# HOW BLACK AND WHITE STUDENTS COMPARE IN UNIVERSITY LIFE-SPACE USE

Thesis for the Degree of Ph. D.

MICHIGAN STATE UNIVERSITY
ANNAMARIE GILLESPIE HAYES

1971

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The Black student on college campus

ABSTRACT

HOW BLACK AND WHITE STUDENTS COMPARE
IN UNIVERSITY LIFE-SPACE USE

By

Annamarie Gillespie Hayes

Universities and colleges have developed for a different clientele. These populations were mainly, white, with middle, upper, or rural backgrounds. The sixties have brought to the college campus black students who are predominantly from a socio-economic strata reflecting a lower income base. The life-styles of these black students are unique to the conditions of life the black student emanates. The cultural background of the black student is foreign to the northern university. University administrators have made minimal changes for inclusion of the black students.

Literature reviews depicts much study has been done on the effect the college environment has on students. In addition, studies on the non-academic setting for college students are numerous. Relatively little research on black students in higher education has been conducted. There is a great need for systematic study in this area.

The purpose of this study was to identify and assess differences between black and white freshmen at Michigan State University in their life-space use and to determine needs as defined by students.

The term non-academic embodies the life styles, values, attitudes, and behavior exclusive to the classroom setting. Four criteria describing observable aspects of life-space use were identified. These criteria were: use of space, need for money, use of time, and perceptions of the college environment. An evolutionary description which provided the basis for the theory was founded on observations of black students, large, small, and didactic group discussions in conjunction with an historical relationship of society's impact on black people. These criteria formed the basis of a test instrument to measure differences between black and white students use of their life-space. Doctoral students, Financial Aid officers, and a pilot group of students validated the instrument.

The written test was given to a random sample of 100 black freshmen students and 100 white freshmen students at Michigan State University. The 91 item questionnaire was analyzed by the Chi-Square test and significance of difference was at the .05 level.

Students were analyzed by race and sex. In addition, demographic data gave a detailed description of family income, number of bedrooms in the home, home-town, race and sex of student. Of the 78% return, significant

differences were found on selected areas relating to space, money, time, and perception of college environment by the composition of race. Not as many differences were found to be significant to the criteria as related to the sex of the student.

The major contributions of this study are the identification and validation of four criteria which compares aspects of differences between black and white students' life-space use.

Money

1.1 Black students need money and work to stay in school.
1.2 White students need money and work for leisure-time activities.
1.3 Black students need budget counseling.
1.4 Black students' families have financial problems.
1.5 White students' families do not have financial problems.
1.6 Black students' families have lower socio-economic standards.
1.7 White students' families have higher socio-economic standards.
1.8 Black students' education is financed mostly by financial aid.
1.9 White students' education is financed mostly by their own families.

Time

1.1 Black students enjoy late evening most.
1.2 White students enjoy early evening most.
1.3 White students prefer scheduled meals.
1.4 Black students prefer unscheduled meals.
1.5 Black students stay up past midnight frequently.
1.6 White students prefer shorter working hours for enhancing social life.
1.7 Black students would work longer hours before social life was hampered.

Space

1.1 Black students preferred apartment living rather than dorm life.
1.2 White students preferred dorm life rather than apartment living.
1.3 For travel, black students used a car or bus.
1.4 For travel, white students used a car, bus, bicycle, and hitchhiking.

College Environment

1.1 Black students do not feel wanted or accepted on the MSU campus.
1.2 White students feel wanted, believe black students are accepted on MSU campus.

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Secondary Education
and Curriculum

1971

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# CHAPTER I

## INTRODUCTION

One characteristic of the black population whether residents of heavily concentrated central cities, farms, or the less populated outer cities, is its fundamental belief in the worth of schooling. The value of education is seen in the data for black illiteracy rate which fell from 79.9% in 1870 to 7.5% in 1959 while the non-black (white) rate fell from 11.5% to 1.6% during the same period.

Egerton (1969) reports that black students comprised 4.5% or about 207,316 of the total enrollment of college student enrollments at the undergraduate level of 4.5 million students in 1965. However, by 1967, this figure had increased to 245,410 or 5.15% of the total 4,764,834 undergraduate student population. The rate of growth for the black group was three times as much than that of the non-black group, about 6% for the non-black group and 18% for the black group.

Prior to the 1954 U.S. Supreme Court decision ruling against racially segregated schools, predominately non-black universities excluded the admission of most

black students. Today, because of their expressed awareness of self, black students have created the climate for more colleges and universities to open its doors to them.

The universities have been developed for a different population. The history of higher education clearly points out that educational institutions developed in response to the needs and expectations of the society. The society, influenced by the social, political and economic climate in America needed post-secondary schools to satisfy the needs and expectations of a population that was non-black with rural, middle, and upper-class backgrounds. Little environmental changes have been made in the university setting to aid university personnel gain the necessary behavioral skills to meet the needs and experiential backgrounds of black youth from urban areas.

Cochran (1969) has described todays' black student in the following manner:

> Equally important is reform of the environment in which education is supposed to take place. Black people on university campuses do not seek separate facilities for the sake of preaching racial separatism or to seek to create a new myth of black superiority and infallibility. They do so rather because they have too often found that the oppressive white environment (oppressive in ways most white people cannot, even now, seem to comprehend) prevents them from accomplishing the tasks they feel they must be about the improvement of the lot of black people in every dimension, in every particular. . . . (p. 28).

The college environment still reflects the majority group in many important respects. Black students are

affected by this environment. The college environment affects the black student in the manner in which he lives on the college campus. These students are constantly interacting with university staff, university practices, and university social mores and customs. The non-black culture of the university continually dictates the terms for the living and learning of black students. The external symbols of the non-black culture do not envelop the symbols of the black culture. Rather, the volume and degree of non-black culture says to the black student there is no room for his culture or for black students unless assimilation of the non-black culture takes place. The external symbols which are reflected in the technology, commerce, and material artifacts at the university are reminders of exclusion. The black student lives in a university culture that is new and different; conflicting to his view of reality, and which defines black people as sociological problems.

The differences that exist between black and white students are mirrored in the manner society views black people. Society's behavior provides the basis for illegitimate acts supported and sustained, within institutional legitimacy.

Therefore, the activities within the university and its facilities are looked upon with skepticism. Black students view the governance and social arrangement of residential complexes as licentious administration.

These students frequently ask; why is it that the food of their culture is not served as menu fare in the cafeteria, grill, and restaurants on the college campus? Does the volume level of black students when socializing constitute "noise" and demarcating reverberations? How can black students obtain skills and technological know-how at the university and keep their blackness intact?

Established and accepted practices of the university allows more room to make non-black students comfortable. The concepts and techniques are a part of normal expectations and experiences for non-black students. To the non-black student, learning is a matter of extending and clarifying the already familiar. The non-black student is able to build upon that which is already comfortable. The systems of logic and other procedures are all part of his every day experiences (Morgan, 1970). While the non-black student is only extending his knowledge, the black student is learning the new culture, keeping up with it and being evaluated by it. At the same time, the black student, is endeavoring to affirm his blackness, externalize his legitimacy, reduce his anxiety, and successfully matriculate.

The concern of black students is centered on how he lives, what he eats, filling his leisure-time, and what he needs for economic maintainance.

Institutions of higher education need to rethink and re-orient their activities in the light of the

sociology of the black student. Recognizing the legitimacy and creativity of ethnic cultures and accepting the Afro-American culture, would dictate programming by the university which support and promote the needs and interests of black students.

## Statement of the Problem

This study is concerned with the awareness of black and non-black students toward their life-space use at Michigan State University and what black and non-black students think would help them adjust to the communiversity. A systematic study of life-space use could result in the universitys' personnel programs adapting to the student as the student adjusts his life-space use in the college environment.

## Purpose of the Study

The purpose of this study is to compare a selected group of black and non-black college freshmen students with respect to their life-space use. The attempt will be to identify and assess the extent of certain non-academic areas of differences between black and non-black students. Secondly, the study will determine the perceived needs of these populations as to what helps them adjust to the university community. This study will not, however, relate academic success to student needs. Identification and relationships of non-academic contributors to academic achievement would imply future study in this area.

## Definitions of Terminology

Students use the campus in different ways. The life-styles, values, attitudes and behavior that are exclusive to a classroom setting are embodied in the term non-academic. Students see non-academic campus use as cultural enhancement or as cultural deprivation. The former is positive reinforcement of what is perceived as the culture, the latter is a negative deviation of what is perceived as the culture. The validity of the perception gains strength or weakness from the institutional behavior practiced by the participants.

The pressures, policies, and practices which constitute the systems of the college environment affect the way the majority or non-black student group and the minority or black student group lives, loves, and learns in their life-space. An identification of students' drives and motives, and their ideas of what will aid them in the university community will be examined with the following perspectives: the use of space, time, money, and perceptions of the college environment. The physical, social, educational, and psychological concepts gained from the study can produce a climate of behavorial acceptance.

## Overview

This study is organized into six chapters. Chapter I is divided into introduction of the study,

statement of the problem, purpose of the study, definitions of terminology, and overview of the thesis. In Chapter II, the relevant literature is reviewed. The four part organization of this section will identify the major studies dealing with the historical studies of college and university environments, the unique studies of non-academic relationships to college environment, and the studies related to black students, and higher education. The fourth section will be the discussion of the previous research. In Chapter III, the theoretical development is given, major points dealing with the issues of time, space, money, and the college environment will be discussed. Chapter IV contains the statement of the problem, the description of the population with its attending demographic data, the nature of the device used for measuring the studied characteristics, the differences expected to be observed, the discussions of the instrument, and the plan to analyze the data. The analysis of the findings which come from the data gathered and analyzed will be contained in Chapter V. Chapter VI contains a collation of summaries, states conclusions, and discusses the implications of the results for future research.

## CHAPTER II

## REVIEW OF LITERATURE

### Introduction

The concept of environment ranges in generality from the psychologists idea of treatment to the anthropologists idea of culture. Educational research has often taken a piece-meal approach in examining the college environment. This has been evidenced in the various assessments of a small segment of the learning environment such as a particular class size or teaching method. Insignificance and inconclusiveness has usually been the results of segmented studies.

More productive research has occurred in recent years when the broader view of the environment is taken. This expanded view sees the environment as a complex, social system, a network of interactions, or, in the case of colleges, as a miniature culture.

An interdisciplinary approach has brought a new group of behavioral scientists such as sociologists, social psychologists, clinicians, and psychiatrists to supplement and enrich the concepts of the continuing activities of educational testers and evaluators.

A way of viewing approaches for looking at college environments can be divided into three sections. Pace (1962) lists these sections as Educational, Sociological, and Psychological.

The educational approach would view the college environment by the use of inventories of resources and features, as in the various accreditation reports and data found in directories. Other sources, such as case histories, which emphasized the educational philosophy in action of a simple college, would examine college environments. Studies used in evaluation of the students' attainments of important educational objectives and the students' acquisition of knowledge, development of critical thinking, acquisition of desired interests, attitudes, and values would constitute a different educational approach for college environmental study. The scholarly productivity estimate, as related in Alumni studies in which the emphasis is upon how well the adult behavior of former students exemplifies the ideal of an educated man or good citizen, is a method used for college environmental study.

Viewing the college as a social system is a sociological approach that emphasizes role behavior, communications networks, peer groups, and other organizational characteristics. Another method sociologists use for college environment assessment is management surveys. These surveys stress fiscal and administrative affairs.

The third approach for looking at college environments are the psychological approaches. The examination of personality development of students and the individual differences within and between student bodies are methods used in psychological studies. Research of students' perceptions of the college environment provides another way for viewing the college environment.

A variety of concepts have been useful for studying college environments. These concepts have encompassed role, reference group, interaction system, press, and congruence. Dimensions recurring within these studies have included the following: (a) cosmopolitan-local, permissive-conservative; (b) theoretical-practical, social press, and Rosenberg's ( ) major dimensions of students occupational interests as people-oriented, extrinsic-reward-oriented, and self-expression-oriented.

Some studies have shown the influence of environmental characteristics in changing students' behavior. Other studies have shown the importance of student characteristics in setting the tone of a college.

The review of the literature serves two purposes in this study. Its first function is to provide a background of knowledge on which the study can build. This function is traditional.

The second function of the review of literature is to provide a basis from which questions related to student perceptions and opinions can emerge. For the

purpose of this study, only techniques using psychological and sociological approaches will be used.

To accomplish its two-fold purpose, the review will be organized into three sections. The first section will review the basic approaches for the study of college environments. The second section will review the unique studies of non-academic areas of college environment and the third section will review a research of the studies related to black students and higher education.

## A Historical Review of the Study of the Measurement of College Environment

In 1958, Pace and Stern (1958) considered the idea that college culture may be seen as a complex of environmental press, which, may be related to a complex of personal needs. Henry A. Murray (1938) developed the dual concept of personal needs and environmental press. In the broadest sense, the term "need" refers to denotable characteristics of individuals, including drives, motives, and goals. The term "press" is used as a general label for stimulus, treatment or process variables. Murray's (1938) concept of needs initiated a first start for the construction of various objective measures of personality.

Using Murray's (1938) taxonomy of needs as his model, Stern constructed several editions of a needs inventory called the Activities Index. The Activities Index consists of 30 scales of 10 items each. These scales corresponded to Murray's 30 needs scale.

The College Characteristics Index (CCI) was subsequently constructed as a corresponding test for describing college environments. The College Characteristics Index was organized into 30 ten-item scales, with a press scale for each need scale that was included in the Activities Index. An example of the items might state what might there be in a college environment which would be satisfying to or tend to reinforce or reward an individual who had a high need for order? The corresponding Need and Press scales will illustrate the parallelism. A need for order would be inferred from liking such activities as--"arranging my clothes neatly before going to bed; Keeping a calendar or notebook of the things I have done or plan to do; Having a special place for everything and seeing everything is in its place." What might such a person like to find in a college environment or what features of a college environment might be rewarding or frustrating to such a need? The following items from the press scale for Order might be relevant: "Faculty members and administration have definite and clearly posted office hours; Professors usually take attendence in class; In many classes students have an assigned seat."

The College Characteristics Index tested program developed as a preliminary try-out model from which some pertinent information would be gained such as types of items, reliability and validity of the scales, and the potential use for measuring college characteristics.

Using the College Characteristic Index as its measure, five college institutions were tested. An illustory interpretation and descriptions of a college environment demonstrated quite clearly that college A and college B are very different environments. The test was found capable of revealing some sharp distinctions between colleges. The validity of the instrument was in line according to the results of the research.

The authors, Pace and Stern (1958), saw the College Characteristics Index approach of measuring college environments as a way for administrators and faculty to analyze the institution. The press of the institution indicates the directions in which a college intends to influence its student. Operationally, the press finds expression in the policies, services, and curricula of the institution. The observable or perceived pressures and the formal or explicit objectives should reinforce one another. The reinforcement is for congruence. A conflict or lack of congruence would suggest certain aspects of the environment be changed.

The changed environment helps to make the total impact of the institution more consistent or more effective. Pace (1958) has commented on the distintegrative effect of discrepancy between stated objectives and actual practices.

Roughly one-fourth of the College Characteristics Index state aspects of specific practices which administration or faculty could more or less easily change if they did not like the implications. Some aspects of the environment can be changed more readily than others. Another set of implications are within the approach relating to assessment and prediction. Pace and Stern (1958) state the interaction between person and environment was not successfully predicted because the environment was not measured as analytically and systematically as the person. College prediction studies are typically based on grade point average. Prediction studies should be concerned with performance in the environment (Pace and Stern, 1958) as a whole. The press of a college environment represents what must be faced and dealt with by the student. It is possible that the total pattern of congruence between personal needs and environmental press will be more predictive of achievement, growth, and change than any single aspect of either the person or the environment.

Pace and Stern (1958) have suggested that a college environment may be viewed as a system of pressures, practices, and policies intended to influence the development of students toward the attainment of important goals of higher education. The instrument appears to be valid, reliable, and thus promising.

Pace (1960) described in his research the educationally and psychologically functional environment of a college. The College Characteristics Index describes five types of college environment with major intellectual or social factors.

The first type of environment includes characteristics which encourage curiosity about new knowledge and new ideas, self-understanding, new sensations, and appreciation. This type of environment is listed under Humanism, Reflectiveness, Sentience, Understanding, Objectivity, Energy, and Achievement.

The second type of environment emphasizes science and competition for achievement. This environment appears to be the one in which survival is the student's responsibility.

The third type of environment emphasizes Practicality, Abasement, Dominance, Play, and Sex. The dominant concern is with the practical and applied. Items in this category would state: "The college offers many really practical courses such as typing, report writing. Most students are interested in business, management or engineering."

Human Relations emphasizes the fourth type of environment. Group welfare, social responsibilty and the well-mannered, well-managed community would constitute this category.

The last type is best described as a rebellion against the group. The high press scales are Aggression and Impulsion. The rebellion is directed mainly against the other-directed, highly socialized group.

Thistlethwaite (1959) revised the College Characteristic Index in 1959 and developed the two-pronged College Press Scales. One portion included items descriptive of college faculty and the second part included items descriptive of student values and behaviors. One of the aims of this study was to find out from students what kinds of environments aided them in the realization of their potentialities. Identification of item combinations which are related to an institution's production of future doctorates in the Arts, Humanities, Social Sciences, and Natural Science was the chief purpose of the study.

The results provide ample evidence that college press differs considerably. The most striking feature of the results is that one type of college environment is associated with achievement in the natural sciences, while a different kind of environment is related to accomplishment in the arts, humanities, and social sciences.

Astin and Holland (1961) developed the Environmental Assessment Technique which attempts to assess the college environment in terms of eight characteristics of the student body. The rationale for the Environmental Assessment Technique is based on the notion, suggested by

Linton (1945) and others, that a major portion of environmental forces is transmitted through other people. In other words, the character of a social environment is dependent upon the nature of its members. The dominant features of an environment are dependent upon the typical characteristics of its members. If the character of a people in a group is known, the climate that group creates, is known.

An assumption is made that the college press or environment is a product of (1) institutional size, (2) intelligence level of student body, and (3) personal orientation or characteristics of student body as estimated by a typology of six types-range of students' attributes, personality, interests, values, orginality, self-concept, parental background, goals, and aptitudes.

The Environmental Assessment Technique assesses colleges to yield environmental descriptions to study interactions of student and colleges in terms of educational and personal outcomes.

The results imply that the Environmental Assessment Technique possesses moderate validity and substantial reliability.

McFee (1961) was concerned whether the College Characteristic Index gave an independent estimate of the environmental press independent of the personality needs of the students responding to it. This study attempted to answer this question on two levels: the general relation

between corresponding need and press measures, and the specific relation of each college characteristic item to a relevant personality need scale.

Two other factors were studied. The first was the objectivity of the College Characteristic Index items. The hypothesis here was that the more easily verifiable the behavior or knowledge the item describes, the less likely it is that people will see it in an individual way. The second factor considered was the likelihood that the student has a bias of personal experience for saying that the item is "true" or "false" of his environment. The hypothesis was that the more familiar the students are with the behavior described in the item, the more they will agree with its truth or falsity. When few students have experienced the behavior in question, there will be more disagreement.

For each item of the College Characteristics Index, response frequencies were tabulated for 100 students in introductory psychology classes at Syracuse University, people answering in the direction of the key, and in the opposite direction. The mean Activities Index Score, on the scale corresponding to the College Characteristics scale in which the item appeared was calculated separately for the "pass" and "fail" groups.

This study failed to find any correlation between scale scores of individual on the College Characteristics

Index and their parallel scores on the Activities Index. There was not a strong relation found between personality need and the students' perception of environmental press as reflected by individual items.

Astin (1961) building on the studies of Knapp and Goodrich (1952) and Knapp and Greenbaum (1953) who defined the productivity of any undergraduate college as the percentage of its graduates who eventually obtain the Ph.D., Holland (1957), who demonstrated that the productivity of students within an institution is partly related to the academic ability of the students who enroll, and Thistlethwaite (1959a, 1959b), who adjusted institutions producing Ph.D. productivity to the estimated ability of the student body, attempted to answer the following questions on college productivity:

1. Is ability the only quality related to the college's productivity of the student body? The proportion of students planning to major in natural science might preclude the number planning to obtain a degree in natural science. The college environment may have little to do with the student with a planned major in natural science. The other consideration might be the ratio of men to women and the proportion of students who already intend to get the Ph.D. degree.

2. If productivity of a college is related to sex diversity, major fields, and educational goals, is there any correlation between "college press" and productivity?

Specifically the two-fold purpose of the study was to examine the extent to which productivity rates of Natural Science and Arts, Humanities, and Social Science Ph.D. are a function of (a) the proportion of students who, prior to entering college, intend to major in natural science; (b) the proportion of students who, prior to entering college, aspire to the Ph.D. degree; and (c) the ratio of men to women among students enrolling in the college. The second aim of the study examined the extent to which relationships previously obtained between adjusted Ph.D. productivity and college press are modified, when the effects of these additional pre-college variables are removed.

The results gave evidence that a college's productivity rates are related to characteristics of its entering students other than just their academic ability; the percentage planning to major in natural science and the percentage aspiring to the Ph.D. degree. When the effects of these two are partialed out, correlations previously obtained between college press and productivity are reduced considerably.

Thistlethwaite (1960) was interested in the social systems influencing student to specialize in certain fields and to seek graduate or professional training.

Using a revised College Characteristic Index scale on 1,500 National Merit Scholars it was found that student reports of faculty and student press were related to changes in the direction and level of career choices. The major results were:

1. The natural sciences demonstrated "holding power" for talented students who initially entered those fields. The biological sciences had less retention. Art, Humanities, and the Social Science retention rate was greater than Natural Science or Biological Science.

2. Experiences in college which encouraged the student's belief that he may be successful in a career-field were related to the stability and direction of change of study plans.

3. Outgoing warm, and friendly faculties who stressed humanism and independence as perceived by students were associated with more frequent changes in student plans to seek advanced training in the Humanities, Arts, and Social Sciences.

4. Students who perceived faculties as enthusiastic and not pressing for compliance were associated with more frequent changes in student's plans to seek advanced training in the natural and biological sciences.

5. Teacher traits influence upon students varied.

Astin (1962) challenged Thistlethwaite's (1960) findings which appeared to demonstrate the influence of faculty and student "presses" on the college student's educational plans. Astin's re-examination suggested that student reports of initial level of aspiration was inaccurate and the method of analysis was inappropriate.

The results in the study by Astin (1962) suggest that the college press does not affect the student's level of aspiration in the manner described by Thistlethwaite (1960). Differential environment influences cannot be concluded as having been identified until input variables which are known to be related to student performance have been controlled.

Astin (1962) supported his argument for controls, by the following examples: The College Press (Pace and Stern, 1958) is closely related to certain characteristics of the student body (Astin and Holland, 1961), the effects of these presses cannot be properly assessed without first controlling for student input. The control of student

input should lead us closer to whatever "real" effects might exist. Recent research on the Ph.D. "productivity" of college (Astin, 1962), has shown that some of the colleges which were previously called "highly productive" (Knapp and Greenbaum, 1953) turn out to be among the most "underproductive" when certain aspects of their student inputs are taken into account. Astin (1962) concluded with the plea that measures of student performance and measure of college environment should be kept experimentally independent in order to learn college environment influences on the student.

Astin (1963) sought to test and extend the construct validity of the Environmental Assessment Technique using a larger sample of institutions. The study by Astin attempted to explore the construct validity of the Environmental Assessment Technique directly by using items specifically designed to test the proposed interpretations of each Environmental Assessment Technique. A secondary purpose was to try out an alternative method for scoring the Environmental Assessment Technique Personal Orientations.

The results seem to support the construct validity of the Environmental Assessment Technique as a method for assessing the college environment.

In an attempt to identify factors in the college environment which affect the probability that the student will drop out of college, Astin (1964) was able to examine

how a variety of student characteristics was related to dropping out of college. Using control of differential student input, Astin examined the affects instutional characteristics had on the student dropout.

The results suggested several ways to design better studies of high aptitude dropouts.

Astin (1964) sought to present a detailed account to show what kinds of students tend to enroll at what kinds of institutions. The problem of "who goes where to college" involves two interacting decision processes. The first decision is to satisfy personal goals, which includes self, family, and friends. In addition if the student possesses high academic talent or exceptional athletic ability, monetary inducements presents added pressure. The second decision involves criteria used for admission to the college. This decision includes needs and goals of the institutions' faculty and administration and the quality and quantity of the available pool of student application.

The results indicated that the distribution of students among higher educational institutions is far from random. Relatively high correlations were found between the characteristics of the college and the characteristics of their entering student bodies, and student bodies entering different types of institutions were found to differ substantially.

Thistlethwaite and Wheeler (1966) used "an analysis to find out who changes" in his attempt to examine the

effect of teacher and peer subcultures upon student degree aspirations. The results suggested that some of the types of college press and experiences investigated caused men to change their motivation to seek advanced training. The failure to confirm similar hypotheses for women is in accord with previous studies (Thistlethwaite, 1962a, 1962b).

Astin (1962) attempted to determine the impact of higher education on the student. Using thirty-three variables in the analysis of 335 institutions resulted in six factors. These were Affluence, Size, Private versus Public Control, Masculinity, Homogeneity, and Realisitc Orientation. Similar factors were also found in separate analyses of public institutions, private institutions, universities, liberal arts colleges, and men's institutions. Of the six principal dimensions which institutions vary, the factor of affluence accounted for the large proportion of variance.

Holland and Astin (1962) related the student's attributes as manifested in high school, to his achievement in college over 1, 2, 3, and 4-year intervals.

Four different kinds of talented performance serves as the criteria of undergraduate achievement. They were: (a) creative performance in the arts (artistic achievement), (b) creative performance in the sciences (scientific achievement), (c) high freshman grades in college (scholastic achievement), and (d) leadership (social

achievement). Since the findings were obtained with samples of students having very high aptitudes, they cannot be directly applied to students having less scholastic aptitude.

It is clear, however, that the best single predictor of each of the four kinds of undergraduate achievement is similar achievement in high school.

Standing and Parker (1964) reported on the College Characteristics Index used in their study to obtain measures of (1) the "preconceived environment" that is, what students anticipated the university to be like, and (2) the "real environment" or what students who had attended the university one year or more reported. The College Characteristic Index seem to have potential as a measure not only of environmental press, but also of the preconceptions entering students have regarding that environment.

Apostal (1968) attempted to determine whether any relationships exist between college environment characteristics and personal characteristics of the individuals operating within that environment. The results of the study designed to find out if relationships exist between college subcultures and student values proved relationships did exist. However, only a small number of significant relationships were found. Elements of both academic and vocational subculture were found and thus clouden a distinct dilineation.

Gelso and Sims (1968) using Pace's College and Environmental Scales, attempted to determine if there were any differences in the perception of a residential, junior college environment among students who live at home (commuters), students who reside in college dormitories (residents), and faculty members. The results appear to indicate that a person's location and position in an institution significantly affect some of his perceptions of the characteristics of that institution.

Seymour's (1968) purpose in his study was to investigate the nature and the accuracy of the perceptions of four local college environments held by college-bound high school seniors and by high school counselors from a specified geographical area. The results indicated that large differences in the perceptions of both the intellectual and non-intellectual areas of campus climate are found among college-bound high school seniors, their counselors, and students on the four campuses. College-bound seniors in the midst of the college choice process do not have accurate perceptions of colleges in "their own back yard." Counselors perceptions were found to be less accurate.

The purpose of Berdie's (1968) analysis was to determine the extent to which relative perceptions of the university change during the first two college years and the identification of specific responses on the changes. Students change in many ways during their stay in college

and changes in university perceptions occur not only during the freshmen year, but also during students' total residence in college. The results of Berdies' study indicated that students learn quite a lot during their first two years about the customs on campus. They also learn that the campus is a less socially structured institution, that students assume more responsibility for their social and interpersonal behavior, and that faculty and administration exert less control than they had originally expected. Next, students learn that the campus is not quite as exciting intellectually as they had anticipated.

Centra (1968) described student perceptions of their residence halls at one university. As a second phase, student perceptions of the total university environment were obtained. College and University Environment Scales were used to sample 549 undergraduates at a large university. The results gave evidence that students in the living-learning complex which included faculty offices, classrooms, a library, an auditorium for special drama and special lectures did not perceive their residence environment as more intellectual than did students in conventional units. This study might suggest that facilities alone are not enough. More importance might be the manner in which the facility is used.

Johnson and Kurpius (1968) in a longitudinal study attempted to repeat a study done by Myers and Kranzler

(1963), re-analyze the Myers and Kranzler data based upon 11 factors isolated by Stern (1963b) and compare students' perceptions of their environment over a two-year period in college.

The results noted the largest differences occurred between the 1962 freshmen and the 1962 juniors. Five of the six "intellectual climate" factor scores were significant while differences in the non-intellectual climate were minimal. Freshmen perceived a greater intellectual press than did juniors. Thus, the results failed to support the wide differences found between freshmen and juniors in the Myers and Kranzler (1963) study. They do suggest that the upper-classmen hold a somewhat dimmer view of the intellectual climate of the university than do freshmen.

The relationship between institutional characteristics and student personality was examined by Chickering (1966). In his results, he found a high degree of congruence between the characteristics of an institution and student personality. Students of conservative religious beliefs attended colleges with a similar emphasis. Students scoring highest on measures of intellectual interest sought out colleges who varied from tradition, and students reluctant to express their impulses attended schools with numerous regulations and close supervision.

Using Sterns' College Characteristic Index, Barger (1966) measured student perception of the college environment at the University of Florida. Items which 85% of the students area of agreement centered on perception of student closeness, informality, involvement, variety, and a socially oriented student culture. Items which 45% of the students showed disagreement centered on accessibility of faculty and administration to students; the extent to which students are considered individuals; degree of student commitment to intellectual concerns, social issues, and practical educational goals; and degree of harmony among students and between students and faculty.

Pace (1966) made this summary as a result of a number of studies of the College and University Environment Scales:

1. Scores on all scales were stable over periods of up to seven years when comparable student samples were used.
2. Men and women at the same institution had generally similar scores on all five scales, although women tended to score consistently higher than men on the Community and Propriety Scale.
3. Faculty scored one point higher than students except on the scholarship scale where the margin was four points higher than students.
4. Sophomore, junior, and senior scores were about the same, but second-semester freshmen scored higher than either sophomores or upperclassmen at the same institution.
5. Only the scholarship score varied significantly with field of study.
6. Based on a small amount of data, scores of successful and unsuccessful students were essentially the same.
7. No relationship has been found between personality or ability measures and College and University Environment Scale scores.

8. Comparisons between commuter and resident students could draw no definite conclusions.
9. Entering freshmen during orientation week scored higher on each scale than upper-classmen at the same institution.

Baker (1966) comparing honor and non-honor freshmen at Wisconsin State University, gave evidence that environmental press, as measured by the College Characteristic Index, vary with the students' perceived needs.

Berdie (1966) found that changes in perception of 7,000 entering freshmen at the University of Minnesota were unrelated to living and transportation arrangements. There was no relation to academic aptitude or high school grades. Relationships to some college experiences were found among the Community and Awareness Scales dealing with perceptions of friendliness, cohesiveness, and group support.

Stern (1966) examined 3,000 freshmen responding to the College Characteristics Index what they expected college to be like. They were realistic in their appraisal of the degree of freedom to be expected at college, but highly idealistic with respect to areas of intellectual and social activities and self-expression. These expectations were shared by significant persons in the students' earlier environment--parents, teachers, and counselors--but were sharply contrasted with the more realistic views of upper-classmen and faculty members.

The College and University Environment Scales were developed by Pace in 1963. This instrument was an outgrowth of the College Characteristics Index. The College

and University Environment Scales attempts to systematically and objectively measure the prevailing atmosphere, the social and intellectual climate, and the style of life of a campus as seen by upper-classmen.

The statements of the College and University Environment Scale samples the general atmosphere in scholarship, awareness, practicality, community, and propriety. There are 30 statements on each general profile of the college, and one that is statistically comparable with the profiles of other colleges that have used the College and University Environment Scale.

One profile that was used to measure Antioch College is condensed as:

1. Scholarship--Students agreed that there are so many things to do at Antioch that they are busy all the time. People around Antioch seem to thrive on difficulty--the tougher things get the harder they work (and play)--studying over weekends is common, and hard work for high grades is not regarded as odd. In fact, students set high standards of achievement for themselves and are serious and purposeful about their work . . .
2. Awareness--Most Antioch professors, the students agreed, are dedicated scholars and engaged in research. Quite a few of them have had varied and unusual careers, and are colorful or controversial figures. There is a lot of interest in the arts, and students have many chances to understand and criticize important works in art, music, and drama, including modern works. There are many facilities, and opportunities for individual creative activity . . .
3. Practicality--Students rated Antioch low on practicality and status--seeking, suggesting a campus where abstract and theoretical matters are more strongly emphasized than concrete, applied, practical considerations. Procedural, personal status, and practical benefits are not important.

> Status is not gained by knowing the right people, being in the right groups, and doing what is expected . . .
> 4. Community--Antioch regards training people for service to the community, most of the students agreed, as one of its major responsibilities. Students have many opportunities to develop skill in organizing and directing the work of others, and when they run a project or put on a show, everybody knows about it . . .
> 5. Propriety--Antoich students who participate in making the rules that they observe, have more difficulty in assessing propriety on campus; they feel that it is somewhat below average. This suggests an environment that is a mixture of the polite, considerate, cautious, and thoughtful, on the one hand, and the demonstrative, assertive, rebellious, free wheeling, and individualistic on the other . . . (p. 37).

Of the 150 odd colleges that have used the College and University Environment Scale to date, only Antioch has made its profile available to school counselors, parents, etc., by publishing it in their bulletin.

Over 500 juniors and seniors in ten colleges at Michigan State University were surveyed by Centra (1966) to determine if students' perceptions of the university environment differed between colleges. The College and University Environment Scales were used with some adaptation for the major field. In general, students' perception of the total university was similar to that of their own college. Students tend to generalize from the environment with which they are familiar to the new environment as a whole.

Hoyt (1968) examined the characteristics of freshmen at 169 four-year colleges around the country to determine the extent of diversity in higher education as

well as to find out whether Astin's (1964) 13 "factor scores" could predict these student characteristics. The results indicated a wide diversity among freshmen classes as well as between different levels of colleges. These levels were the B.A., M.A., and Ph.D. programs. Astin's scores significantly correlated with 21 of the 22 student characteristics. However, the correlations were not large enough to predict accurately about student characteristics.

Using three measures of college environment, namely, The College and University Environment Scales, The Environmental Assessment Technique and the College Characteristics Index, Hassenger and Weiss (1966) examined a cross-section of Catholic colleges. The results found variation so great that generalizations cannot be made. The patterns did indicate average ratings below the norm in both encouragement of academic excellence and scholarship and cultivation of personal, political, and psychological "soul-searching." The Catholic colleges were generally above the norm in the encouragement of group and community loyalty, social consideration, caution, and conformity. No scales have been developed to measure specific moral and spiritual differences.

Cohen (1966) studied students and the students' institutions representing 55 colleges and the 55 institutions they attended. The purpose of the study was an attempt to determine the relationship between the personalities of the students and the environmental

characteristics of the institutions. Analysis of the data demonstrated the institutions could be identified and distinguished on the basis of factors used in the study. The congruence and the divergence of student need and environmental press were apparent for each of the institutions examined.

## Unique Studies of Non-Academic Relationships to College Environment

The most important long range goal of the educator is the maximizing of student performance and capacity. The student is aided in this goal through the educator's understanding of the student's basic developmental and motivational trends as he interacts with the college environment. The college is interested in diverse areas of the student's development which are not indicated by academic performance. Most colleges interest goes beyond imparting knowledge and developing skills, to such qualities, as curiosity, responsibility, tolerance, flexibility, openness to new experiences, independence, versatility, and so on.

Personality, motivation, and attitude are classified as non-intellectual factors. These non-intellectual factors have been used in combination with aptitude-achievement or intellectual factors, to predict college success. The increasing interest in non-intellectual factors came because of the decreasing ability of tests

and measurements to accurately predict college success based on academic achievement. Some students for whom test results indicated high probability of achievement nevertheless failed. Attempts to reduce the error associated with such predictions proved inadequate. In addition, preliminary testing which had reduced the original population to a smaller group of selected participants was unable to discriminate within the narrow range of talent that was left. The answer to these problems laid within the areas of psychology. It became evident (Stern, et al., 1956) that critical need existed to assess personality and social factors to answer the following questions: What manner does a student get along with his classmates? To what extent is a student accepted or rejected? What significance does a student attach to the responses from others? What is the character of the student relationship with his teacher? What are the anxieties and concern students have that conflicts with his capacity to absorb and integrate the academic experience?

One noteworthy publication representing an attempt to improve predictions from test data was a book-length report of several studies conducted by Stern, Stein, and Bloom (1956) at the University of Chicago. These studies (Fishman and Pasanella, 1960) sought to relate individual characteristics to institutional or classroom environments

and processes. The purpose of Sterns' et al. (1956), book was to arrive at more tailor-made evaluations of individual performance. The theoretical assumption made by Stern et al., was based on the proposition that behavior is a function of the transactional relationship between the person and his environment. The results were the development of four methdologies for assessments.

The first of these methodologies is the Analytic Approach. This approach is based upon the most thorough elaboration of a transactional orientation. In fact, the other three methodologies utilize the Analytic Approach as its basic paradigm.

The Analytic Approach has four stages:

1. Observation is made of the situation by a staff. This staff clarifies the roles that are functioning by the persons who are being observed.
2. A criterion is derived by forming the observed functions into personality models described as possible effective performers.
3. Tests are selected to assess the personalities.
4. Staff conferences are held in which data from the analyses of environment and individuals are integrated. Predictions are made.

However, Stern et al. (1956) indicate that this approach is time consuming and costly. The Analytic method is beneficial for it makes available a complete case study. One of the limiting characteristics of this method is the importance attached to the assessor's skill in establishing and maintaining adequate relationship(s) with the subject(s). A further practical problem is the scarcity of capable personnel to conduct an Analytic assessment.

The second methodology is the Empirical Approach. This approach first uses a criterion to discriminate between successful and unsuccessful performers on the job. The major difficulty of the methodology is to assess standard of performance, which is abstract with the criterion, which is operational. The next step presents further difficulty. The assessor analyzes the parts of the criterion in order to select or develop a variety of tests which are likely to correlate highly with it. These tests are administered to groups and the results are analyzed. Cross-validation and discrimination are then made on new groups. Elimination of non-useful tests are made on the basis of the results of appropriate discrimination to measure performance.

The improvement of the Empirical approach rests on the distinction and critical evaluation between standards of performance and criteria. In addition, a study of differences in personality structure between the outstanding and less outstanding performers needs to be undertaken. A benefit of the Empirical approach reduces the role of the assessor. The extensive test batteries used and the constant shifting of data constitute a limitation of this method.

The Synthetic approach uses a sterotype model whose interaction within a program of general education could be foreseen in a number of specifiable ways. This approach is a non-clinical instrument. A diagnostic test

is used to identify what ideas, social institutions, social groups, interpersonal relations, and self-concepts are congruant with the established stereotype. Data regarding the responding person(s) are obtained directly from this test. No further analysis or interpretation is necessary. On the basis of the score the individual(s) are either categorized as representative or non-representative of the stereotype. One serious limitation of the Synthetic Approach lies in the fact that no one can have a certainty of the relevance of a hypothetical set of scales for a particular situation. In order for this approach to be useful some basis of priority must exist. This should only be done as a result of an analytic study. A benefit of the Synthetic Method is that instruments can be developed which represent components of the behaviors associated with the personality structures.

The last method is the Configurational Approach. The assessor in this approach is only concerned in the scores on tests. He is not concerned with the psychological content of the model. The scores and clusters of scores are used to isolate certain discriminations. An improvement of this approach would require the development of statistical procedures. These procedures will isolate sub-groups of persons who meet the same standard of criterion performance. The smaller group of persons would form independent clusters of test scores. The

Configuration Approach provides a more efficient procedure for the gathering of relevant data.

In this book Stern et al. (1956), indicates how assessment can be made more effective if both the individual and the environment are considered.

Other studies relating to non-academic are discussed in the following section.

Holland and Richards (1965) tested 7,000 male and female freshmen in 24 colleges in an attempt to find correlations between non-academic accomplishments and academic accomplishments. Correlations of accomplishment and competence with academic potential were negligible.

Hartnett (1965) found no relationship between extent of extra-curricular participation and scholastic performance among 400 men and 250 women at a large mid-western university.

McKay (1965) attempted to measure maturity of interpersonal behavior as a factor in college achievement. The results found in the 427 freshmen studied in a California Junior College showed maturity a low but significant positive relationship.

Magoon and Maxwell (1965) measured the differences between high-achieving and academically failing students on 22 demographic and attitudinal variables. Evidence demonstrated that failing male students among Arts and Science tend to be oriented toward non-academic activities

such as fraternities, dating, part-time work, and toward the immediate characteristics of an occupation in planning a career. Highly achieving Arts and Science women were socially and academically confident and deeply immersed in extra-curricular activities.

Dressel and Lehmann (1965) in a four year study of 3,000 freshmen from Michigan State University found an increase of critical thinking, religious tolerance, grade-point consciousness, and homogeneity of attitudes. Authoritarian, stereotypic, and dogmatic attitudes decreased. Students believed these changes to have been caused by peer group and non-academic experiences. The changes could have also been a result of the general impact of the four year college experience in producing greater student self-awareness and tolerance for the ideas of others.

Gibbs (1966) found the relationship between psychological needs as measured by the Edwards Personel Preference Schedule, and college achievement differs for men and women in Australia as it does in the United States.

Richards, Holland, and Lutz (1966) attempted to determine the influence of undergraduate instruction on student accomplishment on 10,000 freshmen, sophomores, and seniors. The results showed a relationship between experiences and training to extra-curricular accomplishments. Students that achieve in one area usually achieve in the other areas.

Hollands and Richards (1965) measured a 3% sample of 612,000 high school seniors. The purpose of the study was to find out if students receiving awards or prizes in music, arts, drama, speech, writing, or science were related to the ACT aptitude scores or high school grades in English, math, social science, or science. No relationships were found.

Baron (1968) was interested in the non-intellective factors related to successful and unsuccessful junior college students. Using 14 demographic variables the results showed relationship to sex and vocational role.

Coombs and Davies (1967) reviewed much of the earlier work on the relationship between socio-psychological adjustment in college and scholastic success. The evidence shows largely inconsistent results across studies. Emotional Balance and Sociability studies are non-predictive of scholastic success. The factors of Organizational, Effort, Motivation, and Conformity, however, showed slight positive relationship with scholastic success.

In 1968, Pace, in characterizing college and university environments, indicated four general approaches to measurement: "environmental press," individual characterization, demographic characteristics, and individual behavior. General similarities in the results that indicate college environments may be characterized by their degree of intellectualism, humanism, and estheticism,

vocationalism, or pragmatism, and sense of community. Analysis of studies suggest certain tentative conclusions. Certain types of institutions-denominational, junior colleges, state universities tend to have quite similar profiles. Secondly, many pieces of the college environment fit together in ways that do not correspond to common organizational categories. For instance, the degree of success of independent study programs may depend upon the amount of responsibility that studies are given in non-academic areas. Further studies of college environments need to explore additional dimensions and directions. There are different contents of inquiry and methods of approach for such studies. This type inquiry may be labelled the study of "climates," namely, the particular combination of causes associated with a specific result.

## Black Students and Higher Education

A substantial effort to increase enrollment in unsegregated colleges did not begin earlier than the founding of the National Scholarship Service and Fund for Negro Students in 1949 (The Fund, 1956). The United States was pre-occupied with desegregation of public schools during the 1950's. Gordon and Wilkerson (1965) considered the literature of black students and higher education barren of attention prior to 1960. In 1964 Gordon and Wilkerson surveyed 2,093 higher institutions to find out if the colleges or universities had programs

for black students. Only 610 responded with 224 reporting any special programs.

In 1966, the Coleman Report, Equality of Educational Opportunity reported substantial data of racial segregation in higher education. Based upon 1965-66 enrollments, Coleman's (1966) report indicated that America had two systems of higher education. One set of colleges was about 99% black and another set was about 99% non-black.

Higher education has only expressed some concern for the inclusion of black students recently. This has been the result of Martin Luther King and Malcolm X's leadership in the Civil Rights Movement. The confrontation by black youth precipitated a crisis of conscience (Kenrick and Thomas, 1969).

The simple measure of the status of black students in higher education is enrollment; yet it can be one of the most misleading. In a confidential report (Report on Higher Education, 1971) leaked to the press, Counsellor Danial Patrick Mognihan (1970) advised President Nixon: "Negro College enrollment rose 85% between 1964 and 1968, by which time there were 434,000 negro college students. (The total full-time university population of Great Britain is 200,000.)" Such a comparison implies a great deal of progress in educating black youth. In fact, comparing black enrollment to total non-black enrollment the gains are minimal. In 1968 (Report on

Higher Education, 1971), total black enrollment numbered 435,000. In 1968 total non-black enrollment numbered 6,801,000.

For the nation as a whole, during the 1960's, black youth, 25 to 29 years old, median years of high school completed, increased from 10.5 to 12.1 for males, and from 11.1 to 11.9 for females (Kenrick and Thomas, 1969). During that same period, the percentage of black males completing four years of high school increased from 36 to 53, while black females increased 41 to 49%. These figures are of great importance for the high school graduate defines the population eligible to enter college.

The black population attending college in the 25 to 29 years of age range increased from 4.3 to 6.8%. Non-black enrollment in colleges increased during the same period from 11.7 to 13.7% (Bureau of Census, 1968). Black males had lower educational achievement than black females in 1960 but higher attainment by 1966. In 1960, black female enrollment exceeded black males 4.6% to 3.9%, but black males led 7.4% to 6.4% by 1965 (Bureau of Census, 1968).

However, local fluctuations in educational attainment demonstrated the exclusion of black students. In 1960, Mississippi's black population was 900,000 which produced 15,000 black high school graduates. Florida with a black population of 88,000 (Jaffe, Adams, and Meyers, 1960) produced 40,000 black high school graduates.

Green (1970), in his paper "The Needs of Minority Group Students at Michigan State University" identified financial needs, academic needs, and social needs as serious areas of concern. The author stated prior to 1968 more foreign students than black American students were present in the colleges and universities.

The inclusion of black students (McClellan, Baldwin, Bronfenbrener, and Strodbeck, 1958) to higher education has been based on (1) the discovery of talent among youth who were being denied access to higher education by financial circumstances, racial discrimination, lack of motivation, or inadequate guidance; and (2) the development of talent through improved instruction that might create conventionally able college students from populations that were educationally undernourished.[1]

Kendrick (1964) pointed out that colleges will remain segregated racially if they confine their efforts to discovering talented black students resembling the non-black (white) students already enrolled.[2]

Many researchers are still arguing the question that a population should accommodate the educational system, rather the more central problem: the reconstruction of the educational system to accommodate the population. The results have been few studies evaluating the higher education of black students.

In Egerton's (1968) study which aimed to discover what some of the predominantly white four year colleges and

universities are doing to make higher education available to high-risk students, outstanding programs of 12 public and seven private institutions are examined. Of the 162 responding institutions, 86 were involved in some form of high-risk activity, but only 20 to 25 had drawn extensively from the many available resources to establish meaningful programs. Most of the programs involve special recruiting, modified admissions criteria, and financial aid. The students take non-credit remedial courses in a curriculum that is usually tailored to their educational needs, and the institutions provide special counseling, guidance, and other services.

Questioning the effectiveness of special programs in altering the achievement pattern of disadvantaged students, ~~Roger~~ Robert Williams (1968) conceded that program results has so far elicited some optimism, but felt that it is too early to know what the full impact of high-risk programs are on students' attitudes toward themselves, their future vocational success, or their contributions to society. Certain discrepancies between the variety of approaches to compensatory programs led Williams to conclude that:

1. The educational deficiencies of high-risk students should not be concealed from them as later discovery of their true academic status may cause hostility and reduce their motivation.
2. Compensatory programs would be more effective if high-risk students were taught and housed with regular students, provided with sufficient funds to purchase clothing and engage in social activities

on campus, trained in money management, and allowed to earn part of their support.
3. The relationship between instructors and high-risk students needs to be more personal.
4. Counseling should be voluntary rather than mandatory.[3]

In his five-part review of the literature on socially disadvantaged youth, Edmund Gordon (1967) noted that high school academic averages combined with teacher estimates are equal to, or better than test scores in predicting college achievement.[4] Financial aid to high-risk students is usually associated with compensatory practices and job assignments. But financial aid policies that saddle these students with the burden of loan and job obligations impose additional hardships on them. Since they must work harder to earn acceptable grades, they should be allowed to devote most of their time and effort to studying. Many disadvantaged Negro students enter compensatory programs in northern colleges with records no better or worse than those of other students and perform unsatisfactorily even though some concern for their adjustment to college life is evident. Gordon (1967) conceded that this concern is often warranted but considers more important the adjustment of the institution to the demands of integrated education. These demands involve not only compensatory education programs, but also recognition of the students' aspirations, motivations, resources, and achievement. Gordon found little evidence

to support the popular belief that remedial programs alone can improve academic performance.

Similarly, Albert Whiting (1968) proposes the revision of some current university techniques. He suggested a complete departure from the pattern of non-credit remedial courses to one of curricular experiences that stimulate receptivity, outright grants rather than work-study or loan packages, a broad program of guidance and direction that covers both personality and behavioral problems, and a college environment which precludes stigimatizing identifications. Whiting also recommended open recruiting and enrolling of poor high-risk candidates, systematic evaluation of current remedial programs, and creative university efforts to produce the kinds of teachers needed to work with the disadvantaged on the secondary level.

Scott (1965) as a result of charges that meaningful integration had not occurred at Indiana University, attempted to measure the level of race consciousness at that institution. The results gave evidence that the subjects felt themselves as being isolated from the total campus life. It was believed that little enforcement of university policies with regard to race or color.

Manning (1968) reviewed the difficulties of using existing programs with disadvantaged students; he called for the redirection of testing at the point of transition

from school to college to emphasize diagnosis and to improve the distributive and evaluative functions of educational systems. Both the American College Testing Program and the College Entrance Examination Board recently introduced new programs or redirected interpretive materials toward broader measurement for the purpose of junior colleges and other "open door" institutions. The revival of search for college talent may begin in a totally new context.

Vittenson (1967) utilized the Mooney Problem Check list in an attempt to examine those problems confronting the black college student. With his population of 100 black students he found: (a) Students were concerned with their preparation for college work; (b) Students were concerned with cultural improvement, self-improvement, fear of making mistakes, fear of speaking up in class, and concern for morals and religion. The author suggests that environmental settings has some built in factors that contribute to the feelings of the black students.

Bartee (1967) attempted to determine the difference between black and non-black students on the basis of self-concept and perception of the environment. The author also attempted to find out the impact the college experience had on these characteristics. The results evidenced little change in perception between the freshmen and senior levels of higher education. The pattern of

group mean scores tended to be related more to race than to socio-economic background. Black students gained significantly in self-respect as a result of attendance in a higher educational institution.

Humiston (1959) attempted to determine if participation of minority group members differed from that on majority group member students in extra-curricular activities. The author was interested if social attitudes was a factor in the extent of participation. Similarities and differences existed in the expressed desire to participate.

Bindman (1965) found that most important factors affecting black students as related to academic achievement were the relationship with the manner of participation in the informal, formal, and semi-formal patterns of the university. The results of the rejection and isolation for the black student were:

1. Absence of meaningful social and academic contacts.

2. Residence patterns which negatively affected access to academic aids and support.

Andersons' (1961) purpose in his study was to investigate areas of differences between non-intellectual characteristics of selected groups of high and low achieving black college students and whether those characteristics showed sex variations. Significant differences were

found between non-intellectual characteristics of personality needs, personality adjustment, interests and study habits, and attitudes possessed by high and low achieving experimental groups of the study. Interest characteristics and dimensions of the personality showed significant differences. No significant differences were shown between the dimensions of attitudes and study habits.

In an article reviewing the literature relating to discrimination and prejudicial practices of college student personnel services. Milliken and Clardy (1967) described the admission services. The authors state the admission is the most readily identified personnel service that practices discrimination. The reasoning behind this statement lies within the fact that the first contact black student has with the college is at this level. Other services of the institution have no opportunity to discriminate against the student if the student is refused admission. Other discriminatory services within the university are the adult advisors of non-black social fraternities and sororities. Because of outside agencies' policies, college placement bureaus often practice subtle discriminatory acts.

## Summary

In this chapter, a history of the development of college environmental studies was presented along with a review of some studies relating to non-academic variables.

It is apparent that volume and worth have produced some significant gains. The study of college environments is still in the embryo stage. The studies relating to perceptions of black students and the college environment, though minute in volume, are based upon arguable and unsettled assumptions concerning such matters as purpose of institutions, the proper organization of society, and the best relation between study and action.

The appropriateness of research as an approach to solving social problems (Kendrick and Thomas, 1969) is under attack partly because studies, demonstrations, projects, and reports, have seldom been connected to dramatic institutional change. The growing conviction among serious investigators is that the improvement of higher and lower education for the disadvantaged depends upon better definition and measurement of "talents." In that regard this study hopefully will be of some significance in providing a model for future investigation.

# CHAPTER III

## THEORETICAL DEVELOPMENT

In Chapter I, an identification of the problem was discussed. Further examinations and suppositions are reviewed in this chapter which frames the basis for the development of the theory.

The behavior of the black college student reflects his life style, his pattern of living, his attitudes, and manner of viewing the immediate environment, the college campus. This behavior has an historical reference. It began with the great grand-parents inculcation of certain life style behaviors that were practiced during slavery as survival techniques. The retentions, of certain of these behaviors were believed to accommodate and facilitiate a better way of life for black people. Rainwater (1966) states the most important thing about the freedom which non-blacks have allowed black people within their own world is that it has required black people to work out their own way of survival from day to day, from birth to death. The culture that black people have created has been viable for centuries. The institutions black people

have developed within their culture, help to structure the tasks of living, yet fighting, a victimized life, and to structure the minimization of the pain it produces.

The historical linkages of contemporary black college students' life styles gives credence to this behavior. The insistence by black students to college administrators for meetings and meeting places exclusive to black people have often met with college resistence and admonishment of willful ostracism. During pre-Civil War days, Franklin (1947) discusses laws governing black people in Southern colonies during the seventeenth century:

> In 1689 there were rumors that the Catholics were plotting against the government of Maryland . . . and the negroes of some Southern cities were watched with suspicious eyes. This doubtless led to the law of 1695 which prevented frequent meetings of negroes.

The reticence for the formation of black groups and black group meetings by college administrators have given way in the heat of much conflict and controversy. The dual role of the black presence in the non-black northern university world simulate the role of black people in the American society. In the three centuries that the black man has been a part of the evolving American civilization, two important processes vitally affecting him have been in operation. He has been compelled to live in a world apart from the majority of the non-black group, and, therefore, has developed institutions of his own to perserve his identity and individuality. At the same time, black

people have participated in a prescribed degree in the affairs of the larger community. These two processes have occurred simultaneously. As a result, black people live in two worlds. To make the problem of existence easier, efforts have been made to reduce the duplication of two-world living. The negotiation for this interaction has been usually prompted by the affluent black and non-black professional groups.

The changing character of black people, as well as black college students, (Morgan, 1970) rejected black and non-black negotiations that disallowed the identity of black students and black life styles. The inclusion of black students from ghettoized areas brought to the college campus black students with a new awareness and acceptance of black life. An analysis of the civil rights movement would suggest that the striking fact about all the levels of the black community is the absence of false consciousness and the presence of a keen sensitivity of the extent of the victimization of black people as well as the knowledge of the forces which maintain it.

In observing black students in the college environment, particular life styles and attitudes are seen in the management of time, the use of space, and the need for financial assistance. These behaviors are manifestations of adjusted survival stratigems evolving from the great-great forebearers during pre-Civil War days.

The historical use of time during the period of involuntary servitude, which later became slavery, is described by Franklin (1947) and Stampp (1956).

> It was generally believed that one negro was required for the cultivation of three acres of cotton. The planting, cultivation, and picking of cotton required little skill, but a great deal of time. Aside from the duties in connection with raising the crop, other things done were clearing land, burning underbrush, rolling logs, splitting rails, carrying water, mending fences, spreading fertilizer, breaking soil, and the like. Small wonder that many slaves worked not merely from sunrise to sunset, but frequently long after dark. On the Louisiana sugar cane plantations it was not unusual for slaves to work eighteen to twenty hours each day during the harvest season (p. 191).

Black college students are knowledgeable or have been exposed to the world of work. The students have seen their parents with or without meaningful work. The amount of time or hours of work needed to extract adequate economic sustenance is not unknown. Higher education is viewed by most parents and students as providing young people greater opportunities in having more control how life is ordered. Control of time means to students; the control of the content of time. The successful matriculation of a black college student is viewed as having job options which would order a time-content that is related to his hopes and aspirations.

A prominent concern of the student is centered around money needs. Financial assistance for the black college student is directly linked to the economic limitations imposed upon the black family by the non-black

majority (Bennett, 1966). According to Bennett, the depth and intensity of the problems of black people are the result of primary pressures from the side of the "dominant white majority."

Myrdal (1944) has underlined the validity of this approach by admitting in his massive work on the blackman, AN AMERICAN DILEMMA, that he had studied the wrong people. "Although the Negro problem is a moral issue both to Negroes and to whites in America," he wrote, "we shall in this book have to give primary attention to what goes on in the minds of white Americans." An adequate tool for analysis of black family income is the number of members of a family who labor for a given income. In 1960, half of the non-black families were being supported by a husband only, while little more than a third of black families could depend solely on the earnings of one male bread-winner (Kruger, 1969). In six of ten black families where both a husband and wife were present, two or more persons worked. Less than half of non-black families had both husband and wife working (Drake, 1945). Even in those families which commanded an income of over $7,000 a year, twice as many black wives had to help earn the income as non-blacks (Schiffman, 1963). The American caste-class system has served, over the years, to concentrate the black population in the low-income sector of the economy. In 1961, six out of every ten black families had an income less than $4,000 per year; yet, six out of every

ten non-black families had income over $4,000 a year at their disposal. Moreover, in the South, eight out of every ten black families were below the $4,000 level. Racial elitisism in employment creates a job-ceiling placing most black people in blue-collar jobs.

Combined with the social implications of the job-ceiling-income-gap and the powerlessness in deciding time-use, is the limited space-use as reflected in the black-belt ghettoes black students emanate from. The overcrowded black communities bear the physical and psychological scars of its inhabitants whose life chances are not equal to the life chances of other Americans. As the European immigrants before them, black people inherit the worst housing in the city. The margins of the black belt, relatively adjacent to non-black suburbia are similar in appearance to middle-class neighborhoods. These mark the homes of affluent black residents. The older sections of the black belt are inhabited by the highest density of persons per square mile usually any place in the urban area. This is the area where the masses of black people live. Drake (1970) describes this area:

> For the average Negro who walks the street of any American Black Ghetto, the smell of barbecued ribs, fried shrimps, and chicken emanating from numerous restaurants, gives olfactory reinforcement of 'at homeness.' . . . The spontaneous vigor of the children who crowd streets and playgrounds . . . the cheerful rushing about of adults, free from the occupational pressures of the 'white world' in which they work, create an atmosphere of warmth and superficial intimacy which obscures the unpleasant facts of life in

> the overcrowded rooms behind the doors, the lack of adequate maintenance standards, and the too prevalent vermin and rats. . . . But for the masses of the ghetto dweller this is a warm and familiar mileau, preferable to the sanitary coldness of middle-class neighborhoods and a counterpart of the communities of the foreign born, each of which had its own distinctive sub-cultural flavor . . . (p. 378).

The meshing of the life-style the black student brings to the college environment with the perception the student gains from the institution, may be important determinates of his college success. The manner in which the student and the college environment interacts predicates the university to the student as an inhibiting or supporting institution.

The use of space, time, money, and perceptions of the college environment have been identified as fundamental non-academic components in the sustanance of black college students. Observations of student behavior will be discussed in each section. For the purpose of organization each area will be discussed separately. The discussion will provide the vehicle for the emergence of questions relevant to student opinion. These questions will serve as the basis for the survey instrument.

## The Use of Space

Historically, space-use had ownership by Americans other than black people. Franklin (1947) discusses the plight of the black man in 1870. "Because the federal government failed to give Negroes much land, they slowly

returned to the farms and resumed work under circumstances hardly more favorable than before the war (Civil War)." Jenkins (1968) offers as a positive agenda for the improvement of black people the ownership of land. The author states that Negroes should make deliberate efforts to vastly increase their ownership of land--especially urban land and land in their own communities. Abrams (1966) describes the congestion of black people in the following manner: The housing problem persists for most black families, and in many places it is becoming worse. About half the black renters in California and two-fifths of the black home owners live in substandard houses in contrast to only one-tenth of non-black renters and one-tenth of non-black homeowners. The neighborhoods are run-down; officialdom is less concerned with their maintenance, and their general atmosphere is demoralizing; the schools are segregated and inferior, and so are the recreational, hospital, and social facilities. Urbanization and suburbanization have recast the American scene and re-distributed the population into areas inhabited by a new non-black "elite" and a black unwanted. The more serious situations are compounded by overpopulated buildings and spiraling rent.

Turner (1970) states throughout American history, black people were never given access to large amounts of land, rural or urban. The description of this process is made by Boggs (1970).

> After centuries of the most ruthless exploitation of the land, first as chattel slaves and then as share croppers, Blacks have now been driven by the mechanization of agriculture into the major cities of the North. There, they are herded and confined to segregated reservations (i.e., ghettoized slums), forced to make homes out of dilapidated dwellings that have been worn out by whites who have abandoned them for the suburbs to escape the expanding black population.

The expanding black population has been a concern to the federal government. Walton (1970) gives reason for black peoples' resistance to the 1970 census population count. He writes that the present Census 70 Campaign is the most sinister step yet. It is a comprehensive intelligence operation which has strategic military significance. If a country has a rebellious section of its population, its first task is to gather precise, quantitative data on the nature of that dissident population. Census 70 will also force the divulgence of birth and parental information about blacks, which will strike a severe blow at one of the few effective defenses an oppressed people have--secrecy about their population, its size and location. Since the black population is growing at a rate 30% higher than that of the non-black population here, Census 70 information will be used to enforce black birth control. Walton (1970) concludes that the White House has announced population growth would be stabilized by 1980.

The presence of black students, who are offspring of parents and grand-parents attempting to maintain

a semblance of the good life, now compose the black population on northern campuses.

These black students are cognizant that black numbers at northern educational institutions are received with mixed feelings on one hand and deep subtle racial hostility on the other extreme. Among the major protest issues of black college students at northern universities, black recognition was the issue raised more than any other. The specific demands most frequently made (A Black Scholar Special: Student Strikes, 1968) were: Provide more black courses or Black Studies Center, increase the number of black students, hire more black faculty and staff, end racial discrimination, honor black leaders, provide more facilities for black students, increase black representation on general committees, and hire more black employees. This testing via recognition was a process to determine whether there was real willingness from educational institutions to legitimately include the black experience as relevant to a society that is deemed democratic.

On the college campus, black students can be observed working, playing, talking or eating together in groups. The areas where most black student groupings are, are defined by the black students themselves.

In residence halls during the lunch and dinner hour, black students have defined where the group sits and eat. Usually the students will set a pattern that will be adhered to by the rest of the group and to incoming

students new to the resident hall. Although the behavior that is set at one resident hall by one group of students may not follow the behavior that is set at another resident hall, the pattern can be seen as having fundamentally similar standards. Students in one resident hall complex may use the grill as entry and exit to obtain snacks and beverages while students in another complex may use the grill as a social gathering place such as for card playing. Whatever the trend that has been established in a resident setting will most likely be followed by significant size groups residing in the particular complex area. A visiting off-campus black student, with or with-out knowledge of a specific resident hall complex could easily inquire of another black student in the complex the whereabouts of groups of black students.

Organized social or political groups at Michigan State University such as the Black United Front (BUF), Black Liberation Front International (BLFI), Pan-African Students of Africa (PASOA), or fraternities and sororities play a strong part on the groupiness of black students. Other organized social events, such as, sports events, lecture groups, and speakers whose ideology is popular, attract large groups of students. These groups are observed using familiar seating arrangements: defined, accepted, and proximal to other groups. Non-black students seldom encroach on the defined area.

The awareness of the black student to a more thorough knowledge of self (Morgan, 1970) has caused a seemingly sleeping giant to awaken. The psychological breakthrough of the factness of blackness coupled with the beautiful-black theory, spurred by Malcolmism and Kingism (Fields), blossomed to a human rights movement. The fruits of the movement brought confrontation in numerous areas between the American value system and black students. The alien and oftimes hostile northern universities clashed with the black students pattern for living. Black students often found their only security, for keeping those things about self and group considered right and good, was through maintenance of the group.

As a member of the group, back-home reality is shared and reinforced among black students. As a user of space, it is common knowledge to most black people that space-use was more often restricted in obtainment, old in appearance, blocked or assigned for occupation, vulnerable to disruption, temporary for settling, and unprotected and questionable (Stampp, 1956; Franklin, 1947; Mrydahl, 1962; Report of the National Advisory Commission on Civil Dis-Orders, 1968). Although the students are solicited and included in college statistics, indicative of inclusiveness within the college setting, back-home reality and incongruence of policy and practice on the college campus gives fruit, he is still the unwanted black.

This perception may preclude his needed visit to the student counselling office. His recollections of the public school counselor viewed the counselor as representing the authority of the (front) principals' office (Proctor, 1970). This authority usually worked to the detriment of the black student. Moreover, his experience in visiting places which were supposedly available to him often proved disastardly. Public servants in the library or the city museum, often viewed the presence of blacks as unwanted.

Although space on the college campus is seemingly available, black students have demanded exclusive space. On the campus of Michigan State University, Black Cultural Rooms are present, if not in every resident hall, in every resident hall complex. In these rooms, meetings are held to recognize and honor great black leaders, a library is assembled containing books and other materials relating to the black experience, and/or is used as a place where one can talk freely to another (rap sessions). The acceptance of the legitimacy of the black value system have led black students to publicly state to resident hall managers the need for change in such items as the cafeteria menu. It can now be observed that advertisements announcing "soul-food" meals, on cafeteria fare, attract significant gatherings of black students across the campus. In addition, once accepted practices of resident social events, such as hay rides, mixers (dances), or the

Schlitz Five Combo, have been questioned by black students as exclusive to their black experience (Green, 1970). Many black students state it seems easier to expand opportunities for blacks than to give black the opportunities to expand. Bloy (1971) in speaking of the identity crisis in higher education describes the struggle as being between assumptions about the nature of self, which are incarnate in life styles; a struggle between culture and counter-culture.

These questions relating to space seem to emerge:

1. What is the difference between black and white students in their use of space?

2. A. Do black students come from homes that have different space areas?
   B. Do white students come from homes that have different space areas?

3. A. What facilities do white students use on this campus?
   B. What facilities do black students use on this campus?
   C. Are they different?

4. A. Would black students prefer an apartment rather than a dormitory?
   B. Would white students prefer a dormitory rather than an apartment?

5. A. Do black students admire only black people?

   B. Do white students admire only white people?

6. A. Are black students individualistic?

   B. Are white students individualistic?

## The Use of Money

Most black students at northern universities are the result of the universities' shift to the lower socio-economic class of black youth. The bulk of these youth have financial needs which cannot be determined by the university in the traditional manner (Green, 1970). In his report, Green further adds that contrasted to non-black students, most black students cannot depend on financial support from home. In fact, many black students feel an obligation to send money home to help their parents. The majority of these students are on some financial aid (Johnson, 1971). The concern for students with great financial need has been recognized by the various federal programs which now reflect a national commitment to educational opportunity (Henry, 1969). Spearheading this trend is the National Defense Student Loan Program (NDSL), the College Work-Study Program (CWS), and the Educational Opportunity Grant Program (EOG). The Educational Opportunity Grant Program is designed to award grants only to students of exceptional financial need (U.S. Dept. of HEW, 1967a). Tighter controls have been established which require that 90% of students receiving

such grants come from families where the combined parental gross income is less than $6,000 (Johnson, 1968).

Schlekat (1968b) found that disadvantaged students were more likely to be awarded a package or loan, while those higher in socio-economic status were more likely to receive only a scholarship or grant. Gibbs (1968) and Tate (1967) discusses the unique differences in life styles of various socio-economic groups. How to compensate for those differences is becoming a more direct concern of higher education.

Some of the differences observed with Michigan State black students center around the use of money. Some students need money for fundamental clothing, items, and personal toiletries. Because of an inadequate wardrobe base, students need money for building the basic wardrobe. Harris, a counselor for black students at Duquesne University, describes the problem (McClellan, 1968).

> Many students I've dealt with feel as if they don't have the wardrobe that an active college life dictates. Further more, they don't have pocket money to participate in the activities of student organizations which represent their peer groups. These two problems constitute and reinforce a sense of insecurity. Insecurity breeds discontent and interferes with motivation. Without motivation, the chances of realizing goals is seriously stifled. To give a black student a few crumbs as opposed to a slice of bread is adding a frustration factor which is impossible to deal with. Always hungry, always poorly clothed, never financially solvent, always inadequate, are not conditions conducive to learning and growing academically.

Froomkin (1968) reports a host of governmental figures that indicate financial aid programs are working but that considerably more funds will be needed in the near future if true equality of opportunity is to be achieved.

One of the disadvantages for 95% of Michigan State University black student population who receive financial aid is the method used for computing students who demonstrate financial need. This method is described in the Manual for College Scholarship Service (1969) and can be summarized as follows:

1. Effective Income--the addition of all income and deducting prescribed portions of amounts spent on federal income tax, working expenses for the mother, medical expenses, emergency expenses, debt reduction, non-collegiate schooling, and dependents other than children.
2. Income Supplement--the computation of the net worth of assets as, any residence equity, real estate, business or farm, other investments and assets over $2,000. The portion of the net worth considered as the income supplement varies with the amount of the net worth and the age and sex of the head of the household.
3. Adjusted Effective Income--the addition of the income supplement and the effective income.
4. Parents Contribution--considers the total number of children, the total number of children in college, and the adjusted effective income itself.
5. Total Family Contribution--the summation of the parents contribution, an assessment or non-assessment for expected summer earnings, and a portion of any asset of the student based on his year-in-school.
6. Estimated Financial Need--represents the college budget, including books, tuition and fees, and living expenses minus the total family contribution.

In the computational system, every applicant is subjected to the same treatment and a student will have the same computed family contribution regardless of the school he attends. Equal treatment given to black students who have a history of inequities has an analogy to the two men who geared up to the starting line for a life-long race. However, both knew the ultimate winner. One participant had been made lame while the other was in good health. The sum of equality for black students must include adjusted components for leverage. In financial aids, methodology for determining regional differences, dollar valuation, life-style, and longivity of employment are some considerations that should be included. If financial aid officers are not aware of the differing needs of black students, the estimate made by the computation could, and sometimes do, work to the detriment of the student.

Fields takes issue with the computational system for financial aid. He speaks of the carefully developed set of criteria for determining aid validated against standards suited to the average or middle-class non-black family financial structure. Fields contrasts the picture of the average black student at any good college or university. Measured against the statistics for the average middle-class non-black family, certain inequities emerge. Higher rent, higher insurance rates, higher price of food and costlier standard budget items, immediately affect the

black family (Kruger, 1969) and its ability to contribute financially to the education of a child. Consumer debt is an important factor of black family life in the middle-to-low income bracket (Green, 1969). This directly affects the cash assets of the family but is not considered on the statistical tables that deal with contribution to education out of financial assets.

Not only are black students receiving unrealistic and inadequate monies through financial aid, the black family is operating from a lower economic base than non-black families. Wharton (1971) submits the following scale as evidence:

Economic Background of Entering College Freshmen at Predominantly White Colleges Percentages by Race and Sex

| | Men | | Women | |
|---|---|---|---|---|
| Estimated Parental Income | B.S. | W.S. | B.S. | W.S. |
| Less than $4,000 | 24.2 | 4.2 | 27.8 | 4.7 |
| $4,000-$5,999 | 24.6 | 8.9 | 19.9 | 8.5 |
| $6,000-$7,999 | 18.9 | 15.3 | 18.5 | 14.5 |
| $8,000-$9,999 | 10.1 | 18.2 | 12.1 | 16.2 |
| $10,000-$14,999 | 13.2 | 29.0 | 14.3 | 28.1 |
| $15,000-$19,999 | 4.0 | 11.6 | 4.8 | 12.7 |
| $20,000-$24,999 | 1.6 | 5.1 | 1.3 | 6.3 |
| $25,000-$29,999 | 1.1 | 2.7 | 0.4 | 3.2 |
| $30,000-or more | 1.2 | 5.0 | 0.9 | 5.8 |

B.S. = Black Students.
W.S. = White Students.

Wharton (1971) raises several major questions:

> What is the best method of determining the need of students?
>
> How do we cope with the paradoxical situation where the greatest work strain is often placed on the very student whose educational background requires of him the greatest study time?
>
> Are students adequately counseled on how to spend the funds they receive, such as budgeting, consumer information?
>
> Should colleges be expected to meet financial needs of the student beyond strict educational expenses?
>
> What are the special financial problems of the minority graduate student?

A survey of student opinion conducted last June at Michigan State University revealed that out of a sample of 127 black students, more than half of the 75% who were receiving some type of financial aid found it inadequate in covering essential education expense (Green, 1969). Research studies reveal that a greater percentage of black students borrow money while in school than non-black students. Many, if not most black students begin their post-education careers heavily in debt.

The question of part-time work is intricately related with the financial need of the student. Black students find it hard to work their way through college although they usually need the money (Morgan, 1969). Increasingly there are fewer jobs that are considered student jobs on or off campus. Because of the high overall national unemployment rate of 6%, and 35% for black youth, jobs are at a standstill. Federal programs to provide part-time employment for college students, particularly

those from low income families, are part of the package Michigan State University allots for financial aid recipients. Through the program the government now provides for 80% of the student earnings at hourly rates from $1.60 to $3.50 depending upon the degree of skill and complexity required by the various jobs, with 20% paid by the employer. "Although it is not required, assigning a student a job relating to his academic area of study is certainly worthwhile in terms of job satisfaction and total educational experience" (U.S. Department of Health, Education, and Welfare, 1968). If a work-study program offered field-related jobs, they would not be disdained by black youth, specifically, black male youth, as "flunky" jobs. Many black youth frown upon low-level jobs because of the historical connotations related to parents working for menial pay in kitchens, yard work, and dirt-drudge jobs. Moreover, many of the campus jobs which are available go by default to girls. Female students usually have some clerical skills and are able to qualify for this type of work. Black males, (Morgan, 1969) consequently, are much more likely to suffer from financial obstacles to continue schooling than black females. One significant concern raised by Wharton (1971) is the financial responsibility of the student. Budget counseling has not been followed through with students who for the first time may receive $300 in hand as the quarterly payment for room and board, tuition and books. It is often a great temptation

for the student to splinter "just a few dollars" for longed-for items as high-fidelity records, notions, steak dinner for two, money sent home, or a needed coat. Some students have had to make short-term loans because of such endeavors.

Some of the important questions regarding money (financial aid) seem to emerge:

1. A. What are the financial conditions of black students' families.
   B. What are the financial conditions of white students' families?

2. How many black and white students are on financial aid?

3. A. What type of "financial aid package" do black students receive?
   B. What type of "financial aid package" do white students receive?

4. Do black and white students need money for necessities? (Basic clothing, toiletries, etc.)

## The Use of Time

On the college level, time is a significant component for the smooth functioning of the institution. Students are recruited and admitted at special times. Classes are organized in time segments and spaced at various intervals. Meals are scheduled, and major social

events are placed on the calendar several months ahead. In spite of this activity, students have certain preferences for specified tasks. Some students do not eat breakfast for reasons of the early hour. Other students feel certain their day must begin with some food between the rib cage. Completing tasks on time is a certainty with some students while waiting until "time pressures me" is the pattern of others. Black students may transmit their life-style of time-use as practiced in their back-home environment. Traditionally time has ownership by other than black folk. Work for economic reasons constitute most of the time of people. Black people usually have been in the employee role. Therefore, time was governed, assigned, and stipulated by the employer. Time allotted for personal or family needs occurred after the employer had used his time. During pre-Civil War days, black people worked from sun-up to sun-down. This time was nominated by black people as "from can to can't" or from "can see the light (day) to can't see the light (night)." Therefore, time for meals, washing, etc., occurred in the late evening. Socializing and relaxation occurred even after that. Contemporary employment or school attendance has created relatively more options for day light activity. However, most black students seem to prefer their daily schedule beginning later in the day. Night time seems to be the most desirable time for socializing. If late hours are

frequently kept by the students, early classes may become a problem.

Obtaining immediate gratification rather than planning ahead may seem unwise to some. Many blacks have experienced long-range plans failing because control of the plans do not rest with the planner. It seems quite logical to some black students to receive the gratification immediately unless it is snatched away.

Black students enter college under the firm belief that education provides more vocational options. However, making decisions for a future lifes' work is more often made without factual comprehension. Little vocational guidance is being offered at the high school or college level. Therefore, the need for selecting a major early in the college career is not seen, nor examined, in its full context. In addition, early entrance in the college of your major can provide waiver or substitution for basic courses.

College attendance then becomes the goal or an end in itself rather than the means or strategy for goal accomplishment. In the minds of some students, school is converted from an instrument of social mobility to a place of refuge. College attendance is seen as one of the end options of other ends. These ends have been named by students as (1) going to college, (2) obtaining a job, (3) getting married, or (4) being drafted. Students have often been overheard as saying "I'm going to college."

When pressed to state for what end; vague, unsure, and uncertain replies are given. Whenever an answer is supplied, the broad field is named and the specialized areas are omitted. As an example, the student may reply she is attending college and her major is nursing. Upon further investigation the student may be unable to qualify the specific area of interest within the field she plans to pursue. If the reason for college attendance was goal or vocation oriented, time during college period may be utilized to the advantage of the student.

Questions having relevance to time-use are:

1. When do black and white students want their active day (class, work, study, etc.) to begin?

2. To what extent do black and white students feel that they manage their time well?

3. How do black and white students feel their time is restricted?

4. What do black and white students think is the most ideal number of hours to work per week?

5. Do black and white students plan their time well?

6. What does planning for the future mean to black and white students?

7. Do black and white students skip morning classes?

8. Do black and white students stay up past midnight?

## Perceptions of the College Environment

Many students when first entering Michigan State University, are over-whelmed by its vastness, complexity of buildings, and exclusiveness for the non-black group. The black student usually comes from a neighborhood where much is going on. People in black neighborhoods are constantly involved in activity, especially evening activity. Groupness is seen everywhere. On college campuses, middle-class non-black life is dead to this type of action (Morgan, 1969). The main activity of the campus is to enhance opportunities for individual learning. Performance is judged individualistically. Socializing with the frisbee is not the black students' idea of letting off steam.

Cultural events such as an outdoor band concert or the ballet may or may not be appealing to black students. However, when a highly publicized black ballet company visited the Michigan State campus, a significant number of black students did attend. Usually cultural events at Michigan State University do not relate to the black experience. However, the black students flocked for Nation of Islam Minister, Louis Farrakhan, of Muhammed's Mosque No. 7 (Michigan State University, April, 1971). In addition, a large number of black students attended the

lecture of Dr. William Greaves (Michigan State University, May, 1971), on Communications and Media. Black students are interested in events that relate to them. The students view the university as having a functional utility as long as they can survive with their blackness intact.

Several questions concerned with college environment as perceived by student perceptions are:

1. How do black and white students feel about black life styles?

2. How do university staff feel about black life styles?

3. How do black and white students feel about themselves?

4. Does this campus climate make black and white students feel wanted?

5. Do black and white students feel they are an important group to this campus?

6. How do students feel that black and white students rights are equally respected?

## Summary

In this chapter, the assumptions of the theoretical development are discussed. The use of space, time, money, and perceptions of the college environment have been identified as fundamentals for college success. In

addition, specific observations have been described. In each of the four major areas examined, a number of questions have been formulated that point to the need for consideration of student opinion that will facilitate college adjustment. The remainder of this study will attempt to elicit and evaluate such opinion.

# CHAPTER IV

# METHODOLOGY

The questionnaire was designed to survey students' awareness of use of space, time, and finances as it related to college environment. Support for survey research such as this has been growing steadily during the last decade. Authors such as Gross (1959), Hyman (1955), Trow (1963), Oppenheim (1966), Backstrom and Hursh (1963) spoke of the need to learn more about the characteristics of various groups within our society so their educational needs can be better met. For example, Trow (1963) reported that in general, education has been reluctant to give much attention to survey research and has not benefited from the refinement of techniques in recent decades. As education increasingly becomes the chief avenue of social mobility, " . . . the factors which affect the nature and extent of educational opportunities of children who start life in different strata of the society have import for social theory as well as for social policy" (Trow, 1963, p. 252).

For this study, the results of administering the questionnaire will be analyzed and used in two ways. The first analysis of the questionnaire will be analytic. The analysis will deal with the relationships between student opinion and the variables. Hyman (1955) distinguishes testing specific hypotheses as an approach to examine these relationships. The second use will be descriptive. Here the results provide an overview of student opinions toward their life-space use in the university environment. The results are not designed to explain anything or to show relationships between one variable and another (Oppenheim, 1966, p. 8).

Toward this end the methodology includes statement of the problem, research hypothesis, development of the instrument, identification of the purpose, item construction, refinement of the instrument, selection of the sample, procedure, analysis of the data, and limitations of the study.

## Statement of the Problem

This study is concerned with the differences between black and white college freshmen students toward their life space use at Michigan State University and what black and white students think could help them adjust to the university.

## Research Hypotheses

1. The perceptions of freshmen students at Michigan State University toward the use of money will differ on the basis of race.

2. The perceptions of freshmen students at Michigan State University toward the use of time will differ on the basis of race.

3. The perceptions of freshmen students at Michigan State University toward the use of space will differ on the basis of race.

4. The perceptions of freshmen students at Michigan State University toward the university environment will differ on the basis of race.

5. The perceptions of freshmen students at Michigan State University toward racial composition of person most admired will differ on the basis of race.

## Development of the Instrument

The development of the instrument progressed through three distinct stages: the identification of the purpose, the construction of specific items, and the refinement of the instrument. Such a procedure is consistent with techniques outlined by Hymen (1955) and Oppenheim (1966).

## Identification of the Purpose

One of the important aspects of the instrumentation is to first identify the problem and consequently, the purpose of the instrument. Through the preliminary work done in Chapter I (background of the study), a need for some measure of student opinion of life-space use developed. Further investigation of previously designed questionnaires and standardized tests failed to uncover an acceptable instrument. Based on such information, the author elected to develop her own instrument. The desire to survey a sample of students and the general nature of the information required, prompted the decision to use a self-report, paper and pencil questionnaire. Such an instrument has the capability of securing a variety of information; it requires relatively little time for the respondent to complete, and it can be given to a rather large sample at the same historical period.

## Item Construction

To determine just what questions might be relevant to students and to examine where student opinion seem to be implied numerous discussions and observations in formal and informal sessions. These sessions were conducted in large group, small group, and one-on-one sets. However, some questions developed in the initial review of the literature. The void in the content area of the literature review revealed significant need for study of non-academic

variables as related to college environment. From these areas, questions emerged that seemed relevant to students. These questions served as a basis for Form A of the instrument (Appendix A).

## Refinement of the Instrument

In addition to the construct validity that the instrument has through the above procedure, it was further revised several times to increase its content validity. Such revisions were based on the critical comments of experts or judges as:

1. Doctoral students in Higher Education at Michigan State University registered for research writing during winter and spring terms, 1970-71.

2. Professional staff of the Financial Aid Office at the Michigan State University, Governor State College in Forest Park, Illinois, and National Scholarship Fund for Negro Students at Atlanta, Georgia.

3. A pilot group of 21 students from the population who were not selected in the sample.

Consistently critical comments and suggestions from Dr. Dale Alam, the author's committee chairman, and on-going systematic guidance and direction from the initial start from the author's research chairman, Dr. William

Schmidt, provided the basis for the developed form of instrument B (Appendix B).

The comments of all groups and a careful inspection of the suggestions led to the last major revision of the instrument. The final form of the instrument was completed with the incorporation of changes suggested by the author's doctoral committee done individually with each committee member (Appendix C).

## Selection of the Sample

Michigan State University is an educational institution of 45,000 students. Located in the mid-west it has a population that is largely from the Michigan area. In addition, students attend from the nation at large as well as from other countries.

The population of the study was defined as black and white college freshmen at Michigan State University during the spring term of 1970 (Table 1). Alphabetical listing of white freshmen students provided a total of 4,888 student names. Desiring a sample of 100 students to represent the population, every forty-eighth student was selected in the listings. This number was determined by dividing 100 into the total list. The starting point was determined by the coin flip. Listings of black students were assigned a unique number by the table of random numbers. The flipped coin determined the starting point for the use of the process of division. A pre-determined

Table 1

Population Sample

| Students | Male | Female | Total |
|---|---|---|---|
| Black | 39 | 42 | 81 |
| White | 52 | 23 | 75 |
| Total | 91 | 65 | 156 |

assertion made prior to each time the coin was flipped, gave direction for the process. The processes (random table) divides the number of pages into two divisions, divides divisions into sections, divides sections into parts (top and bottom), divides parts into columns, divides columns into right and left until the smallest denominator, the number, is selected. This number is assigned to numerical symbols beginning with 1, 2, 3, etc. Selection of the student is determined by the assigning of these unique numbers. This simple random sample yielded 163 names.

## Procedure

Students selected in the sample were handed the survey by the Area Director of Graduate Advisors, Black Aid Coordinators, Black Aids, Graduate Advisors, Resident Hall advisors, and by the author during the first week of May, 1971. The content of the accompanying cover letter is provided in Appendix C. Each student received a

self-addressed envelope that could be used in the campus mail system. Since each student was addressed personally with the letter on the attached questionnaire, returned questionnaires were matched with the student list.

By May 15, 1971, eight days after the initial handout of questionnaires, 38% of the questionnaires had been returned. On May 17, 1971, a follow-up team was sent to all students who had not yet responded. This team consisted of the Head Advisor of Graduate Students, the author, selected students not in the sample, and selected supervisory residence hall personnel. The team was divided into certain residence hall areas and a list of non-responding subjects. No new questionnaires were used.

A third attempt to reach students who had not responded was made June 1, through June 10, 1971. Students who could be reached by telephone were asked to complete the questionnaire. Whenever a request was made for a new questionnaire, it was supplied. As of June 10, 1971, returns totaled 78%.

## Analysis of Data to be Performed

The data obtained by administering the student questionnaire was coded and prepared to facilitate transfer to punch cards. In addition, the data obtained by administering the personal data sheet to determine the correlation between selected independent variables and students perceptions of life-space use within the university

environment were tabulated and coded. The data will be analyzed by reviewing the frequency and percentage of student as related to selected life-space items. Significant differences in the group mean scores will be tested by Chi-Square at the .05 level.

## Limitations of the Study

The study is limited by the factors inherent in the use of any questionnaire. These include the difficulties in securing the complete cooperation of the respondents, difficulties in tabulating, validating, and developing adequate sampling procedures.

# CHAPTER V

## ANALYSIS OF THE DATA

The major purpose of this study was to assess the perceptions of black and white freshmen students at Michigan State University toward life-space use in the college environment. In addition, several variables were analyzed that might influence the perceptions of the students.

This chapter will delineate the results of the data. For a systematic presentation of the data the chapter is divided into three sections. Each section explicates the analysis of contingency tables for discussion. In the first section the total group is described from the demographic data. The second section proceeds in an analytical manner by relating student perceptions based on selected items to the race of the student. The third and last section is intended as a descriptive overview of student opinions based on the sex of the student.

The Chi-Square Test is used to assess the statistical significance of the data at the .05 level. This test measurement answers the question whether the result

of data differs significantly from indifference or chance. The Chi-Square compares the obtained results with those to be expected on the basis of chance. The .05 level means that an obtained result that is significant at the .05 level could occur by chance only 5 times in 100 trials. Chi-Square is a measure of the departure of obtained frequencies from the frequencies expected by chance (Kerlinger, 1964). All references to "significance" in this study relates to the Chi-Square Test.

## Description of the Total Group Using Demographic Data

The 153 students in the sample were composed of 91 males and 65 females. The racial composition was 81 black respondents and 75 white respondents (Table 2).

Significant differences were found among black and white students. Sixty-nine percent of the white group were in the socio-economic category of $10,000 to the over $15,000 category as compared to 25% of the black group within the same category.

Many students came from families earning less than $7,000 per year. By adding the categories from $1,999 to $6,999, black students compose over 40% in this income bracket as compared to 11% of the white student group.

Three times as many black students as compared to white students come from families consisting of one parent. Sixty-six percent of the black students have two-parent

Table 2

Demographic Data

| Categories | Number Black Students | Percentage Black Students | Number White Students | Percentage White Students |
|---|---|---|---|---|
| Sex | | | | |
| Male | 39 | | 52 | |
| Female | 42 | | 23 | |
| Socio-Economic Status | | | | |
| $ 0-$ 1,999 | 5 | 6.3 | 0 | 0.0 |
| $ 2,000-$ 2,999 | 3 | 3.8 | 1 | 1.4 |
| $ 3,000-$ 3,999 | 4 | 5.0 | 1 | 1.4 |
| $ 4,000-$ 4,999 | 4 | 5.0 | 1 | 1.4 |
| $ 5,000-$ 5,999 | 7 | 8.8 | 2 | 2.7 |
| $ 6,000-$ 6,999 | 9 | 11.3 | 3 | 4.1 |
| $ 7,000-$ 7,999 | 12 | 15.0 | 1 | 1.4 |
| $ 8,000-$ 8,999 | 4 | 5.0 | 3 | 4.1 |
| $ 9,000-$ 9,999 | 10 | 12.5 | 7 | 9.6 |
| $10,000-$14,999 | 12 | 15.0 | 20 | 27.4 |
| $15,000-and over | 8 | 10.0 | 30 | 41.1 |
| Family Dwelling | | | | |
| One Bedroom | 1 | 1.2 | 0 | 0.0 |
| Two Bedroom | 16 | 19.8 | 9 | 12.2 |
| Three Bedroom | 44 | 54.3 | 37 | 50.0 |
| Four Bedroom | 13 | 16.0 | 19 | 25.7 |
| Five Bedroom and over | 6 | 7.4 | 9 | 12.2 |
| Geographical Background | | | | |
| Suburban | 15 | 18.5 | 44 | 59.0 |
| Rural | 2 | 2.5 | 15 | 20.3 |
| Urban | 62 | 76.5 | 15 | 20.3 |

families as compared to 87% of the white students within the same category.

The homes that contain three bedrooms and over are within 77% of the black student population. However, 20% of the black student group come from homes that have two or less bedrooms. Eighty-seven percent of the white students live in three (or more) bedroom homes while 12% live in two-bedroom homes. Over 76% of the black students are of an urban background. Twenty-one percent of the black students live outside the city as compared to over 79% of the white students who live outside of the central city area. Twenty percent of the white student group live within the central city area. Student perceptions by composition of sex will be reviewed in the next section. Selected items relating to the variables will be discussed.

The male and female group did not show significant differences as compared to income. Table 3 reveals the largest accumulation of the male group are within the nine thousand to over fifteen thousand dollar category with the accumulated male number being 52. This figure represents 44% of the male group. Twenty-six percent of the male students are below the seven thousand dollar income range.

About the same percentage of male students live in the urban areas (Table 4) as the suburban areas. However, over 50% of the female students lived in central cities with 35% residing in suburban areas. Over 10% of the male

Table 3

Socio-Economic Status by Sex

| | $ 0 $1,999 | $2,000 $2,999 | $3,000 $3,999 | $4,000 $4,999 | $5,000 $5,999 | $6,000 $6,999 | $7,000 $7,999 | $8,000 $8,999 | $9,000 $9,999 | $10,000 $14,999 | $15,000 Over |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Male | 3 | 4 | 3 | 3 | 6 | 5 | 6 | 4 | 12 | 18 | 22 |
| Female | 2 | 0 | 2 | 2 | 3 | 7 | 7 | 3 | 5 | 14 | 16 |
| Percentage Male | 3.3 | 4.4 | 3.3 | 3.3 | 6.7 | 5.6 | 6.7 | 4.4 | 13.3 | 20.0 | 24.4 |
| Percentage Female | 3.2 | 0.0 | 3.2 | 3.2 | 4.8 | 11.1 | 11.1 | 4.8 | 7.9 | 22.2 | 25.4 |

Table 4

Geographical Area by Sex

| | Suburban | Rural | Urban |
|---|---|---|---|
| Male | 36 | 11 | 43 |
| Percentage | 40.0 | 12.2 | 47.8 |
| Female | 23 | 6 | 34 |
| Percentage | 35.4 | 9.2 | 52.3 |

group emanated from the rural area. Less than 10% of the female group came from the rural area.

A high number of the female students (70%) and the male students (81%) have two-parent families (Table 5). In Table 6, male and females did not show significant differences to type of family dwelling lived in. A large number of each group resided in homes having either three, four, five, or more bedrooms.

Table 5

Family Number by Sex

| | No Parents | One Parent | Two Parents |
|---|---|---|---|
| Male | 1 | 16 | 73 |
| Percentage | 1.1 | 17.8 | 81.1 |
| Female | 2 | 17 | 45 |
| Percentage | 3.1 | 26.6 | 70.3 |

Table 6

Family Dwelling by Sex

| | Number of Bedrooms | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5-Over |
| Male | 1 | 14 | 45 | 19 | 10 |
| Percentage | 1.1 | 15.6 | 50.0 | 21.1 | 11.1 |
| Female | 0 | 11 | 36 | 13 | 5 |
| Percentage | 0.0 | 16.9 | 55.4 | 20.0 | 7.7 |

The following section will examine student perceptions to life-space use variables.

## Student Perceptions Based on Racial Composition

This section will be divided into five discussion areas. As stated earlier in this chapter, an examination of students perceptions will be the intent of the analysis. Selected variables will be related to specific hypothesis.

Significant differences between black and white students were found on items relating to use of money as shown in Appendix C. Some students expect financial help from home although parents have financial problems. Students state their money is not only limited for recreational activities as movies and bowling but also for clothing. In spite of this, a large percentage of students spend their money as soon as they get their hands on it. Many students are on financial aid but do not have

enough money for personal needs such as laundry, toiletries, and dry-cleaning. Part-time work is a necessity to some students yet they admit they are guilty of wasting money. Black students feel they have less money than white students and not as much money as other black students. White students believe they have more money than black students but not as much as other white students. Detailed discussion and data is presented in the next section.

## Student Perceptions of Money-Use

$H_1$ The perceptions of freshmen students at Michigan State University toward the use of money will differ on the basis of race.

Significant differences were found between the black and white students and their expectations of financial help from home. Forty percent of the black students expect little or no help (financial) from home as compared to 75% of white students who expect some or a great deal of financial help from home. Fifty-eight percent of the black students expect some help or a great deal of help as compared to 23% of the white students (Table 7). Twice as many black students or 23% expected little help from home as compared to 10% of the white students. Black and white students held similar expectations for some financial help from home. Thirty-six percent or two times as many white students expected a great deal of financial help. Eighteen percent of the

Table 7

Expectations of Financial Help From Home by Race

| | Expect No Help | Expect Little Help | Expect Some Help | Expect a Great Deal of Help |
|---|---|---|---|---|
| Black | 14 | 19 | 33 | 15 |
| Percentage | 17.3 | 23.5 | 40.7 | 18.5 |
| White | 10 | 8 | 29 | 27 |
| Percentage | 13.3 | 10.7 | 38.7 | 36.0 |

black students expect a great deal of financial help from home.

Significant differences were found between black and white students and the manner in which their education is financied (Table 8). Accumulated scores how 63% of the black students are on financial aid such as educational loan, grants, or scholarships. Twenty-six percent of the white students are on financial aid. Over two times as many or 52% of the white students have their education financed by their parents. Twenty-five percent of the black students have their education financed by their parents. More than five times as many white students or 17% support their own educational expenses as compared to 3% of the black students. Of the total financial aid package awarded to students over two times as many black students or 45% have grants or scholarships as compared to

Table 8

Financing of Students' Education by Race

| Item 35: My education is financed mostly by | | | | | |
|---|---|---|---|---|---|
| | Educational Loan | Grant | Scholar-Ship | My Family | Myself |
| Black | 15 | 22 | 15 | 25 | 3 |
| Percentage | 18.5 | 27.2 | 18.5 | 30.9 | 3.7 |
| White | 6 | 6 | 8 | 39 | 13 |
| Percentage | 8.0 | 8.0 | 10.7 | 52.0 | 17.3 |

18% of the white students. However, black students have 18% of the loans. White students have 8% of the loans. Significant differences between black and white students on money needed for clothing was found. Black students state they have way too little money for clothing needs. Over 30% of the black students felt they had insufficient money as compared to 12% of the white students. Thirteen percent of the white students stated they had more than enough money for clothing needs as compared to 3% of the black students (Table 9).

Black and white students were significantly different on the perceptions held on money black students have as compared to money held by other students. Twenty-two percent of the black students felt they had much less money than other black students. Sixty-six percent of the black students felt they had about the same amount of money as

Table 9

Clothing Need by Race

| Item 42: Whenever I need money for clothing, I usually have | | | | |
|---|---|---|---|---|
| | Way Too Little | Some Money But Not Enough | Just Enough Money | More Than Enough |
| Black | 28 | 29 | 21 | 3 |
| Percentage | 34.6 | 35.8 | 25.9 | 3.7 |
| White | 9 | 24 | 29 | 10 |
| Percentage | 12.0 | 32.0 | 38.7 | 13.3 |

other black students. Some black students (7%) felt they had a little more money than most black students. Other black students (3%) felt they had much more money than most black students.

Some white students (18%) felt they had much less money than most black students. Thirty-two percent of the white group indicated they had about the same amount of money as most black students. Twenty-eight percent felt they had a little more money than black students while 12% of the white students felt they had much more money (Table 10). Accumulated scores show 36% of the white students or over three times as many felt they had more money than black students. Twenty-two percent of the black students indicated they had much less money than other black students as compared to 8% of the white students who stated they had much less money than black

Table 10

Comparisons of Money Held by Black Students by Racial Compositions

Item 43: In comparison to most black students the money I have is

| | Much Less | About the Same | A Little More | Much More |
|---|---|---|---|---|
| Black | 18 | 54 | 6 | 3 |
| Percentage | 22.2 | 66.7 | 7.4 | 3.7 |
| White | 6 | 24 | 21 | 9 |
| Percentage | 8.1 | 32.4 | 28.4 | 12.2 |

students. Thirty-two percent of the white students stated they had the same amount of money as compared to 60% of the black students who opinioned they had the same amount of money black students have.

Black and white students were significantly different on their perceptions of need for part-time work. Thirty-four percent of the black students felt that part-time work was necessary to stay in school as compared to 14% of the white students. Thirty-nine percent of the black students and 32% of the white students needed work for "spending money." Twelve percent of the black students and 18% of the white students stated a job was not necessary but wanted a job as compared to 12% of the black group and 32% of the white group (Table 11) who stated a

Table 11

Need for Part-Time Work by Race

| | Item 44: A part-time job while I am here at Michigan State University is | | | |
|---|---|---|---|---|
| | Not Necessary and I do Not Want One | Not Necessary But I Want One | Necessary for Spending Money | Necessary to Stay in School |
| Black | 10 | 10 | 32 | 28 |
| Percentage | 12.3 | 12.3 | 39.5 | 34.6 |
| White | 24 | 14 | 24 | 11 |
| Percentage | 32.0 | 18.7 | 32.0 | 14.7 |

job was not necessary and they did not want part-time work.

Significant differences are found between black and white students and financial aid. Comparisons of these students indicate that 79% of black students are presently on financial aid. Thirty-five percent of the white students are on financial aid. Sixty percent of the white students have never received financial aid as compared to 13% of the black students (Table 12).

Table 12

Recipients of Michigan State University Financial Aid by Race

| Item 48: What it comes to financial aid from Michigan State University, I | | | |
|---|---|---|---|
| | Receive it Presently | Have Received it in the Past But Not Presently | Have Never Received it |
| Black | 64 | 4 | 11 |
| Percentage | 79.0 | 4.9 | 13.6 |
| White | 26 | 1 | 45 |
| Percentage | 35.1 | 1.4 | 60.8 |

Black and white students perceptions of money white students are believed to have indicate significant differences (Table 13). Seventy-four percent of black students stated they have much less money than white students. Nine percent of the white students believe

Table 13

Comparisons of Money Held by White Students by Racial Composition

| Item 50: In comparisons to most white students, the money I have is | | | | | |
|---|---|---|---|---|---|
| | Much Less | A Little Less | About the Same | A Little More | Much More |
| Black | 60 | 12 | 5 | 2 | 1 |
| Percentage | 74.1 | 14.8 | 6.2 | 2.5 | 1.2 |
| White | 7 | 13 | 35 | 11 | 2 |
| Percentage | 9.5 | 17.6 | 47.3 | 14.9 | 2.7 |

they have much less money than other white students. Indicating they have about the same money as other white students were 47% of the white students as compared to 6% of the black students in the same category. Two percent of the black students stated they have a little more money than white students while 14% of the white students felt they had a little more money than other white students.

Money management showed significant differences among black and white students. Thirty-three percent or three times as many black students as compared to 13% of the white students would spend money as soon as they got their hands on it. On the other hand, 63% of the black students as compared to 83% of the white students would not spend money as fast as they got their hands on it (Item 54).

Some students are wasteful in the use of money. Significant differences are found among white and black students. Accumulated scores show 51% of the black students agreed they are guilty of wasting money. Thirty-nine percent of the white students state they waste money. Forty-five percent of the black students state they do not waste money. Fifty-five percent of the white students agreed they do not waste money. Specific scores of the black students show that 16% strongly agreed that they are guilty of wasting money as compared to 1% of the white students.

Many students do not have enough money for recreational needs or just manage to have enough. Significant differences are found among the white and black students. Thirty-five percent of the black students do not have enough money. Seventeen percent of the white students do not have enough money for recreational needs. Twenty-two percent of the white students have more money than they need for recreation as compared to 6% of the black students. Over 50% of black and white students just manage to have enough money.

Student families have financial problems. Significant differences were found among black and white students. Accumulated scores show 69% of the black families of students have financial problems as compared to 28% of the white students in the same category. Seventy percent of the white students indicate their families do not have

financial problems as compared to 28% of the black students and their families.

Taking care of laundry, dry-cleaning, and personal toiletries are a serious problem to some students. Money for personal needs show significant differences between black and white students. Fourteen percent of the black students and 10% of the white students do not have enough money for their personal needs. Sixty-five percent of the black students and 48% of the white students barely manage to have enough money for personal needs.

Student Perception of Time-Use

$H_2$ The perceptions of freshmen students at Michigan State University toward the use of time will differ on the basis of race.

Significant differences are shown between black and white students on the basis of time in Item 12. Black students with an accumulated percentage of 70% prefer evening as the time of day enjoyed most. Twenty-four percent of the black students indicated early evening and 44% of black students stated that late evening is the time of day enjoyed most. Accumulated percentages of black students indicated that 82% enjoy late afternoon, evening or late evening most. White students were divided in their opinions on the time of day enjoyed most. Fifty-six percent of the white students enjoyed late afternoon, early evening or late evening most. Fifteen percent of the

black students enjoy early morning, late morning or early afternoon as compared to 38% of the white students.

Black and white students are significantly different on time preferred for eating. Black students like to eat whenever they feel like it (66%) as compared to 38% of the white students in the same category. Twice as many white students or 28% like to eat three times a day as compared to 17% of the black students (Table 14). Black and white students were significantly different on the time preferred for entertainment and recreation. Sixty-seven percent black students preferred late evening for social entertainment as compared to 34% of white students. Almost twice as many or 45% of the white students preferred early evening as compared to 23% of the black students. Ten percent of the white students would like their social life to be in the late afternoon as compared to 4% of the black students.

Black students desire to organize their time better. Significant differences between black and white students indicate 87% of the black students wish to organize their time better as compared to 61% of the white students in the same category. Accumulated percentages show that 10% of the black students and 37% of the white students do not wish to organize their time better.

Time spent working is important to the social life of students. Thirty-six percent of the white student group

Table 14

Preferences for Eating by Race

| | Item 13: I like to eat | | | | |
|---|---|---|---|---|---|
| | Three Times a Day | Whenever I Feel Like it | All the Time | Two Times a Day | Once a Day |
| Black | 14 | 54 | 1 | 9 | 2 |
| Percentage | 17.3 | 66.7 | 1.2 | 11.1 | 2.5 |
| White | 21 | 29 | 6 | 17 | 1 |
| Percentage | 28.0 | 38.7 | 8.0 | 22.7 | 1.3 |

feel that work would interfere with their social life if they were to work 11 to 15 hours per week. Thirty-four percent of the black students feel work would interfere with their social life if they worked more than 21 hours per week. There were significant differences between black and white students (Table 15).

Students stay up past midnight often during a typical school week. Responses indicate there were significant differences between black and white students in this category. Black students stay up past midnight more than four times a week. Accumulated scores show 72% of the black students stay up past midnight, four times a week. Ten percent of the white students usually stay up past midnight once a week as compared to 1% of the black students (Table 16). Fifty-six percent of the white students stay up past midnight four times or more per week.

Table 15

Part-Time Work and Social Life by Race

| | Item 62: Work would interfere with my social life if I were to work | | | | |
|---|---|---|---|---|---|
| | 5 Hours or Less | 6-10 Hours Per Week | 11-15 Hours Per Week | 16-20 Hours Per Week | 21 or More Hours Per Week |
| Black | 3 | 10 | 20 | 17 | 28 |
| Percentage | 3.7 | 12.3 | 24.7 | 21.0 | 34.6 |
| White | 10 | 9 | 27 | 15 | 11 |
| Percentage | 13.3 | 12.0 | 36.9 | 20.0 | 14.7 |

Table 16

Staying Up Past Midnight During School Week

| Item 69: During a typical school week I usually stay up past midnight | | | | | | |
|---|---|---|---|---|---|---|
| | Once a Week | Two Times | Three Times | Four Times | More Than Four Times | Never |
| Black | 1 | 5 | 14 | 12 | 47 | 0 |
| Percentage | 1.2 | 6.2 | 17.3 | 14.8 | 58.0 | 0.0 |
| White | 8 | 12 | 8 | 12 | 31 | 3 |
| Percentage | 10.7 | 16.0 | 10.7 | 16.0 | 41.3 | 4.0 |

Fifty percent of the black students and 66% of the white students save their money for things needed in the future. There were no significant differences between the two groups.

Black and white differed significantly in their description of time. Black students described their time as mine (48%), planned (36%), unplanned (34%), scheduled (33%), and unscheduled (30%). Fifty-two percent of the black students agreed their time was full. White students described their time as mine (62%), planned (68%), and scheduled (44%). In addition, 79% of the white students said their time was full.

Student perceptions of their space need will be discussed in the next section.

Student Perception of Space-Use

$H_3$ The perceptions of freshmen students at Michigan State University toward the use of space will differ on the basis of race.

Significant differences exist between black and white students on their description of space. White students described space as open (66%), public (48%), spacious (42%), familiar (49%), visible (51%), accessible (66%), uncertain whether it is demanded or supplied (53%), uncertain whether it is local or national (45%), legitimate (60%), accepted (49%), temporary (66%), unrestricted (49%), cushioned (83%), and undecided whether space was questionable or certain.

Black students described their space as open (41%), public (41%), crowded (29%), familiar (37%), visible (39%), accessible (38%), demanded (34%), divided whether space is local or national (30%-30%), uncertain about its legitimacy (38%), tolerated (38%), temporary (38%), undecided whether space is cushioned or unprotected (40%), and questionable (45%).

Students showed significant differences in the frequency certain areas of the resident hall was used. Forty-seven percent of the black students used the study rooms five or more times per week as compared to 66% of the white students. Thirty-nine percent of the black students and 41% of the white students used the study rooms at least once a week. Seventeen percent of the black

students and 16% of the white students use study rooms four or five times per week.

The amount of time black and white students have visited the Michigan State Museum show significant differences. Eighty-eight percent of the black students rarely or never have visited the museum as compared to 71% of the white students in the same category. If students wanted to find out the use of facilities at this university, 54% of the black students would ask other students or 33% would ask the black aide. Seventy-six percent of the white students would ask other students or 14% would ask Michigan State University staff. Black and white students showed significant differences.

Most black students travel on campus by Michigan State University bus (44%) or by walking (53%). White students either walk (68%) or use a bicyle (18%). If students wanted to go to Lansing, black students would use the bus (45%) or a car (37%). White students would travel by bus (21%), hitch-hike (24%), or car (26%).

There were no significant differences between knowledge of the university president's office. It is interesting to note that 11% of the black students did not know the location of the office of the president as compared to 3% of the white students.

Significant differences were found among black and white students on preference of residence. Seventy-seven percent of the black students preferred to live in an

apartment as compared to 57% of the white student in the same category (Table 17).

Table 17

Living Preferences by Race

| Item 86: I would rather live in an apartment than in a dorm | Agree | Disagree |
|---|---|---|
| Black | 63 | 15 |
| Percentage | 77.8 | 18.5 |
| White | 43 | 31 |
| Percentage | 57.0 | 41.4 |

Student Perception of University Environment

$H_4$ The perceptions of freshmen students at Michigan State University toward the university environment will differ on the basis of race.

Significant differences were found between black and white students on the way the campus environment was perceived. Black students do not feel wanted on this campus (54%). White students feel wanted on this campus (52%). Accumulated scores show significant differences between black and white students on the acceptance of life styles of black students. Seventy-two percent of the black students do not feel their life styles are accepted by Michigan State Student Personnel. However, 62% of the

white students agree that black students' life styles are accepted by Student Personnel (Table 18).

Table 18

Acceptance of Black Students' Life Styles By Race

Item 25: The life styles of black students are accepted by the officers of Student Personnel at Michigan State University

| | Agree | Disagree |
|---|---|---|
| Black | 21 | 59 |
| Percentage | 25.9 | 72.8 |
| White | 47 | 13 |
| Percentage | 62.7 | 17.3 |

Some students believe that this university can help them serve people better. Significant differences were found between black and white students. Seventy-four percent of the white students and 53% of the black students agreed that Michigan State University can help them serve people better. However, 45% of the black students disagreed as compared to 21% of the white students. Students were significantly different in their views on the student personnel officers recognizance of the different life styles of black and white students and action taken to bridge the gap. Seventy-five percent of the black students disagreed that recognition and action

towards different life styles of black and white students are being taken by officers of student personnel. Forty-two percent of white students also did not agree. Thirty-seven percent of the white students agreed as compared with the agreement of 18% of the black students in the same category (Table 19).

Table 19

Perception of Black and White Students' Life Styles

Item 37: I believe that the different life styles of black and white students are recognized by the officers of Student Personnel of Michigan State University and action is being taken to bridge the gap.

| | Agree | Disagree |
|---|---|---|
| Black | 15 | 62 |
| Percentage | 18.5 | 76.5 |
| White | 28 | 32 |
| Percentage | 37.3 | 42.7 |

Significant differences show that black students, if a successful alumni, would not donate money to this university (64%) as compared to successful alumni white students (50%). However, 29% of black students would donate money as compared to 43% white students who would not donate money to this university.

If students had a chance to select this university as a new student, 83% of the white students would do so as compared to 57% of the black students. Significant differences are seen between black and white students. Thirty-four percent of the black students would not select this university again as a new student. Fifteen percent of the white students also would not make this university their selection.

Some students do not feel their professors are accessible. Fifty-four percent of the black students make this statement. However, white students believe their professors are accessible. Sixty-three percent of the white students indicate this to be true for them. Significant differences are seen between black and white students.

The human rights of some students are not believed to be cherished by the administrators of the university as much as the human rights of other students. Black students do not believe their human rights are cherished as much as white students. Ninety percent of the black students hold this belief. Sixty-three percent of the white students agree that the human rights of black students are cherished as much as the human rights of white students (Table 20).

Table 20

Perception of Human Rights of Black Students

Item 90: I believe that the human rights of blacks are cherished by this university's administrators as much as the human rights of whites on this campus

| | Agree | Disagree |
|---|---|---|
| Black | 4 | 73 |
| Percentage | 4.9 | 90.2 |
| White | 48 | 21 |
| Percentage | 64.0 | 28.0 |

Student Perception of Most Admired Person

$H_5$ The perceptions of freshmen students at Michigan State University toward racial composition of person most admired will differ on the basis of race.

Significant differences between black and white students on person most admired are seen in Item 5. Ninety-five percent of black students admire a person who is black. Seventy-two percent of white students admire a person who is white.

Students differ significantly in their trust of white people. In Item 9, 87% of black students do not trust most white people. Seventy percent of white students do trust most white people. As a contrast, though not significantly different among black and white students,

Item 40 indicates that 65% of the black students and 67% of the white students also trust most black people.

Some students find racially different people interesting. White students (32%) strongly agree as compared to 8% of the black students in the same category. Seven percent of the black students strongly disagree. Over 58% of the black students and 50% of the white students find people interesting who are racially different. Significant differences are found between the black and white students.

## Student Perceptions Based on Composition of Sex

This section is divided into five areas. In each area discussions on the variables are presented. As stated earlier in this chapter, a descriptive analysis is presented in the following general overview.

### Perceptions of Students to Time Use

There were no significant differences among the males and females to the questionnaire items related to time. However, most male students indicated a preference for early or late evening as the time of day enjoyed most. Female students preferred late evening. Both female and male students desired to eat whenever the urge was present. Male students felt their grades would drop if they worked more than 11 to 21 or more hours per week.

Female students felt their grades would drop if they worked 11 to 20 hours per week.

Most of the female (87%) and male students (74%) felt they were ready to start the day in the morning although 54% of the male group and 58% of the female group have trouble getting started on their school work.

Generally, males (52%) and females (55%) would prefer their classes scheduled in the late morning. However, as many males (30%) as females (30%) wanted to get up late, as well as, stay up late. If students have early morning classes, male students would seldom (49%) skip their classes while female students (41%) sometimes would skip early morning classes.

Although both sexes (50% of each) enjoyed late evening entertainment, the female students (56%) wished they could organize their time better as compared to the male students (57%). Males (54%) and females (46%) dislike letting their work pile up but readily admit (over 80% for both groups) a tendency to let school work slide. Over 50% of both the male and female group stay up past midnight four times or more per week. Male (61%) and female students (53%) agreed they saved their money for things that might be needed in the future. In Item 1, male and female students described their use of time as: mine, neither pressured nor relaxed; more individual for males and communal for females; chaotic for males and orderly for females. Male groups would not describe time as

cramped or spaced, structured or flexible. Females felt their time was cramped. Both groups believed their time was more tight than loose and more planned than unplanned. Male and female students indicated their time was active, scheduled and full.

## Perceptions of Students to Space Use

There were significant differences between male and female students in the use of the recreation rooms (Table 21) in the student residence hall. Fifty-four percent of the female students used the recreation room at least one time each week as compared to 44% of the male students in the same category.

Table 21

Recreation Room Use by Sex

| | Times Used Per Week | | | | | |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | More Than 5 |
| Male | 40 | 17 | 12 | 5 | 3 | 3 |
| Percentage | 44.0 | 18.7 | 13.2 | 5.5 | 3.3 | 3.3 |
| Female | 35 | 5 | 5 | 1 | 1 | 1 |
| Percentage | 54.7 | 7.8 | 7.8 | 1.6 | 1.6 | 1.6 |

Space differences are also seen in the mode of travel by male and female students. If students desired to travel to Lansing, Michigan, most of the female students would use the bus (56%), or travel by car (24%). Some of the female students would venture to hitch-hike (9%). Although most of the males would travel to Lansing by bus (37%), many would travel (17%) by car.

Students had different perceptions of their feeling to the use of buildings on this college campus. Thirteen percent of the female students did not feel free to use the intramural building. Eighty-four percent felt the intramural building was accessible and felt free to use its facilities. Male students (89%) felt free to use the facilities of the intramural building.

Students opinions of the type of living unit they desired to live in, indicated that apartment house living outweighted dormitory residences. Fifty-four percent of the female students would rather live in an apartment than a dormitory. A general trend of students description of space was given in Item 2 of the questionnaire. The description included the following: males and females opinioned space as open, public, spacious yet small, new, warm, and clean. In addition, both male and female students felt space was familiar, visible, accessible, weighted toward demanded space rather than supplied (Table 21). Life-space use to both sexes indicated that space was bright, somewhat open, local, legitimate and accepted by

Table 21

Space Use Described by Sex

| | Demanded | | | Supplied | |
|---|---|---|---|---|---|
| Male | 3 | 28 | 40 | 14 | 3 |
| Percentage | 3.3 | 30.8 | 44.0 | 15.0 | 3.3 |
| Female | 5 | 12 | 30 | 7 | 4 |
| Percentage | 7.7 | 18.5 | 46.2 | 10.8 | 6.2 |

males (26%) but tolerated by the females (26%). Thirty-three percent of the male group were undecisive whether space was tolerated or accepted. Both groups stated space was temporary but unsure if space were public or reserved. Thirty percent of the males felt space was designated. Twenty-nine percent of the females felt space was unrestricted. Twenty-nine percent of the males and 32% of the females were uncertain in their decisions regarding the striction of space. Both males and females (40%) felt the use of space could not be described as cushioned or protected. Over 20% of both sexes did describe space as more cushioned than unprotected.

Perceptions of Students Toward Use of Money

For one exception there were no significant differences found between male and female students in the use of money.

Car ownership was not found among many of the students. Ninety-three percent of the female students and 78% of the male students indicated no car ownership.

Students had varying opinions of financial expectations from home. Male students were divided on their expectations of financial help from home. Some 22% of the male students expected very little help; other males (37%) expected some help; while a great deal of help from home was expected by 23% of the male group. Seventy-five percent of the female students expected some help or a great deal of help from home.

Students felt they should be allowed to borrow money for their education. Thirty-eight percent of the males and 32% of the females felt undergraduate students should be able to borrow more than six thousand dollars for their education. Another 30% of the males and 24% of the female students felt four thousand dollars should be allowed for borrowing by undergraduates. In Item 35, students indicated how their education is being financed. Table 23 shows students' education is financed primarily in two ways: by their families, and by financial aids. These aids are either loans, grants, or scholarships. Forty-seven percent of the families of female students are financing their education as compared to 36% of the families of male students. Over 40% of both the female and male group are receiving financial help through financial aids.

Table 23

Educational Financial Support
Compared to Sex

| Item 35: My education is financed mostly by | | | | | |
|---|---|---|---|---|---|
| | Educational Loan | Loan | Scholar-ship | Family | Myself |
| Male | 13 | 14 | 16 | 33 | 11 |
| Percentage | 14.3 | 15.4 | 17.6 | 36.3 | 12.1 |
| Female | 8 | 14 | 7 | 31 | 5 |
| Percentage | 12.3 | 21.5 | 10.8 | 47.7 | 7.7 |

Significant differences between male students and female students were found in the amount of money received from home (Table 24). Fifty-nine percent of male students received five dollars or less per week as compared to 49% of the female students who receive five dollars or less per week. Twice as many of the female students or 40% receive from six to ten dollars per week for personal use as compared to 19% of the male students.

Male and female students usually have some money or, just enough money for clothing. Over 30% of both groups felt even though some money was available, it was not enough. Comparison of money males and females had to black students, indicated that both sexes felt they had about the same amount of money or a little more money in comparison to most black students. In their opinions of

Table 24

Money Received from Home

| Item 41: The money I received from home for personal use averages | | | | |
|---|---|---|---|---|
| | Weekly | | | |
| | $5-less | $6-10 | $11-20 | $21-more |
| Male | 63 | 18 | 4 | 1 |
| Percentage | 69.2 | 19.8 | 4.4 | 1.1 |
| Female | 32 | 26 | 5 | 2 |
| Percentage | 49.2 | 40.0 | 7.7 | 3.1 |

work, over 30% of male and female students wanted a part-time job, but only for "spending money." However, 36% of both sexes indicated a part-time job was necessary to stay at Michigan State University.

The majority of males and females are on financial aids. Fifty-three percent of the males and 64% of the females are presently on financial aids of Michigan State University. Nonetheless, over 30% of both sexes have never received financial aid.

Forty percent of both males and females felt they had much less money than white students.

Rapidity for using money is indicated in Item 54 of the questionnaire. Seventy percent indicated they did not spend money as soon as they got their hands on it.

More than 40% of the female students just manage to have enough basic clothing such as underwear, shoes, socks, lingerie or stockings. Fifty percent of the male students are in the same category of managing barely with just enough money for basic clothing.

Wasting money is done by some students. Thirty-five percent of the males and females agreed they waste money. However, 40% of the males and 30% of the females disagreed. Both male and female agreed they generally recount how they spent their money. Over 50% of the male students and more than 60% of the female students felt that some of the time they would spend money first on "things I really want, instead of what I really need" (Item 66).

There were significant differences between male and female students who work for their school expenses. Sixty-three percent of the male students do work for their school expenses as compared to 47% of the female students (Table 25). Both groups felt (46%) they needed from six to ten dollars per week for such expenses as grooming, laundry, or recreation. Most of the students stated they have pocket money for snacks such as pizza or a hamburger. Over 50% of both groups felt they could join their friends for such activities (Item 81). For other recreational activities such as bowling or movies (Item 85) over 50% of both groups just manage to have enough money for recreation. In Item 87, 58% of the male students and 47% of

Table 25

Educational Financial Support Compared to Work and Sex

| Item 72: I work for my school expenses | | | | |
|---|---|---|---|---|
| | Strongly Agree | Agree | Disagree | Strongly Disagree |
| Male | 15 | 43 | 25 | 3 |
| Percentage | 16.5 | 47.3 | 27.5 | 3.3 |
| Female | 6 | 25 | 24 | 10 |
| Percentage | 9.2 | 38.5 | 36.9 | 15.4 |

the female students needed work during the summer to come back to Michigan State University next term.

Students indicated their families had financial problems. Forty-one percent of the females were in this group. Over 40% of male students did not think their family had financial problems (Item 88).

## Student Perceptions of College Environment

There were no significant differences between student perceptions of the college environment except in one item to be discussed later in this section.

Males and females were divided in their opinions about feeling wanted on this campus (Item 7). More than 40% of the male and female students agreed to feeling wanted as compared to over 40% of the male and female

students who did not feel wanted on this campus. This division was generally true for males (40%) and females (40%) who described the academic campus as liberal and also as a moderate campus. Interestingly, enough, 20% of the males and 18% of the females saw Michigan State campus as a conservative campus.

In Item 25, there were significant differences between the male and female students of their perceptions of the acceptance of black student life styles by Student Personnel (Table 26). Forty-five percent of the male students agreed that black student life styles are accepted as compared to 33% of the male students who disagreed that Student Personnel accept the life styles of black students. In contrast, 49% of the female students disagreed in comparison to 36% of the females who agreed of the acceptance by Student Personnel to the life styles of black students.

Capabilities of this university to prepare students to help mankind is indicated in Item 31. Sixty-two percent of the male students felt that "this university can help me serve people better" as compared to 49% of the female students. In Item 52, 70% of both sexes felt that the most important group on this campus was students.

Division was apparent in student opinion in deciding who the college administrators believe is the most important group on this campus (Item 36). Some of the

Table 26

Perceptions of Acceptance of Black Life Styles by Student Personnel by Sex

| Item 25: The life styles of black students are accepted by the officers of Student Personnel at Michigan State University | Agree | Disagree |
|---|---|---|
| Male | 41 | 30 |
| Percentage | 45.1 | 33.0 |
| Female | 24 | 32 |
| Percentage | 36.9 | 49.2 |

male students (18%) selected students as the most important group, 17% selected state legislators and another 25% felt administrators think the board of trustees are the most important group on this campus. In comparison, female students were equally divided between selection of students and board of trustees as the most important group to Michigan State administrators.

Freshmen students at this university select friends who are usually freshmen or sophomores. Over 75% of males and females indicated their friends were in this group. These friends were equally socially-minded and academically-minded (Item 60) stated 61% of the male group and 70% of the female group. Both males (50%) and females (58%) felt they make friends easily (Item 74).

Most students (Item 76) would select this university again as a new student. Fifty-eight percent of the males and 46% of the females stated this opinion. In addition, students said that professors are accessible most or some of the time to 87% of the females and to 94% of the males (Item 84).

Thirty-four percent of the males and 41% of the females felt that the human rights of black students were not cherished as much as the human rights of white students on this campus. Uncertainty was apparent among the students. Twenty percent of both the male and female group agreed that this university held the human rights of black students in high esteem as the human rights of white students. Twenty percent of the male students did not agree to this statement.

Related Items of Students' Personal Feelings

Students indicated significant differences on the race of the person they would admire most. There was much difference which is of significance, to students' selection of characteristics of the most ideal person (Item 6). In Table 27, 42% of the male students admired a black person most. On the other hand, 42% of the male students admired a white person most. In contrast, 63% of the females selected a black person as the most admired person as compared to 23% of the female group who selected a white

Table 27

Person Admired Most by Sex

| | Black | Brown | White | Yellow |
|---|---|---|---|---|
| Male | 39 | 0 | 39 | 2 |
| Percentage | 42.9 | 0.0 | 42.9 | 2.2 |
| Female | 41 | 2 | 15 | 0 |
| Percentage | 63.1 | 3.1 | 23.1 | 0.0 |

person as most admired. Characteristics of the most ideal person includes the following: mediocre, taller, affectionate, strong, individualistic, free, sensitive, and enthusiastic (Table 28).

Other perceptions students hold include their feelings toward themselves, and others. Forty-eight percent of the males and 64% of the females feel good about themselves most or some of the time. The students are divided concerning their trust of most white people (Table 29). Forty-two percent of the male students agree they trust most white people as compared to 53% of the male students who state they do not trust most white people. Some female students agree (36%) that they trust most white people as compared to 61% of the female students who do not trust most white people.

Significant differences exist between male and female students what they desire most from life. Forty-eight percent of the male group and 80% of the female group

Table 28

Ideal Characteristics of Person Admired Most by Sex

| | Medio-cre | Taller | Affec-tionate | Strong | Individ-ualistic | Free | Sensi-tive | Enthusi-astic | Criti-cal |
|---|---|---|---|---|---|---|---|---|---|
| Male | 90 | 86 | 46 | 50 | 37 | 41 | 53 | 26 | 81 |
| Percentage | 100.0 | 95.6 | 51.1 | 55.6 | 41.1 | 45.6 | 58.9 | 28.9 | 90.0 |
| Female | 62 | 53 | 17 | 20 | 13 | 17 | 23 | 8 | 49 |
| Percentage | 95.0 | 81.5 | 26.2 | 30.8 | 20.0 | 26.2 | 35.4 | 12.3 | 75.0 |

Table 29

Student Trust of White People
by Sex

| Item 9: I trust most white people | | | | |
|---|---|---|---|---|
| | Strongly Agree | Agree | Disagree | Strongly Disagree |
| Male | 5 | 34 | 34 | 15 |
| Percentage | 5.6 | 37.8 | 37.8 | 16.7 |
| Female | 4 | 20 | 21 | 19 |
| Percentage | 6.2 | 30.8 | 32.3 | 29.2 |

want love most. Twenty-two percent of the male group desire good-health.

Over 70% of the males and females prefer being with members of both sexes. In addition, 50% of both sexes believed it to be interesting to be with people who are racially different. More females (60%) than males (53%) feel they are held back from doing things they would like to do. Feelings of trust of most black people are held by 69% of the female group as compared to 52% of the male group. However, 30% of the male group did not feel they trust black people most.

In self-assertion, students express their opinions in Item 46. Eighty-two percent of the male students and 84% of the female students feel they express their opinions even if they feel the opinions are different from

the opinions of most of the rest of the group. In addition, over 60% of the students indicated they usually work things out for themselves, rather than get someone to show them how. More than 50% of the students would not pass up something if they really wanted to do it, even if other people felt they were not going about it in the right way.

## Summary

In this chapter, demographic data collected from the personal data sheet on the questionnaire was used to describe the students. In addition, hypotheses were related to selected variables for analysis and examination. These variables were discussed and related to the racial composition of the students. An overview of students perceptions by composition of sex were presented in a descriptive form and related to selected variables.

Chapter VI contains summaries, recommendations, and projected activities for future programs.

# CHAPTER VI

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Increasingly, numbers of black students of the cities are on the northern university campus. This phenomena of the sixties has found minimal research on the presence of black students at white universities. Environmental studies of the college campus are conspicuously absent of black college students' perceptions. The vacuity of student testimony and the lack of substantial research on student opinions have prompted this study.

The review of the literature in Chapter II clearly points out the need for systematic research related to the perceptions of black students toward the university environment. The need for research is more pressing, particularly if continuing efforts are to be made toward increasing the enrollments of black and other minority group youth at colleges and universities desirous of including the racial mix in this society.

Observations of student behavior, student group sessions, and completion of the review of the literature

led to the formulation of relevant questions which initiated the basis for the first form of the questionnaire. The intent of this study, then, was to identify and assess certain areas of differences between black and white freshmen students at Michigan State University. Secondly, this study was concerned with student perceptions on what will help them adjust to the university community.

With this purpose, the questionnaire was subjected to two subsequent revisions which incorporated suggestions from panels of experts and pilot sampling of students in order to strengthen the content validity of the instrument. The final form of the questionnaire was delivered to the students during the first week of May, 1971. Returned questionnaires numbered 156 or 78% of the questionnaires.

A demographic analysis of the returns indicated that most students who live in the city are black while most students who live outside the city are white. In addition, black students have a lower economic base than white students. Socio-economic status is important to remember when reviewing student responses to financial need.

Student responses indicate their money need is fundamental for different reasons. There were significant differences between black and white students in this category.

Black students need money to stay in school, buy books and basic clothing such as socks, shoes, and

underwear. Black students responses further indicate, need for money is based on the fact that 40% of their families make less than $7,000 per year. These parents have financial problems and cannot afford to send money to their siblings who attend college. Black students need work. Thirty-four percent responded that part-time work was necessary to remain in school. In addition, money is needed by black students for recreational activities. Trends show that black students admit to spending their money fast and often will waste it, although students were frank in the desire to manage and plan their money much better. Small percentages of black students do not need or want jobs, have sufficient clothing, and money for recreational and personal needs.

White students have money needs. However their responses indicate financial need is based on their expectancies of what their families can provide for educational expenses. This trend is substantiated by these responses: 40% of the families of white students have an income in excess of $15,000 per year. Seventy-four percent of the white students expect financial help from home and 52% of the white students have their education financed by their parents. In addition, 17% of the white students can finance their own education. Only 12% responded they did not have enough money for clothing. Over one-fourth of the white students responded they had more money than black students. Moreover, 32% of the white students

stated a job was not necessary and they did not want part-time work. Although white students indicated they waste their money, 83% responded they did not spend money as soon as they got their hands on it. White students expectancies for financial help from their parents are also based on their responses that their families (70%) do not have financial problems. Small percentages of white students do need jobs, have insufficient clothing, lack recreational monies, and funds for personal needs such as grooming, toiletries, and laundry.

General student responses relating to questions of loans seemed to reflect a much greater need to borrow. Students either need to pay their own educational expenses or feel they should have the right to borrow from $4,000 to $6,000 for their education. Black and white students need work. Black students need work to stay in school. Their grades would drop if part-time work was in excess of ten hours per week. White students need work for "spending money." White students, too, felt grades would drop if part-time work was in excess of ten hours per week.

Significant differences were readily observable between the black and white students use of time in the following instances. Black students responded their time of day they enjoyed most was the late evening. This is the time they would rather do their entertaining and socializing. In addition, during a typical school week they would stay up past midnight many times during the week.

Most black students would spend more than four nights a week staying up past midnight. However, working more than 21 hours per week would interfere with their social life. In other results, black students responded they preferred to eat whenever they felt like it. Although students desired to organize their time better, their descriptions of time indicated varied opinions. Black students would describe their time as "mine, planned and unplanned, scheduled and unscheduled, and full."

White students generally enjoyed the late afternoon best. Some students did respond they enjoyed late evening. However, trends indicate these students enjoy the earlier part of the day as late afternoon or early evening. These trends are substantiated when reviewing white student responses for preferences for entertaining and socializing. Indications are that early evening is the popular choice for recreational activities for most white students. Many white students stay up past midnight more than four times a week, however, at least 10% of the white students would stay up that late only once a week. Barely 1% of the black students respond they would stay up past midnight more than once a week. The degree that white students described their time was much more decisive as compared to black students. Both black and white students described time as mine, scheduled, planned, and full.

The use of space was significantly different for black and white students.

More white students used other student rooms and study rooms, visited the museum, or would inquire of the student personnel use of a facility as compared to black students. White students described their use of space as familiar, visible, public, spacious, and accessible. In addition, their responses described space as legitimate, accepted, temporary, unrestricted, and cushioned. They were uncertain if their space was local or national, demanded or supplied, and questionable or certain.

In contrast, less than 50% of the black students responded they visited other students' rooms more than five times a week.

Black students used the study rooms as much as the white students but were more reluctant to visit facilities on the campus such as the museum. Eighty-eight percent of the black students rarely or never have visited the Michigan State University museum. If black students wanted to find out the use of certain facilities, they would prefer asking other students or the black aide. More black students agreed than white students that they preferred living in an apartment rather than a dormitory. Trends of responses for space description for black students tended to be narrow and uncertain. For instance, fewer black students described space as open, public, familiar, visible, accessible, and demanded. Space was also described as tolerated, and temporary. Uncertainty indicated their responses of space to be neither

designated or unrestricted, cushioned or unprotected. Black students were more decided when describing their space as questionable.

Although travel of black and white students were not significantly different, campus travel for black students was usually done by bus and car. White students, not only used the bus and car, but also used the bicycle. When travelling to Lansing, black students again responded they would travel by bus or car. White students would travel by bus, car, or hitch-hike.

White and black students are significantly different in the way they perceive this university. White students feel wanted; believe this university can help them serve people better; and agree black student's life styles are accepted by Michigan State University staff. If economically successful, white students, would donate money to Michigan State University. Almost as many white students agreed as those white students who disagreed felt that action was being taken to bridge the gap between black and white student life styles. Eighty-seven percent of the white students would select this university as a new student, and feel their professors are accessible to them. White students believed that black students' human rights are cherished as much as white students.

Black students trends indicated decided responses to their perception of the college environment. Student opinion reflected that black students do not feel wanted

on this campus. In addition, although 53% of the black students felt this university could help them serve people better, 45% of the black students indicated disagreement. Moreover, three-fourths of the black students do not feel their life styles are accepted. Neither did black students feel that life styles of black and white students are recognized as styles that are different by Michigan State University staff. If students were successful economically, many black students would not give money to the university. Given a chance to select this university again as a new student, only a little over one half of the black students would select Michigan State University. Over 50% of the black students do not feel their professor is accessible to them.

Black students seem to sum their perceptions of the university attitude to them by 90% responding that Michigan State did not cherish human rights of black students as much as the human rights of white students seem to be cherished.

Significant differences between black and white students was reflected among items related to student preferences.

White students responded the person considered as one admired most was white. In addition, white students when asked whom did they trust most, agreed they trust most white people. Racially different people are interesting to white students.

Although significant differences were not found in trust of black people, 67% of the white students responded they trust most black people.

On the other hand, almost all black students admired a black person most. Most black students distrust white people but find racially different people interesting.

Black and white students were not significantly different on concept of self. Over 50% of both groups responded they feel good about themselves.

Again, no significance of difference was found but 70% of the black students and 50% of the white students need people around them some of the time.

Student differences based on the sex of the student were not significantly different except in the examples presented in this section.

It was surprising to note that more female students use the recreation room in the residence hall than the male students. Fifty-four percent of the female students use the recreation room as compared to 44% of the male students.

Travelling to Lansing, Michigan from the Michigan State University campus which varies from one to six miles at various points, male and female students were significantly different in their responses. Female students indicated their travel would be done by car (24%) or bus (56%). Nine percent of the females would venture to hitchhike. Male students (37%) would use a car or 17% would

travel by bus. Eighteen percent of the males would hitchhike, ride a bicycle (12%) or walk (12%).

Male and female students showed significant differences in their responses of amount of money received from home. Forty percent of the female students received $6 to $10 per week as compared to 19% of the male students. More male students work for their school expenses than female students. Students were significantly different when responses were reviewed on "I work for my school expenses." Sixty-three percent of the male students work for their school expenses as compared to 47% of the female students.

The responses of male and female students to the acceptance of black students life styles of Student Personnel were significantly different. More male students disagreed black life styles were accepted as compared to female students.

Male students were divided in their opinions on the race of the person admired most. As many males admired a black person most as those males who admired a white person most. A large percentage of the female students admired a black person most.

Female students seem to have little difficulty in naming what they desired most from life. A large percentage of females (80%) preferred love most from life. Male students (48%) not only want love, but also good health (22%).

To help the reader assimilate the findings of this study the major conclusions are now listed. (To further facilitate this summarization all the conclusions described verbally in the foregoing section are enumerated in Appendix D in list form.)

## Itemized Summary of Major Conclusions

### Money

1.1 Black students need money and work to stay in school.
1.2 White students need money and work for leisure-time activities.
1.3 Black students need budget counseling.
1.4 Black students' families have financial problems.
1.5 White students' families do not have financial problems.
1.6 Black students' families have lower socio-economic standards.
1.7 White students' families have higher socio-economic standards.
1.8 Black students' education is financed mostly by financial aid.
1.9 White students' education is financed mostly by their own families.

### Time

1.1 Black students enjoy late evening most.
1.2 White students enjoy early evening most.
1.3 White students prefer scheduled meals.
1.4 Black students prefer unscheduled meals.
1.5 Black students stay up past midnight frequently.
1.6 White students prefer shorter working hours for enhancing social life.
1.7 Black students would work longer hours before social life was hampered.

### Space

1.1 Black students preferred apartment living rather than dorm life.
1.2 White students preferred dorm life rather than apartment living.
1.3 For travel, black students used a car or bus.
1.4 For travel, white students used a car, bus, bicycle, and hitchhiking.

College Environment

1.1 Black students do not feel wanted or accepted on the MSU campus.
1.2 White students feel wanted, believe black students are accepted on MSU campus.

## Conclusions

Students opinion reflecting differences in life space use as measured by this study has a number of implications. Black students responses are reflected in their perceptions of acceptance. Black students do not see their life styles accepted by other white students or Michigan State Personnel. Therefore, mistrust of white people is reinforced by behavior of Michigan State University authorities and supported by white students. Black students do not seem as mistrustful of white students as they are of authorities of Michigan State University. Responses of black students reinforce this indication when queried who would be asked for information of the use of facilities, black students responses indicated other students as well as the black aides would be sought for information. Again, the question relating to donating to this university if economically successful, over one-third of the black students responded they would donate. In addition, 50% of the black students responded "If given a chance as a new student" selection of this university would be their choice.

Nevertheless, it seems quite clear that black students do not feel wanted, accepted or trustful of the

campus environment and many of its inhabitants. Reduction of these perceptions are compounded by significant trends of fundamental financial, time and space needs.

White student opinions of life-space in the analysis are clearly different than black students. However, white students trends in the responses seem to follow the practices of incongruence of the authorities of Michigan State University.

Translated in terms of aid programs of the future, the results of this study support an examination of student financial, work and space needs. Most importantly, the acceptance of the differences in the life styles of black and white students will be reflected in Student Personnel activities.

## Personal Conclusions for Inference

Strong frequencies of differences between black and white students use of life space also demonstrated tendencies of over-lap between black and white freshmen students. Objective observation of the analysis indicated possibilities of trends of similarities among the black and white student groups. For an example, some white students indicated money and work need was based on sustainance in college. In addition, some black students indicated work was not needed for remaining in college. Distinctions are evident between the black and white student group, however the distinctions are not as finely differentiated as previously believed by the author.

The author strongly suggests the reader to be cautioned in dwelling on similarities in over-lapping to the exclusion of the findings in this thesis.

## Need for Future Research

Further research is needed in many non-academic areas as financial aid, space, and time needs. Many questions have yet to be asked. Should the differences between black and white students be maintained? What "gaps of differences" should be bridged? What affect is acceptance or rejection on students' grades? What is the depth of financial need for students? How does part-time work affect students? What does planning for the future mean? Does apartment living hinder grades? What changes occur in students perceptions over an extended time period?

College and universities could derive great value from studying the perceptions of students in varied environment. A study of specific factors that contribute to positive attitudes of college environments might be useful to college administrators.

Further investigations of the factors of retentive life styles that are utilitarian or dysfunctional for altering perceptions could contribute positive attitudes and behavior affecting students, colleges, and universities. To accomplish these purposes, repetition of this research study under different circumstances would be valuable.

## Personal Suggestions

Based upon the conclusions from the data, these recommendations are personal suggestions reflecting the opinion and experiences of the author. The author recognizes that these recommendations go beyond the immediate scope of the data and should be read accordingly. It was felt, however, that this is one set of practical suggestions which could result from the findings of the study.

More black students are group-oriented while the university is geared toward development of individuals. More white students feel wanted on the campus, therefore, feel freer to create more options in their life-space use.

The use of time, space, money, and campus activities as life-space variables are directed by the central administrators of Student Personnel. For the improvement of student life and development, a first recommendation includes the decentralization of the Student Services Office. The decentralization would place mini-units of student services within each residential complex area for a student-directed operation and organization. The mini-unit would retain the central units, such as, Dean of Students for central direction. All student activities including social and governmental units would be decentralized.

The improvement of student life within decentralized mini-units would include a mix of trained counselors,

functionally congruent with student attitudes and behaviors. These persons would provide budgetory counseling for students. Those students receiving financial aid and students who are desirous of better money management could receive these services. This counseling would give students precise knowledge of what their Financial Aid package consists of, the basis of the Financial award, the tenure of the aid, basis for reconsiderations of aid, renewable aspects, and factors for termination. In addition, consumer counseling should be made available for students. Students should know the cost of living in the dormitory versus apartment living. Costs for bedding, cooking utensils, and deposits for utilities such as telephone, lights, and so on, are unknown to many students. Hidden costs of dormitory living, such as, recreational and social fees, and grill snacks to compensate for "cafeteria food" should be learned early by students.

Utilization of graduate students as academic and vocational advisors, teaching assistants, or personal-counselors should be coordinated for residential halls. In the 1969-70 school year, over 200 black graduates and six thousand white graduates were on the campus two terms or more. Incentives should be provided, training instituted, and a program developed for a systematic coordination of graduate students for enhancing student life.

The test results clearly demonstrated there are two groups of students in need of work. More black

students needed work to complete their college education. More white students needed work for leisure-time expenditures. Both groups of students should be accommodated through the work/study programs. Early identification of work/study jobs by the Financial Aid Office could provide higher-paying jobs for students who depended on work for financing their education. Students who need "spending money" for recreational needs would be provided jobs to fulfill this function. Financial Aid personnel would attempt to locate jobs that were vocation-oriented to students needing work to complete college.

Students continue to have an inflated idea of student-life on campus. Romantic tales and unrealistic freshmen orientation often act as contributors to the myths. Freshmen Orientation, brochures, and student recruitment should be planned in conjunction with like-community freshmen. Students, then, could prepare for such things as functional winter clothing and walking boots for the severe winters.

In addition to a realistic orientation, students have to take many classes as undergraduates. Of the 180 required hours for graduation, non-traditional classes such as STUDENT-FINANCE, TIME-MANAGEMENT, and UTILIZATION OF UNIVERSITY FACILITIES IN TRADITIONAL AND NON-TRADITIONAL WAYS, should be credit courses used in an academic fashion for non-academic use. Sophisticated development of such courses would include concepts for the real world setting.

In other words, a realistic development of such building-block skills would not only facilitate the "good life" of the university setting, but also the "good life" of the outside world.

The compartmental structure of dormitory living is not conducive to the different living-learning styles of students. Space utilization for living should include the large, small, didactic, and individual styles students are engaged in. For example, some students enjoy apartment-type living, others, prefer communal-living, while some others desire living alone or with a room-mate. More options for living arrangements should be made for students using the existing residential halls. Interiors of these halls could be restructured to accommodate different living styles.

The decentralized units of sensitive, knowledgeable, Student Personnel would aid students in the discovery of options to enhance student life. For example, students would be supported to develop individually, and, supported for retension of group identity. The development of such programs could offer students earlier options for program-planning, vocational choices, self-directed development, and firmly based self-actualization practices.

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# APPENDICES

# APPENDIX A

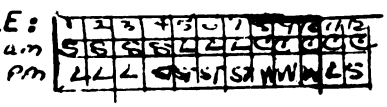
## FORM A OF THE INSTRUMENT

APPENDIX A

FORM A OF THE INSTRUMENT

*DIRECTIONS: HERE IS A TWENTY-FOUR HOUR SCHEDULE. THIS SCHEDULE IS DIVIDED INTO TWO TWELVE HOUR SECTIONS FOR A.M. AND P.M. CHECK THE TIME-AREAS YOU WOULD LIKE TO USE FOR CLASS (C), STUDY (ST), LEISURE (L), WORK-PART TIME (W), OR SLEEP (SL).. [illegible] BY PLACING THE [illegible] CODE IN THE [illegible] APPROPRIATE PLACE.*

*EXAMPLE:*



| | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | 12. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A.M. | | | | | | | | | | | | |
| P.M. | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11 | 12. |

DESCRIBE YOUR USE OF TIME. MY USE OF TIME HERE AT MICHIGAN STATE UNIVERSITY CAN BEST BE DESCRIBED AS

| | |
|---|---|
| MINE | OTHERS |
| PRESSURED | RELAXED |
| INDIVIDUAL | COMMUNAL |
| CHAOTIC | ORDERLY |
| CRAMPED | SPACED |
| FLEXIBLE | STRUCTURED |
| TIGHT | LOOSE |
| PLANNED | UNPLANNED |
| WORK | PLAY |
| DELAYED | IMMEDIATE |
| PASSIVE | ACTIVE |
| SCHEDULED | UNSCHEDULED |
| EMPTY | FULL |

DIRECTIONS: HERE IS A TWENTY-FOUR HOUR SCHEDULE. THIS SCHEDULE IS DIVIDED INTO TWO TWELVE HOUR SECTIONS for AM and PM hours. CHECK THE AREAS YOU WOULD LIKE TO USE FOR YOUR CLASS (C) STUDY TIME (ST) ~~UNDER THE TOPIC CLASS~~. CHECK THE AREA S YOU WOULD LIKE TO USE ~~YOURS~~ SOCIAL AND LEISURE TIME ~~UNDER THE TOPIC~~ LEISURE. (L) and sleep (SL) or part time work (W)

| | 1. | 2. | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CLASS | | | | | | | | | | | | |
| 1.M. | SL | SL | - | - | - | - | SL | L | L | C | C | C |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| .M.. | L | ST | ST | | | | W | W | | | | |
| EISURE | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| EISURE | | | | | | | | | | | | |
| .M. | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| .M. | | | | | | | | | | | | |

What they would do is use the codes C, ST, L, SL, W & put them in appropriate places by see above

DESCRIBE YOUR USE OF TIME. My use of TIME here at MSU can best be described as

| | | |
|---|---|---|
| PRESSURED | ◉ o • o ○ | RELAXED |
| SMOOTH | | BOUNCY |
| INDIVIDUAL | | COMMUNAL |
| ~~SURE~~ | | ~~UNCERTAIN~~ |
| FAMILIAR | | STRANGE |
| FRIVOLOUS | | SAVING |
| ORDERLY | | ~~SLOPPY~~ Chaotic |
| CONVENTIONAL | | ~~DEVIOUS~~ UNconventional |
| APPROPRIATE | | MISUSED |
| SPASTIC | | CONCERTED |
| ACTIVE | | PASSIVE |
| DELAYED | Not | IMMEDIATE |
| UNCONTROLLED | | CONTROLLED |
| MANAGABLE | opposites | SCATTERED |
| FLEXIBLE | many | STRUCTURED |
| WORK | of | RECREATIONAL |
| TIGHT | these | LOOSE |
| EMPTY | | FULL |
| IMPULSIVE | | STABLE |
| MINE | | OTHERS |
| WASTEFUL | improve | THRIFTY |
| INCREASED | | DIMINISHED |

~~reached~~ planned ~~reaction~~

~~chaotic~~ orderly ~~planned~~ planned

cramped speed ~~planned~~

flexible structured ~~bound~~

light loose appropriate

wasteful thrifty

fruitful

planned unplanned

enemy others

1. I get out of bed in the morning ~~ready to go~~ ready to start the day

   a. all of the time
   b. most of the time
   c. some of the time
   d. none of the time

2. The time of day I enjoy most is

   a. early morning
   b. late morning
   c. early afternoon
   d. late afternoon
   e. early evening
   f. late evening

3. I have trouble getting started on my work

   a. all of the time
   b. most of the time
   c. some of the time
   d. none of the time

4. I would like most of my classes scheduled in the

   a. early morning
   b. late morning
   c. early afternoon
   d. late afternoon
   e. early evening
   f. late evening

5. I would like my class day to begin in the

   a. early morning
   b. late morning
   c. early afternoon
   d. late afternoon
   e. early evening
   f. late evening

6. I would like my social life such as entertainment and recreation to ~~begin~~ be in the

   a. early morning
   b. late morning
   c. early afternoon
   d. late afternoon
   e. early evening
   f. late evening

7. I ~~get the most out of my day by~~ prefer

   a. getting up early and staying up late
   b. getting up late and staying up late
   c. getting up early, and going to bed early
   d. getting up late and going to bed late

9. I have a tendency to let school work slide.

a. all of the time
b. most of the time
c. some of the time
d. none of the time

8. I believe meals should be scheduled at times.

a. strongly agree
b. agree
c. disagree
d. strongly disagree

10. I like to eat

a. three times a day
b. whenever I feel like it
c. all the time
d. two times a day
e. once a day

11. I live at a relaxed and easy pace

a. all of the time
b. most of the time
c. some of the time
d. none of the time

12. I make my plans well in advance

a. all of the time
b. most of the time
c. some of the time
d. none of the time

13. I can't stand to let my work pile up

a. strongly agree
b. agree
c. disagree
d. strongly disagree

14. During a typical school week I usually stay up past midnight

a. once a week
b. two times per week
c. three times per week
d. four times per week
e. more than four times per week
f. Never

15. I often wish I could organize my time better.

a. strongly agree
b. agree
c. disagree
d. strongly disagree

1. I feel wanted on this campus

   a. strongly agree
   b. agree
   c. disagree
   d. strongly disagree

2. My friends on this campus are usually

   a. upper class undergraduates
   b. lower class undergraduates
   c. graduates

3. I prefer to be with members of

   a. my own sex
   b. the opposite sex
   c. both sexes

4. When I select friends they are friends who are usually

   a. totally socially minded and motivated academically
   b. more socially minded than intellectually minded
   c. equally socially-minded and intellectually-minded
   d. totally intellectually-minded more intellectually minded than socially minded
   e. totally academically minded

5. When I have leisure time, I like to

   a. become inactive and lay around and relax
   b. become somewhat active and lay around and relax a little
   c. be more active and lay around and relax somewhat
   d. be active and lay around and relax hardly at all

6. When ever I feel that I am right, I argue the point

   a. strongly agree
   b. agree
   c. disagree
   d. strongly disagree

7. I make new friends easily

   a. strongly agree
   b. agree
   c. disagree
   d. strongly disagree

8. I express my opinions even if they are different from the opinions of most of the rest of the group.

   a. all of the time
   b. most of the time
   c. only some of the time
   d. none of the time

17. I feel wanted on this campus

a. strongly agree
b. agree
c. disagree
d. strongly disagree

18. My friends on this campus are usually

a. upper class undergraduates
b. lower class undergraduates
c. graduates

19. I prefer to be with members of

a. my own sex
b. the opposite sex
c. both sexes

20. When I select friends they are friends who are usually

a. totally socially minded and motivated
b. more socially minded than academically minded
c. equally socially minded and academically minded
d. more academically minded than socially minded
e. totally academically minded

21. When I have leisure time, I like to

a. lay around, relax and not work
b. lay around, relax but work a little
c. lay around, relax and do some work
d. lay around, relax but work a lot
e. work a lot and not lay around and relax

22. Whenever I feel that I am right, I argue the point

a. strongly agree
b. agree
c. disagree
d. strongly disagree

23. I make new friends easily

a. strongly agree
b. agree
c. disagree
d. strongly disagree

24. I express my opinions even if they are different from the opinions of most of the rest of the group.

a. all of the time
b. most of the time
c. only some of the time
d. none of the time

25. I often feel as though I am held back from doing things that I would like to do.

a. strongly agree
b. agree
c. disagree
d. strongly disagree

26. I need people to be around me

a. all of the time
b. most of the time
c. some of the time
d. none of the time

27. I prefer to be alone

a. all of the time
b. most of the time
c. some of the time
d. none of the time

28. I feel good about myself

a. all of the time
b. most of the time
c. some of the time
d. none of the time

29. I believe logic and rational thought can account for

a. ~~most~~ all things
b. few things many things
c. ~~some things~~
d. nothing

30. When it comes to life, what I want most of all is

a. love
b. money
c. education
d. power
e. good health

31. I trust most white people

a. strongly agree
b. agree
c. disagree
d. strongly disagree

32. ~~I~~ trust most black people

a. strongly agree
b. agree
c. disagree
d. strongly disagree

33 The person I admire most is

a. BLACK
b. BROWN
c. WHITE
d. YELLOW

34 I would describe the ideal person whom I would admire most as having the following characteristics (choose as many as you want)

| | | |
|---|---|---|
| a. smart | 1. friendly | A. thick-skinned |
| b. boisterous | 2. controller | B. attractive |
| ~~c. admirable~~ | 3. greedy | C. sickly |
| d. mediocre | 4. critical | D. strong |
| e. colorful | 5. irresponsible | E. cold |
| f. loud | 6. taller | f. loose |
| g. rich | 7. recognized | G. inhibited |
| h. dirty | 8. promiscous | H. warm |
| i. agressive | 9. backward | I. individualistic |
| j. humorous | 10. sexy | J. free |
| k. militant | 11. truthful | K. puritanical |
| l.. alienated | 12. lazy | L. sensitive |
| m. loving | ~~13. unclean~~ | M. dangerous |
| n. matriarchal | 14. atheletic | N. honest |
| o. amiable | 15. racist | O. dumb |
| ~~p. closed-knit~~ | 16. rhythmic | P. affectionate |
| ~~q. clannish~~ | ~~17. deceased~~ | Q. powerful |
| r. hostile | 18. happy | R.. dependable |
| s. leader | 19. vulnerable | S. clever |
| t. evil | ~~20. cool~~ | T. manipulator |

35 I find people who are racially different from me

a. very interesting
b. somewhat interesting
c. not very interesting
d. absolutely not interesting

36 I usually work things out for myself rather than to get someone to show me how.

a. strongly agree
b. agree
c. disagree
d. strongly disagree

37 I am apt to pass up something I really want to do because other people feel that I am not going about it in the right way

a. strongly agree
b. agree
c. disagree
d. strongly disagree

38. I would select this university again as a new student.

a. strongly agree
b. agree
c. disagree
d. strongly disagree

39. I would classify this campus as academically

a. very libral
b. libral
c. moderate
d. conservative
e. very conservative

40. I would donate money to this university after I became economically successful.

a. strongly agree
b. agree
c. disagree
d. strongly disagree

41. I feel my professors a re accessible

a. all of the time
b. most of the time
c. some of the time
d. none of the time

42. I believe that, the human rights of blacks are cherished by this university administrators as much as the human rights of whites on this campus.

a. strongly agree
b. agree
c. disagree
d. strongly disagree

43. I believe this university can help me to serve people better.

a. strongly agree
b. agree
c. disagree
d. strongly disagree

44. I believe that the different life styles of black and white students are recognized by the Student Personnel of this university.

a. strongly agree
b. agree
c. disagree
d. strongly disagree

48 The life styles of black students are accepted at this university. by Student Personnel

a. strongly agree
b. agree
c. disagree
d. strongly disagree

by whom

46. I believe that the administrators of this university are dealing with the life-style differences of black and white students.

a. strongly agree
b. agree
c. disagree
d. strongly disagree

47. How often do you use each of the following areas of the ~~The area I use most in the~~ residence hall ~~in the~~ during an average week of 7 days? (specify the number of times you use it by the code given below)

a. grill ____
b. lounge ____
c. recreation rooms ____
d. other students' rooms ____
e. study rooms ____

? 41. Of ~~The area I use most is used~~

a. once a week ~~every week of the month~~
b. twice a week ~~every week of the month~~
c. three times a week ~~every week of the month~~
d. more than ~~three~~ four times a week ~~every week of the month~~

d. four times a week
e. five times a week

42. I would rather live in an apartment than in a dormitory room.

a. strongly agree
b. agree
c. disagree
d. strongly disagree

43. If I needed to find out about the use of facilities at this university, I would ask

a. other students
b. MSU staff
c. The Black Aide
d. no one, but observe who uses them

44 The Counselling Office is in the

a. Student Service Building
b. Student Union
c. Placement Bureau
d. Equal Opportunity Program

15. I have visited the MSU museum

a. many times
b. several times
c. rarely
d. never

16. The president of this university has his office in the

a. Office of Institutional Research
b. International Center
c. Student Union
d. Administration Building

17. The second floor of the library consists of

a. Lounge and snack machines
b. research material
c. micro-film
d. private offices

18. There is a bowling alley in the

a. MSU gynasium
b. Student Union
c. Holmes Hall, East
d. International Center

19. I feel free to use the intramural building.

a. strongly agree
b. agree
c. disagree
d. strongly disagree

20. The State News is published by the

a. The State Journal
b. The State Legislators
c. ASMSU
d. Communications Center

21. To me, the most important group on this campus is

a. Board of Trustees
b. Non-academic workers
c. Students
d. Administrators
e. faculty

22. I believe that the personnel of this university administrative feel that the most important group to this campus is

a. State Legislators
b. Students of MSU
c. Non-academic workers
d. Administrators
e. Board of Trustees
f. People who pay taxes
g. Faculty

23. Brody dorm is located in the

a. North-East Complex
b. South Complex
c. Central Complex
d. West Campus

24. The Financial Aids office is located in the

a. Administration Building
b. Student Service Building
c. Wells Hall
d. East Fee Hall

THINK OF HOW YOU USE SPACE. THIS IS YOUR LIFE-SPACE. DESCRIBE HOW YOU FEEL ABOUT THIS LIFE-SPACE HERE AT MSU.

| | | | |
|---|---|---|---|
| OPEN | NARROW | PROTECTED | VULNERABLE |
| PRIVATE | PUBLIC | TOLERATED | ACCEPTED |
| CROWDED | SPACIOUS | TEMPORARY | PERMANENT |
| SMALL | LARGE | RESERVED | PUBLIC |
| OLD | NEW | DESIGNATED | UNRESTRICTED |
| COLD | WARM | CUSHIONED | UNPROTECTED |
| DIRTY | CLEAN | QUESTIONABLE | CERTAIN |
| FAMILIAR | STRANGE | | |
| VISIBLE | UNCLEAR | | |
| ACCESIBLE | BLOCKED | | |
| DEMANDED | SUPPLIED | | |
| BRIGHT | DULL | | |
| ASSIGNED | OPEN | | |
| LOCAL | NATIONAL | | |
| ILLEGAL | LEGITIMATE | | |

25. On this campus most of my travel is done by

a. my car
b. my friends' car
c. my feet
d. MSU bus
e. bicycle
f. motor scooter, motorcycle

26. If I wanted to go to Lansing I would travel by

a. bus
b. hitch-hiking
c. car
d. bicycle
e. feet-walking
f. motor scooter, motorcycle

27. I own a car.

a. yes
b. no

28. In comparison, clothes in East Lansing stores are usually

a. lower in price than Lansing stores
b. the same price as Lansing stores
c. higher in price than Lansing stores

My education is financed <u>mostly</u> by

a. an educational loan
b. a grant
c. a scholarship
d. my family
e. myself

When it comes to financial aid from Michigan State University I

a. receive it presently
b. have received it in the past, but not presently
c. have never received it

I feel my grades would begin to drop if I were to work

a. 5 hours or less per week
b. 6-10 hours per week
c. 11-15 hours per week
d. 16-20 hours per week
e. 21 or more hours per week

Work would interfere with my social life if I were to work

a. 5 hours or less per week
b. 6-10 hours per week
c. 11-15 hours per week
d. 16-20 hours per week
e. 21 or more hours per week

I think an undergraduate student should be allowed to borrow for 4 years of undergraduate work a maximum of

a. $2000 or less
b. $3000
c. $4000
d. $5000
e. $6000
f. more than $6000

Whenever I need money for clothing I usually have

a. way too little
b. some money but not enough
c. just enough money
d. more than enough

7. After I have spent a sum of money I will generally recount how the money was spent

a. all of the time SA
b. most of the time
c. some of the time
d. none of the time SD

8. The money I receive from home for personal use averages about

a. $5 or less per week
b. $6-10 per week
c. $11-20 per week
d. $21 or more per week

9. When it comes to financial help from home I expect

a. no help at all
b. very little help
c. some help
d. a great deal of help

10. In relationship to white students, the money I have is

a. much less
b. a little less
c. about the same
d. a little more
e. much more

11. In relationship to black students the money I have is

a. much less
b. a little less
c. about the same
d. a little more
e. much more

12. A part-time job while I am here at MSU is

a. not necessary, and I don't want one
b. not necessary, but I want one
c. necessary but only for "spending money"
d. necessary to stay in school

13. I spend money as soon as I get my hands on it

a. strongly agree
b. agree
c. disagree
d. strongly disagree

14. I spend my first money on things I really want instead of what I really need

a. all of the time
b. most of the time
c. some of the time
d. none of the time

15. My finances are managed poorly

a. strongly agree
b. agree
c. disagree
d. strongly disagree

16. I save my money for things I might need in the future

a. strongly agree
b. agree
c. disagree
d. strongly disagree

17. I am guilty of wasting money

a. all of the time SA
b. most of the time
c. only some of the time
d. none of the time SD

18. I need a job during summer vacations in order to

a. come back to MSU next term
b. buy clothes
c. have pocket money
d. buy books
e. help out at home

19. I follow a plan for saving money

a. all of the time
b. most of the time
c. some of the time
d. none of the time

20. My family has financial problems

a. all of the time SA
b. most of the time
c. some of the time SD
d. none of the time

21. I work for my school expenses

a. strongly agree
b. agree
c. disagree
d. strongly disagree

22. When it comes to having money for personal needs such as toiletries, grooming, laundry and dry-cleaning. I usually

a. strongly agree don't have enough
b. agree just manage to have enough
c. disagree have more than I need
d. strongly disagree

23. When it comes to I just don't have enough basic clothing such as undrwear, shoes, socks, lingerie, or stockings, I usually

a. strongly agree don't have enough
b. agree just manage to have enough
c. disagree have more than I need
d. strongly disagree

24. I need money for recreation such as movies, bowling, or records for my hi-fi

a. strongly agree have more than I need
b. agree just manage to have enough
c. disagree don't have enough
d. strongly disagree

25. Whenever my friends buy a snack such as pizza or a hamburger I usually can't join them, because I do not have enough pocket money.

a. strongly agree
b. agree
c. disagree
d. strongly disagree

26. The money I need weekly for personal expenses (grooming, laundry, recreation) amounts to

a. $5 or less weekly better define personal
b. $6-10 per week by giving examples
c. $11-15 per week in parentheses
d. $16-20 per week
e. $21 or more per week

# APPENDIX B

## DEVELOPED FORM OF INSTRUMENT B

## APPENDIX B

## DEVELOPED FORM OF INSTRUMENT B

1. *I get out of bed in the morning ready to start the day*

   a. *all of the time*
   b. *most of the time*
   c. *some of the time*
   d. *none of the time*

2. *The time of day I enjoy most is*

   a. *early morning*
   b. *late morning*
   c. *early afternoon*
   d. *late afternoon*
   e. *early evening*
   f. *late evening*

3. *I have trouble getting started on my school work*

   a. *all of the time*
   b. *most of the time*
   c. *some of the time*
   d. *none of the time*

4. *I would like most of my classes scheduled in the*

   a. *early morning*
   b. *late morning*
   c. *early afternoon*
   d. *late afternoon*
   e. *early evening*
   f. *late evening*

5. *I would like my social life such as entertainment and recreation to be in the*

   a. *early morning*
   b. *late morning*
   c. *early afternoon*
   d. *late afternoon*
   e. *early evening*
   f. *late evening*

6. *I Prefer*

   a. *getting up early and staying up late*
   b. *getting up late and staying up late*
   c. *getting up early, and going to bed early*
   d. *getting up late and going to bed late*

7. I have a tendency to let school work slide

a. all of the time
b. most of the time
c. some of the time
d. none of the time

8. I believe meats should be at scheduled times

a. strongly agree
b. agree
c. disagree
d. strongly disagree

9. I like to eat

a. three times a day
b. whenever I feel like it
c. all the time
d. two times a day
e. once a day

10. I live at a relaxed and easy pace

a. all of the time
b. most of the time
c. some of the time
d. none of the time

11. I make my plans well in advance

a. all of the time
b. most of the time
c. some of the time
d. none of the time

12. I can't stand to let my work pile up

a. strongly agree
b. agree
c. disagree
d. strongly disagree

13. During a typical school week I usually stay up past midnight

a. once a week
b. two times per week
c. three times per week
d. four times per week
e. more than four times per week
f. never

14. I often wish I could organize my time better

a. strongly agree
b. agree
c. disagree
d. strongly disagree

15.

DESCRIBE YOUR USE OF TIME. MY USE OF TIME HERE AT MICHIGAN STATE UNIVERSITY CAN BEST BE DESCRIBED AS

| | |
|---|---|
| MINE | OTHERS |
| PRESSURED | RELAXED |
| INDIVIDUAL | COMMUNAL |
| CHAOTIC | ORDERLY |
| CRAMPED | SPACED |
| FLEXIBLE | STRUCTURED |
| TIGHT | LOOSE |
| PLANNED | UNPLANNED |
| WORK | PLAY |
| DELAYED | IMMEDIATE |
| PASSIVE | ACTIVE |
| SCHEDULED | UNSCHEDULED |
| EMPTY | FULL |

16.

DIRECTIONS: HERE IS A TWENTY-FOUR HOUR SCHEDULE. THIS SCHEDULE IS DIVIDED INTO TWO TWELVE HOUR SECTIONS FOR A.M. AND P.M. CHECK THE TIME-AREAS YOU WOULD LIKE TO USE FOR CLASS (C), STUDY (ST), LEISURE (L), WORK-PART TIME ( W), OR SLEEP (SL)., BY PLACING THE CODE IN THE APPROPRIATE PLACE.

EXAMPLE:

| 1:00 | 2:00 | 3:00 | 4:00 |
|---|---|---|---|
| L | L | SL | SL |

| | 1:00 | 2:00 | 3:00 | 4:00 | 5:00 | 6:00 | 7:00 | 8:00 | 9:00 | 10:00 | 11:00 | 12:0 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A.M. | | | | | | | | | | | | |
| | 1:00 | 2:00 | 3:00 | 4:00 | 5:00 | 6:00 | 7:00 | 8:00 | 9:00 | 10:00 | 11:00 | 12:0 |
| P.M. | | | | | | | | | | | | |

17. I feel wanted on this campus

a. strongly agree
b. agree
c. disagree
d. strongly disagree

18. My friends on this camous are usually

a. upper class undergraduates
b. lower class undergraduates
c. graduates

19. I prefer to be with members of

a. my own sex
b. the opposite sex
c. both sexes

20. When I select friends they are friends who are usually

a. totally socially minded and motivated
b. more socially minded than academically minded
c. equally socially minded and academically minded
d. more academically minded than socially minded
e. totally academically minded

21. When I have leisure time, I like to

a. lay around, relax and not work
b. lay around, relax but work a little
c. lay around, relax and do some work
d. lay around, relax but work a lot
e. work a lot and not lay around and relax

22. Whenever I feel that I am right, I argue the point

a. strongly agree
b. agree
c. disagree
d. strongly disagree

23. I make new friends easily

a. strongly agree
b. agree
c. disagree
d. strongly disagree

24. I express my opinions even if they are different from the opinions of most of the rest of the group

a. all of the time
b. most of the time
c. only some of the time
d. none of the time

25. I ften feel as though I am held back from doing things that I would like to do

a. all of the time
b. most of the time
c. some of the time
d. none of the time

26. I need people to be around me

a. all of the time
b. most of the time
c. some of the time
d. none of the time

27. I prefer to be alone

a. all of the time
b. most of the time
c. some of the time
d. none of the time

28. I feel good about myself

a. all of the time
b. most of the time
c. some of the time
d. none of the time

29. I believe logic and rational thought can account for

a. all things
b. many things
c. few things
d. nothing

30. When it comes to life, what I want most of all is

a. love
b. money
c. education
d. power
e. good health

31. I trust most white people

a. strongly agree
b. agree
c. disagree
d. strongly disagree

32. I trust most black people

a. strongly agree
b. agree
c. disagree
d. strongly disagree

33. The person I admire most is

a. BLACK
b. BROWN
c. WHITE
d. YELLOW

34. I would describe the ideal person whom I would admire most as having the following characteristics:

DIRECTIONS: SELECT AS MANY AS YOU WANT

| | | |
|---|---|---|
| smart_____ | Friendly _____ | thick-skinned_____ |
| boisterous_____ | controller _____ | attractive_____ |
| mediocre_____ | greedy _____ | sickly_____ |
| colorful_____ | critical _____ | strong_____ |
| loud_____ | irresponsible _____ | cold_____ |
| rich _____ | taller_____ | loose_____ |
| dirty ____ | recognized _____ | inhibited_____ |
| agressive _____ | promiscous _____ | warm_____ |
| humorous_____ | backward _____ | individualistic_____ |
| militant_____ | sexy _____ | free_____ |
| alienated _____ | truthful _____ | puritanical_____ |
| loving_____ | lazy _____ | sensitive_____ |
| matriarchal_____ | atheletic _____ | dangerous_____ |
| amiable_____ | racist _____ | honest_____ |
| hostile _____ | rhythmic _____ | dumb_____ |
| leader _____ | happy _____ | affectionate_____ |
| evil_____ | vulnerable _____ | powerful_____ |
| dependable_____ | manipulator_____ | manipulator_____ |

35. I find people who are racially different from me

a. very interesting
b. somewhat interesting
c. not very interesting
d. absolutely not interesting

36. I usually work things out for myself rather than to get someone to show me how

a. strongly agree
b. agree
c. disagree
d. strongly disagree

37. I am apt to pass up something I really want to do because other peole feel that I am not going about it in the right way

a. strongly agree
b. agree
c. disagree
d. strongly disagree

38. I would select this university again as a new student

a. strongly agree
b. agree
c. disagree
d. strongly disagree

39. I would classify this campus as academically

a. very libral
b. libral
c. moderate
d. conservative
e. very conservative

40. I would donate money to this university after I became economically successful

a. strongly agree
b. agree
c. disagree
d. strongly disagree

41. *I feel my professors are acessible*

    a. *all of the time*
    b. *most of the time*
    c. *some of the time*
    d. *none of the time*

42. *I believe that the human rights of blacks are cherished by this universitys' administrators as much as the human rights of whites on this campus*

    a. *strongly agree*
    b. *agree*
    c. *disagree*
    d. *strongly disagree*

43. *I believe this university can help me to serve people better*

    a. *strongly agree*
    b. *agree*
    c. *disagree*
    d. *strongly disagree*

44. *I believe that the different life styles of black and white students are recognized by the student Personnel of this university*

    a. *strongly agree*
    b. *agree*
    c. *disagree*
    d. *strongly disagree*

45. *The life styles of black students are accepted by student Personnel at this university*

    a. *strongly agree*
    b. *agree*
    c. *disagree*
d   d. *strongly disagree*

46. *I believe that the administrators of this university are dealing with the life-style differences of black and white students*

    a. *strongly agree*
    b. *agree*
    c. *disagree*
    d. *strongly disagree*

47. How often do you use each of the following areas of the residence hall during as average weeko of seven days. Specify the number of times you use it by the code given below:

a. grill_____
b. lounge_____
c. recreation rooms_____
d. other students' rooms_____
e. study rooms_____

CODE

1. once a week
2. twice a week
3. three times a week
4. four times a week
5. five times a week
6. more than five times a week

48. I would rather live in an apartment than in a dormitory room

a. strongly agree
b. agree
c. disagree
d. strongly disagree

49. If I needed to find out about the use of facilities at this university, I would ask

a. other students
b. MSU staff
c. The Black Aide
d. no one, but observe who uses them

50. The Counselling Office is in the

a. Student Service Building
b. Student Union
c. Placement Bureau
d. Equal pportunity Program

51. I have visited the MSU museum

a. many times
b. several times
c. rarely
d. never

52. The president of this university has his office in the

a. office of Institutional Research
b. International Center
c. Student Union
d. Administration Building

53. The second floor of the library consists of

a. Lounge and snack machines
b. research material
c. micro-film
d. private offices

54. There is a bowling alley in the

a. MSU gynasium
b. Student Union
c. Holmes Hall, East
d. International Center

55. I feel free to use the Intramural building

a. strongly agree
b. agree
c. disagree
d. strongly disagree

56. The State News is published by the

a. The State Journal
b. The State Legislators
c. ASMSU
d. Paid Student Staff of MSU
e. Communications Center

57. To me. the most important group on this campus is

a. Board of Trustees
b. Non-academic workers
c. Students
d. Administrators
e. Faculty

58. I believe that the administrative personnel of this university feeel that the most important group to this campus is

a. State Legislators
b. Students of MSU
c. Non-academis workers
d. Administrators
e. Board of Trustees
f. People who pay taxes
g. Faculty

59. Brody dorm is located in the

a. North-East Complex
b. South Complex
c. Central Complex
d. West Campus

60. The Financial Aids office is located in the

a. Administration Building
b. Student Service Building
c. Wells Hall
d. East Fee Hall

61. DIRECTIONS: Think of how you use space. This is your life-space. Describe how you feel about this life-space here at MSU

| | | |
|---|---|---|
| OPEN | | NARROW |
| PRIVATE | | PUBLIC |
| CROWDED | | SPACIOUS |
| SMALL | | LARGE |
| OLD | & | NEW |
| COLD | | WARM |
| DIRTY | | CLEAN |
| FAMILIAR | | STRANGE |
| VISIBLE | | UNCLEAR |
| ACCESIBLE | | BLOCKED |
| DEMANDED | | SUPPLIED |
| BRIGHT | | DULL |
| ASSIGNED | | OPEN |
| LOCAL | | NATIONAL |
| ILLEGAL | | LEGITIMATE |
| PROTECTED | | VULNERABLE |
| TOLERATED | | ACCEPTED |
| TEMPORARY | | PERMANENT |
| RESERVED | | PUBLIC |
| DESIGNATED | | UNRESTRICTED |
| CUSHIONED | | UNPROTECTED |
| QUESTIONABLE | | CERTAIN |

62. On this campus most of my travel is done by

a. my car
b. my friends' car
c. my feet
d. MSU bus
e. bicycle
f. motor scooter, motorcycle

63. If I wanted to go to Lansing I would travel by

a. bus
b. hitch-hiking
c. car
d. bicycle
e. feet-walking
f. motor scooter, motorcycle

64. I own a car

a. yes
b. no

65. In comparison, clothes in East Lansing stores are usually

a. lower in price than Lansing stores
b. the same price as Lansing stores
c. higher in price than Lansing stores

66. My education is financed <u>mostly</u> by

a. an educational loan
b. a grant
c. a scholarship
d. my family
e. myself

67. When it comes to financial aid from Michigan State University I

a. receive it presently
b. have received it in the past, but not presently
c. have never received it

68. I feel my grades would begin to drop if I were to work

a. 5 hours or less per week
b. 6-10 hours per week
c. 11-15 hours per week
d. 16-20 hours per week
e. 21 or more hours per week

69. Work would interfere with my social life if I were to work

a. 5 hours or less per week
b. 6-10 hours per week
c. 11-15 hours per week
d. 16-20 hours per week
e. 21 or more hours per week

70. I think an undergraduate student should be allowed to borrow for 4 years of undergraduate work a maximum of

a. $2000 or less
b. $3000
c. $4000
d. $5000
e. $6000
f. more than $6000

71. Whenever I need money for clothing I usually have

a. way too little
b. some money but not enough
c. just enough money
d. more than enough

72. After I have spent a sum of money I will generally recount how the money was spent

a. Strongly agree
b. agree
c. disagree
d. Strongly disagree

73. The money I receive from home for personal use averages about

a. $5 or less per week
b. $6-10 per week
c. $11-20 per week
d. $21 or more per week

74. When it comes to financial help from home I expect

a. no help at all
b. very little help
c. some help
d. a great deal of help

75. *In relationship to white students, the money I have is*

a. *much less*
b. *a little less*
c. *about the same*
d. *a little more*
e. *much more*

76. *In relationship to black students the money I have is*

a. *much less*
b. *a little less*
c. *about the same*
d. *a little more*
e. *much more*

77. *A part-time job while I am here at MSU is*

a. *not necessary, and I don't want one*
b. *not necessary, but I want one*
c. *necessary but only for "spending money"*
d. *necessary to stay in school*

78. *I spend money as soon as I get my hands on it*

a. *strongly agree*
b. *agree*
c. *disagree*
d. *strongly disagree*

79. *I spend my money first on things I really want instead of what I really need*

a. *all of the time*
b. *most of the time*
c. *some of the time*
d. *none of the time*

80. *My finances are managed poorly*

a. *strongly agree*
b b. *agree*
c. *disagree*
d. *strongly disagree*

81. *I save my money for things I might need in the future*

a. *strongly agree*
b. *agree*
c. *disagree*
d. *strongly disagree*

82. I am guilty of wasting money

a. strongly agree
b. agree
c. disagree
d. strongly disagree

83. I need a job during summer vacations in order to

a. come back to MSU next term
b. buy clothes
c. have pocket money
d. buy books
e. help out at home

84. I follow a plan for saving money

a. all of the time
b. most of the time
c. some of the time
d. none of the time

85. My family has financial problems

a. strongly agree
b. agree
c. disagree
d. strongly disagree

86. I work for my school expenses

a. strongly agree
b. agree
c. disagree
d. strongly disagree

87. When it comes to having money for personal needs such as toiletries, grooming, laundry and dry-cleaning I usually

a. don't have enough
b. just manage to have enough
c. have more than I need

88. When it comes to having basic clothing such as underwear, shoes, socks, lingerie, or stockings, I usually

a. don't have enough
b. just manage to have enough
c. have more than I need

89. When it comes to having money for recreation such as movies, bowling or records for my hi-fi I usually

a. don't have enough
b. just manage to have enough
c. have more than I need

90. Whenever my friends buy a snack such as pizza or a hamburger I usually can't join them. because I do not have enough pocket money

k a. strongly agree
b. agree
c. disagree
d. strongly disagree

91. The money I need weekly for personal expenses such as grooming, laundry, or recreation amounts to

a. $5 or less weekly
b. $6-10 per week
c. $11-15 per week
d. $16-20 per week
e. $21 or more per week

# APPENDIX C

# FINAL FORM

APPENDIX C

FINAL FORM

Dear _____;

Do you need more money? Does your dormitory room provide enough living space for you? Do you feel as an M.S.U. student that you are considered as important to the university administrators as are the instructors?

As a graduate student I am interested in the needs of students! Your answers to these questions can provide the identification of the different needs of students. This information would help give direction for relevant student programs.

Would you help me identify those needs by filling out the questionnaire?

Thank you,

Annamarie Hayes

P.S. This inventory may appear to be lengthy and time-consuming. However, it is guaranteed to take only 15-20 minutes of your time.

AGE ____ SEX ____ RACE ____ HOMETOWN _____, _____
(city) (state)

IN EACH CATEGORY WHICH ONE OF THE FOLLOWING CHARACTERIZES YOUR FAMILY?
(check the appropriate one)

INCOME

$0----$1,999 ____
$2,000-$2,999____
$3,000-$3,999____
$4,000-$4,999____
$5,000-$5,999____
$6,000-$6,999____
$7,000-$7,999____
$8,000-$8,999____
$9,000-$9,999____
$10,000-$14,999__
$15,000 and over___

AREA

SUBURBAN___

RURAL___

URBAN___

NUMBER IN FAMILY

BROTHERS___ SISTERS___

ONE PARENT___ TWO PARENTS___

NO PARENT___

FAMILY DWELLING

ONE BEDROOM___ TWO BEDROOM___

THREE BEDROOM___ FOUR BEDROOM___

FIVE BEDROOM AND OVER___

DIRECTIONS:

In questions 1 and 2, the words TIME and SPACE are each followed by a series of patts of adjectives, separated by five blanks. Indicate your reaction to each pair of adjectives, even if you do not think them relevant, by placing an X-mark on one of the blanks between each patt. The blank on which the X-mark is placed will indicate your degree of feeling. Please make your judgements or choices on the basis of what these things mean to you alone. An X-mark in the middle blank will indicate a neutral feeling, whereas an X-makk to the right or left of the middle blank will indicate a higher degree of feeling toward the adjective that is closes to the X-mark.

For example: If you have a NEUTRAL response to the adjective large and small as they relate to the word SPACE, your response would be as follows:

Large___: ___: _X_: ___: ___Small

If, however, you have a VERY STRONG feeling toward the adjective large as it relates to the word SPACE, your response would be as follows:

Large_X_: ___: ___: ___: ___Small

If you have a STRONG reaction to the adjective small as it relates to the word SPACE, your response would be as follows:

Large___: ___: ___: _X_: ___Small

**********

1. Describe your use of time.

My use of time here at Michigan State University can best be described as

| | | | | | | |
|---|---|---|---|---|---|---|
| MINE | ___: | ___: | ___: | ___: | ___ | OTHERS |
| PRESSURED | ___: | ___: | ___: | ___: | ___ | RELAXED |
| INDIVIDUAL | ___: | ___: | ___: | ___: | ___ | COMMUNAL |
| CHAOTIC | ___: | ___: | ___: | ___: | ___ | ORDERLY |
| CRAMPED | ___: | ___: | ___: | ___: | ___ | SPACED |
| FLEXIBLE | ___: | ___: | ___: | ___: | ___ | STRUCTURED |
| TIGHT | ___: | ___: | ___: | ___: | ___ | LOOSE |
| PLANNED | ___: | ___: | ___: | ___: | ___ | UNPLANNED |
| WORK | ___: | ___: | ___: | ___: | ___ | PLAY |
| DELAYED | ___: | ___: | ___: | ___: | ___ | IMMEDIATE |
| PASSIVE | ___: | ___: | ___: | ___: | ___ | ACTIVE |
| SCHEDULED | ___: | ___: | ___: | ___: | ___ | UNSCHEDULED |
| EMPTY | ___: | ___: | ___: | ___: | ___ | FULL |

2. Think of how you use space. This is your life-space. Describe how you feel about this life-space here at M.S.U.

| | | | | | | |
|---|---|---|---|---|---|---|
| OPEN | ___: | ___: | ___: | ___: | ___ | NARROW |
| PRIVATE | ___: | ___: | ___: | ___: | ___ | PUBLIC |
| CROWDED | ___: | ___: | ___: | ___: | ___ | SPACIOUS |
| SMALL | ___: | ___: | ___: | ___: | ___ | LARGE |
| OLD | ___: | ___: | ___: | ___: | ___ | NEW |
| COLD | ___: | ___: | ___: | ___: | ___ | WARM |
| DIRTY | ___: | ___: | ___: | ___: | ___ | CLEAN |
| FAMILIAR | ___: | ___: | ___: | ___: | ___ | STRANGE |
| VISIBLE | ___: | ___: | ___: | ___: | ___ | UNCLEAR |
| ACCESIBLE | ___: | ___: | ___: | ___: | ___ | BLOCKED |
| DEMANDED | ___: | ___: | ___: | ___: | ___ | SUPPLIED |
| BRIGHT | ___: | ___: | ___: | ___: | ___ | DULL |
| ASSIGNED | ___: | ___: | ___: | ___: | ___ | OPEN |
| LOCAL | ___: | ___: | ___: | ___: | ___ | NATIONAL |
| ILLEGAL | ___: | ___: | ___: | ___: | ___ | LEGITIMATE |
| PROTECTED | ___: | ___: | ___: | ___: | ___ | VULNERABLE |
| TOLERATED | ___: | ___: | ___: | ___: | ___ | ACCEPTED |
| TEMPORARY | ___: | ___: | ___: | ___: | ___ | PERMANENT |
| RESERVED | ___: | ___: | ___: | ___: | ___ | PUBLIC |
| DESIGNATED | ___: | ___: | ___: | ___: | ___ | UNRESTRICTED |
| CUSHIONED | ___: | ___: | ___: | ___: | ___ | UNPROTECTED |
| QUESTIONABLE | ___: | ___: | ___: | ___: | ___ | CERTAIN |

3. How often do you use each of the following areas of the residence hall during an average week of six days? Specify the number of times you use it by the code given below:

CODE

1) once a week
2) twice a week
3) three times a week
4) four times a week
5) five times a week
6) more than five times a week

___grill

___lounge

___recreation rooms

___other students' room

___study rooms

4. Here is a twenty-four hour schedule. This schedule is divided into two twelve hour sections for a.m. and p.m. Check the time-areas as you would like to use for class (c), study (st), leisure (l), work part-time (w), or sleep (sl), by placing the letter code in the appropriate section.

Example:

| | 1:00 | 2:00 | 3:00 |
|---|---|---|---|
| a.m. | l | sl | sl |
| | | | |

| | 1:00 | 2:00 | 3:00 | 4:00 | 5:00 | 6:00 | 7:00 | 8:00 | 9:00 | 10:00 | 11:00 | 12:00 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| a.m. | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | 1:00 | 2:00 | 3:00 | 4:00 | 5:00 | 6:00 | 7:00 | 8:00 | 9:00 | 10:00 | 11:00 | 12:00 |
| p.m. | | | | | | | | | | | | |

5. The person I admire most is:

___BLACK
___BROWN
___WHITE
___YELLOW

6. I would describe the ideal person whom I would admire most as having the following characteristics:
(select as many as you want by placing an X in the blank following the word or words you have chosen)

| | | | |
|---|---|---|---|
| smart_____ | amiable_____ | recognized_____ | thick-skinned_____ |
| boisterous_____ | hostile_____ | promiscous_____ | attractive_____ |
| colorful_____ | leader_____ | backward_____ | sickly_____ |
| loud_____ | evil_____ | sexy_____ | strong_____ |
| rich_____ | dependable_____ | truthful_____ | cold_____ |
| dirty_____ | mediocre_____ | lazy_____ | loose_____ |
| agressive_____ | friendly_____ | athletic_____ | warm_____ |
| humorous_____ | controller_____ | racist_____ | individualistic_____ |
| militant_____ | greedy_____ | rhythmic_____ | free_____ |
| alienated_____ | critical_____ | happy_____ | puritanical_____ |
| loving_____ | irresponsible_____ | vulnerable_____ | sensitive_____ |
| matriarchal_____ | taller_____ | manipulator_____ | dangerous_____ |
| honest_____ | dumb_____ | affectionate_____ | enthusiastic_____ |

DIRECTIONS:

Read each statement in questions 7-93. Decide which answer best describes what is true for you. Mark an X in the blank under the numbered statement. You should indicate only one answer for each statement. Complete the entire questionnaire.

7. I feel wanted on this campus

___strongly agree
___agree
___disagree
___strongly disagree

8. I feel good about myself

___all of the time
___most of the time
___some of the time
___none of the time

9. I trust most white people

___strongly agree
___agree
___disagree
___strongly disagree

10. I have visited the M.S.U. museum
___many times
___several times
___rarely
___never

11. I own a car

___yes
___no

12. The time of day I enjoy most is
___early morning
___late morning
___early afternoon
___late afternoon
___early evening
___late evening

13. I like to eat
___three times a day
___whenever I feel like it
___all the time
___two times a day
___once a day

14. Whenever I feel that I am right, I argue the point
___strongly agree
___agree
___disagree
___strongly disagree

15. I need people to be around me
___all the time
___most of the time
___some of the time
___none of the time

16. When it comes to life, what I want most of all is
___love
___money
___education
___power
___good health

17. I would classify this campus as academically
___very liberal
___liberal
___moderate
___conservative
___very conservative

18. If I needed to find out about the use of facilities at this university, I would ask
___other students
___M.S.U. staff
___the Black aide
___no-one, but observe who uses
___the White aide

19. I feel my grades would begin to drop if I were to work
___5 hours or less per week
___6-10 hours per week
___11-15 hours per week
___16-20 hours per week
___21 or more hours per week

20. When it comes to financial help from home, I expect
___no help at all
___very little help
___some help
___a great deal of help

21. The Counselling Office is in the
___Office of Institutional Research
___International Center
___Student Union
___Administration Building

22. I get out of bed in the morning ready to start the day
___all of the time
___most of the time
___some of the time
___none of the time

23. I have trouble getting started on my school work
___all of the time
___most of the time
___some of the time
___none of the time

24. I believe meals should be at scheduled times
___strongly agree
___agree
___disagree
___strongly disagree

25. The life styles of black students are accepted by the officers of Student Personnel at M.S.U.
___strongly agree
___agree
___disagree
___strongly disagree

26. I think an undergraduate student should be allowed to borrow for 4 years of undergraduate work a maximum of
___$2000 or less
___$3000
___$4000
___$5000
___$6000
___more than $6000

27. I would like most of my classes scheduled in the
___early morning
___late morning
___early afternoon
___late afternoon
___early evening
___late evening

28. I believe logic and rational thought can account for
___all things
___many things
___few things
___nothing

29. I prefer to be with members of
___my own sex
___the opposite sex
___both sexes

30. I prefer
___getting up early and staying up late
___getting up late and staying up late
___getting up early, and going to bed early
___getting up late and going to bed late

31. I believe this university can help me to serve people better
___strongly agree
___agree
___disagree
___strongly disagree

32. I find people who are racially different from me
___very interesting
___somewhat interesting
___not very interesting
___absolutely not interesting

33. Whenever I have classes in the morning, I will skip them
___frequently
___sometimes
___seldom
___never

34. The second floor of the library consists of
___Lounge and snack machines
___research material
___micro-film
___private offices

35. My education is financed mostly by
___an educational loan
___a grant
___a scholarship
___my family
___myself

36. I believe that the administrative personnel of M.S.U. feel that the most important group to this campus is
___State Legislators
___Students of M.S.U.
___Non-academic workers
___Administrators
___Board of trustees
___People who pay taxes
___Faculty

37. I believe that the different life styles of black and white students are recognized by the Officers of Student personnel of M.S.U. and action is being taken to bridge the gap
___strongly agree
___agree
___disagree
___strongly disagree

38. On this campus most of my travel is done by
___my car
___my friends' car
___my feet
___M.S.U. bus
___bicycle
___motor scooter, Motorcycle

39. I often feel as though I am held back from doing things that I would like to do
___all of the time
___most of the time
___some of the time
___none of the time

40. I trust most black people
___strongly agree
___agree
___disagree
___strongly disagree

41. The money I receive from home for personal use averages
___$5 or les per week
___$6-$10 per week
___$11-$20 per week
___$21 or more per week

42. Whenever I need money for clothing, I usually have
___way too little
___some money but not enough
___just enough money
___more than enough

43. In comparison to most black students the money I have is
___much less
___about the same
___a little more
___much more

44. A part-time job while I am here at M.S.U. is
___not necessary, and I do not want one
___not necessary, but I want one
___necessary but only for "spending money"
___necessary to stay in school

45. I prefer to be alone
___all of the time
___most of the time
___some of the time
___none of the time

46. I express my opinions even if they are different from the opinions of most of the rest of the group
___all of the time
___most of the time
___some of the time
___none of the time

47. In comparison, clothes in East Lansing stores are usually
___lower in price than Lansing stores
___the same price as Lansing stores
___higher in price than Lansing stores
___something I know little about

48. When it comes to financial aid from M.S.U., I
___receive it presently
___have received it in the past, but not presently
___have never received it

49. If I wanted to go to Lansing I would travel by
___bus
___hitch-hiking
___car
___bicycle
___feet-walking
___motor scooter, motorcycle

50. In comparison to most white students the money I have is
___much less
___a little less
___about the same
___a little more
___much more

51. There is a bowling alley in the
___M.S.U. gymnasium
___Student Union
___Holmes Hall, East
___International Center

52. To me, the most important group on this campus is
___Board of Trustees
___Non-academic workers
___Students
___Administrators
___Faculty

53. I would donate money to this university after I became economically successful
___strongly agree
___agree
___disagree
___strongly disagree

54. I spend money as soon as I get my hands on it
___strongly agree
___agree
___disagree
___strongly disagree

55. When it comes to having basic clothing such as underwear, shoes, socks, lingerie, or stockings, I usually
___do not have enough
___just manage to have enough
___have more than I need

56. I would like my social life such as entertainment and recreation to be in the
___early morning
___late morning
___early afternoon
___late afternoon
___early evening
___late evening

57. My friends on this campus are usually
___Juniors-Seniors
___Freshmen-Sophomores
___Graduates

58. I live at a relaxed and easy pace
___all of the time
___most of the time
___some of the time
___none of the time

59. I often wish I could organize my time better
___strongly agree
___agree
___disagree
___strongly disagree

60. When I select friends they are friends who are usually
___totally socially minded and motivated
___more socially minded than academically minded
___equally socially minded and academically minded
___more academically minded than socially minded
___totally academically minded

61. I am guilty of wasting money
___strongly agree
___agree
___disagree
___strongly disagree

62. Work would interfere with my social life if I were to work
___5 hours or less per week
___6-10 hours per week
___11-15 hours per week
___16-20 hours per week
___21 or more hours per week

63. After I have spent a sum of money I will generally recount how the money was spent
___strongly agree
___agree
___disagree
___strongly disagree

64. I usually work things out for myself rather than to get someone to show me how
___strongly agree
___agree
___disagree
___strongly disagree

65. I can't stand to let my work pile up
___strongly agree
___agree
___disagree
___strongly disagree

66. I spend my money first on things I really want instead of what I really need
___all of the time
___most of the time
___some of the time
___none of the time

67. I have a tendency to let school work slide
___all of the time
___ most of the time
___some of the time
___none of the time

68. My finances are managed poorly
___strongly agree
___agree
___disagree
___strongly disagree

69. During a typical school week I usually stay up past midnight
___once a week
___two times per week
___three times per week
___four times per week
___more than four times per week
___never

70. I make my plans well in advance
___all of the time
___ most of the time
___some of the time
___none of the time

71. I spend my money first on things I really want instead of what I really need
___all of the time
___most of the time
___some of the time
___none of the time

72. I work for my school expenses
___strongly agree
___agree
___disagree
___strongly disagree

73. When I have leisure time, I like to
___lay around, relax and not work
___lay around, relax but work a little
___lay around, relax and do some work
___lay around, relax but work a lot
___work a lot and not lay around and relax

74. I make new friends easily
___strongly agree
___agree
___disagree
___strongly disagree

75. I am apt to pass up something I really want to do because other people feel that I am not going about it in the right way
___strongly agree
___agree
___disagree
___strongly disagree

76. I would select this university again as a new student
___strongly agree
___agree
___disagree
___strongly disagree

77. The money I need weekly for personal expenses such as grooming laundry, or recreation amounts to
___$5 or less weekly
___$6-$10 per week
___$11-$15 per week
___$16-$20 per week
___$21 or more per week

78. The State News is published by the
___The State Journal
___The State Legislators
___ASMSU
___Paid Student Staff of M.S.U.
___Communications Center

79. I feel free to use the intramural building
___strongly agree
___agree
___disagree
___strongly disagree

80. I save my money for things I might need in the future
___strongly agree
___agree
___disagree
___strongly disagree

81. Whenever my friends buy a snack such as pizza or a hamburger I usually can not join them, because Ido not have enough pocket money
___strongly agree
___agree
___disagree
___strongly disagree

82. I follow a plan for saving money
___all of the time
___most of the time
___some of the time
___none of the time

83. The president of this university has his office in the
___Office of Institutional Research
___International Center
___Student Union
___Administration Building

84. I feel my professors are acessible
___all of the time
___most of the time
___some of the time
___none of the time

85. When it comes to having money for recreation such as movies, bowling, or records for my hi-fi I usually
___do not have enough
___just manage to have enough
___have more than I need

86. I would rather live in an apartment than in a dorm
___strongly agree
___agree
___disagree
___strongly disagree

87. I need a job during summer vacations in order to
___come back to M.S.U. next term
___buy clothes
___have pocket money
___buy books
___help out at home

88. My family has financial problems
___strongly agree
___agree
___disagree
___strongly disagree

89. When it come to having money for personal needs such as toiletries, grooming, laundry and dry-cleaning I usually
___do not have enough
___just manage to have enough
___have more than I need

90. I believe that the human rights of blacks are cherished by this universitys' administrators as much as the human rights of whites on this campus
___strongly agree
___agree
___disagree
___strongly disagree

# APPENDIX D

# ITEMIZED SUMMARY OF MAJOR CONCLUSIONS

## APPENDIX D

## ITEMIZED SUMMARY OF MAJOR CONCLUSIONS

In summary, the following list are major conclusions that were found to be significantly different according to statistical tests used in the measurement.

### Differences in Money Needs

1. Black students need money to stay in school, buy books and basic clothing such as socks, shoes, underwear.
2. White students need money for spending money such as leisure time activities.
3. Black students need work to sustain themselves for school.
4. White students need work to sustain supply of money for recreational use.
5. Black students want and need money management counseling.
6. White students do not want but need money management counseling.

7. Black and white students felt grades would drop if work exceeded 10 hours per week.

8. Forty percent of black families' income is less than $7,000 per year.

9. Eleven percent of white families' income is less than $7,000 per year.

10. Eighty-seven percent of white students have two-parent family.

11. Sixty-six percent of black students have two-parent family.

12. Seventy-seven percent of black students come from homes with more than three bedrooms.

13. Eighty-seven percent of white students come from homes with more than three bedrooms.

14. Twenty percent of black students come from homes with two bedrooms or less.

15. Twelve percent of white students come from homes with two bedrooms or less.

16. Sixty-nine percent of white students' families make over $10,000.

17. Twenty-five percent of black students' families make over $10,000.

18. More white students than black students expected a great deal of financial help from home.

19. More white students than black students received a great deal of financial help from home.

20. Black students on financial aid receive more grants and scholarships than white students.

21. Black students receive more loans than white students.

22. More black students stated they needed money for basic clothing.

23. Black students felt they had less money than white students.

24. White students felt they had more money than black students.

25. Black students felt they had about the same amount of money as other black students.

26. White students felt they had less money than other white students.

27. More black students on financial aid than white students.

28. More black students than white students indicate they waste money.

29. More black students' families have financial problems than white students' families.

30. More black students than white students barely manage enough money for personal needs.

Differences in Time Use

31. Black students prefer late evening most for recreational use.

32. White students prefer early evening most for recreational use.

33. More black students than white students prefer to eat whenever they want to.

34. White students prefer to eat at scheduled times.

35. More black students than white students prefer better use of time.

36. Length of hours working before social life interferences were longer for black students than white students. (Black students would work longer hours [20 per week] than white students before feeling social life would be hampered.)

37. Black students stay up past midnight more times per week than white students.

38. More white students than black students described their time in positive ways.

Differences in Space Use

39. More white students described their space use positively than black students.

40. More black students used certain areas of residence halls than white students.

41. More white students than black students used selected areas of the university.

42. White students, more than black students, sought information from students or MSU staff.

43. Black students sought information principally from other students.

44. More white students than black students used bicycles for traveling on campus.

45. More white students than black students would hitchhike to Lansing.

46. More black students than white students preferred apartment-type living.

Differences in University Environment

47. More white students than black students feel wanted and accepted on this campus.

48. More black students than white students feel black life styles are not accepted by MSU administrators.

49. More white students than black students feel MSU can help serve people better.

50. If a successful alumnus, more white students than black students, would donate money to MSU.

51. More white students than black students would select university again.

52. More black students than white students believe white human rights are cherished more than black human rights.

53. Students admired their own racial group most.

54. More white students trust black students than black students' trust of white students.

55. More black students trust black students than black students' trust of white students.

Differences by Sex

56. More females used selected areas of residence hall than males.

57. More females traveled by a vehicle than males.

58. Female students received more "spending money" from home than male students.

59. More male students work for their school expenses than female students.

60. More female students than male students disagreed to university's acceptance of black life styles.

# APPENDIX E

## NUMBER AND PERCENTAGE OF RESPONDENTS BY COMPOSITION OF RACE

AGE ____ SEX ____ RACE ____ HOMETOWN _____ (city), _____ (state)

IN EACH CATEGORY WHICH ONE OF THE FOLLOWING CHARACTERIZES YOUR FAMILY?
(check the appropriate one)

INCOME

$0----$1,999 ____
$2,000-$2,999____
$3,000-$3,999____
$4,000-$4,999____
$5,000-$5,999____
$6,000-$6,999____
$7,000-$7,999____
$8,000-$8,999____
$9,000-$9,999____
$10,000-$14,999__
$15,000 and over___

$\chi^2 = 40.526$
Sig. .05 level

AREA

SUBURBAN___

RURAL___

URBAN___

$\chi^2 = 54.679$
Sig. .05 level

NUMBER IN FAMILY

BROTHERS___ SISTERS___

ONE PARENT___ TWO PARENTS___

NO PARENT___

$\chi^2 = 10.095$ (Sig. .05 level)

FAMILY DWELLING

ONE BEDROOM___ TWO BEDROOM___

THREE BEDROOM___ FOUR BEDROOM___

FIVE BEDROOM AND OVER___

DIRECTIONS:

In questions 1 and 2, the wordsTIME and SPACE are each followed by a series of patts of adjectives, separated by five blanks. Indicate your reaction to each pair of adjectives, even if you do not think them relevant, by placing an X-mark on one of the blanks between each patt. The blank on which the X-mark is placed will indicate your degree of feeling. Please make your judgements or choices on the basis of what these things mean to you alone. An X-mark in the middle blank will indicate a neutral feeling, whereas an X-makk to the right or left of the middle blank will indicate a higher degree of feeling toward the adjective that is closes to the X-mark.

For example: If you have a NEUTRAL response to the adjective large and small as they relate to the word SPACE, your response would be as follows:

Large___: ___: _X_: ___: ___Small

If, however, you have a VERY STRONG feeling toward the adjective large as it relates to the word SPACE, your response would be as follows:

Large_X_: ___: ___: ___: ___Small

If you have a STRONG reaction to the adjective small as it relates to the word SPACE, your response would be as follows:

Large___: ___: ___: _X_: ___Small

**********

1. Describe your use of time.

My use of time here at Michigan State University can best be described as

| | | | | | | |
|---|---|---|---|---|---|---|
| MINE | ___: | ___: | ___: | ___: | ___ | OTHERS |
| PRESSURED | ___: | ___: | ___: | ___: | ___ | RELAXED |
| INDIVIDUAL | ___: | ___: | ___: | ___: | ___ | COMMUNAL |
| CHAOTIC | ___: | ___: | ___: | ___: | ___ | ORDERLY |
| CRAMPED | ___: | ___: | ___: | ___: | ___ | SPACED |
| FLEXIBLE | ___: | ___: | ___: | ___: | ___ | STRUCTURED |
| TIGHT | ___: | ___: | ___: | ___: | ___ | LOOSE |
| PLANNED | ___: | ___: | ___: | ___: | ___ | UNPLANNED |
| WORK | ___: | ___: | ___: | ___: | ___ | PLAY |
| DELAYED | ___: | ___: | ___: | ___: | ___ | IMMEDIATE |
| PASSIVE | ___: | ___: | ___: | ___: | ___ | ACTIVE |
| SCHEDULED | ___: | ___: | ___: | ___: | ___ | UNSCHEDULED |
| EMPTY | ___: | ___: | ___: | ___: | ___ | FULL |

$\chi^2 = 11.263$

$\chi^2 = 12.526$

$\chi^2 = 18.234$

$\chi^2 = 14.558$

2. Think of how you use space. This is your life-space. Describe how you feel about this life-space here at M.S.U. Sig. .05 level

| | | | | | | |
|---|---|---|---|---|---|---|
| OPEN | ___: ___: ___: ___: ___ | NARROW | $\chi^2$ = 20.298 |
| PRIVATE | ___: ___: ___: ___: ___ | PUBLIC | $\chi^2_2$ = 11.684 |
| CROWDED | ___: ___: ___: ___: ___ | SPACIOUS | $\chi^2_2$ = 11.824 |
| SMALL | ___: ___: ___: ___: ___ | LARGE | $\chi^2$ |
| OLD | ___: ___: ___: ___: ___ | NEW | |
| COLD | ___: ___: ___: ___: ___ | WARM | |
| DIRTY | ___: ___: ___: ___: ___ | CLEAN | |
| FAMILIAR | ___: ___: ___: ___: ___ | STRANGE | $\chi^2_2$ = 11.730 |
| VISIBLE | ___: ___: ___: ___: ___ | UNCLEAR | $\chi^2_2$ = 12.235 |
| ACCESIBLE | ___: ___: ___: ___: ___ | BLOCKED | $\chi^2_2$ = 21.982 |
| DEMANDED | ___: ___: ___: ___: ___ | SUPPLIED | $\chi^2$ = 15.096 |
| BRIGHT | ___: ___: ___: ___: ___ | DULL | |
| ASSIGNED | ___: ___: ___: ___: ___ | OPEN | |
| LOCAL | ___: ___: ___: ___: ___ | NATIONAL | $\chi^2_2$ = 13.334 |
| ILLEGAL | ___: ___: ___: ___: ___ | LEGITIMATE | $\chi^2$ = 12.288 |
| PROTECTED | ___: ___: ___: ___: ___ | VULNERABLE | |
| TOLERATED | ___: ___: ___: ___: ___ | ACCEPTED | $\chi^2_2$ = 17.088 |
| TEMPORARY | ___: ___: ___: ___: ___ | PERMANENT | $\chi^2$ = 13.917 |
| RESERVED | ___: ___: ___: ___: ___ | PUBLIC | |
| DESIGNATED | ___: ___: ___: ___: ___ | UNRESTRICTED | $\chi^2_2$ = 26.882 |
| CUSHIONED | ___: ___: ___: ___: ___ | UNPROTECTED | $\chi^2_2$ = 11.933 |
| QUESTIONABLE | ___: ___: ___: ___: ___ | CERTAIN | $\chi^2$ = 13.042 |

3. How often do you use each of the following areas of the residence hall during an average week of six days? Specify the number of times you use it by the code given below:

CODE

1) once a week
2) twice a week
3) three times a week
4) four times a week
5) five times a week
6) more than five times a week

___grill

___lounge

___recreation rooms

___other students' room $\chi^2$ = 16.115

___study rooms $\chi^2$ = 18.090

4. Here is a twenty-four hour schedule. This schedule is divided into two twelve hour sections for a.m. and p.m. Check the time-areas as you would like to use for class (c), study (st), leisure (l), work part-time (w), or sleep (sl), by placing the letter code in the appropriate section.

Example:

| | 1:00 | 2:00 | 3:00 |
|---|---|---|---|
| a.m. | l | sl | sl |

$\chi^2$ 11.889 $\chi^2$ 10.313 11.328 15.971 15.020 17.643

| | 1:00 | 2:00 | 3:00 | 4:00 | 5:00 | 6:00 | 7:00 | 8:00 | 9:00 | 10:00 | 11:00 | 12:00 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| a.m. | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | 1:00 | 2:00 | 3:00 | 4:00 | 5:00 | 6:00 | 7:00 | 8:00 | 9:00 | 10:00 | 11:00 | 12:00 |
| p.m. | | | | | | | | | | | | |

12.759 15.241 12.321

5. The person I admire most is:

___BLACK
___BROWN

$\chi^2 = 133.305$
Sig. .05 level

___WHITE
___YELLOW

6. I would describe the ideal person whom I would admire most as having the following characteristics:
(select as many as you want by placing an X in the blank following the word or words you have chosen)

| | | | |
|---|---|---|---|
| smart_____ | amiable___ $\chi^2 = 6.705$ | recognized___ $\chi^2 = 6.139$ | thick-skinned_____ |
| boisterous_____ | hostile_____ | promiscous_____ | attractive_____ |
| colorful_____ | leader_____ | backward_____ | sickly_____ |
| loud_____ | evil_____ | sexy_____ | strong_____ |
| rich_____ | dependable_____ | truthful___ $\chi^2 = 5.076$ | cold_____ |
| dirty_____ | mediocre_____ | lazy_____ | loose_____ |
| agressive_____ | friendly_____ | athletic___ $\chi^2 = 4.455$ | warm___ $\chi^2 = 7.030$ |
| humorous_____ | controller_____ | racist_____ | individualistic_____ |
| militant___ $\chi^2 = 15.332$ | greedy_____ | rhythmic_____ | free_____ |
| alienated_____ | critical_____ | happy___ $\chi^2 = 11.289$ | puritanical_____ $\chi^2 = 10.943$ |
| loving_____ | irresponsible_____ | vulnerable_____ | sensitive_____ |
| matriarchal_____ | taller_____ | manipulator_____ | dangerous_____ |
| honest_____ | dumb_____ | affectionate_____ | enthusiastic_____ |

$\chi^2 = 3.959$ $\chi^2 = 4.134$

| | Black | | White | |
|---|---|---|---|---|
| | No. | % | No. | % |
| 7. I feel wanted on this campus | | | | |
| strongly agree | 3 | 2.5 | 4 | 5.4 |
| agree | 24 | 29.6 | 39 | 52.7 |
| disagree | 44 | 64.3 | 23 | 31.1 |
| strongly disagree | 10 | 12.3 | 7 | 9.5 |
| $\chi^2$ = 11.056 sig: .05 level | | | | |
| 8. I feel good about myself | | | | |
| all of the time | 14 | 12.3 | 7 | 9.5 |
| most of the time | 43 | 53.1 | 43 | 58.1 |
| some of the time | 23 | 28.4 | 23 | 31.1 |
| none of the time | 1 | 1.2 | 0 | 0.0 |
| $\chi^2$ = 63.595 sig: .05 level | | | | |
| 9. I trust most white people | | | | |
| strongly agree | 1 | 1.3 | 8 | 10.7 |
| agree | 9 | 11.3 | 45 | 60.0 |
| disagree | 40 | 50.0 | 15 | 20.0 |
| strongly disagree | 30 | 37.5 | 4 | 5.3 |
| $\chi^2$ = 63.595 sig: .05 level | | | | |
| 10. I have visited the M.S.U. museum | | | | |
| many times | 1 | 1.3 | 6 | 6.7 |
| several times | 8 | 10.0 | 16 | 21.3 |
| rarely | 33 | 41.3 | 20 | 26.7 |
| never | 38 | 47.5 | 33 | 44.0 |
| $\chi^2$ = 9.488 sig: .05 level | | | | |
| 11. I own a car | | | | |
| yes | 10 | 13.3 | 12 | 16.0 |
| no | 71 | 87.7 | 61 | 81.0 |
| 12. The time of day I enjoy most is | | | | |
| early morning | 5 | 6.2 | 14 | 18.7 |
| late morning | 2 | 2.5 | 7 | 9.3 |
| early afternoon | 6 | 7.4 | 10 | 13.3 |
| late afternoon | 12 | 14.8 | 6 | 8.0 |
| early evening | 20 | 24.7 | 18 | 24.0 |
| late evening | 36 | 44.4 | 18 | 24.0 |
| $\chi^2$ = 12.592 sig: .05 level | | | | |

| | Black | | White | |
|---|---|---|---|---|
| | No. | % | No. | % |
| 13. I like to eat | | | | |
| three times a day | 14 | 17.3 | 21 | 28.0 |
| whenever I feel like it | 54 | 66.7 | 29 | 38.7 |
| all the time | 1 | 1.2 | 6 | 8.0 |
| two times a day | 9 | 11.1 | 17 | 22.7 |
| once a day | 2 | 2.5 | 1 | 1.3 |
| $\chi^2$ = 11.070 sig: .05 level | | | | |
| 14. Whenever I feel that I am right, I argue the point | | | | |
| strongly agree | 1 | 1.2 | 1 | 1.3 |
| agree | 33 | 40.7 | 28 | 37.7 |
| disagree | 35 | 43.2 | 37 | 49.3 |
| strongly disagree | 12 | 14.8 | 9 | 12.0 |
| 15. I need people to be around me | | | | |
| all the time | 1 | 1.2 | 3 | 4.0 |
| most of the time | 18 | 22.2 | 25 | 33.3 |
| some of the time | 57 | 70.4 | 41 | 54.7 |
| none of the time | 4 | 4.9 | 5 | 6.7 |
| 16. When it comes to life, what I want most of all is | | | | |
| love | 46 | 56.8 | 50 | 66.7 |
| money | 12 | 14.8 | 4 | 5.3 |
| education | 4 | 4.9 | 7 | 9.3 |
| power | 4 | 4.9 | 5 | 6.7 |
| good health | 14 | 17.3 | 8 | 10.7 |
| 17. I would classify this campus as academically | | | | |
| very liberal | 3 | 3.7 | 3 | 4.0 |
| liberal | 24 | 29.6 | 26 | 34.7 |
| moderate | 35 | 43.2 | 31 | 41.3 |
| conservative | 18 | 22.2 | 13 | 17.3 |
| very conservative | 1 | 1.2 | 0 | 0.0 |

| | Black | | White | |
|---|---|---|---|---|
| | No. | % | No. | % |
| 18. If I needed to find out about the use of facilities at this university, I would ask | | | | |
| other students | 44 | 54.3 | 57 | 76.0 |
| M.S.U. staff | 7 | 8.6 | 11 | 14.7 |
| the black aide | 27 | 33.3 | 1 | 1.3 |
| no one, but observe who uses | 2 | 2.5 | 3 | 4.0 |
| the white aide | 0 | 0.0 | 1 | 1.3 |
| $\chi^2$ = 11.070 sig: .05 level | | | | |
| 19. I feel my grades would begin to drop if I were to work | | | | |
| 5 hours or less per week | 7 | 8.6 | 8 | 10.7 |
| 6-10 hours per week | 12 | 14.8 | 10 | 13.3 |
| 11-15 hours per week | 24 | 29.6 | 21 | 28.0 |
| 16-20 hours per week | 17 | 21.0 | 22 | 29.3 |
| 21 or more hours per week | 20 | 24.7 | 12 | 16.0 |
| 20. When it comes to financial help from home, I expect | | | | |
| no help at all | 14 | 17.3 | 10 | 13.3 |
| very little help | 19 | 33.5 | 8 | 10.7 |
| some help | 33 | 40.7 | 29 | 38.7 |
| a great deal of help | 15 | 18.5 | 27 | 36.0 |
| $\chi^2$ = 9.488 sig: .05 level | | | | |
| 21. The Counselling Office is in the | | | | |
| Office of Institutional Research | 5 | 6.2 | 14 | 18.7 |
| International Center | 5 | 6.2 | 4 | 5.3 |
| Student Union | 55 | 67.9 | 12 | 16.0 |
| Administration Building | 11 | 13.6 | 17 | 22.7 |
| $\chi^2$ = 49.129 sig: .05 level | | | | |
| 22. I get out of bed in the morning ready to start the day | | | | |
| all of the time | 9 | 11.1 | 10 | 13.3 |
| most of the time | 28 | 34.6 | 35 | 46.7 |
| some of the time | 38 | 46.9 | 24 | 32.0 |
| none of the time | 5 | 6.2 | 4 | 5.3 |

| | Black | | White | |
|---|---|---|---|---|
| | No. | % | No. | % |
| 23. I have trouble getting started on my school work | | | | |
| all of the time | 9 | 11.1 | 5 | 6.7 |
| most of the time | 26 | 32.1 | 22 | 29.3 |
| some of the time | 43 | 53.1 | 45 | 60.0 |
| none of the time | 2 | 2.5 | 2 | 2.7 |
| 24. I believe meals should be at scheduled times | | | | |
| strongly agree | 5 | 6.2 | 3 | 4.1 |
| agree | 40 | 49.4 | 41 | 55.4 |
| disagree | 28 | 34.6 | 21 | 28.4 |
| strongly disagree | 8 | 9.9 | 8 | 10.8 |
| 25. The life styles of black students are accepted by the officers of Student Personnel at M.S.U. | | | | |
| strongly agree | 1 | 1.2 | 2 | 2.7 |
| agree | 20 | 24.7 | 45 | 60.0 |
| disagree | 49 | 60.5 | 13 | 17.3 |
| strongly disagree | 10 | 12.3 | 0 | 0.0 |
| $\chi^2 = 52.950$ sig: .05 level | | | | |
| 26. I think an undergraduate student should be allowed to borrow for 4 years of undergraduate work a maximum of | | | | |
| $2,000 or less | 8 | 9.9 | 4 | 5.3 |
| $3,000 | 7 | 8.6 | 2 | 2.7 |
| $4,000 | 20 | 24.7 | 24 | 32.0 |
| $5,000 | 5 | 6.2 | 8 | 10.7 |
| $6,000 | 5 | 6.2 | 12 | 16.0 |
| more than $6,000 | 34 | 42.0 | 22 | 29.3 |
| 27. I would like most of my classes scheduled in the | | | | |
| early morning | 21 | 25.9 | 22 | 29.3 |
| late morning | 41 | 50.6 | 43 | 57.3 |
| early afternoon | 15 | 18.5 | 0 | 0.0 |
| late afternoon | 1 | 1.2 | 0 | 0.0 |
| early evening | 1 | 1.2 | 0 | 0.0 |
| late evening | 2 | 2.5 | 0 | 0.0 |

| | Black | | White | |
|---|---|---|---|---|
| | No. | % | No. | % |
| 28. I believe logic and rational thought can account for | | | | |
| all things | 4 | 4.9 | 1 | 1.5 |
| many things | 8 | 9.9 | 9 | 12.0 |
| few things | 64 | 79.0 | 62 | 82.7 |
| nothing | 5 | 6.2 | 3 | 4.0 |
| 29. I prefer to be with members of | | | | |
| my own sex | 0 | 0.0 | 3 | 3.0 |
| the opposite sex | 24 | 29.6 | 12 | 16.2 |
| both sexes | 57 | 70.4 | 57 | 77.0 |
| $\chi^2$ = 8.702 sig: .05 level | | | | |
| 30. I prefer | | | | |
| getting up early and staying up late | 23 | 28.4 | 23 | 30.7 |
| getting up late and staying up late | 32 | 39.5 | 20 | 26.7 |
| getting up early and going to bed early | 13 | 16.0 | 18 | 24.0 |
| getting up late and going to bed late | 12 | 14.8 | 13 | 17.3 |
| 31. I believe this university can help me to serve people better | | | | |
| strongly agree | 3 | 3.7 | 8 | 10.7 |
| agree | 41 | 50.6 | 48 | 64.0 |
| disagree | 32 | 39.5 | 13 | 17.3 |
| strongly disagree | 5 | 6.2 | 3 | 4.0 |
| $\chi^2$ = 14.430 sig: .05 level | | | | |
| 32. I find people who are racially different from me | | | | |
| very interesting | 7 | 8.6 | 24 | 32.0 |
| somewhat interesting | 47 | 58.0 | 38 | 50.7 |
| not very interesting | 21 | 25.9 | 7 | 9.3 |
| absolutely not interesting | 6 | 7.4 | 1 | 1.3 |
| $\chi^2$ = 25.654 sig: .05 level | | | | |

| | Black | | White | |
|---|---|---|---|---|
| | No. | % | No. | % |
| 33. Whenever I have classes in the morning, I will skip them | | | | |
| frequently | 11 | 13.6 | 7 | 9.3 |
| sometimes | 34 | 42.0 | 18 | 24.0 |
| seldom | 29 | 35.8 | 36 | 48.0 |
| never | 7 | 8.6 | 13 | 17.3 |
| 34. The second floor of the library consists of | | | | |
| lounge and snack machines | 0 | 0.0 | 1 | 1.3 |
| research material | 72 | 88.9 | 59 | 78.7 |
| micro-film | 4 | 4.9 | 3 | 4.0 |
| private offices | 3 | 3.7 | 3 | 4.0 |
| 35. My education is financed mostly by | | | | |
| an educational loan | 6 | 8.0 | 6 | 8.0 |
| a grant | 6 | 8.0 | 6 | 8.0 |
| a scholarship | 8 | 10.7 | 8 | 10.7 |
| my family | 39 | 52.0 | 39 | 52.0 |
| myself | 13 | 17.3 | 13 | 17.3 |
| $\chi^2$ = 25.250 sig: .05 level | | | | |
| 36. I believe that the administrative personnel of M.S.U. feel that the most important group to this campus is | | | | |
| State Legislators | 8 | 9.9 | 13 | 17.3 |
| students of M.S.U. | 16 | 19.8 | 19 | 25.3 |
| non-academic workers | 0 | 0.0 | 0 | 0.0 |
| Administrators | 11 | 13.6 | 11 | 14.7 |
| board of trustees | 24 | 29.6 | 17 | 22.7 |
| people who pay taxes | 8 | 9.9 | 5 | 6.7 |
| faculty | 6 | 7.4 | 6 | 8.0 |
| 37. I believe that the difference life styles of black and white students are recognized by the officers of student personnel of M.S.U. and action is being taken to bridge the gap | | | | |
| strongly agree | 1 | 1.2 | 3 | 4.0 |
| agree | 14 | 17.3 | 25 | 33.3 |
| disagree | 50 | 61.7 | 27 | 36.0 |
| strongly disagree | 12 | 14.8 | 5 | 6.7 |
| $\chi^2$ = 20.022 sig: .05 level | | | | |

| | Black | | White | |
|---|---|---|---|---|
| | No. | % | No. | % |
| 38. On this campus most of my travel is done by | | | | |
| my car | 0 | 0.0 | 2 | 2.7 |
| my friends' car | 2 | 2.5 | 0 | 0.0 |
| my feet | 0 | 0.0 | 3 | 4.0 |
| M.S.U. bus | 43 | 53.1 | 51 | 68.0 |
| bicycle | 36 | 44.4 | 5 | 6.7 |
| motor scooter, motorcycle | 0 | 0.0 | 14 | 18.7 |
| $\chi^2$ = 44.956 sig: .05 level | | | | |
| 39. I often feel as though I am held back from doing things that I would like to do | | | | |
| all of the time | 1 | 1.2 | 2 | 2.7 |
| most of the time | 25 | 30.9 | 20 | 26.7 |
| some of the time | 48 | 59.3 | 43 | 57.3 |
| none of the time | 7 | 8.6 | 9 | 12.0 |
| 40. I trust most black people | | | | |
| strongly agree | 5 | 6.2 | 5 | 6.7 |
| agree | 48 | 59.3 | 45 | 60.0 |
| disagree | 26 | 32.1 | 16 | 21.3 |
| strongly disagree | 1 | 1.2 | 5 | 6.7 |
| 41. The money I receive from home for personal use averages | | | | |
| $ 5 or less per week | 52 | 64.2 | 43 | 57.3 |
| $6-$10 per week | 23 | 28.4 | 21 | 28.0 |
| $11-$20 per week | 4 | 4.9 | 5 | 6.7 |
| $21 or more per week | 2 | 2.5 | 1 | 1.3 |
| 42. Whenever I need money for clothing, I usually have | | | | |
| way too little | 28 | 34.6 | 9 | 12.0 |
| some money but not enough | 29 | 35.8 | 24 | 32.0 |
| just enough money | 21 | 25.9 | 29 | 38.7 |
| more than enough | 3 | 3.7 | 10 | 13.3 |
| $\chi^2$ = 18.074 sig: .05 level | | | | |

| | Black | | White | |
|---|---|---|---|---|
| | No. | % | No. | % |
| 43. In comparison to most black students the money I have is | | | | |
| much less | 18 | 22.2 | 6 | 8.1 |
| about the same | 54 | 66.7 | 24 | 32.4 |
| a little more | 6 | 7.4 | 21 | 28.4 |
| much more | 3 | 3.7 | 9 | 12.2 |
| $\chi^2$ = 42.643 sig: .05 level | | | | |
| 44. A part-time job whilte I am here at M.S.U. is | | | | |
| not necessary, and I do not want one | 10 | 12.3 | 24 | 32.0 |
| not necessary, but I want one | 10 | 12.3 | 14 | 18.7 |
| necessary but only for "spending money" | 32 | 39.5 | 24 | 32.0 |
| necessary to stay in school | 28 | 34.6 | 11 | 14.7 |
| $\chi^2$ = 15.109 sig: .05 level | | | | |
| 45. I prefer to be alone | | | | |
| all of the time | 0 | 0.0 | 1 | 1.3 |
| most of the time | 14 | 17.3 | 13 | 17.3 |
| some of the time | 65 | 80.2 | 58 | 77.3 |
| none of the time | 2 | 2.5 | 1 | 1.3 |
| 46. I express my opinions even if they are different from the opinions of most of the rest of the group | | | | |
| all of the time | 14 | 17.3 | 9 | 12.0 |
| most of the time | 32 | 39.5 | 29 | 38.7 |
| some of the time | 35 | 43.2 | 35 | 46.7 |
| none of the time | 0 | 0.0 | 1 | 1.3 |
| 47. In comparison, clothes in East Lansing stores are usually | | | | |
| lower in price than Lansing stores | 0 | 0.0 | 1 | 1.3 |
| the same price as Lansing stores | 8 | 9.9 | 7 | 9.3 |
| higher in price than Lansing stores | 34 | 42.0 | 21 | 28.0 |
| something I know little about | 38 | 46.9 | 42 | 56.0 |

| | Black | | White | |
|---|---|---|---|---|
| | No. | % | No. | % |
| 48. When it comes to financial aid from M.S.U., I | | | | |
| receive it presently | 64 | 79.0 | 26 | 35.1 |
| have received it in the past but not presently | 4 | 4.9 | 1 | 1.4 |
| have never received it | 11 | 13.6 | 45 | 60.8 |
| $\chi^2$ = 38.249 sig: .05 level | | | | |
| 49. If I wanted to go to Lansing I would travel by | | | | |
| bus | 37 | 45.7 | 16 | 21.3 |
| hitch-hike | 5 | 6.2 | 18 | 24.0 |
| car | 30 | 37.0 | 20 | 26.7 |
| bicycle | 2 | 2.5 | 10 | 13.3 |
| feet-walking | 6 | 2.4 | 9 | 12.0 |
| motor scooter, motorcycle | 0 | 0.0 | 1 | 1.3 |
| $\chi^2$ = 24.407 sig: .05 level | | | | |
| 50. In comparison to most white students the money I have is | | | | |
| much less | 60 | 74.1 | 7 | 9.5 |
| a little less | 12 | 14.8 | 13 | 17.6 |
| about the same | 5 | 6.2 | 35 | 47.3 |
| a little more | 2 | 2.5 | 11 | 14.9 |
| much more | 1 | 1.2 | 2 | 2.7 |
| $\chi^2$ = 74.437 sig: .05 level | | | | |
| 51. There is a bowling alley in the | | | | |
| M.S.U. gymnasium | 3 | 3.7 | 0 | 0.0 |
| Student Union | 75 | 92.6 | 72 | 96.0 |
| Holmes Hall, East | 1 | 1.2 | 0 | 0.0 |
| International Center | 0 | 0.0 | 1 | 1.0 |
| 52. To me, the most important group on this campus is | | | | |
| Board of Trustees | 7 | 8.6 | 1 | 1.3 |
| non-academic workers | 1 | 1.2 | 0 | 0.0 |
| students | 61 | 75.3 | 60 | 80.0 |
| Administrators | 6 | 7.4 | 3 | 4.0 |
| faculty | 4 | 4.9 | 10 | 13.3 |

| | Black | | White | |
|---|---|---|---|---|
| | No. | % | No. | % |
| 53. I would donate money to this university after I became economically successful | | | | |
| strongly agree | 1 | 1.3 | 2 | 2.7 |
| agree | 23 | 28.8 | 36 | 48.0 |
| disagree | 27 | 33.8 | 26 | 34.7 |
| strongly disagree | 25 | 31.3 | 7 | 9.3 |
| $\chi^2$ = 13.194 sig: .05 level | | | | |
| 54. I spend money as soon as I get my hands on it | | | | |
| strongly agree | 8 | 9.9 | 1 | 1.3 |
| agree | 20 | 24.7 | 9 | 12.0 |
| disagree | 38 | 46.9 | 43 | 57.3 |
| strongly disagree | 14 | 17.3 | 10 | 26.7 |
| $\chi^2$ = 11.103 sig: .05 level | | | | |
| 55. When it comes to having basic clothing such as underwear, shoes, socks, lingerie, or stockings, I usually | | | | |
| do not have enough | 5 | 6.2 | 2 | 2.7 |
| just manage to have enough | 45 | 55.6 | 34 | 45.3 |
| have more than I need | 29 | 35.8 | 36 | 48.0 |
| 56. I would like my social life such as entertainment and recreation to be in the | | | | |
| early morning | 0 | 0.0 | 1 | 1.3 |
| late morning | 0 | 0.0 | 1 | 1.3 |
| early afternoon | 0 | 0.0 | 4 | 5.3 |
| late afternoon | 4 | 4.9 | 8 | 10.7 |
| early evening | 19 | 23.5 | 34 | 45.3 |
| late evening | 55 | 67.9 | 26 | 37.7 |
| $\chi^2$ = 22.764 sig: .05 level | | | | |
| 57. My friends on this campus are usually | | | | |
| Juniors-Seniors | 19 | 23.5 | 12 | 16.0 |
| Freshmen-Sophomores | 59 | 72.8 | 63 | 84.0 |
| Graduates | 1 | 1.2 | 0 | 0.0 |

| | Black | | White | |
|---|---|---|---|---|
| | No. | % | No. | % |
| 58. I live at a relaxed and easy pace | | | | |
| all of the time | 6 | 7.4 | 4 | 5.3 |
| most of the time | 36 | 44.4 | 33 | 44.0 |
| some of the time | 25 | 30.9 | 30 | 40.0 |
| none of the time | 10 | 12.3 | 7 | 9.3 |
| 59. I often wish I could organize my time better | | | | |
| strongly agree | 27 | 33.3 | 18 | 24.0 |
| agree | 43 | 53.1 | 28 | 37.3 |
| disagree | 8 | 9.9 | 22 | 29.3 |
| strongly disagree | 1 | 1.2 | 6 | 8.0 |
| $\chi^2$ = 15.199 sig: .05 level | | | | |
| 60. When I select friends they are friends who are usually | | | | |
| totally socially minded and motivated | 3 | 3.7 | 2 | 2.7 |
| more socially minded than academically minded | 1 | 1.2 | 1 | 1.3 |
| equally socially minded and academically minded | 19 | 23.5 | 14 | 18.7 |
| more academically minded than socially minded | 51 | 63.0 | 51 | 68.0 |
| totally academically minded | 7 | 8.6 | 7 | 9.3 |
| 61. I am guilty of wasting money | | | | |
| strongly agree | 13 | 16.0 | 1 | 1.3 |
| agree | 29 | 35.8 | 29 | 38.7 |
| disagree | 28 | 34.6 | 29 | 38.7 |
| strongly disagree | 9 | 11.1 | 13 | 17.3 |
| $\chi^2$ = 11.016 sig: .05 level | | | | |
| 62. Work would interfere with my social life if I were to work | | | | |
| 5 hours or less per week | 3 | 3.7 | 10 | 13.3 |
| 6-10 hours per week | 10 | 13.3 | 9 | 12.0 |
| 11-15 hours per week | 20 | 24.7 | 27 | 36.9 |
| 16-20 hours per week | 17 | 24.7 | 15 | 20.0 |
| 21 or more hours per week | 28 | 34.6 | 11 | 14.7 |
| $\chi^2$ = 12.187 sig: .05 level | | | | |

| | Black | | White | |
|---|---|---|---|---|
| | No. | % | No. | % |
| 63. After I have spent a sum of money I will generally recount how the money was spent | | | | |
| strongly agree | 18 | 22.2 | 16 | 21.3 |
| agree | 50 | 61.7 | 47 | 62.2 |
| disagree | 9 | 11.1 | 7 | 9.3 |
| strongly disagree | 2 | 2.5 | 3 | 4.0 |
| 64. I usually work things out for myself rather than to get someone to show me how | | | | |
| strongly agree | 2 | 2.5 | 2 | 2.7 |
| agree | 20 | 24.7 | 15 | 20.0 |
| disagree | 49 | 60.5 | 50 | 66.7 |
| strongly disagree | 10 | 12.3 | 8 | 10.7 |
| 65. I can't stand to let my work pile up | | | | |
| strongly agree | 16 | 19.8 | 14 | 18.7 |
| agree | 42 | 51.9 | 38 | 50.7 |
| disagree | 13 | 16.0 | 17 | 22.7 |
| strongly disagree | 8 | 9.9 | 4 | 5.3 |
| 66. I spend my money first on things I really want instead of what I really need | | | | |
| all of the time | 5 | 6.2 | 4 | 5.3 |
| most of the time | 17 | 21.0 | 8 | 10.7 |
| some of the time | 45 | 55.6 | 44 | 58.7 |
| none of the time | 12 | 14.8 | 17 | 22.7 |
| 67. I have a tendency to let school work slide | | | | |
| all of the time | 4 | 4.9 | 5 | 6.7 |
| most of the time | 16 | 19.8 | 18 | 24.0 |
| some of the time | 57 | 70.4 | 40 | 53.3 |
| none of the time | 2 | 2.5 | 10 | 13.3 |
| 68. My finances are managed poorly | | | | |
| strongly agree | 5 | 6.2 | 0 | 0.0 |
| agree | 14 | 17.3 | 10 | 13.3 |
| disagree | 19 | 60.5 | 42 | 56.0 |
| strongly disagree | 11 | 13.6 | 21 | 28.0 |

| | Black | | White | |
|---|---|---|---|---|
| | No. | % | No. | % |
| 69. During a typical school week I usually stay up past midnight | | | | |
| once a week | 1 | 1.2 | 8 | 10.7 |
| two times per week | 5 | 6.2 | 12 | 16.0 |
| three times per week | 14 | 17.3 | 8 | 10.7 |
| four times per week | 12 | 14.8 | 12 | 16.0 |
| more than four times per week | 47 | 58.0 | 31 | 41.3 |
| never | 0 | 0.0 | 3 | 4.0 |
| $\chi^2$ = 16.372 sig: .05 level | | | | |
| 70. I make my plans well in advance | | | | |
| all of the time | 2 | 2.5 | 2 | 2.7 |
| most of the time | 27 | 33.3 | 22 | 29.3 |
| some of the time | 42 | 51.9 | 44 | 58.7 |
| none of the time | 8 | 9.9 | 5 | 6.7 |
| 71. I spend my money first on things I really want instead of what I really need | | | | |
| all of the time | 3 | 3.7 | 3 | 4.0 |
| most of the time | 14 | 17.3 | 8 | 10.7 |
| some of the time | 49 | 60.5 | 44 | 58.7 |
| none of the time | 11 | 13.6 | 18 | 24.0 |
| 72. I work for my school expenses | | | | |
| strongly agree | 8 | 9.9 | 13 | 17.3 |
| agree | 32 | 39.5 | 36 | 48.0 |
| disagree | 31 | 38.3 | 18 | 24.0 |
| strongly disagree | 8 | 9.9 | 5 | 6.7 |
| 73. When I have leisure time, I like to | | | | |
| lay around, relax and not work | 30 | 37.0 | 18 | 24.0 |
| lay around, relax but work a little | 17 | 21.0 | 19 | 25.3 |
| lay around, relax and do some work | 31 | 38.3 | 30 | 40.0 |
| lay around, relax but work a lot | 0 | 0.0 | 4 | 5.3 |
| work a lot and not lay around and relax | 0 | 0.0 | 1 | 1.3 |

| | Black | | White | |
|---|---|---|---|---|
| | No. | % | No. | % |
| 74. I make new friends easily | | | | |
| strongly agree | 20 | 24.7 | 9 | 12.0 |
| agree | 43 | 53.1 | 41 | 54.7 |
| disagree | 14 | 17.3 | 19 | 25.3 |
| strongly disagree | 2 | 2.5 | 5 | 6.7 |
| 75. I am apt to pass up something I really want to do because other people feel that I am not going about it in the right way | | | | |
| strongly agree | 2 | 2.5 | 4 | 5.3 |
| agree | 19 | 23.5 | 13 | 17.3 |
| disagree | 44 | 54.3 | 43 | 57.3 |
| strongly disagree | 14 | 17.3 | 14 | 18.7 |
| 76. I would select this university again as a new student | | | | |
| strongly agree | 4 | 4.9 | 23 | 30.7 |
| agree | 43 | 53.1 | 40 | 53.3 |
| disagree | 21 | 25.9 | 10 | 13.3 |
| strongly disagree | 8 | 9.9 | 2 | 2.7 |
| $\chi^2 = 25.789$ sig: .05 level | | | | |
| 77. The money I need weekly for personal expenses such as grooming, laundry, or recreation amounts to | | | | |
| $5 or less weekly | 21 | 25.9 | 31 | 41.3 |
| $6-$10 per week | 38 | 46.9 | 34 | 45.3 |
| $11-$15 per week | 12 | 14.8 | 7 | 9.2 |
| $16-$20 per week | 4 | 4.9 | 1 | 1.0 |
| $21 or more per week | 3 | 3.7 | 0 | 0.0 |
| 78. The State News is published by the | | | | |
| The State Journal | 4 | 4.9 | 3 | 4.0 |
| The State Legislators | 0 | 0.0 | 0 | 0.0 |
| ASMSU | 27 | 33.3 | 20 | 26.7 |
| Paid student staff of M.S.U. | 40 | 49.4 | 45 | 60.0 |
| communications center | 3 | 3.7 | 3 | 4.0 |

| | Black | | White | |
|---|---|---|---|---|
| | No. | % | No. | % |
| 79. I feel free to use the intramural building | | | | |
| strongly agree | 21 | 25.9 | 31 | 41.3 |
| agree | 50 | 61.7 | 24 | 45.3 |
| disagree | 8 | 9.9 | 8 | 10.7 |
| strongly disagree | 0 | 0.0 | 2 | 2.7 |
| 80. I save my money for things I might need in the future | | | | |
| strongly agree | 8 | 9.9 | 8 | 10.7 |
| agree | 41 | 50.6 | 50 | 66.7 |
| disagree | 25 | 30.9 | 13 | 17.3 |
| strongly disagree | 3 | 3.7 | 3 | 4.0 |
| 81. Whenever my friends buy a snack such as pizza or a hamburger I usually cannot join them, because I do not have enough pocket money | | | | |
| strongly agree | 3 | 3.7 | 2 | 2.7 |
| agree | 21 | 25.9 | 13 | 17.3 |
| disagree | 48 | 59.3 | 45 | 60.0 |
| strongly disagree | 7 | 8.6 | 15 | 20.0 |
| 82. I follow a plan for saving money | | | | |
| all of the time | 3 | 3.7 | 8 | 10.7 |
| most of the time | 21 | 25.9 | 22 | 29.3 |
| some of the time | 38 | 46.9 | 32 | 42.7 |
| none of the time | 17 | 21.0 | 13 | 17.3 |
| 83. The president of this university has his office in the | | | | |
| Office of Institutional Research | 5 | 6.2 | 2 | 2.7 |
| International Center | 2 | 2.5 | 1 | 1.3 |
| Student Union | 3 | 3.7 | 0 | 0.0 |
| Administration Building | 64 | 79.0 | 67 | 89.3 |
| 84. I feel my professors are accessible | | | | |
| all of the time | 1 | 1.2 | 6 | 8.1 |
| most of the time | 33 | 40.7 | 41 | 55.4 |
| some of the time | 43 | 53.1 | 26 | 35.1 |
| none of the time | 1 | 1.2 | 1 | 1.4 |

$\chi^2$ = 11.332 sig: .05 level

| | Black | | White | |
|---|---|---|---|---|
| | No. | % | No. | % |
| 85. When it comes to having money for recreation such as movies, bowling, or records for my hi-fi I usually | | | | |
| do not have enough | 29 | 35.8 | 13 | 17.3 |
| just manage to have enough | 45 | 55.6 | 44 | 58.7 |
| have more than I need | 5 | 5.0 | 17 | 22.7 |
| $\chi^2$ = 12.773 sig: .05 level | | | | |
| 86. I would rather live in an apartment than in a dorm | | | | |
| strongly agree | 34 | 42.0 | 19 | 25.3 |
| agree | 29 | 35.8 | 24 | 32.0 |
| disagree | 15 | 18.5 | 29 | 38.7 |
| strongly disagree | 0 | 0.0 | 2 | 2.7 |
| $\chi^2$ = 11.958 sig: .05 level | | | | |
| 87. I need a job during summer vacations in order to | | | | |
| come back to M.S.U. next term | 47 | 58.0 | 37 | 49.3 |
| buy clothes | 7 | 8.6 | 8 | 10.7 |
| have pocket money | 15 | 18.5 | 20 | 26.7 |
| buy books | 3 | 3.0 | 4 | 5.3 |
| help out at home | 6 | 6.0 | 3 | 4.0 |
| 88. My family has financial problems | | | | |
| strongly agree | 17 | 21.0 | 6 | 8.0 |
| agree | 39 | 48.1 | 15 | 20.0 |
| disagree | 18 | 22.2 | 42 | 56.0 |
| strongly disagree | 5 | 6.2 | 11 | 14.7 |
| $\chi^2$ = 27.921 sig: .05 level | | | | |
| 89. When it comes to having money for personal needs such as toiletries, grooming, laundry and dry-cleaning I usually | | | | |
| do not have enough | 12 | 14.8 | 8 | 10.7 |
| just manage to have enough | 53 | 65.4 | 36 | 48.0 |
| have more than I need | 14 | 17.3 | 30 | 40.0 |
| $\chi^2$ = 9.983 sig: .05 level | | | | |

| | Black | | White | |
|---|---|---|---|---|
| | No. | % | No. | % |
| 90. I believe that the human rights of blacks are cherished by this university's administrators as much as the human rights of whites on this campus | | | | |
| strongly agree | 0 | 0.0 | 13 | 17.3 |
| agree | 4 | 4.9 | 35 | 46.7 |
| disagree | 42 | 51.9 | 16 | 21.3 |
| strongly disagree | 31 | 38.3 | 5 | 6.7 |
| $\chi^2$ = 68.344 sig: .05 level | | | | |

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