td>80-89</td>
<td>6-7</td>
<td>Below Average</td>
<td>12.5</td>
<td>4</td>
</tr>
<tr>
<td>70-79</td>
<td>4-5</td>
<td>Low</td>
<td>3.1</td>
<td>1</td>
</tr>
<tr>
<td>-69</td>
<td>1-3</td>
<td>Very Low</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 11

Guidelines For Interpreting SEI Standard Scores and Deviation Quotients

**Control Group's Test**

<table>
<thead>
<tr>
<th>Deviation Quotient</th>
<th>Standard Score</th>
<th>Interpretation</th>
<th>% of Population Tested</th>
<th>Number Scored</th>
</tr>
</thead>
<tbody>
<tr>
<td>131+</td>
<td>17-19</td>
<td>Very High</td>
<td></td>
<td></td>
</tr>
<tr>
<td>121-130</td>
<td>15-16</td>
<td>High</td>
<td>12.5</td>
<td>4</td>
</tr>
<tr>
<td>111-120</td>
<td>13-14</td>
<td>Above Average</td>
<td>34.3</td>
<td>11</td>
</tr>
<tr>
<td>90-110</td>
<td>8-12</td>
<td>Average</td>
<td>43.7</td>
<td>14</td>
</tr>
<tr>
<td>80-89</td>
<td>6-7</td>
<td>Below Average</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70-79</td>
<td>4-5</td>
<td>Low</td>
<td>6.2</td>
<td>2</td>
</tr>
<tr>
<td>-69</td>
<td>1-3</td>
<td>Very Low</td>
<td>3.1</td>
<td>1</td>
</tr>
</tbody>
</table>
T-Test of Self-Esteem Index Scores

Self-esteem quotients generated by the SEI based on raw scores made by the subjects and predetermined with a mean of 100 and a standard deviation of 15, are deviation quotients or standard scores ideal for (1) averaging and profiling scores, (2) testing mean score differences, (3) reporting group data (Tables 8-11), and (4) suited to compare differences among or between scores (Brown and Alexander, 1990, p. 15).

Administering the t-test for the converted raw scores of Group 1, the experimental group, and Group 2, the control group, provided the examiner with data (Tables 12 and 13) to determine whether the purpose of the study had been met, the problem had been addressed, and whether questions in Chapter I could be answered.

Application of the t-test for the SEQ (Self-Esteem Quotient) at a .05 significance on the pre-tests of Group 1 and Group 2 computed a mean score of 104.96 and 108.46, respectively. The control group having a surprisingly higher mean than the experimental group, but a lower standard deviation (12.71) to (4.44) of its counterpart. Calculation of the t-test for the post-test SEQ scores shows a 105.215 mean and standard deviation of 16.456 for Group 1, and a 107.968 mean and 16.091 standard deviation for Group 2. Group 1 had an increase of 0.844 while Group 2 had a decrease of 0.5

Further statistical treatment of the data (t-tests for paired samples) for the pre-test and post-test of Group 1 yielded a two-tailed probability of .721 and no significant difference at the .05 significance level (Table 14).
Table 12

T-Tests For Independent Samples of Group 1 and 2

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>NUMBER OF CASES</th>
<th>MEAN</th>
<th>STANDARD DEVIATION</th>
<th>STANDARD ERROR</th>
<th>F VALUE</th>
<th>2-TAIL PROB.</th>
<th>POOLED VARIANCE</th>
<th>DEGREES OF FREEDOM</th>
<th>T VALUE</th>
<th>2-TAIL PROB.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRETEST</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GROUP 1</td>
<td>32</td>
<td>104.9688</td>
<td>14.448</td>
<td>2.554</td>
<td>1.29</td>
<td>.480</td>
<td>-1.03</td>
<td>62</td>
<td>.308</td>
<td>-1.03</td>
</tr>
<tr>
<td>GROUP 2</td>
<td>32</td>
<td>108.4688</td>
<td>12.713</td>
<td>2.247</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSTEST</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GROUP 1</td>
<td>32</td>
<td>105.8125</td>
<td>16.456</td>
<td>2.909</td>
<td>1.05</td>
<td>.902</td>
<td>-.53</td>
<td>62</td>
<td>.598</td>
<td>-.53</td>
</tr>
<tr>
<td>GROUP 2</td>
<td>32</td>
<td>107.9688</td>
<td>16.091</td>
<td>2.845</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 13

**Analysis Of Variance**

<table>
<thead>
<tr>
<th>VARIABLE ..</th>
<th>PRETEST1</th>
<th>POSTTEST1</th>
<th>PRETEST2</th>
<th>POSTTEST2</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOR ENTIRE SAMPLE</td>
<td>MEAN STD. DEV.</td>
<td>N</td>
<td>95 PERCENT CONF. INTERVAL</td>
<td>MEAN STD. DEV.</td>
</tr>
<tr>
<td><strong>VARIABLE ..</strong></td>
<td><strong>PRETEST1</strong></td>
<td><strong>POSTTEST1</strong></td>
<td><strong>PRETEST2</strong></td>
<td><strong>POSTTEST2</strong></td>
</tr>
<tr>
<td>FOR ENTIRE SAMPLE</td>
<td>FOR ENTIRE SAMPLE</td>
<td>FOR ENTIRE SAMPLE</td>
<td>FOR ENTIRE SAMPLE</td>
<td>FOR ENTIRE SAMPLE</td>
</tr>
<tr>
<td>MEAN STD. DEV.</td>
<td>104.969</td>
<td>14.448</td>
<td>32</td>
<td>99.760</td>
</tr>
<tr>
<td>MEAN STD. DEV.</td>
<td>105.812</td>
<td>16.456</td>
<td>32</td>
<td>99.879</td>
</tr>
<tr>
<td>MEAN STD. DEV.</td>
<td>108.469</td>
<td>12.713</td>
<td>32</td>
<td>103.885</td>
</tr>
<tr>
<td>MEAN STD. DEV.</td>
<td>107.969</td>
<td>16.091</td>
<td>32</td>
<td>102.162</td>
</tr>
</tbody>
</table>
Table 14

T-Tests For Paired Samples
(Experimental Group)

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>NUMBER OF CASES</th>
<th>MEAN</th>
<th>STANDARD DEVIATION</th>
<th>STANDARD ERROR</th>
<th>DIFFERENCE</th>
<th>STANDARD DEVIATION</th>
<th>STANDARD ERROR</th>
<th>CORR.</th>
<th>2-TAIL PROB.</th>
<th>T VALUE</th>
<th>DEGREES OF FREEDOM</th>
<th>2-TAIL PROB.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRETEST 1</td>
<td>32</td>
<td>104.9688</td>
<td>14.448</td>
<td>2.554</td>
<td>-0.8438</td>
<td>13.259</td>
<td>2.344</td>
<td>.639</td>
<td>.000</td>
<td>-.36</td>
<td>31</td>
<td>.721</td>
</tr>
<tr>
<td>POSTEST 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A two-tailed probability of .826 for the pre-test and post-test of Group 2 yielded no significant difference at the .05 level of significance (Table 15).

Given that the findings (data) of this study indicate that there was statistical and observable growth of the experimental group, the writer’s hypotheses and purpose have been supported and proven vital to the problem.

Based on the testing results of all paired samples for Group 1 and Group 2, the following are determined:

1. School organizations, special interest groups can and do improve the self-esteem of participants.

2. Positive self-esteem associated with fraternity participation improves leadership development.

3. Participation in fraternities, school groups, or special mentor groups improves personal, community, civic, and moral values.

4. Male-oriented groups enhances the awareness and need for college, jobs, and career-related endeavors.

Contrastingly, the findings revealed unsuspected results of the experimental group and the control group: Members of the control group scored just as high, and in some cases higher, than the experimental group on the SEQ and four test scales. Because coaches of athletics and sponsors of school groups maintain certain rules and regulations for their participants, those members of the control group who were associated with school groups received treatment(s) similar to the experimental group and equalled their test performances.

The writer assumes that some members of both groups (1) became "test-wise" and remembered answers form the pre-test to improve or disguise
### Table 15

T-Tests For Paired Samples  
(Control Group)

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>NUMBER OF CASES</th>
<th>MEAN</th>
<th>STANDARD DEVIATION</th>
<th>STANDARD ERROR</th>
<th>(DIFFERENCE) MEAN</th>
<th>STANDARD DEVIATION</th>
<th>STANDARD ERROR</th>
<th>CORR.</th>
<th>2-TAIL PROB.</th>
<th>T VALUE</th>
<th>DEGREES OF FREEDOM</th>
<th>2-TAIL PROB.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRETEST 2</td>
<td>32</td>
<td>108.4688</td>
<td>12.713</td>
<td>2.247</td>
<td>.5000</td>
<td>12.771</td>
<td>2.258</td>
<td>.629</td>
<td>.000</td>
<td>.22</td>
<td>31</td>
<td>.826</td>
</tr>
<tr>
<td>POSTEST 2</td>
<td></td>
<td>107.9688</td>
<td>16.091</td>
<td>2.845</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
responses on the post-test, and (2) were guilty of dissemblance—responding to questions and answers to hide or disguise their true feelings, motives, or personality traits (Brown and Alexander, 1990, p. 19).

Future investigation of this study should consider:

1. Increasing the samples of the study,
2. Including females in the study,
3. Administering a second self-esteem measurement in the study,
4. Extending the time frame of the study,
5. Employing technical assistance for administering, scoring, and analyzing tests in the study, and
6. Implementing an esteem or personality measurement into a values curricula as a component of student assessment design.

This organization is adaptable to other low income and disadvantaged communities. It lends itself to diversity and can be established in many ethnic settings.
CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter will present a summary of the study, conclusions of the study, and make recommendations for future related research.

Summary

Statement of the Problem

The problem addressed in this study is about the Alpha-Omega Young Men's Association's attempt to assist disadvantaged Black males in an urban high school in the District of Columbia Public Schools. The Alpha-Omega Young Men's Association is an all-male fraternity founded to improve the negative image, enhance the self-esteem, and assist black males where there is an absence of positive male adult involvement. Approximately 43% of male students--a random sampling from students taking the SEI and students who were disciplined and/or counseled by the author--who attended Woodson Senior High School were without "live-in" fathers and male guidance.

The investigator, an assistant principal at H.D. Woodson High School and a father of three daughters and one son, is concerned about the large number of males without fathers at Woodson in particular and at other schools in general. This study will hopefully discover whether or not Alpha-Omega can substitute for the nonexistent male parent for the male students at Woodson.
Purpose of the Study

The purpose of this study is to examine the organizational development of the Alpha-Omega Young Men's Association whose goal is to improve the public's negative attitude toward urban Black males, to improve the attitude and personal esteem of participating members of the fraternity, and to assist participating young Black males in the absence of male parents, adult, and community involvement.

Questions which this study seeks to answer:

1. Does Alpha-Omega have a positive impact on participant's self-esteem?
2. Are useful leadership skills developed by participating members of Alpha-Omega?
3. Does the Alpha-Omega fraternity of Woodson High School ensure increased levels of moral values for its members?
4. Does Alpha-Omega assist male youth with career-oriented decisions?

Questions which the author sought to answer became evident and answerable because of the longitudinal observation of the subjects and the collection of positive data from the Self-Esteem Index.

Increased indices on pre-test and post-test test administered to the Alpha-Omega prove positively significant to participants' self-esteem (Question No. 1).

A profile of ten graduating seniors of Alpha-Omega discloses the leadership skills participants may obtain as active members in the fraternity (Question No. 2).
By-Laws of the fraternity and the high standards of Woodson High School generate a code of living, respect, moral values, and honor known as the "Woodson Way" and the "A Q Image" (Question No. 3).

An annual itinerary endorsed by the administration provides for college and job counselors and consultants to speak to participants at scheduled weekly meetings (Question No. 4).

Scope of the Study

This study, based on the investigation of how the Alpha-Omega fraternity of H.D. Woodson serves as an alternative to urban Black males who live in homes which are without fathers, attempted to demonstrate the serious need for this hypothesis.

A large number of at-risk males attending urban schools do not have parental participation of male adult advocacy to support their social and academic needs. Sociologists, parents, and educators agree that a variety of circumstances--particularly the breakdown of the Black family, crippling poverty, a drug epidemic in poor Black communities--have led to the dismal stated of affairs affecting Black males (Wilson, 1987, p. 41-44).

The impoverished demography of the Woodson High School community abounds with female-headed households, foster-parent households, juvenile shelter-facilities, large families, and non-traditional extended families. It is the writer's belief that young males at Woodson High School will benefit from supplemental support offered from the Alpha-Omega fraternity. The difference in the level of support currently afforded the male and female groups exhibits
clear evidence for the needed assistance of male and female mentors, or Alpha-Omega, as a youth advocate paradigm.

The review of literature that has chronicled the study, while focused on the tremendous odds facing urban Black males, has featured topical issues that society must confront to lessen this "life-limiting" enigma.

As the social ills of inner city families become more prevalent, it is evident that the number of fathers or "positive male role-models" will continue to diminish, and the need to assist our urban Black males will reach epidemic levels.

While the author offers findings, tests, comparative statistical data, and experiences of a high school fraternity founded to assist the dilemma of Black males attending the District's school, "the court is still out" regarding this matter.

Conclusions

The present investigation, based on the Alpha-Omega fraternity's attempt to assist disadvantaged Black males in an urban high school in the District of Columbia Public Schools, is anecdotal and worthy of further review. The aim of the research was to expand the body of knowledge regarding (1) the impact of urban Black males of school-age living in homes without "father-figures," (2) negative image of young Black males in society, (3) the development of high self-esteem through male groups and (4) male groups assisting Black males in the absence of fathers in the home.

Alpha-Omega demonstrated from 1986-1993 that male groups can and do make a difference in the lives of participating members. Over 250 members
of Alpha-Omega have found their way into college, the military, and the broad workforce after leaving Woodson. The fraternity does not claim credit for the near 98% success rate for its members. However, the fraternity forged an idea that worked for approximately 247 of its former members.

Members of this fraternity experienced many years of vast "volunteerism" and community services. The range of these commitments were:

2. The Annual Thanksgiving day Project of the Central Missions Homeless Center, Washington, D.C.
3. A Year-round Clothing Bank (Emergency clothes for needy situations).
4. A "Penny-drive" fundraiser for the local Red Cross Chapter of the District of Columbia.

Civic activities throughout the metropolitan area included:
1. Black Male Workshop at Shiloh Baptist Church, Washington, D.C.
2. Mayor Sharon Pratt-Kelly's Youth Form, Howard University.
4. Jesse Jackson Talk Show.
5. Teen-Summit, Saturday Morning Talk Show.

11. The Annual James W. Curry, Sr. Scholarship Drive.

12. The Kellogg Foundation Intergenerational Senior American Project.


14. The Annual Alpha-Omega Scholarship Banquet and Ball.

The success of this fraternity was furthered by having encouraging news articles to appear in The Washington Post, Afro-American newspaper and the District of Columbia Public School's District's Report.

Alpha-Omega's success was severely limited when evaluating the involvement of its faculty and officials of the District's school system. Establishing chapters of the fraternity at McKinley High School, Washington, D.C.; Calvert and Northern High Schools in Calvert County, Maryland; Carter G. Woodson Junior High School, and Drew and Goding Elementary in Washington, D.C. marked other successes enjoyed by this fraternity.

Proven statistical success of the study following the administering of the SEI to 64 subjects making up two groups--an experimental and control group. The norm-referenced measure of 80 items was administered and hand-scored by examiner and statistically treated by the Howard University Academic Computer Center.

Administering a t-test (Howard University), the two-tailed measure comparing the central tendencies of dichotomous variables to see whether any differences they show is large enough to call unusual, rare, or significant
(Loether and McTavish, 1988, p. 556), was the statistical treatment applied to the converted raw scores of paired groups for pre-tests and post-tests of SEI.

Results of the statistics did not prove significantly different, but the findings differentiated the experimental and control groups. Findings of the study also supported the premise that Alpha-Omega does assist male students at Woodson High School who live in homes where there is no father. And, furthermore, there is a tremendous need to replicate the Alpha-Omega paradigm based on the evidence of crime, homicide, child abuse, high unemployment, and dropout cases reported in current studies, publications, and the news media.

The benefits of Alpha-Omega far outweigh the negative outcomes currently associated with urban Black males, and other ethnics, living in homes without fathers.

**Recommendations**

On the basis of this study regarding the organization and development of the Alpha-Omega fraternity of H.D. Woodson High School, the founder's concern remains worrisome about the number of urban Black males without fathers in the home. As an important purpose of this study, this fraternity has been investigated not as a panacea to the problem, but as a much need effort or possible solution to assist young Black males.

In formulating a body of knowledge to expand this concept, it is recommended that the following be considered:
1. That comparative studies be conducted on existing male groups in the District of Columbia Schools to determine the advantages and disadvantages of establishing adolescent male organizations.

2. That legislators and key educational decision makers assist with organizing male groups by urging every school to form male groups based on the Alpha-Omega model, by assisting with special funding and resources, and by assisting with the mentor-oriented concept (providing mentors).

3. That an Alpha-Omega Model Program be infused indiscriminately into regular school curricular to ensure the availability of a program for those male youth who are in need.

4. That the Board of Education, City Council, business community, and federal government form a partnership in the cause of assisting disadvantaged and diversified urban males.

5. That national charters be established to heighten development and participation of all who may benefit from the Alpha-Omega Model Program.

6. That uniforms for students be mandated if necessary to address social problem.

7. That the Board of Education, City Council, business community, and federal government form a partnership in this cause.

8. That national charters be established to heightened development and participation.
APPENDICIES
THE ALPHA-OMEGA YOUNG MEN'S ASSOCIATION OF H.D. WOODSON SENIOR
HIGH SCHOOL AS AN ALTERNATIVE TO PARENTAL, ADULT, AND COMMUNITY
INVolVEMENT IN BLACK URBAN MALES

To the participants of this study:

I am Cleo Davis, Jr., a graduate student attending the University of Massachusetts at
Amherst in the School of Education, and I am in the process of completing the
requirements for a doctorate degree in Staff Development/Instructional Leadership. My
research leading to the doctorate degree has explored the significance of male
organizations substituting for absent fathers, and serving as an alternative in the absence
of parental, adult, and community involvement. The survey employed (the Self-Esteem
Index) will measure the outcomes of members of the Alpha-Omega Young Men's
Association. You are one of approximately sixty-four participants in this study.

As a part of this study, you are asked to participate in this 80-item paper-and-pencil self
report inventory containing four scales: the Perception of Familial (family) Acceptance
Scale; the Perception of Academic Competence Scale; the Perception of Peer Popularity
Scale; and the Perception of Personal Security Scale.

The survey will be conducted by me and a research assistant (who is not connected with
your school and who will be committed, and I am, to confidentiality). In all written
materials in which I might use, I will use neither your name, nor names of persons close
to you.

You may at any time withdraw from the survey process. Upon signing this consent form,
you are agreeing to the use of the material from your survey. If later I wish to use
material not consistent with your survey, I will ask your consent.

In signing this form you are assuring me that you will make no claims financially for the
use of the survey; you also agree that no medical treatment will be required by you from
the University of Massachusetts should any physical injury result from participating in the
survey.

I,__________________________________________, have read the above statement and agree
to participate as a survey-consenter as stated above.

__________________________________________    ________________________________
Guardian of Participant                         Signature of Participant

Cleo Davis, Jr.
Instructions

Read this list of sentences. Some of these sentences will describe you very well and some will not describe you at all. If you think a sentence always true of you, put a mark in the circle or square under Always True. If you think a sentence is usually true of you, put a mark in the circle or square under Usually True. If you think a sentence is usually not true of you, put a mark in the circle or square under Usually False. If you think a sentence is never true of you, put a mark in the circle or square under Always False. Remember to answer all of the questions. If you do not know the meaning of any word in the sentences, ask the examiner. You may begin when the examiner tells you to.

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29. My family is interested in me and the things that I do.  
30. I do as little work at school as I can get by with.  
31. I think I'm pretty easy to like.  
32. I'm usually the last one to be chosen for a game.  
33. Nobody pays much attention to me at home.  
34. School work isn't very interesting.  
35. I'm not shy.  
36. I am often afraid.  
37. I feel left out of things at home.  
38. My teachers like me.  
39. The other kids usually want me to take charge when we work on a school project together.  
40. My friends let me take the blame for things they have done.  
41. My parents don't scold me unless I deserve it.  
42. I am slow when it comes to doing my school work.  
43. I usually say what I think.  
44. Other kids think I'm a cry baby.  
45. I don't trust my family.  
46. I find it hard to work in classrooms that have a lot of rules.  
47. I think most people are pretty interesting to talk to.  
48. I would rather play with children who are younger than I am.  
49. My family doesn't trust me.  
50. I'm not doing as well in school as I'd like to do.  
51. When I grow up, I will be an important person.  
52. I am a klutz.  
53. My family will help me if I get into trouble.  
54. My teachers make me feel like I'm not good enough.  
55. I like being with other kids.  
56. I spend too much time alone.

<table>
<thead>
<tr>
<th>Number</th>
<th>Statement</th>
<th>ALWAYS TRUE</th>
<th>USUALLY TRUE</th>
<th>USUALLY FALSE</th>
<th>ALWAYS FALSE</th>
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<tbody>
<tr>
<td>29</td>
<td>My family is interested in me and the things that I do.</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td>30</td>
<td>I do as little work at school as I can get by with.</td>
<td>□</td>
<td>□</td>
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<tr>
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<td>I think I'm pretty easy to like.</td>
<td>O</td>
<td>O</td>
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<tr>
<td>32</td>
<td>I'm usually the last one to be chosen for a game.</td>
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<td>Nobody pays much attention to me at home.</td>
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<td>34</td>
<td>School work isn't very interesting.</td>
<td>□</td>
<td>□</td>
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<tr>
<td>35</td>
<td>I'm not shy.</td>
<td>O</td>
<td>O</td>
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<tr>
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<td>I am often afraid.</td>
<td>O</td>
<td>O</td>
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<td>37</td>
<td>I feel left out of things at home.</td>
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<td>□</td>
<td>□</td>
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<tr>
<td>38</td>
<td>My teachers like me.</td>
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<td>O</td>
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<td>39</td>
<td>The other kids usually want me to take charge when we work on a school project together.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td>40</td>
<td>My friends let me take the blame for things they have done.</td>
<td>□</td>
<td>□</td>
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<tr>
<td>41</td>
<td>My parents don't scold me unless I deserve it.</td>
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<td>O</td>
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<tr>
<td>42</td>
<td>I am slow when it comes to doing my school work.</td>
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<td>□</td>
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<td>43</td>
<td>I usually say what I think.</td>
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<td>44</td>
<td>Other kids think I'm a cry baby.</td>
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<tr>
<td>45</td>
<td>I don't trust my family.</td>
<td>□</td>
<td>□</td>
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<tr>
<td>46</td>
<td>I find it hard to work in classrooms that have a lot of rules.</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
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<td>I think most people are pretty interesting to talk to.</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td>48</td>
<td>I would rather play with children who are younger than I am.</td>
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<td>□</td>
<td>□</td>
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<tr>
<td>49</td>
<td>My family doesn't trust me.</td>
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<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
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<td>I'm not doing as well in school as I'd like to do.</td>
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<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>51</td>
<td>When I grow up, I will be an important person.</td>
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<td>O</td>
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<tr>
<td>52</td>
<td>I am a klutz.</td>
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<td>□</td>
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<tr>
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<td>My family will help me if I get into trouble.</td>
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<td>My teachers make me feel like I'm not good enough.</td>
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<td>I like being with other kids.</td>
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<td>My parents and I have fun together.</td>
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<tr>
<td>2.</td>
<td>I am a hard and steady worker at school.</td>
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<td>3.</td>
<td>I'm pretty popular with other kids my age.</td>
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<td>O</td>
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<td>Kids pick on me a lot.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>5.</td>
<td>My home life is pretty pleasant.</td>
<td>O</td>
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<td>6.</td>
<td>I am good at school work.</td>
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<td>7.</td>
<td>I'm a lot of fun to be around.</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<td>8.</td>
<td>I have nightmares almost every night.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>9.</td>
<td>We have a very close family.</td>
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<td>O</td>
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<td>I am pretty good about doing my homework on time.</td>
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<td>11.</td>
<td>It's easy for me to make friends.</td>
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<td>O</td>
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<td>12.</td>
<td>I often feel ashamed of myself.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>13.</td>
<td>My parents don't listen to me.</td>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>14.</td>
<td>I'm proud of my school work.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<td>15.</td>
<td>I am a leader in most of the games that my friends play.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td>16.</td>
<td>My friends don't have much confidence in me.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>17.</td>
<td>I can go to my parents with my problems.</td>
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<td>O</td>
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<td>18.</td>
<td>I give the teachers a lot of trouble at school.</td>
<td>☐</td>
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<td>☐</td>
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<td>19.</td>
<td>I don't have trouble talking to other people.</td>
<td>O</td>
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<tr>
<td>20.</td>
<td>I exaggerate my troubles in order to get attention from other people.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>21.</td>
<td>My parents understand me as well as most kids' parents do.</td>
<td>O</td>
<td>O</td>
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<tr>
<td>22.</td>
<td>I like going to school.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td>23.</td>
<td>I'm as nice looking as most other kids.</td>
<td>O</td>
<td>O</td>
<td>C</td>
<td>O</td>
</tr>
<tr>
<td>24.</td>
<td>I never feel like I'm part of the group.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>25.</td>
<td>My parents are proud of me.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>26.</td>
<td>My parents are disappointed in my school grades.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>27.</td>
<td>My friends think I have pretty good ideas.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>28.</td>
<td>It takes me a long time to get used to new things.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
57. I argue a lot with my family.  
58. My behavior at school is okay.  
59. I'm not afraid of as many things as my friends are.  
60. I am uncomfortable in groups of people.  
61. I don't have enough freedom at home.  
62. Most of my teachers are pretty fair.  
63. I'm not a very lonely person.  
64. I wish I were younger.  
65. I am an important member of my family.  
66. Sometimes I play sick to get out of school.  
67. I include other people in my plans.  
68. Sometimes I pretend to know more than I really do.  
69. My parents expect too much from me.  
70. My teachers give me school work that I cannot do.  
71. I learn a lot from other people.  
72. I get a lot of headaches and stomachaches.  
73. The people in my family have quick tempers.  
74. I like it when the teacher calls on me.  
75. I don't have trouble making up my mind about things.  
76. When things go wrong, I sometimes try to blame the other guy.  
77. Things at home upset me.  
78. It's fun to learn new things.  
79. I have friends I can confide in.  
80. It is hard for me to talk in front of the class.

Additional copies of this form (#0097) are available from PRO-ED, Inc., 8700 Shoal Creek Boulevard, Austin, Texas 78758
# Self-Esteem Index (SEI)

## Profile and Record Form

### Section I. Identifying Information

- **Subject's Name**
- **Subject's Parent/Guardian**
- **Subject's School**
- **Examiner's Name**
- **Examiner's Title**
- **Grade**
- **Year**
- **Month**
- **Date of Testing**
- **Subject's Date of Birth**
- **Subject's Age at Testing**

### Section II. Scoring Information

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<th>Test Name</th>
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<th>Equivalent Quotient</th>
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### Section III. Profile of Test Results

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<th>SEI Scores</th>
<th>Other Test Scores</th>
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<table>
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### Section IV. Administration Conditions

- **Who referred the subject?**
- **What was the reason for referral?**
- **Who discussed the referral with the subject (and with the subject's parent/guardian, if appropriate)?**

Please describe the administration conditions for the SEI by completing or checking the appropriate categories below.

- **Group (G) or Individual (I) Administration**
- **Location Variables [Interfering (I) or Noninterfering (N)]**
  - Noise level
  - Interruptions, distractions
  - Light, temperature
  - Privacy
  - Other

- **Respondent Variables [Interfering (I) or Noninterfering (N)]**
  - Understanding of test content
  - Understanding of test format
  - Energy level
  - Attitude toward testing
  - Health
  - Rapport with examiner
  - Other

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Were the results of the SEI interpreted to the:

subject? If yes, by whom?

subject’s parent/guardian (if appropriate)? If yes, by whom?

Were the results of the SEI used in a staffing, IEP meeting, or other planning conference? If yes, please attach a copy of the results or recommendations of that meeting to this form.

<table>
<thead>
<tr>
<th>Item</th>
<th>Total</th>
<th>FA</th>
<th>AC</th>
<th>PP</th>
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Section VII: Score Summary

Raw Score

Total FA AC PP PS

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