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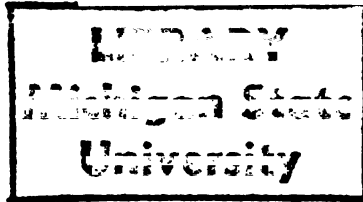
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dissertation entitled
AN INVESTIGATION OF HOW BLACK STUDENTS IN RESIDENCE
HALLS PERCEIVE THE IMPACT OF MINORITY AIDES, BLACK RESIDENT
ASSISTANTS AND BLACK CAUCUSES IN ASSISTING BLACK STUDENTS TO
ADJUST PSYCHOLOGICALLY, SOCIALLY AND ACADEMICALLY, AT A
PREDOMINANTLY WHITE UNIVERSITY

presented by

EUGENE HENDERSON, JR.

has been accepted towards fulfillment
of the requirements for

___PHD___ degree in __EDUCATIONAL__ ADMINISTRATION

_____
Major professor

Date __8-27-85__

0-12771

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By

Eugene Henderson, Jr.

A DISSERTATION

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

DOCTOR OF PHILOSOPHY

Department of Education Administration

College of Education

1985

ABSTRACT

AN INVESTIGATION OF HOW BLACK STUDENTS IN RESIDENCE
HALLS PERCEIVE THE IMPACT OF MINORITY AIDES, BLACK
RESIDENT ASSISTANTS AND BLACK CAUCUSES IN ASSISTING
BLACK STUDENTS TO ADJUST PSYCHOLOGICALLY, SOCIALLY
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By

Eugene Henderson, Jr.

The purpose of this investigation was to study Black students' perceptions of the impact of a Black organization and Black residence hall staff, on Black students' ability to adjust academically, socially and psychologically on a predominantly White campus.

The study was guided by two research questions.

1. Do Minority Aides, the Black Caucus and Black Resident Assistants implement programs that help Black students to adjust psychologically, academically and socially at the university?

2. How effective are the Black Caucus and Black Resident Assistants in helping Black students to adjust psychologically, socially and academically at the university?

A questionnaire of 51 items was distributed to elicit the subjects' experiences and opinions. Only sophomores, juniors, and seniors were sampled.

The results of this study established that the Black Caucus, Minority Aides and Black Resident Assistants are seen as effective in implementing programs and assisting Black students in adjusting psychologically, socially and academically at the university. The researcher found that Black students have great expectations of the Minority Aides and believes they should be more intimately involved in the academic endeavors of Black students. The researcher also found that the Black Caucus provided Black students with their greatest outlet for social activities.

Some of the major findings regarding the written responses were: Black students generally feel comfortable visiting White faculty members, but some Black students perceive that White faculty members are very aloof toward Black students. Students also expressed their adjustment to campus would be greatly enhanced if the university would hire more Black faculty and administrators and by increasing the numbers of Black Resident Assistants. Black students expressed their belief that racism exists in the classroom and in general on campus. The findings support the need for Black organizations and Black staff in helping Black students to adjust at a predominantly White institution.

DEDICATION

This dissertation is the end result of my relatives and friends who believed in me and always encouraged me to achieve and attain higher goals. I dedicate this dissertation to: My parents Eugene and Mary Henderson without their love and support and sacrificing I could not have made it. Also thanks to Dad for the strict discipline and for the bike in the sixth grade. To my sisters, Florence and Charlotte, who were the first to begin their Ph.D.s at M.S.U., for their continued love and faith that they have always shown me, both of you have been tremendous role models and inspiration to me. To my sister Barbara who was the first of the family to receive a Masters Degree at M.S.U. My Aunt Lucille for her special editing and because she told me at least a hundred times to "write it down". My grandfather, "Gramps," for his spiritual motivitional and financial support. To Ma for her continued love and inspiration. To my aunts, Opal Rodgers, Hadner Bonds, Roxie Palmer, Jessie Townsend, Tenna Perkins, Bert Halzewood, Delores Chambers. My my nieces and nephews, Marian, Cherly, Donna, Oeidre, Malaica, Nathan, Anthony and Damon. To my uncles, Raymond Rodgers, Nelson Bond, Al and Willie Perkins, Nelson Bond, Henry Halzewood.

ACKNOWLEDGEMENTS

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CHAPTER ONE

THE PROBLEM

Introduction

The system of higher education in America, for most of its history, was a closed society. Black participation during those years was almost imperceptible (National Institute of Education, 1977). This systematic exclusion of Blacks had its purpose for intellectual and affluent Americans, to suppress the goals and ambitions of poor people (Green, 1971). At universities where blacks were barred from entrance by overt policies of segregation, they often lacked the necessary background, academic preparation or financial means to enter. Institutions such as Princeton University, Wesleyan University, Brown University, and Union College simply declined to admit Black students (National Institute of Education, 1977). Accordingly, by 1865, a total of only 35 Blacks had graduated from American colleges and universities.

Because of the insurmountable odds facing Blacks who sought admission to White colleges and universities, the

task of educating Blacks was left to the traditional Black colleges (TBI's). This, however, did not satisfy the aspirations of Blacks to achieve the elusive goal of equality of education, including higher education. For decades they battled arduously to acquire equal educational opportunities. As Horace Mann wrote, "Education is the greatest equalizer of men; the balance wheel of the social machinery." (Crossland, 1971) Black people, like Jews and other oppressed minorities, realized their ticket to the "American dream" was inextricably linked with education. Unlike most other minorities, however, they were locked out of the environment of higher education by legal policies of segregation in the South, social and economic discrimination in the North. The 1954 Brown vs. Topeka Board of Education decision, the Civil Rights Act of 1964, and the Higher Education Act of 1965 built on each other to successively outlaw segregation in public schools, desegregate public accommodations, forbid all forms of racial discrimination in programs receiving any federal funds, and provide financial assistance through grants, loans, and employment. The cumulative intent of these decisions and legislation was to open the doors of academe to Black students, to assure their admission, support and encourage their enrollment, and facilitate their academic progress and achievement of higher education goals. In the early and mid-1960s, then, Black students surged into

colleges and universities in unprecedented numbers. Their numbers increased in 1972 with the availability of Basic Educational Opportunity Grants (BEOGs) and later in the emotional aftermath of the nation's shock and revulsion at the assassination of Dr. Martin Luther King, Jr.

The vastly increased numbers of Black students in predominantly White institutions placed both the students and the institutions under pressure neither had previously experienced. The court decisions and federal legislation permitted the acedemicians little time for scholarly contemplation of what might happen when and if racial integration came about. Federal orders were for integration now. Most Black high school juniors and seniors and their parents hadn't anticipated college entrance as a realistic option after high school. Black students, especially in the early years, frequently arrived in college unprepared academically and emotionally for an experience they had no reason to expect would be possible for them. They arrived at colleges and universities which were inclined by their scholarly nature to resist institutional change until an innovation had been exhaustively studied, every aspect of it scrutinized, and its outcomes deemed predictable as far as was academically possible.

Under federal admonitions to integrate immediately, in the glare of media publicity, these institutions quickly geared up to do what they knew best--research the problem.

Since most university personnel viewed the influx of new Black students as "the problem," little attention was given to the environment in which these students found themselves.

During the past two decades there have been a multitude of studies conducted on Black students at predominantly White collegiate institutions. Also the last decade has witnessed a new frontier in the study of college environments.

Much of the early research of the 1960's and 1970's was primarily focused on Black students attending predominantly White institutions in which the Black students were enrolled in special compensatory programs (Brazziel, 1970; Vontress, 1970; and Mitchell, 1970).

Various studies about Black students on predominantly White campuses generally analyzed: (1) their social and economic characteristics, (2) their levels of adjustment, and (3) their social and economic characteristics (West, 1984). According to West, most of the literature indicates that a cause and effect relationship exists between student characteristics and student adjustment to the collegiate environment, which then asserts its influence on student performance. These social-psychological models also demonstrate that Black students' academic achievement is interwoven with their ability to adjust to their new and alien environment. A great deal of the literature on Black students in White colleges supports West's contentions of

the problems Black students had in adjusting (Proctor, 1970; Harper, 1969; Green, McMillian and Gunnings, 1972).

Researchers seemed to be especially interested in attitudes, academic weaknesses, test performances, family background, and levels of aspiration of these students. Research concerned with the students' expectations and perceptions of their new environment has only recently begun to surface in the literature. Little has been mentioned about the impact of environment on the expectations of these students (Meadows, 1981).

Most of the research questions about the characteristics of Black students arose after the students were admitted to various institutions. In the rush to gear up immediately to cope with and serve these new students, some of the questions were answered without much detailed empirical data or thoughtful consideration. Consequently myths and stereotypes and inappropriate programs were created. For those who were concerned about the gravity of such errors, Boyd (1974, 1979) investigated these myths. From responses to a questionnaire distributed to 800 Black college students throughout the country, he found that 72 percent of the students had expectations they were going to graduate. Boyd believed that this was largely because a majority of them were first generation college students. Of the students in his survey, one-quarter were special admits, but one-third of the students maintained grade point

averages of B or better. He also discovered the only 8 percent of Black students preferred all-Black housing facilities.

The results of Boyd's exploration eliminated many of the myths generated about Black students. That is, that all Black students have academic and adjustment problems, that they all prefer segregated organizations, that they prefer to be segregated socially and live in segregated housing (West, 1984). Rather, Boyd showed that, like any other segment of the American population, Black students have diverse characteristics, abilities, preferences and motivation.

Statement Of The Problem

This research was undertaken to study Black students' perceptions of the impact of a Black organization and Black residence hall staff, on Black students' ability to adjust academically, socially, and psychologically on a predominantly White campus. The study focused on analyzing Black students' perceptions of the effectiveness of Minority Aides, Black Resident Assistants and the Black Caucus.

To study this problem it was essential to ascertain the students' perceptions of the environmental impact of the Minority Aides, Black Caucus and Black Resident Assistants. Instrument construction, data collection and

data analysis were guided by the researcher's search for answers to the following specific questions.

A.   Do Minority Aides, the Black Caucus and Black Resident Assistants implement programs that help Black students to adjust psychologically, academically and socially at the university?

B.   How effective are the Black Caucus, Minority Aides, and Black Resident Assistants in helping Black students to adjust psychologically, socially, and academically at the university?

It is generally acknowledged that the student subculture and the campus culture are a vital part of the educational experience of these students. Often the students' subculture is a collective response to the problems that they encounter on campus. This study provided an analytical observation of the subculture of a Black campus wide organization and key student positions. The objective was to determine the degree of effectiveness of the Black student's subculture in assisting them to adjust socially, academically, and psychologically at a predominantly White institution.

Research Design And Methodology

The study involved the administration of a questionnaire to undergraduate Black students regarding their interaction with Minority Aides, the Black Caucus and

Black Resident Assistants. The purpose of the questionnaire was to elicit data relevant to the impact of the Caucus, the Aides, and the Black Resident Assistants on the psychological, social and academic adjustment of Black students at a predominantly White institution.

The population was Black male and female students living in residence halls on the M.S.U. campus. Sophomores, juniors and seniors were included in the randomly selected sample. The questionnaire was anonymous.

A descriptive format was chosen for dependability. Nieves (1977) found that, "the descriptive study, because of its survey techniques, has yielded the most reliable information on minority college students."

The questionnaire consisted of various statements designed to elicit the subjects' experiences and opinions, using a five point Likert scale: strongly agree, agree, disagree, strongly disagree, do not know. The students were also given the opportunity to add personal comments or provide examples of their experiences. Since no hypotheses were tested, chi square was used only to determine statistical difference. Results are reported in the analysis only for those items found to be insignificantly different (.05 level) from each other. The results are reported in absolute numbers and percentages.

Limitations Of The Study

The principal questions of this research study were very broad in content and of paramount importance to the field of college student personnel. In order to maximize the results of the study, however, it was imperative to procure ample data in sufficient quantity, to develop generalizations from the results of similar studies, and to place limitations on each investigation. The following limitations were considered appropriate for optional results.

1. The questionnaire was distributed only to Black undergraduate students at Michigan University who lived in residence halls.

2. Because of their limited experience in residence halls, freshmen were excluded from the study.

3. The study was also limited by the traditional risks inherent in using questionnaires, (i.e., difficulty in procuring complete cooperation from respondents, developing adequate sampling procedures, difficulty in tabulating and validating).

4. The extent to which the results of the study may be generalized to other similar collegiate institutions.

Assumptions Of Study

In preparing and conducting the study the researcher made the following assumptions:

1. That Minority Aides and the Black Caucus are fundamental resources for assisting Black students to adjust to the university environment.

2. That Black Resident Assistants can be effective leaders in assisting Black students to make a successful adjustment to campus .life.

3. That effective leadership from Caucus officials and Minority Aides can impact positively on Black students' adjustment to the university.

Objectives of The Study

(a) to study the effectiveness of the Black Caucus, Black Resident Assistants, and Minority Aides, in impacting Black students' ability to adjust academically, socially and psychologically on campus.

(b) to determine the influence of factors that inhibit or facilitate interaction of Black Resident Assistants, Minority Aides, and Caucus with Black students.

The study included some relevant supplementary objectives which provided helpful information and aided in interpreting the research data. These objectives were addressed by the collection of some subjective data to complement the more objective data derived from questionnaire responses. The supplementary objectives were:

(a) to identify new programs or organizations requested by Black students.

(b) to determine what, if any, relationship existed between White faculty members and Black students.

(c) to determine if Black students view racism as a problem at the university.

Importance of The Study

This study is important to Student Personnel officials and Black students because Black student organizations and staff assist Black students to adjust and develop their own lifestyles, interests and activities at predominantly White institutions. Moreover, Black organizations perform vital support and mediation roles on predominantly White campuses (Willie and McCloud, 1972).

Likewise, this study may be important to campus officials because retention is increasingly becoming an issue in an era of declining enrollments (Glenny, 1980; Centra, 1980; and Jackely, 1980). Previous research has noted the advantages of student involvement in non-academic programs such as the Black Caucus and reported that involvement in such extra curricular activities is directly related to college persistence (Bemis, 1962; Mannan, Gola and Preuse, 1980).

In the 1960s and early 1970s institutions were only minimally concerned with the retention of students. Lenning (1980) attributes this attitude to two factors. First, during those years colleges and universities were overwhelmed with students, so that if a student left there was always another waiting to be admitted. The second factor evolved from the philosophical issues of equal educational opportunity and maintenance of academic standards. Some administrators felt that they had fulfilled

their obligation to equal educational opportunity by providing easy access to the institution. These same administrators were also concerned about the institutions' academic standards which they felt would suffer if special efforts were made to retain a particular group of students.

One of the consequences of the open door policy and high drop out rates was a barrage of student retention studies. Research by Astin (1975) and other theorists posited a strong correlation between student persistence and their involvement in academic and social activities. They found that additional learning external to the classroom can be as beneficial as that learned in the formal academic programs and that, more often than not, when students become actively involved in extra curricular activities it contributes to their retention (Lenning, 1980). Studies supporting Lenning's work include Bean (1980), Everett (1979), Michlein (1977), Tinto (1975), McDermott (1975), Kamens (1972), Chase (1970), Schmid and Reed (1966).

Adding importance to this study is the decline of students in the traditional age category in the 1980's. Growth in enrollment has dwindled and declined in many institutions. Lenning (1980) predicts that the 18 to 24 year old student population will decrease by 25 percent by the mid 1970s. This anticipated decline is having a serious impact on institutions. Lenning also believes that as a result of the decrease of student populations, institutions

will reshape their attitudes even more toward achieving the real goals of equality of educational opportunity. The consequences of this thinking will result in institutions giving greater attention to the educationally disadvantaged. Lenning suggests that institutions will develop strategies to help retain these students. This study is important because research indicates that Black students' retention is dependent upon non-academic variables as well as academic variables. Consideration must be given to their sociocultural adaptability to the system (Maynard, 1974). This study should reveal information that will enable the university to assist Black organizations in working more effectively with Black students. The study will also provide information that will assist institutes to comprehend the importance of Black organizations and Black staff members in assisting Black students to adjust at predominantly White higher education institutions. Additionally, Black organizations interact frequently with student affairs officials and these officials need more relevant information to assist Black students (Peterson, et al., 1978).

Cooperation between Black organizations and campus officials should help to eliminate hostility and distrust that Black students often display at predominantly White institutions. Black students' feelings of alienation are greatly reduced and academic performance is enhanced when

they perceive that the university is committed to providing them with necessary supportive services (Allen, 1981).

Conjointly, this study is important because it is research in an uncharted area. There were approximately 428 research articles written on Black students in White institutions between the years of 1965 and 1976. The topics addressed covered 66 categories or subject areas. The greater proportion of this research was directed at disadvantaged students, attitudes and values (Scott, 1978). Scott noted the tendency for researchers to focus upon those factors internal to the black student (e.g., poor reading skills) rather than those factors external to the student (e.g., biases within the curriculum). After reviewing the areas of research on Black students, Scott formulated a list of important issues and questions that had been omitted in College Student Personnel Administration Research. Three of these topic issues are covered in this study:

(1) the nature of the relationships between Black students and faculty...few studies adequately examine whether there are supportive or antagonistic at white institutions.

(2) the cultural and psycho-social conflict akin to "culture shock" that Black students experience with regard to the housing environment, the food and extra curricular activities on White campuses.

(3) the increasing importance of Black sororities, social clubs and informed Black cliques on White campuses... some understanding of this social phenomenon may provide insight into the extent to which

this social segregation   is voluntary   or
serves a psycho-social function. (p.38)

Definition Of Terms

The following terms are defined in the context in which
they are used in this study.

Minority Aide

A Minority Aide is an undergraduate staff person
working part-time, whose primary reponsibility is to assist
minority students in making the adjustment to the campus
environment.   The   aide is often a resource   person,
programmer,   peer counselor, and advocate or liason person
in behalf of Black students.   The aide lives in the hall
with students and works closely with advisory and management
staff (Minority Aide Job Description, 1984).

Resident Assistant (RA)

The Resident Assistant is a part-time member of the
residence hall staff.   The Resident Assistant has some
degree of responsibility for the entire residence program
with specific emphasis being given to the approximately
fifty students in his or her assigned "house". The Resident
Assistant enforces university and residence hall rules and
regulations,   serves as a liason with campus programs, does

peer counseling, and works closely with advisory and management staff.

Black Caucus

A social, political and cultural organization that promotes a spirit of "black togetherness" through political workshops, plays/dramas, dances and political activity. As a general rule, all Black students are considered members (Coleman, 1971).

Peer Group

Any set of two or more students whose relationship to one another are such as to exert influence upon them as individuals (Brody, 1976).

Student Subculture

A normative value system held by some groups of persons who are in persisting interaction, who transmit the norms and values to newcomers by some communicational process and who exercise some sort of social control to ensure conformity to the norms. Furthermore, the normative-value system of such a group must differ from the normative-value system of the larger, the parent or the dominant society (Bolton and Kammeyer, 1972).

Social Adjustment

For the purposes of the study, social adjustment is the ability of Black students to overcome social alienation and isolation at the predominantly White institutions and succeed in establishing satisfying relationships with other students (Black or White) and participating in rewarding extracurricular social activities. Of particular importance to this study is the question, do Black organizations and Black resident assistants assist Black students in making successful social adjustments?

Psychological Adjustment

For the purposes of the study, psychological adjustment is the ability of Black students to develop behavioral patterns or organizations that help them cope successfully with the stress of being Black at a predominantly White institution. Crucial to the study is whether or how Black students perceive the assistance of Black staff and the Black Caucus in making a successful psychological adjustment

Academic Adjustment

For the purposes of this study, academic adjustment is the ability of Black students to utilize available campus resources (i.e., Minority Aides, Black Resident Assistants or Black organizations) to achieve sufficient performance to

be retained within the academic guidelines at predominantly
White collegiate institutions

Overview

This study was undertaken to provide information
regarding the perceptions of Black students of their
adjustment at M.S.U. and the extent to which that adjustment
has been facilitated (or possibly impeded) by the assistance
of Minority Aides, Black Resident Assistants and the Black
Caucus. Such information will provide the institution with
additional data to utilize in comprehending and serving
the needs of Black students. If predominantly White
institutions are going to attract and retain students, and
serve them optimally, they must be able to comprehend the
needs and perceptions of these students. Additional
information regarding the perceptions of Black students of
their adjustment at predominantly White institutions will
also strengthen the ability of Black organizations and staff
to assist these students effectively.

In carrying out these aims, therefore, Chapter One
incorporates a statement of the problem, and a brief
overview of the methodology the researcher planned to use,
the limitations of the study, assumptions of the study, its
importance and definitions of some terms as they are used in
the context of the research.

Chapter Two contains a review of related literature. It also includes the expectations and job descriptions of the Black Caucus, Minority Aides and Resident Assistants.

The design and methods used in conducting the study are described in Chapter Three. This chapter details the research population and sample, design and development of the instrument used to collect the data, and the process selected to analyze the data.

In Chapter Four the results of this data analysis are provided and interpretations of the results are discussed. Chapter Five is used to present summary, conclusions and recommendations for future research. Appendices are included to provide the opportunity for a more thorough review of pertinent letters and documentation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The researcher's motivation in studying problems confronting Black students at predominantly White institutions resulted from eight years of work in residence halls. These experiences enabled the researcher to interact with Black students in the early 1970s and later in the mid 1980s.

Upon returning to campus in 1980, the researcher found much literature (Levine, 1980; Astin, 1982; Peterson et al., 1978) devoted to the characteristics of the new college student of the 1980s. Interaction with Black students from various halls on campus convinced the researcher that indeed a different caliber of Black students existed, not only on the MSU campus, but also at other predominantly White institutions. The impact of this realization was the catalyst in helping to formulate ideas and objectives for the research.

Problems that Black students encounter at predominantly White colleges were a major priority of several researchers

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during the 1960s and 1970s. Bressler (1967) suggests that Black students are forced to deal with interpersonal and group identity problems, financial difficulties, and a lack of academic preparation. Furthermore, he believes that Black students are forced to choose from cultural pluralism, separatism or assimilation as alternatives for a social life style. Willie and McCord's (1972) study of 384 Black students in four predominantly White colleges concluded that Black students had a certain set of expectations prior to arrival on campus. They expected the campus to be less prejudiced and to have a great deal more social interaction than they found to be the case. Consequently, many became angry and withdrew from the environment when their expectations were not fulfilled.

These experiences among Black students in the 1960s prompted Black students to turn to each other for mutual support. According to Turner (1980) strong peer relationships and the creation of informal networks of groups and organizations helped to strengthen relations among minority students by providing the personal and academic assistance which is sometimes lacking or underused in the formal structure of the institution. This study was an attempt to analyze the impact of Black formal and informal organizations on Black students' abilities to adjust at predominantly White institutions.

The availability of educational literature relating specifically to the impact of Black organizations and staff on Black students' ability to adjust psychologically, socially and academically at a predominantly White institution is minimal. However, literature focusing on the general adjustment problems of Black students at predominantly White institutions in the 1960s and 1970s is abundant. The literature review in the chapter is organized into several sections. The first section covers the history of Black student enrollment in predominantly White institutions, characteristics of Black students, Black student organizations and the importance of effective leadership. The subsequent content highlights aspects of the psychological, social, and academic adjustment of Black students. Separate sections are included to cover the development of the Black caucus, Minority Aide and Resident Assistant programs at Michigan State University.

History Of Black Student Enrollment At Predominantly White Institutions

The increased enrollments of Black students in higher education was due largely to the Brown vs. Topeka, Kansas Board of Education case in 1954. This case dealt a death blow to legal segregation in public and elementary and secondary schools. It also began a new era of increased civil rights activism which impacted heavily on higher education.

The originator of this movement was the National Association for the Advancement of Colored People (NAACP). The mood of Black people during the late 1960s and early 1970s revolved around a spirit of unity and pride in their Blackness. New civil rights organizations such as the Southern Christian Leadership Conference (SCLC), in 1957 and the Student Non-Violent Coordinating Committee (SNCC) in 1960 enhanced and stimulated social activism. These groups were supported by liberal Northern churches.

One of the achievements of the civil rights movement was the Civil Rights Act of 1964. This act was conceived by President John F. Kennedy and outlawed discrimination in voting or registration procedures and segregation in public institutions or businesses such as restaurants, shops, hotels, recreational facilities and transportation facilities or vehicles. The effect of the Civil Rights Act on higher education was immediate.

Title VI of the Civil Rights Act forbade all forms of racial discrimination in programs accepting federal assistance and mandated the authority of the Attorney General to terminate assistance to any recipient who failed to prohibit discrimination on the basis of race, color, religion, sex or national origin.

The Higher Education Act of 1965, contributed immensely to the increase of Black students in predominantly White institutions. The act provided financial aid via the

College Work Study Program, Educational Opportunity Grants and the Guaranteed Student Loan Program. Further expansion of federal aid came in 1972 in the form of Basic Educational Opportunity Grants (BEOG). BEO grants were allocated based on students' financial needs and students were able to attend the school of their choice. BEOG's were credited with having an enormous impact on the level of Black enrollment in all colleges and universities (Mingle, 1978).

The expansion of state college systems also contributed to the increase of Black enrollment. Specifically, it was the growth of two-year community colleges which appealed to Black students because of their proximity, low tuition and open admissions policies (Mingle, 1978).

Accordingly, the foundation for equal opportunity in admissions to higher education was established and all that was needed to put the forces into effect was a prime mover. Unfortunately, the catalyst for this thrust was the assassination of Reverend Dr. Martin Luther King, Jr. His death incited massive non-violent campus unrest throughout the country, particularly in the North. Internal pressures, in the form of Black student protests, and external pressures like the federal mandate, forced many institutions to admit a more diversified population.

The first half of the 1960s witnessed a sharp increase in the numbers of Black students attending White colleges in the South. The numbers of Blacks tripled from 3.00 percent

in 1960s to 6 percent of the nation's enrollment in 1970 (Mingle, 1978). Although colleges in the Northern and Western states had not been legally segregated, the enrollment of Blacks was infinitesimal (Mingle, 1978).

This influx of "new" types of students presented problems for the institutions as well as the student. Campuses sometimes become battle grounds for conflicts which erupted between Black students and campus administrators or Black students and White students.

It was estimated that approximately 5,000 Black students were in White colleges outside of the South prior to 1939 (Acre, 1976). By 1947, Acre reported that Black enrollment had increased to 61,000. He attributed this increase to the migration of Black families to the North and the enactment of the GI Bill for Veterans.

How is Black student enrollment doing in the 1980s? According to Kingston (1984) there are only slight changes in the overall proportion of Blacks within the system of higher education and within the main institutional types today. He also acknowledges that aggregated attendance rates in higher education "mask" the reality that Black students have been disproportionately enrolled in two year colleges or institutions with minimal academic resources, intellectual prestige and promise of economic benefit.

Characteristics And Perceptions of Black
Students In The Late 1960s and Early 1970s

Although the doors of admissions had been opened by the courts, few institutions were prepared to deal with the rush of Black students. Prior to the era of "militant" Black students at White institutions, campus officials were accustomed to experiencing a different type of Black student.

The typical Black student of the fifties was expected to be very grateful for having the opportunity to enter prestigous White colleges, to associate with Whites, to learn the predominant White culture, to be uncreative and merely receptive to teaching if girls, outstanding in athletics if boys (Morgan, 1970). Another characteristic of Black students in the fifties, according to Morgan was their rapid assimilation. Black students were accepted if they adopted the value orientation and behavior patterns of Whites.

In comparison with their predecessors, Black students' perceptions and attitudes on predominantly White campuses in the 1960s changed drastically. They were militant and full of racial pride and ethnicity (Mitchell, 1970). Research by Rao (1980) and Erickson (1980) indicates that Black students were seeking to reform those predominantly White institutions. Black students began to view the academic and residential environment differently. Integration provided

them first hand experiences with Whites and they began to see and react aggressively to the social and academic environment (Harper, 1969). Most administrators could not comprehend the feelings and perceptions of these "new" students.

Campus administrators were overwhelmed with Black students' demands for Black curriculum, separate facilities, and recruitment of Black faculty and administrators (Clift, 1969). The experiences of Black students were quickly labeled and identified by researchers. Describing the "new" student, Harper (1969), stated:

> A newly enrolled black student is usually alone and without friends in a strange milieu. He soons finds himself seeking out more friendly and approachable persons, his black peers. The problem one encounters here is that there are few black students to be found in the sea of white faces. The need for belongingness thus propels that black student to identify with and move toward blacks in the cafeteria corner, at the black student gatherings and meetings. The possibility of coldness and rejection from whites discourages black students from attempting to establish meaningful relationships with students and also from participating in traditional all-white campus functions such as dances, Greek rushes, orientation activities and outings.

Adding to the description of the "new" students Gibbs (1975) suggested that Black students experienced a greater range of problems than those experienced by the majority student population. Similarly, Morgan (1970) asserts that the sudden growth of a group of students with

different racial and cultural backgrounds was accompanied by problems of academic, social and psychological adaptation to the university milieu. Most universities were not prepared to deal with this new student.

Prior work has suggested that Black students brought with them certain knowledge, "self styles" and forms of selfhood different than the prevailing campus norms (Harper, 1969). Consequently it is believed:

> That the typical instructor or administrator, limited in his knowledge and understanding of these students, quickly learned that much can be learned from them. This perceptual problem of recognizing the cultural base of Black students and the personal strengths they bring with them requires the college or university staff member to work with Black students on a different level. (Harper, 1969:38)

Characteristics and Perceptions of
Black Students Of The 1980s

With the advent of the 1980s, what are the characteristics of Black students on predominantly White campuses? According to West (1984):

> Black students differ markedly on family characteristics such as parent's income, occupation, and education, along with precollege experiences of an academically relevant nature. While they constitute a heterogenous group with diverse backgrounds, abilities and interests, Black students can be characterized, in general terms, as different from White students in their average family backgrounds, academic achievements (p.35).

How do Black students view their situations at predominantly White institutions? "It's assumed that a White student deserves to be here, but if you're Black you have to prove it." (Newsweek, 1983). From a Georgetown senior, "I felt I had to do better to keep people from thinking I wasn't qualified, when people heard I got above a 3.0 GPA they were surprised. Why should they be surprised." (Newsweek, 1983). From the University of Virginia, "You feel safe with people of your race." (1983). From the University of Houston, "There's very little interracial partying, if you're Black you fall into the Black scene. If you're White you fall into the White scene." (Newsweek, 1983)

Undoubtedly Black students' perceptions and attitudes are influenced prior to arrival on campus. Commenting on Black students' cultures and expectations, Gunnings reported that:

> Minority students bring to predominantly White colleges and universities a specific set of mores and customs as well as unique, cultural, family and background influences. These components, when viewed in context with the structural environment within which they find themselves affect how minority students perceive themselves. (p. 14)

Another noted researcher, Arthur Levine, believes that collegiate institutions in the 1980s are dealing with a different type of student. He claims that today's undergraduate students are different in political and social

beliefs than students 10 or 20 years ago. Because of their age, Levine claims that Lyndon Johnsons's War on Poverty, Robert Kennedy's and Dr. Martin Luther King Jr.'s assassination have not impacted them (Levine, 1981). Furthermore, Levine claims that today's college students do not trust America's major institutions.

> They are fearful of the economy, pollution, crime, morals, energy, and nuclear war. They are concerned about drugs, money, foreign policy, corruption, illegal aliens and the right wing. (p. 17)

Levine also points out that today's undergraduate students have tunnel vision toward education, and it is interpreted as money.

> For today's undergraduates, the magic word is "professional". According to the Institute for Social Research, two out of three freshmen in 1979 were planning careers in the professions; and one out of five planned to enter one of the platinum professions, law or medicine. (p.17)

In reference to student protests and radical politics, Levine's orientation is that student activism has decreased. He attributes this to the political orientation that students are more "moderate" and fewer of them classify themselves as left or right of center. He also believes that today's students are concerned primarily with the politics of me (Levine, 1981).

This "politics of me" could be a primary contribution to the apathy of Black students on predominantly White

campuses in the 1980s. Research by Hollar (1982) indicates that the major impacts affecting students in the 1980s, minority students in particular, will not be based on traditional patterns of racial or student unrest. Hollar suggests that the impetus for their unrest will be the country's severe economic unrest, the administration's preoccupation with militarism and consequent crippling cutbacks in education and social services.

Although there is an abundance of articles, surveys, and statistics enumerating changes in students' values and attitudes, there are some theorists who believe that some things never change. In "The College Student of 1980," Nevett and Sanford (1968) claimed that basic developmental tasks are present and remain unremitting over generations of college students regardless of changing times.

> Certain problems, preoccupations and concerns are generally constant for young men and women in Western societies: establishing independence from their parents and coming to terms with authority, maintaining self-esteem while achieving a more or less accurate assessment of themselves, deciding upon a vocation, discovering members of the opposite sex, and learning how to relate to them as individuals, adapting themselves to the requirements of the student culture while revealing themselves enough to make friendships possible and attaining a perspective on our society that will permit them to see and to oppose its ills without lapsing into cynicism or total withdrawal (Nevitt and Sanford, 1968).

Psychological Adjustment of Black Students

For the purpose of this study psychological adjustment is to determine the ability of Black students to develop behavioral patterns or organizations that help them adjust to the stress of being Black at a predominantly White institutions. Research has indicated some of the psychological problems confronting Black students at White colleges. In a study by Gibbs (1973) it was found that Black students discussed six problem areas most frequently with counselors. Their problems were: establishing a personal identity, interpersonal relationships between Black students and Whites and also among Blacks, academic performance, autonomy, sexual and aggressive feelings and long range career plans. Prior research points out that low self esteem, anxiety,nervousness, alienation, and depression are also crucial concerns of Black students (Baum and Lamb, 1983; Burback and Thompson, 1971).

Much research has focused on the process of young adults establishing their identity in the formative collegiate years. The process of evolving from adolescence to adulthood and establishing a personal identity is a complex one. The transition requires that a person establish a sense of competence, learn how to manage his or her emotions, becomes autonomous and be able to develop interpersonal relationships and purpose or direction in his or her life (Chickering, 1969). These factors are basic

components of what Chickering calls human development and he believes that college can impact on the changes in life process that will occur while students are in college. There are numerous studies that support Chickering's contentions, including Newcomb et al (1967) and Medshei (1968). For most students there is a time in their lives when the development of identity reaches a turning point. According to Erickson this is a very critical stage.

> In that period of the life cycle when each youth must forge for himself some central perspective and direction, some working unity, out of the effective remnants of his childhood and the hopes of his anticipated adulthood; he must detect some meaning--resemblance between what he has come to see in himself and what his sharpened awareness tells him others judge and expect him to be. (p.90)

For the Black student the challenge of establishing an identity on a predominantly White campus can be a formidable task. Newly enrolled Black students often find that they are alone and without friends in a strange milieu. They quickly discover they are surrounded by Whites who think of them as "invisible" persons to be tolerated (Harper, 1969).

In 1974, a report from the Western Interstate Commission for Higher Education said that increasingly the culture of higher education was being seen as a major factor in minority student attrition. The commission recognized that higher education is generally "alien" to its majority students and is anathema to its minority students (Michigan

Department of Education, 1979). Research indicates the isolation Black students encounter is counterproductive to their growth. The developmental theorists (i.e., Flemming, 1981) believe that evidence supports that social isolation creates a solemn problem for many Black students on predominantly White campuses. Consequently Flemming claims that it inhibits the natural developmental needs during adolescence for interpersonal sharing. Furthermore, he believes that the next phase of adolescence, the acquisition of task competence in conjunction with developing interpersonal relations is aborted because Black students must deal with an intellectual environment that arouses intellectual anxieties. He concludes that Black students' energies are diverted from academics to cope with an unresponsive environment.

Studies by Davis and Borders et al (1978) and Kysar (1966) support Flemming's contentions that Black students demonstrate a great deal of "preoccupation" with interpersonal problems on a White campus more often than with pressing academic difficulties. Research by King (1968) also indicates that when Black students attend a predominantly White university one must expect that the student will sustain traumatic reversals of imagery, and identity. In a similar study, Goodman (1972) found that individuals who receive support and affirmation from their environment generally develop a positive and strong self

concept. He observed also that if students received only ridicule and criticism from the environment that they would likely have a great deal of difficulty formulating a healthy concept.

To comprehend the circumstances of the traditional White university that cause frustration and unrest among Black students one must be cognizant of the psychological and sociological factors that are central to the oppression of Black students and Black people (Harper, (1969).

Stress And The Black Student

Exceptional problems await minority students in educational environments. They are exposed to a relatively stressful position in the campus social structure and thus perceive their environment quite differently than White students (Gunnings, 1982). Therefore, the problem remains how campus administrators can assist Black students to successfully cope within the environment of the institution. According to Gunnings, the institutions can assist Black students by negating problems that create stress. It is possible to identify racial or cultural factors that will increase or decrease the intensity and duration of stress.

Gunnings contends that stress consists of cultural, personal and situational determinants and that if counselors are going to be effective they must develop and implement

strategies to mediate the personal and institutional variables in order to help students adequately deal with stress.

In a study of 284 Black students enrolled at the University of North Carolina at Charlotte, Edmunds (1984) distributed a questionnaire consisting of 83 potential sources of stress. The students identified the following preeminent stressors:

> Environment Stressors: Low expectations of faculty for Black students' performance, poor academic advising, insensitive attitudes of faculty toward Black students, lack of leadership and unity among Black students.
>
> Academic stressors: writing term papers, test anxiety, fear of failure, competition for grades, answering essay questions, poor study skills, excessive academic load, concentration and memory.

To complicate their mental health situations, Black students tend not to utilize traditional counseling services at predominantly White institutions (Winer et al., 1974). The authors suggest that Black students' underuse of mental health facilities is due to a lack of trust by "nonwhite" students, a lack of psychological comprehension of mental health services and their preference for Black staff members.

A report by Cimbolic et al (1981) also confirms that Black students tend to shy away from conventional counseling services.

While virtually no research was uncovered relating to a correlation between stress and academic performance, there is much literature that deals with stress and job performance. Research by Parker (1982) reports that when counselors find themselves under a great deal of stress they will not have the ability to be patient and to do the mundane aspects of their job. Parker's investigation of stress and job performance of high school counselors supported her hypothesis that stress and job satisfaction are negatively related. Another study by Tanner (1969) concluded that "when an individual is faced with a state of overload...his ability to improvise deterioriates, and his behavior regresses to simpler, more primitive responses to summoned up from his past."

Alienation

Considerable research has been devoted to studying the socio-psychological problems of Black students attending predominantly White institutions. In an exhaustive study of the minority experience at White institutions, Nieves (1977) found that sentiments of "nonentitlement" to a college education, feelings of abandonment, seclusion and isolation, withdrawal and social and cultural isolation, were some common problems of minority students. Similar but separate studies by Powell (1970), Pruitt (1970) and Harper (1969) support the conclusion that institutions of higher education

are failing to include Black students in their organizational life on campus.

The importance of alienation to this study can not be overemphasized. The issue of Black student alienation nurtures such questions as: What is the effect of alienation on the psychological and social adjustment of Black students? Does a causal effect exist between alienation and low academic performance of Black students?

In a study of the social and academic environments of Black students on White campuses Smith (1981) stated:

> White university social environment envelopes Black students in a "Catch 22" situation. Hostile communications from White faculty and students, including curriculum that omits or distorts Black contributions are constant negative reminders to the students of their racial identities. On the other hand, Black student efforts to counteract their loneliness and alienation, by grouping together at dining tables, rooming together, and by joining all-Black social groups are discouraged by university officials.

Nevertheless, Black students generally persist in adopting formal or informal organizations to help them cope with a hostile environment (Scott, 1980). These organizations are also very influential in the educational and career aspirations and attainments of college students. Such Black organizations allow Black students the opportunity to define for themselves what they are all about (Scott, 1980).

Alienation is the most "pressing" problem that Black students encounter on predominantly White campuses (Reed,

1966).   Karl   Marx was famous for his work that focused   on alienation.   Alienation (or estrangement) means for Marx, · that man does not experience himself as the acting agent   in his grasp of the world but that the world (nature, other and he himself) remain alien to him. They stand above and against him as objects, even though they may be objects of his own creation.   Alienation is essentially experiencing the world and oneself passively, receptively as the subject separated from the object (Fromm, 1966).   Prior work indicates that Black students often feel like they are separated from the institution. Minority groups in general, and Black Americans in particular, are commonly viewed as among the most alienated members of society (Claerbut, 1966).

In order to compensate for alienation some Black students allow themselves to become captive audiences within the physical and academic environment and end   up stunting their own personal growth (Hale, 1975).

In some universities learning implies multiracial and multicultural approaches to learning. Consequently the alientation of Black or White students is counterproductive to learning, and it presents serious problems (Hale, 1975). Furthermore, Hale contends that if a Black student has lived all his life in a Black community, spends most of his time in predominantly Black institutions, and then enters a predominantly White institution and spends all of his time

in Black enclaves (i.e., Black organizations, fraternities, sororities, Black corner of cafeteria) the student is depriving himself and White students of cultural and educational experiences that are imperative for growth and understanding.

Therefore the issue for campus administrators and Black student leaders is how these organizations can maintain their identity and existence and become a viable part of the total campus environment with the support of the administration. An even more important question is how alienation can be reduced at predominantly White institutions.

The Impact Of Racism On The Psychological, Social, And Academic Adjustment Of Black Students

During the 1960s most of the research conducted on Black students concentrated on their weaknesses or disadvantages, producing an overemphasis on the handicaps of Black students and an underemphasis on the racism in the institutional structure and policies of White colleges and universities (Scott, 1978).

When Scott wrote her article "Two Sides of the Coin, Black Students in White Institutions," it was during the end of the 1970s. The era of integration and open admissions was coming to a close. The intent of Scott's article was to provide some recommendations for the uncharted decade of the

1980s regarding Black students at predominantly White institutions. Some researchers believe that racism will continue to be a major force in the life of every minority student (Hollar and Milton, 1982). Notwithstanding, the question for the 1980s is how can it be attacked. Several key questions for campus administrators and Black organizations to deal with are: How are Black students impacted by racism? What are the psychological consequences of enduring racism for Black students? In the following quotes, racism, cultural racism, and ethnocentrism are defined.

> Racism is the prediction of decisions and policies on considerations of race for the purpose of subordinating a racial group and maintaining control over that group. Racism is both overt and covert. It takes two, closely related forms: individual whites acting against the black community. We call these individual racism and institutional racism. The first consists of overt acts by individuals which cause death, injury or the violent destruction of property. This type can be recorded by television cameras; it can frequently be observed in the process of commission. The second type is less overt, far more subtle, less identifiable in terms of specific individuals committing the acts. But it is no less destructive of human life. The second type originates in the operation of established and respected forces in the society, and thus receives far less public condemnation than the first type (Carmichael and Hamilton, 1967).

> Ethnocentrism "a tendency to view alien cultures with disfavor and a resulting sense of inherent superiority". (Websters Third International Dictionary).

Cultural Racism "When whites use power to perpetuate their cultural heritage and impose it upon others while at the same time destroying the culture of ethnic minorities (National Council for Social Studies, 1973).

Within any institution, there are three general, but distinct levels at which racism may be operating (1) the level of personal attitudes and actions, (2) the level of policy and practices, and (3) the level of foundational assumptions, which give the institution its reason for existing and the philosophical basis for its operations. More often than not the only visible racism that is acknowledged by an institution is on the first level of personnel attitudes and actions when in fact it is the racism that exist on the other two levels that is far more oppressive and more difficult to deal with. (Barndt, 1972).

In reviewing the literature on Black experiences on White campuses, the researcher found numerous studies depicting racial problems confronting Black students at these institutions (Nieves, 1977; Sedlacek and Brooks, 1976; Sedlacek et al., 1973; Troy et al., 1975; Mitchell, 1970 and Middleton, 1981). These studies target racial isolation, rejection, and biased curriculum and professors. In their book, Racism In American Education, Sedlacek and Brooks (1976) cited eight typical instances of racism in higher education:

1. Biased admissions standards result in fewer minority students in the nation's campuses.

2. Faculty members have low expectations of minority student performance.

3. Most student activities are organized primarily for Whites.

4. Most counselors are not knowledgeable about minority student problems and concerns.

5. There are only limited course offerings that are relevant to minority students.

6. Few minority personnel are in key decision making roles.

7. Programs for minority students tend to be understaffed and underfunded.

8. Schools commit little of their own funds to minority programs.

The authors clarified the fact that some acts of racism can be unintentional, however, for the Black student the end result is the same as if it were intentional. The benign neglect of Black students on White campuses compounds the psychological adjustment problems of these students to campus. Notwithstanding, studies by Kegan (1974) and Mannan, Golan and Pease (1980) have reported that Black students can develop healthy attitudes and adjust more readily if they establish some identity with the institution.

Prior research indicates that sometimes Black students at predominantly White institutions often distort the image of the campus. This can be attributed to such factors as frustration with environments, lack of sensitivity, lack of self-confidence or self-esteem. In reviewing the perceptions of Black students at predominantly White colleges, William Boyd (1973) questioned the differences in perceptions of Black students.

> To work with them effectively one needs to see
> their views. Similarly faculty members and
> administrators at predominantly White colleges
> may not see the black students as they really
> are but it is important to know that staff and
> students agree about many, but not all problems
> of black students in predominantly · White
> colleges. In cases in which the viewpoint of
> students and staff are dissimilar, it is unlikely
> that problems will be solved until perceptions of
> either or both groups can be changed. In cases
> in which the viewpoint are similar the problem
> solving exists. The lack of building foundations
> for something on them however remains. (p. 17)

Another researcher, Erickson, has a different understanding

of Black students perceptions.

> The black undergraduate who perceives himself and
> is seen as primarily a student causes no
> unexpected problems for his white instructor.
> These students follow the pattern of others,
> adjust their life styles to the other, and are
> content to be educated as others are. It is when
> they insist on being black, that their different
> backgrounds and values become college concerns.
> Colleges will be misled if they base all
> interpretations of student behavior upon skin
> color, as they will also be if they ignore
> questions of race and say that color has no
> importance what so ever. (Erickson, 1982, p.21)

It is acknowledged that Black college students who

comprehend the dynamics of racism were more likely to stay

and persist in school (Cesare, Sedlacek and Brooks, 1972).

The importance of supportive mechanisms in aiding Black

students to deal with racism is further advocated by Harvey

(1981).

> Special problems that provide academic and
> psychosocial support programs that have often
> been havens against the various forms of racism
> to which students are exposed should be continued
> and strengthened. Many of those programs have
> proved themselves effective in enrolling,
> assisting, and graduating students who come from
> "disadvantaged" backgrounds and who, without
> them, might never succeed in or graduate from a
> college or university. (p. 56)

Stereotyping is another problem that inhibits the psychological growth of Black students at predominantly White institutions. Many campus officials, professors, and students through verbal or non-verbal behavior tend to view Black students as being "special admit students." Therefore they expect them to be low achievers (Reed, 1978). That minorities attend college because of the availability of sports, scholarships, or financial aid packages is another stereotype (Burrell, 1979). The perpetuation of these myths continues to prevent understanding between Blacks and Whites.

In order for Black students to effectively handle racism they must be aware that it is not essentially their problem. People who have the ability or power to impact others, regardless if they are in the numerical majority, are the perpetuators of racism (Sedlacek and Brooks, 1976). They also report that American society is operated and dominated by and for Whites and that therefore racism is primarily a White problem. They conclude by suggesting that unless "Whites are able to alter their behavior individually

and collectively through institutions, White racism is likely to remain."

In discussing the importance of developing a positive identity for Black students, Thomas (1970) makes the following comments:

> Racial identity is the passage to power and the essence for quality of life. For those of us rendered powerless because of race there is almost a constant assault by knowledge that disagrees with behavior. Fighting the inconsistencies between one's self image, and what one wishes to be requires so much energy it is difficult to be a human being. (p.7)

In analyzing the psychological adjustment of Black students one must consider the importance of Black students' feeling that they are accepted by their White counterparts. The rejection of Black students by Whites can be devasting to some students. Some White students are very selective in the caliber of Blacks with whom they choose to interact. When they do choose Black friends they select the Black students whom they consider to be "docile" and agreeable (Harper, 1969). Harper also believes that White students assume that racism is not a problem on campus.

Although it is difficult to measure the impact of racism on Black students in regard to their interactions with other students, some studies have adequately analyzed such interactions. One of the most difficult aspects of human behavior to "overcome" regarding the impact of attitudinal racism directed at Black students at predominantly White

institutions is pretension. Pretension is the degree to which Whites pretend to accept Blacks (McClain, 1982). Furthermore, McClain claims that it is difficult to eliminate attitudinal racism in predominantly White institutions of higher education because Whites refuse to accept themselves that they are the major contributors to the perpetuation of this social enigma.

Has higher education identified its sources of racism? Most research manifest that racism in higher education is academically, intellectually and institutionally alive. Through an awareness of Black perceptions of the existing college environment, campus administrators can make sincere efforts to enhance the Black student experience at their institution (Dawkins, 1978). It is the responsibility of higher education, through educational philosophers, researchers and administrators to promote and sustain the American people in the quest for a pluralistic society (Scott, 1978). Moreover, Scott argues that researchers must generate probing questions in respect to the character and mission of the American eduational system.

Affirmative Action: Its Impact On
Black Student Adjustment

In actuality, affirmative action was initiated by the first wave of Black students entering predominantly White institutions during the turbulent 1960s. It was noted by

Peterson and Davenport (1978) that Black students' efforts to recruit large numbers of other Black students undoubtedly preceded official recruitment decisions. Black students also began to demand an increase of Black faculty and administrators prior to official affirmative action mandates (Boyd, 1974). A review of Black student demands selected from 13 predominantly White colleges indicated that "ten demands were focused on increasing black faculty and staff: Interestingly these were not associated with affirmative action regulations since eight of the ten occurred prior to Executive Order 11246." (Peterson and Davenport, 1978).

Does affirmative action have a significant impact on the adjustment of Black students in the psychological, social and academic realm? When Black students began to voice their disenchantment with the lack of minorities, faculty administrators and students, researchers began to take note of the need for role models for Black students (Turner, 1980). The importance of having Black faculty at these institutions was such a premiere problem that some institutions would have a great deal of difficulty attracting and retaining Black students, if Black staff was not visibly involved in all aspects of the campus environment (Turner, 1980).

A similar train of thought was advanced by Mitchell (1979).

> The institution must be willing to alter those
> attitudes, methods, and practices which will
> adversely affect the black students' chances for
> success.... Finally, if the institution is to
> become a meaningful place for black students to
> seek higher education, then there must be blacks
> throughout the institution: on the faculty and
> staff, in adminstrative positions and within the
> graduate as well as undergraduate student body.
> (p.31)

Have the "attitudes, methods and practices" mentioned by Mitchell been eradicated by higher education? Has the racial climate cooled down on predominantly White campuses? Some research indicates that there have not been drastic changes in racial awareness in higher education (Freedman, 1980). There are also the opinions of other researchers that times have changed. During the past twenty years, Americans have witnessed a diminishing of intensity in racial conflicts (Freedman, 1980). However, Freedman contends that although progress in civil rights is mandated in the official policy of the country, there is a "disquieting amount of evidence suggesting that the changes hoped for and promised by the struggle have not yet occurred." According to Freedman, one of the consequences of the struggle was a belief that the next generation of American youth would avoid the racial and religious bigotry that represented America's past. Have American youth in the 1980s abandoned their heritage? Freedman suggests that they have not.

> The conventional wisdom suggests that young
> people, unlike their parents, reject
> stereotypical thinking and negative beliefs about
> minority groups and refuse to counterance
> discriminatory behavior. Racism incidents on
> many of our beleaguered high school and college
> campuses are discounted as aberrations that time
> and contact will erase. At the same time a
> pervasive neglect of cross cultural attitude
> formation affects most classrooms if not by
> design then by default (Freedman, 1980, p.51)

Freedman believes that the public considers the campus as "society's important bastion" of education and enlightment. He cited a study on Patterns of American Prejudice by Dr. Charles Glock which concluded that the level of education, not income or occupation, was a key factor that determined the propensity to prejudice (Glock, 1975). Although research demonstrates that prejudice decreases as one's education increases, Freedman suggests that if this is true than bigotry should be virtually nonexistent on college campuses. However, he confirms that bigotry does exist on college campuses. Referring to a survey of ninety colleges, he reported that 41 percent reported that they experienced some kind of racial incident (Anti-Defamation League, 1979-1980).

For many institutions affirmative action has not yielded the intended results. A prominent researcher (Gittell, 1975) made the following comments on the failures of affirmative action:

> For those of use who saw affirmative action as an
> instrument for institutional change in the
> broadest possible terms, those were the
> anticipated results. Sexist and discriminatory
> practices would necessarily fall by the wayside
> in an open democratic society where people were
> held accountable. Instead, affirmative action
> has become a limited response to a series of
> individual complaints. Class action suits
> represent the only continued pressure, and
> negotiated settlements sidetrack larger issues
> for correction of past inequities. We appear to
> have lost the concept of a broader plan for
> institutional change. The complete failure of
> the university community to respond to the issue,
> to rise to the occasion and set standards that
> the rest of society can look to is disheartening.
> The retreat from earlier committments and from
> long range goals makes affirmative action in the
> university nothing more than an illusion. (p.43)

On the other side of the coin, how do Black students evaluate affirmative action progress at predominantly White institutions? Research by Jones (1979) at 19 predominantly White Southern colleges, indicated that Black students believed that their institution was not making a sincere effort to recruit and maintain minority faculty. During the Winter of 1982, the Black Coalition for Organizational Unity at Michigan State University, complained that Black students represented only 5.9 percent of the undergraduates. The organization considered the decline of Black enrollment and lack of retention of Black undergraduate and graduate students, as a programmatic issue that must be addressed by the administration and Board of Trustees. One of the programmatic responses to institutional racism at Michigan State was the adoption of an affirmation action program.

Although the program was adopted several years prior to the complaints of Black Coalition for Organizational Unity, it did address some of the organization's complaints.

The affirmative action program has the following primary objectives:

(1)   representation of women, minorities and handicappers, in the student body and workforce, and

(2)   the quality of the living-learning-work environment.

Other goals as they related to this study are the retention of minority faculty and students. A case in point is the creation of the Madison Minority Alliance. Madison College is a residential college located at Michigan State that offers a course of study that prepares students for a career in public affairs, social and human services. Many of the students are pre-law. The alliance was formed because of the academic and cultural problems encountered by Black students at the University. The primary objective of the alliance was to assist them in graduating from the University. To achieve its objectives the Madison Alliance directed and developed programs that related to (1) recruitment, (2) retention, (3) informational services, (4) community and university activities (Madison Minority Alliance, 1980). In reality the Black students were asking the university to help them make a successful adjustment by admitting and retaining some students and hiring more Black

faculty at James Madison. Prior research denotes the importance of the need for Black faculty and administrators as role models and mentors for Black students (Thomas, 1970).

The response from the administration of the Dean of Madison College was receptive. The Dean responded that affirmative action had been a primary objective of her predecessor, and she would continue to pursue the goal. However, she alluded to the economic status of the university as a major reason that the goals had been somewhat compromised.

Social Adjustment

The ability of Black students to overcome social alienation and isolation at predominantly White institutions is a major obstacle (Bressler, 1967). Is there a causal effect between Black students' social adjustment and their academic success at these predominantly White universities? According to Smith (1981), University officials seeking means for decreasing the dropout rate among Black students should look more carefully at the social environment of their universities.

Various researchers (Smith, 1981; Harper, 1969; Powell, 1970; and Pruitt, 1970) support the importance of a positive social environment for Black students at predominantly White institutions. It is very important to understand the impact

of the social context in which the education of Black students on predominantly White college campuses takes place.

In a related study, Lyons (1973) found in his survey of 14 colleges, that most Black students were channeling their energies into Black student organizations.

Lyons study supports the need for and importance of Black student organizations. Although research upholds the argument that students who belong to or participate in extracurricular activities or organizations tend to perform better, few studies analyze the impact of these organizations on the psychological adjustment of Black students.

Another crucial factor in assisting Black students to adjust socially at predominantly White institutions is the number of Black students at the institution. In a study of four New York state campuses, Willie and McCord (1972) noted that in order for satisfactory adjustment to White campuses, there must exist a minimum number of Black students. They also revealed that in the colleges where there were less than 75 Black students, they suffered the social consequences of having too few people to relate to and with whom to build relationships. The ability of Black students to produce or develop networks is also limited by their numbers (Keith, 1972; Reed, 1979). In the face of these findings, the decline in Black enrollment points up

the need for Black organizations and staff members at predominantly White institutions. Considering all of the problems Black students on these campuses have, the psychosocial problems emanating from alienation and a lack of support from the campus environment appear to be the most devasting (Rosser, 1972).

Black women in predominantly White institutions as a rule suffer greater from social alienation than Black men (Flamming, 1984; Wright, 1978). Wright, in her study of problems confronting Black women at a predominantly White institution, observed that 36 percent of Black women reported problems in social activities. She found that 33 percent reported having difficulty finding campus activities. The consequences of this social isolation and alienation can be devasting to Black females and often results in students feeling depressed and lonely (Wright, 1978).

Black Student Activism: A Prelude For Implementation Of Black Organizations

In comparison to the 1960s and 1970s, a different caliber of Black students exist on predominantly White campuses in the 1980s. Black students then were militant and full of racial pride and ethnicity (Clift, 1969).

The impact of these nonviolent strikes and demands often spread to nearby institutions. The institutions often

responded by delivering on some of the Black students' demands, such as special admit programs, recruitment of Black students, faculty, and staff (Mingle, 1978).

Black student organizations were generated by the energies and talents of Black student activists. The impetus for Black student activism was fanned by Southern Black college students who reacted to the racial prejudice and "Jim Crow" living conditions in the communities around the colleges (Lyons, 1973). The activism of Southern students spread to Northern students, but the problems in the North were more internal as opposed to surrounding communities.

In a study by Peterson and Davenport (1978) speculated that Black students had been recruited to predominantly White institutions with high expectations and possessed of a heightened awareness of civil rights consciousness. What they found on these campuses were miniscule planned programs ready to cope with their aspirations and needs. Consequently, Peterson and Davenport noted that the Black students who emerged as leaders from "special admit" students were not as academically prepared and were more severely economically disadvantaged than earlier Black students. Hence they claim that the leaders of Black organizations were not as cognizant of the process of change in the academic world. They also reported from their survey of 13 campuses that by 1974, Black student

organizations had reached their apex, and had become legitimate.

The selection of relevant activities and issues enabled Black student leaders to develop a sense of espirit de corps among Black students. Black organizations and student leaders served another vital function at predominantly White institutions, to assist Black students to mature successfully through their developmental years (Clift, 1969).

Student development is an integral factor of the student personal point of view (Williamson, 1961). Inherent in this philosophy is the tenet that all students must have a positive self-image to survive the academic environment. Studies by Goodman (1972) and Craig (1972) indicate that a student's environment can enhance or negate his or her self concept. If individuals receive support and affirmation from their environment, they will be likely to develop a strong and healthy self concept. However, if they receive only negative feedback or ridicule from the environment they will have difficulty maintaining a healthy self concept. A related study by Bradley and Stewart (1982) claims that if students do not learn the mastery of a positive self concept, they will not be developmentally ready to manage subsequent challenges that the collegiate environment offers. The authors further acknowledge that any barriers that obstruct the advancement of positive self

development should be envisioned as a potential impediment to procuring a college degree.

The diversification of Black organizations was thought to enhance the self development of Black students. In a study of Black student organizations, Peterson and Blackburn (1981) noted the following:

> Equally numerous were special interest black organizaions for drama, dance and music. The names reflect the black cultural emphasis of these groups: Mojo Theater; the Gospeliers; Black Genesis; Voices of the Soul. Some were athletic groups: Black Athletes' Coalition; Black Karate Club; a variety pep squad. Some were primarily social or residential units. Several off-campus service groups were active; Ebony Sisters and Brothers, Inc.; Sisters, Inc. Some groups of black students primarily at the more elite institutions, formed professional interest groups (e.g., law; pre-med; psychology).

Academic Adjustment

The enormously increased educational opportunities for Black students expanded rapidly between 1966-77. The attendance of over 700,000 Black students should be viewed as a positive sign for higher education. However, regardless of the encouraging expansion there exist many discouraging factors which limit the potential for successful matriculation and achievement of the ultimate goal of graduation (Smith, 1981). The importance of understanding the factors that inhibit the academic adjustment of Black students is acute for Black

organizations and staff, as well as campus administrators. Wiseman (1961) found that motivation and academic achievement were directly related. She also observed that level of achievement was found to vary with degree of integration into college life. Low school spirit was found to be closely related to lower academic achievement.

To determine how important Minority Advisors and Black Minority Counselors are in assisting Black students to adjust academically, in a study by Burrell (1979), Black students were asked what group of individuals they would turn to for help with their academic, personal, or financial problems. Students had to choose among minority and White professors, students, counselors, advisors and administrators. The results showed that minority students were more likely to turn to minority advisors or counselors for help with academic problems. In their study of Blacks at predominantly White institutions, Willie and McCord (1972) also indicated that trust levels among Whites and Blacks were very slow to develop and, therefore, the unofficial or official intervention of minority professionals was crucial to the success of Black students.

In reviewing literature on academic adjustment of Black students at predominantly White institutions, the researcher found that most studies discussed the Black student who was not academically prepared prior to enrollment. The extent of the student's academic

preparation at the time of college entry proved to have a more frequent and stronger relationship to most outcome measures than any other single variable (Astin, 1982). Astin also suggests that high school grades, aptitude tests, study habits, high school curriculum, and perceived need for tutoring are the five best measures of academic preparation.

In a review of the admissions and retention problems of Black students at seven predominantly White institutions, Smith (1980) observed the following:

(a) the existence of special programs that provide academic and financial assistance seems to have little impact on Black attrition at the universities investigated. (p.5)

(b) Black students are unfamiliar with the fierce competitiveness of White students. (p.9)

(c) the academic adjustment for Black students at the public universities investigated in the Midwest, East, and West, while much slower, is much more difficult. They are not subjected to such rigorous requirements, but neither are they the academic elite, possessing the superior secondary school training that characterizes the private students. (p.5)

Although the Advisory Committee criticized the value of special programs for disadvantaged students, not all special programs are failures. At Michigan State University the special admit program operated by the Office of Supportive Services, has a high success ratio in maintaining and graduating its students (Harris, 1983).

Black students attending predominantly White institutions can be placed in two groups. First, regularly-

admitted Black students who are selected based on their academic merit, i.e., pre-collegiate experiences, scholastic aptitude tests SAT or ACT. These students are inclined to have attended college-oriented urban or suburban high schools. They tend to come from middle class or upper working class homes and have a wide range of academic and career goals comparable to their White counterparts (Epps, 1972). The second group are the specially-admitted Black students. These are the students toward whom most research is directed. Such students generally come from predominantly Black inner-city schools. Their parents are from the working class. These students tend to view the university as a place for "vocational" preparation. Compared to their White counterparts, they are generally near the bottom in their pre-collegiate academic achievement. Their generation tends to be the first in their family to attend college. While most of this socioeconomic data was gathered from Black students in the 1970s, most of it is still applicable in the 1980s, except that most Black students today come to campus with better pre-collegiate academic experience than their predecessors (Erickson, 1982). Black students are doing better at White colleges in the 1980s because the institutions are attracting a higher caliber of Black students (Smith, 1981). Also, Smith acknowledges that Black students enrolled in

elite private or public universities are academically prepared to survive.

There are many variables linked with the academic adjustment of Black students at predominantly White institutions. Therefore, it is difficult to categorize them. Reporting on the state of the academic environment for Black students at predominantly White institutions, Smith (1981) made the following comments:

> It is difficult if not impossible to write comprehensively about an academic environment for Black students. Even within specific universities there will be differing environments. Some will react with varying degrees of debilitation, others will screen out or interpret hostile stimuli and there may be resultingly little effect of their social or academic adjustment.

When Black students contend that racism is at the root of all their problems at the University, this may be the result of their frustration or alienation. Students may blame their lack of success on instructors and the instructional program rather than on their personal inadequacies. (Jones, Harris and Hauck, 1975) They also suggest that social difficulties may assume exaggerated proportions, but exaggerated or not an imagined problem can distract quite as effectively as a real one. The importance of a successful sociocultural environment to academic achievement is well documented (Kegan, 1978; Hayes and Franks, 1975; Kegan, 1974).

Retention Rate Of Black Students
At Predominantly White Institutions

As reported earlier in the study, retention is becoming increasingly more important to higher education because of the decline in the 18 to 24 year old population (Lenning et al., 1980).

Student retention means student persistence to the completion of a degree or certificate. It may also refer to persistence to the completion of a chosen program, but short of a degree or certificate; persistence to completion of a term or a course; persistence to the attainment of a personal goal, but short of a degree or a certificate (Lenning et al., 1980).

To impact positively on the retention rate, institutions and organizations should be aware of the importance of supportive services. The type and quality of student supportive services can enhance student retention. These services include counseling, orientation, advising, extracurricular activities and recreation (Lenning et al., 1980). Although many studies, including Astin (1975), postulate that student interaction in academic and social services is a conduit to student persistance, there is some research that does not support the idea that extracurricular activities encourage persistence. After studying student persistence in various institutions, Chapman (1979) believes

that student involvement in extracurricular activities does not necessarily mean that a student will not dropout.

Another theory that is considered pertinent to student persistence is that student-institution fit and interactions are correlates of student retention (Lenning et al., 1980). These researchers also suggest that the morale and social integration interactions of students must be addressed by the institution.

A great deal of research on the retention of Black students dealt with the need for cooperation from campus officials. Organized efforts by administrators and faculty can impact on Black students' retention, if there is a total commitment by the university environment (Carey et al., 1982).

The Impact Of Faculty Attitudes
On Black Students' Academic Adjustment

A critical aspect of Black student's academic adjustment is their interaction with White faculty members. Prior research indicates that prejudice is subtle but is often found in the classroom (Fields, 1970; Christensen and Sedlacek, 1974). Since a correlation exists between attitudes and behavior (Sherif and Sherif, 1956), it is not unreasonable to assume that White faculty members' perceptions of Black students can be influenced by their racial philosophy. If they have healthy, positive, or

neutral attitudes toward Black students, it can aid Black students. The effects of White faculty notions of Black students' abilities can also have a significant impact on Black students (Rosenthal and Jacobson, 1968).

The direct effect of expectations of students' performance is also called self-fullfilling prophecy. That is, if the Black students feel that their professors have high expectations of them, they will rise to the occasion. On the other hand, if little is expected of them, they will have the tendency to achieve little. Previous research indicates the difficulty in measuring the racial attitudes of White faculty members (Zavallone and Cook, 1965; Sigall and Page, 1970). Since hostility or negative attitudes towards Blacks on campus are unlikely to be expressed overtly, it is extremely difficult to appraise White faculty attitudes (Ostrom and Upshaw, 1970).

When Black students began to arrive on predominantly White campuses in large numbers, one of the fundamental questions that had to be addressed was whether the staff was experienced enough or willing enough to work with students from different cultural and economic backgrounds and those whose academic preparation was severely lacking or at least not up to the level expected of White students. Prior research reveals that most White professors were unprepared or ill prepared to work with such students (Erwin, 1976). Therefore, a major demand of Black students in the late

1960s and early 1970s was for the administration to hire a more representative group of faculty and staff (Turner, 1980). While there is much research that indicates there were White faculty members who were sympathetic to the issues and concerns of Black students (Sowell, 1972; Blackburn and Peterson, 1978), in some cases Black students were angry that White professors expected and often rewarded medocrity from Black students (Davis et al., 1978). Another study by Bindman (1967) at the University of Illinois disclosed that some staff performed their duties in an openly discriminatory manner.

It is acknowledged that some of the barriers confronting White faculty members and Black students do not result directly from racial bias. In the classroom some White teachers frequently feel awkward in the presence of Black students (Rafky, 1972). Communication and affective style presents problems for other professors (Young, 1980). According to Young, the teacher's skills or style of presentation might present a problem in communicating with Black students

> A faculty person's affective style is as crucial as his or her cognitive expertise, because the rewards of the higher education system are primarily based on cognitive factors (e.g., intellectual expertise, research, publications and education). Many scholars have ignored their affective development regarding communication skills, ability to show concern in a way that reinforced the student, and concern for helping students develop professional attitudes and conduct. When students see a caring human being

who is financially, professionally, and personally successful, they are more apt to be motivated to follow in the same direction. (p.80)

The motivation that Young discusses is similar to another motivation theory called the "Pygmalion Effect." The National Institute of Education offers the following as a definition of the "Pygmalion effect."

According to ancient mythology, Pygmalion sculptured a statue of a beautiful woman and thereupon fell in love with it. He appealed to Aphrodite, the goddess of love and beauty, to bring the statute to life. Aphrodite obliged and thus Galatea came into being. Pygmalion married her. The Pygmalion effect is the term applied to broadly analogical events in which the subject has a direct hand in producing the very response he or she wishes from another person. (p.235-236)

Studies by Rosenthal and Jacobson (1974), Tuckman and Bierman (1971) and Rubovits and Maehr (1973) confirm that teachers tend to obtain the results they expect to get.

The influence of faculty members as role models is well documented (Thistelthwaite, 1959, 1960, 1962; Davis, 1964; Heath, 1966; and Young, 1980). The crux of the question at a predominantly White institution is whether White professors can and should be role models for their Black students. Research by Young (1980) concedes that by having personal involvement with students and recognizing their personal accomplishments, White faculty members can prove successful role models. He also claims that for Black students who place high priority on the affecive domain,

personal contact is imperative. Furthermore, he believes that White faculty members may need "professional assistance" to improve their knowledge of Black awareness and to enhance their interpersonal skills. The idea of additional training for faculty is proposed in other studies. Smith (1980) recommended that university presidents and other ranking administrators should be the catalysts in helping their faculty to be more effective in teaching Black students. He suggests that this process would include reexamination of curricular content, assessment of teaching strategies and reexamination of assumptions about who should be served by the university, who "fits the university's image" and what social or racial characteristics are necessary for the good of the university. In conjunction with additional training in human relations, Smith suggests that universities should encourage, foster, and develop more mechanisms for contact between Black students and faculty. Research indicates that many Black organizations on predominantly White campusses develop programs to encourage interaction between Black students and faculty (Thomas, 1970).

Increased Black Enrollment And Black Organizations

For many students, especially Blacks attending predominantly White institutions, going to college meant

adjusting to different people, different social and recreation activities, different sets of attitudes and values, different demands on the individual--in short to an entirely new lifestyle (Burrell,1973). Some of the problems confronting college officials were: How would Black students be supported academically, financially and socially? How could Black students achieve the sense of identity and security which would allow them to adjust to a foreign environment? To comprehend the challenges and resolve the problems much research was devoted to studying Black students at predominantly White institutions (Thomas, 1970; Peek, 1970; Peterson et al., 1978). The results of some of the studies led to the development of support systems for Black students. Most of these systems were formal, educational, and implemented by the institution. Historically, beginning with the late 1960s, cultural, social and academic programs were put into effect to appease and meet the demands of Black students for greater visibility and cultural relevance. Black students also developed their own fraternal organizations, caucuses, and social or educational activities to ease their transition and survival in these institutions (Allen and Nadolski et al., 1984).

History Of The Black Caucus At
Michigan State University

In an attempt to surmount the obstacles inherent in alienation and racism, the Division of Student Affairs and Services, the University Housing Programs Office and the Department of Residence Halls, with student input and involvement, established the Black culture room at MSU. The first Black culture room was located in Shaw Hall and opened in September 1969 (University Housing Program Personnel Policies Manual, 1982 [UHPPOPM]). The virtues of the caucus room were:

> The original purpose of the culture room were to provide a location where Black students could develop a network among themselves. The culture room would help foster their sense of identity. It would also enable them to deal with "destructive" feelings of isolation, loneliness and alienation. These factors are the consequences of being Black at a predominantly White institution. The rooms would allow Black students to develop programs and activities that focused on their history and culture. The rooms would foster programs and activities that would enable majority students to learn about culture differences and commonalities thereby promoting racial awareness and understanding. (p.45)

As a means of expediting the intended purposes of these rooms and of meeting the specific needs of minority students in particular, each residence hall established a Black Caucus. The physical space and original furnishings for the culture rooms were provided by the Department of Residence Halls, at no cost to the caucuses (UHPPOPM, 1982). Advising

services and professional expertise regarding student and group development, campus and community resources and program implementation were provided by the senior staff of the University Housing Office in each residence hall. Both departments made every attempt to provide the necessary facilities, services and expertise to Black students, ensuring their success at Michigan State University (UHPPOPM, 1982). In actuality, the trust for the development of Black Caucuses and caucus rooms was made by Black students.

> The national sentiment during the mid sixties relating to the needed improvements in civil rights for Black Americans caused this university to examine its posture on the recruitment and retention of Black students. It was determined that a special effort, beyond what was currently taking place, was necessary to insure that the University student population was diverse and representative of the many communities it served. As a result the "Detroit Project" was instituted, bringing many more Black students to the campus than had ever been here before. UHPPOPM, 1982, p. 286)

The Black United Front (BUF) organized Black students to build a spirit of togetherness among Black students. They sought to encourage and foster the development of strong dormitory Black organizations for the purpose of building a politically cohesive group (Coleman, 1971).

One of the objectives of this study was to determine the impact of Black caucuses on Black students' ability to adjust socially, academically, and psychologically at the unviersity. Considerable research demonstrates the

importance of Black organizations and peer group in the adjustment of Black students at predominantly White institutions. Edmunds (1984) conducted a survey of 284 Black students enrolled at the University of North Carolina at Charlotte, to identify stressors of Black students and aid in program development to reduce those stressors. Regarding leadership, 57.7 percent of Black students reported stressors due to the lack of effective Black student leadership, 54.5 percent cited lack of unity among Black students. Peer group associations and the implementation of an informal network of associations helps to strengthen relations among Black students by providing the personal and academic assistance which is sometimes lacking or underused in the formal structure of the university (Turner, 1980).

To illustrate the purpose and goals of Black Caucuses, the researcher has chosen for review a constitution from Case Hall, Michigan State University. This constitution exemplifies the essence of the caucuses on campus. The caucus has as elected officials, a president, vice-president, second vice-president, chairman of activities, secretary and business manager. Each officer serves for a period of one academic year. The officers chair the following committees as well as assuming other responsibilities: (a) academic encouragement committee; (b) cultural development committee; (c) social committee; and

(d) athletic committee. The caucus operates its meetings under Roberts Rule of Order, the president presides over the meetings and a quorum of one-third of the caucus membership is necessary (Case Hall Constitution, 1983).

The debate pertaining to the pros and cons of peer group influence in collegiate environments is well documented (Thistletwaite, 1959; Murphy, 1960; Hughes, 1960). These studies present arguments that illustrate that the direction of peer group influence varies from very positive to negative. Although empirical grounds exist to show that the peer group effect in contemporary American colleges exists, they are not as solid as many educators believe (Newcomb, 1973). Some researcher, such as Hughes et al., (1960) are adamant in championing the positive and profound influence of student peer groups on academics.

The Evolution Of The Minority Aide

Regardless of how they arrived on campus, once large numbers of Black students began attending predominantly White colleges and universities, these institutions were destined to change. This new population of students did not embrace many of the prevailing goals of higher education; their enrollment raised many serious questions regarding the mission of higher education in American society (Epps, 1972).

Most institutions of higher education had not done their home work prior to admitting these students. Thus, there were more questions than prepared solutions. Questions such as "What changes in the institutions seem most likely to minimize conflict or develop the students' capacity to cope with the academic environment." "What mechanisms or adaptations do students use to maximize their individual and group abilities to cope with the academic institution?" (Epps, 1972, p. ixx). "How was the social organization of campus affected? How did faculty respond to Black students in their classes? (Blackburn, Gamson and Peterson, 1978)

The response of Black students to similar questions inadvertently provoked them into forming Black organizations at Michigan State University and they used these organizations to draft their list of demands to the University president. On the list of demands from these students was the need to have a program specifically created to assist Black freshmen in making a successful transition to campus. The university acquiesced and approved a program that would focus on all Black students, not just freshmen.

Initially this program was called a Student Aide program. The student aide had the general responsibility of assisting Black students in adjusting to the total environment of the campus and specifically to the residence

hall environment. Some of the original objectives of the programs were to:

(1) increase communication between Black students and staff vis a vis the aide;

(2) serve as a resource on University structure and environment for Black students;

(3) create "innovative social, recreational, and economic activities" for Black students;

(4) inform and discuss with other staff members matters relative to the racial problems or concerns of Black students;

(5) provide on-the-job training to educate and involve Black students in other key positions in the hall structure, and to open communication between Blacks and non-Blacks. (Coleman, 1981)

Since the aide was a part-time member of the residence hall staff, many of the staff expectations and staff relations were similar to those of Resident Assistants. The responsibilities included working closely with the Head Resident Advisor, Graduate Advisor and with the Resident Assistants. They were to become familiar with the administration of the housing and food operation in order to interpret these to students. The original individual responsibilities and functions of the aides included: contacting all new Black students in the hall, identifying and interpreting concerns of those students, counseling on academic, social, or personal problems, becoming involved with mangement advisory staff to interpret hall policy to Black students, informing students of the judicial process; and interact with student government.

The responsibility of training the aides was a joint venture of the Office of Urban Affairs, Department of Residence Halls, the Black Liberation Front and Student Affairs Office. The bulk of the training was administered through an Education 482 class and in-service training program. The purpose of the class was to provide the aide with extensive experience in the structure and politics of the university. The intent was to develop an awareness of how the university functions in order that the aide could pass this on to other Black students. The class featured seminars from crucial campus administrators. The aides studied virtually all aspects of the university judicial system, faculty governance procedures, undergraduate government (ASMSU), standing committees and group dynamics (Deman, 1971).

From the university perspective the implementation of the minority Student Aide program was to demonstrate the university's commitment to making Michigan State University a more hospitable environment for minority students. Funding for the program was approved by the vice-president for Student Affairs and the proposal was drafted by the Director of Housing. The proposal called for 24 Black Aide positions to begin in the Fall of 1969. In 1972, the program was widened to include the needs of Hispanic and Native American students. The program name was changed to Minority Aide Program.

Over the sixteen years from 1969 to 1984 the Minority Aide Program has been expanded with the increase of minority students. Each hall has a Black male and female Aide, and Hispanic and Native American Aides are also placed in several halls. The job description for the Minority Aides includes academic, cultural, and social programming. The original budget for the aide program was $18,000 in 1969. The College of Urban Development, under the auspices of Dr. Robert Green, originally funded the program. However, Dr. Green recommended to the Dean of Students that the Office of Student Affairs could more appropriately finance the program. Subsequently, this was agreed upon, basically because the demands of the Black students and the program activities requested were generally associated with Student Affairs functions. The second year's budget for the program of $36,000 was funded through the Dean of Students Office. Dr. Eldon Nonnamaker, Dean of Students, also recommended increasing the number of Aides from 24 to 36. The intention was to make them more effective by having each aide work with an individual residence hall staff and populations (Coleman, 1971).

Minority Aides and Resident Assistants at Michigan State University are utilized as peer counselors. Peer counseling can be a healthy antidote for assisting Black students to adjust at predominantly White institutions. It has been found to improve classroom adeptness and grades and

inspired disadvantaged students to higher educational and vocational goals (Vriend, 1964). Peer counseling has made possible the successful adjustment of Black students to community colleges (Pyle and Snyder, 1971). It has fostered psychological growth among high school students (Mosher and Sprinthall, 1971). Lastly it has expedited college students in developing their social skills and coping with loneliness (McCathy and Michaud, 1971).

There are, of course, "pitfalls" in utilizing students as peer counselors. Peer counselors must receive training and close supervision (Jackson, 1972). Jackson also suggests that peer counselors are students and they experience emotional needs and apprehensions as do the students they are working with. Equally important to remember is that peer counselors cannot leave the premises after the session, therefore, they must continue to interact and socialize with the people they are attempting to assist.

Regardless of the risks, peer counselors can be trained to be effective student leaders and counselors. Research demonstrates that when institutions provide the training and support for minority peer counselors, it shows minority students that the institution recognizes them as student leaders and helps to break down barriers between minority students and administrators (Keel, 1983).

The qualifications for the Aide position have remained basically the same since its inception, although grade point

eligibility was raised from 2.0 to 2.2 in 1984. The priority of Aides is to motivate and encourage students in their academic, social, and cultural endeavors. They cannot hold outside jobs and must have prior experience living in residence halls.

The Evolution Of The Resident
Assistant Position

The development of college housing evolved from the British concept of academic housing. The American system deviated substantially from the British, however, in regard to administrators' attitudes toward residential living. The British concept held that the total environment (i.e., residence halls and classrooms) was intended to enhance the education of the student. In the American system, however, dormitories tended to be places more for convenient board and lodging and the administration of a stringent set of regulations governing the daily lives of students (Powell, Plyer and Dickinson, 1969).

College students in the colonial era were very young and administrators felt that rigid control must be exerted over their lives. Assisting in the development of student controls, was the idea that the college was responsible for the moral teaching and discipline of the student.

In the 1800s the role of college housing began diminishing in importance. Students were left on their own

to locate housing and some new colleges decided not to build housing at all. Increasing enrollments and decreasing commitment to regulate the religious and moral aspects of students' lives contributed to the demise of residential control of students (Powell, Plyer and Dickson, 1969). The Twentieth Century found the American system reverting to the British concept of a total educational environment. Residence halls were constructed initially for freshmen, enabling the college to more adequately provide for their academic preparation.

Student life on campus has been impacted by national events. The 1920s experienced involved intellectual debates in dormitories about socialism, communism, the Sacco Vanzetti case and the usual sex and booze. This was also a period in which rigorous regulations were in force for female students. After World War II, college housing accelerated at unprecedented rates. The GI Bill, and more importantly, the federal expenditures for higher education increased. The 1950s was the period in which the role of personnel assistant increased. At Michigan State University Kuhn (1955) stated,

> The role of the personnel assistant has been a dynamic one during this period. The earliest PA's at MSU, for example, were hired by the president around the turn of the century for $8.00 per month. Their duties included inspecting rooms each morning, maintaining a quiet atmosphere, and reporting the violators of college policies to the faculty members in charge of the hall. (p.18)

Women were subjected to more strenuous rules and regulations than their male counterparts. Powell, Plyer, Dickinson and McClellan (1955) reported:

> Women students at the same (MSU) were supervised by the Dean of Women, who lived on the first floor, and by some home economics instructors, who lived on the floor with the students. The out-of-class hours of the women students were rigidly governed. For example, Michigan State University women could be out in the evening until 11:00 p.m. only four times a term and then only if chaperoned. As late as ten years ago, it was the responsibility of the PA's at another midwestern school to sit in the corridors to maintain order in the evening. Some housing brochures even contain a statement about regular room inspection by PA's.

The 1960s witnessed a massive change in college student-relations mainly because of students challenging the concept of in loco parentis (Upcraft and Pilato, 1982). Rules that usurped students' rights to privacy in their rooms were eliminated. Students were permitted to mingle more freely and continuous visiting hours were also established. Since morals supervision was no longer legal, colleges began to substitute student development and programming as methods of building student character. Residence hall life evolved to a level that was more consistent with the overall objectives of higher education (Delworth, Sherwood, and Casaburr, 1974). The late 1960s and early 1970s also saw a drastic revolution in the role of undergraduate Resident Assistants (RAs). As in loco parentis diminished, Resident Assistants did not have to

enforce rigid parental rules. They were freer to develop programs and help students create a wholesome living environment (Upcraft and Pilato,1982).

Most studies of residential living indicate the importance of the residential counselor in student growth and development.

Resident Assistant Job Description

The Resident Assistant is a part-time member of the residence hall staff. The Resident Assistant has some degree of responsibility for the entire residence hall program with specific responsibility for the approximately fifty students in his or her "house". The Resident Assistant is a full-time student and may carry a full schedule of courses depending upon ability and past performance. It is sometimes recommended that during Fall Term the Resident Assistant carry three credits less than the normal load. Students majoring in a variety of academic areas have been selected for these positions but course work in education, sociology, psychology, and related areas is particularly helpful (University Housing Program Office Manual, 1982). Since the Resident Assistant position is reserved for those who can maintain a satisfactory level of scholastic achievement and still fulfill the responsibilities of the position, a 2.00 cumulative GPA is required.

Each Resident Assistant is expected to participate in a pre-school workshop in Fall Term, remain on the job through the last day of every term, and give priority to this position over all other areas of activity with the exception of academic work. The Resident Assistant receives remuneration of a single room with board as payment for services rendered (University Housing Program Office Manual, 1984).

Although the evolution of resident hall living has been influenced by a great number of diverse factors, few educators can doubt its importance, as indicated by Mongtomery, McLaughlin, Fawcett, and Ward (1977). The importance of resident halls in our current universities is an uncontested fact. This is supported through various researcher's studies. Chickering (1974) conducted a survey involving 170,000 students and 5,400 in another study. His results established that students living in residence halls had more advantages than non-resident hall students. The advantages were that students became more involved with academics, extra-curricular activities and social activities, earned higher grade point averages and their personal development was reached more quickly and exceeded those of other students. A similar study by Astin (1977) concluded that one of the most important factors associated with student persistence to graduation was living in a residence hall during their freshman year. Astin also

observed that residence hall students, as oppossed to commuters, expressed more satisfaction with their undergraduate experience, were more likely to become involved in extra curricular activities, that men have higher grade point averages and demonstratd greater interest in artistic interests. Liberalism and self esteem were other dimensions that these students possessed. In this study, the relevancy of Black RAs in Black students' psychological, social and academic adjustment will be addressed. Black students' perceptions of Black RAs will also be assessed.

Black Students' Experiences In Residence Halls

The transformation of residence hall environments did not bypass Black students. For most Black students their lives in residence halls presented unique and complex challenges.

The consequences of integration in residence halls in the 1970s spurred the creation of Black student organizations and Black Caucuses in residence halls. In developing these organizations Black students looked for staff and programs that addressed their social and psychological needs. It is acknowleged that Black students on predominantly White campuses often require innovative services (Westbrook and Smith, 1976). The implementation of

the Minority Aide Program at Michigan State University, proved to be an effective "innovative" program for minority students.

Some of the problems Black Resident Assistants must contend with often inhibit successful interaction with Black students. At MSU, in 1983, Black Resident Assistants joined together to form a support group to: (1) help ease the pressures and effects of being a Black (RA) on a predominantly or totally White floor; (2) prevent alienation imposed by floor members; (3) prevent alienation imposed by other Black students, and (4) prevent being forced into the expert role in regard to their knowledge of Black people

Have circumstances changed drastically enough on campus to eliminate the need for Black oriented programs, such as the Minority Aide program? Most research would indicate that there is still a vital role for these organizations because alienation still exists at predominantly White institutions. A case in point is the residence halls at the University of Maryland. Roberta Coates (Newsweek, 1983) a resident, states that Blacks look at Whites having food fights and shaving cream fights and say, "Why do they do that? It makes them think Whites are unclean. And the Whites don't understand why Blacks play their record players so loud and talk loudly in the halls." Michiele Singlettary (Barol et al., 1983), a junior at the University of Maryland comments, "Sometimes the Black students in the dorms have

bull sessions with the White students. We explain to them why we like different types of food and music, why our families tend to live closer and stricter. I guess its helpful but you get tired. They get tired too, of dealing with the sneers of militant Blacks who accuse them of selling out."

How Black students will relate to Black Resident Assistants is a concern of some resident hall personnel at Michigan State. As stated earlier, Black students at predominantly White institutions often form their own social groups (Turner, 1980). They often view the predominantly White institutions as hostile or unfriendly. Subsequently, they cast a suspicious eye toward Black students who readily identify or become deeply entrenched with the school (M.L. King, 1968). The lack of communication and interaction between Black Resident Assistants and Black students appears to be a problem. The Black Resident Assistant support group has as one of its priorities to discuss and resolve the communication gap between Black students and Black Resident Assistants.

CHAPTER THREE

THE DESIGN AND METHODOLOGY OF THE STUDY

Introduction

In this chapter the design of the study is reported. Incorporated also are the scoring procedures, sample, collection of data, method of analysis and brief demographics on Michigan State University.

This study was conducted using Black undergraduate students living in residence halls at Michigan State University. Michigan State University was created as a land grant institutuion in 1855 in East Lansing, Michigan. It is a state-supported institution with a total of 40,122 on-campus students. There are 32,339 undergraduate students, 6,513 graduate students and 2,500 faculty. Michigan State is the choice of students from 107 foreign countries, all 50 states and all areas of Michigan. The Black student population is 2,057 or 5.3 percent of the campus population.

Michigan State is governed by a Board of Trustee's elected by the people of the State of Michigan. The institution is accredited by the North Central Association of College and Secondary Schools. Undergraduate admission

to the university is based on the student's high school grade point average, Scholastic Aptitude Test (SAT), and American College Test (ACT) scores. The institution administers a Development Student Program designed to provide an opportunity for higher education to educationally disadvantaged students who demonstrate potential to succeed at university work. Guidance for these students is provided through the Office of Supportive Services. Michigan State University has the largest residence hall system in the country. There are 26 residence halls that range from ivy covered collegiate Gothic to very modern high rise structures. The halls offer a variety of options: quiet halls, single-sex halls, co-educational halls and an international hall. Honors college students may request housing on an Honors floor. The halls are staffed by professionaly trained directors who are generally pursuing advanced degrees. Undergraduate staff function as trained residence assistants.

Michigan State University parallels most other state-supported regional institutions in size, tuition fees, accreditation, admission standards, student body composition and minority student enrollment (Scott, 1978). Thus, implications derived from this study may be applicable to other similar regional public institutions.

The Instrument

The questionnaire was developed by the researcher. The researcher conducted interviews with Minority Aides, Black Resident Assistants, and Black Caucus members to solicit input on the questionnaires, as well as to obtain additional questions for the survey. Some questions were used as a result of the review of literature. Some of the items pertaining to the Minority Aide were selected from Coleman's (1971) dissertation, "The Status of the Black Student Aide Program and the Black Student Movement at Michigan State University." The questionnaire consisted of 51 items devised to solicit responses from the students regarding the effectiveness of the Minority Aides, Black Resident Assistants and the Black Caucus in assisting them to adjust psychologically, socially and academically. The questionnaire was divided into four areas: social adjustment, psychological adjustment, academic adjustment and environmental factors. The purpose of the environmental items was to further investigate problems that inhibit the adjustment of Black students to the campus environment. The data were analyzed and reported in term of absolute numbers and percentages. results are shown in absolute numbers and percentages. Chi-square was used to determine whether there were statistically significant differences of any of the items.

The study was conducted as a descriptive study of the perceptions of the impact of Black Caucus, Minority Aide, and Black Resident Assistants in assisting Black students to adjust psychologically, socially and academically. The overall intent was to ascertain whether Black students' interaction with Minority Aides, Black Resident Assistants and Black Caucus had a positive or negative influence on their adjustment at the university. This was carried out using a random sample of Black sophomores, juniors and seniors living in residence halls at Michigan State. The collection of data was done by campus mail.

Population And Sample

All Black students living in residence halls were the population for the study, which included male and female, sophomore, junior and senior students. Freshmen were eliminated solely on their dearth of experience with Minority Aides, Resident Assistants and the Black Caucus. The Registrar's Office conducted the random sample. The selection procedure and research proposal was submitted and approved by the University Committee on Research Involving Human Subjects (UCRISH).

The purpose of UCRISH is to ensure that the rights and welfare of human subjects are protected. In order that the subjects remained anonymous, the researcher worked with the

assistant provost. The assistant provost required the following data (See Appendix D):

    (a) definition of study population in order to determine sample size

    (b) questionnaire prepared for mailing and follow-up letter to be mailed to all students in the study

The final procedure necessitated the involvement of the assistant registrar who prepared the list of subjects and mailing labels. These materials were then forwarded to the assistant provost and the questionnaire mailed from that office. A return envelope was included which routed the completed questionnaire back to the researcher. As previously mentioned, this process was devised to guarantee that students would remain anonymous. The total of the sample was 512.

Data Collection

Due to the traditionally low return rate of student quesionnaires, the procedure for collecting the data was extremely important. The first step after preparing the questionnaire was to meet with the Assistant to the Vice President for Minority Affairs. The researcher chose to meet with the assistant because his department was responsible for the coordination of the Minority Aide program. He also had considerable contact with Black Caucus

officials via a Black Caucus roundtable meeting held monthly.

The researcher shared the goals and objectives of the study with the Assistant, and stressed the importance of the study to his office and student affairs in general. An opportunity to meet with the Minority Aides at one of their weekly meetings was requested to explain the rationale and importance of the study and to solicit their support in motivating the students to fill out the survey and return it on time. The Assistant also agreed to stress the importance of returning the survey to the Caucus roundtable officials.

On October 16, 1984 the questionnaire, along with a letter of introduction, was mailed to the students with a return date of November 5th requested. A follow-up letter was mailed on November 8th and some Caucus presidents and Aides were called to reinforce the need to have students return the survey. The follow-up letter considerably increased the return rate responses which turned out to be 309 of 512 questionnaires sent.

Scoring the Responses

The data was scored by using the Likert Scale to determine the respondents' perceptions of the impact of Minority Aides, Black Resident Assistants and Black Caucuses on their ability to assist them in adjusting socially,

psychologically, and academically were tabulated with the following procedures.

Rensis Likert created a new approach to measure attitudes. The most significant advantage of the Likert technique was its ability to be administered and scored quickly. The realability of the Likert Scales are in the 0.90 range. The basis for the Likert Scale stemmed from Likert's dissertation, "A Technique for the Measurement of Attitudes," and it has become a standard resource for social scientists. The Likert Scale is easy to score because of its five point scale.

Black students in this study were asked to respond to items concerning the effectiveness of the Aides, Resident Assistants and Black Caucus, by designating opinions that most reflected their own. Opinions were indicated by checking or placing an X by the appropriate response.

Strongly Agree
Agree
Disagree
Strongly Disagree
Do Not Know

Each response was assigned a value. Due to the structure of the questions they were divided into two different categories for scoring purposes. Some questions or statements were treated as positive items and positive response to them received a high value. Thus:

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Strongly Agree = 5
Agree = 4
Don't Know = 3
Disagree = 2
Strongly Disagree = 1
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For the negative statements or questions, students who agreed were indicating their disapproval and such responses were assigned lower values. Thus:

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Strongly Agree = 1
Agree = 2
Don't Know  = 3
Disagree = 4
Strongly Disagree = 5
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The data was tabulated and then analyzed in terms of absolute numbers and percentages of responses to each item. The researcher combined "strongly agree" and "agree" responses, likewise "strongly disagree" and "disagree" to simplify the reporting of the responses.

As mentioned previously, the researcher did not generate or test hypothesis in this study, chi-square was used only to determine whether any of these items were statistically different. Chi-squares at the .05 level or below were reported in the analysis only to those items which were found to be significantly different.

Summary Of Responses

There were 309 completed questionnaires returned. Seven questionnaires were returned without responses because students moved off-campus or moved without leaving a

forwarding address. Thus, of the 512 distributed, 309 or 60.0 percent of the questionnaires were returned. The researcher attributes the high rate of return to the following factors:

(a) meeting with Minority Aides and the Director

(b) most Aides posted notices or discussed the importance of the surveys with the students assigned to them

(c) Black caucus presidents were informed of the importance of the questionnaires and discussed the importance of returning completed surveys during their Caucus meetings.

Basic Assumptions

As generally anticipated in research, there are inherent basic assumptions that must be made prior to the analysis of the data. The most prominent assumptions of the study are listed below.

1. That respondents answered questions independently of other students.

2. All respondents answered the questions to the best of their ability.

3. The returned questionnaires of the sample students were representative of the total population.

Summary

The sample population, the design of the instrument, distribution of the instrument, scoring of the instrument,

and data analysis techniques have been described in this chapter. In Chapter Four, the data derived from the survey and analysis of the data are discussed.

CHAPTER FOUR

ANALYSIS OF DATA

The principal objective of this research was to ascertain the perceived impact of the Minority Aides, Black Resident Assistants and Black Caucuses in assisting Black students to adjust psychologically, socially and academically at a predominantly White university. This chapter was designed to introduce and analyze the data collected from the study questionnaire.

The questionniare was separated into four sections to assess student perceptions. The four sections were: (1) psychological adjustment, (2) social adjustment, (3) environmental adjustment, and (4) academic adjustment. The survey instrument was mailed to a total of 512 students. These students represented the total population of Black sophomores, juniors and seniors living in residence halls. The students were randomly selected by the Registrar's Office. The number of returned questionnaires was 309, which represented 60 percent of the students sampled. The composition of the sample included 123 male respondents and 186 female respondents. By class, the respondents were 131 sophomores, 106 juniors and 72 seniors.

As previously mentioned, the researcher collapsed the Likert scale responses of "strongly agree" with "agree" and "strongly disagree" with "disagree" to simplify reporting the responses. The results are presented in percentages. Also, the numbers were rounded off to the nearest decimal point. Due to the failure of some students to respond to all of the items the number of responses varied. Also as indicated earlier Chi-square were reported only for items found to be statistically significant at the .05 level of significance.

The format or program utilized with the computer is called "Multiple Response: Tabulation of Multiple Response Variables" of the Statistical Package for the Social Sciences (SPSS). This procedure provided a means for analyzing multiple response items and permitted analysis of simple variables on multiple response items individually and in comparison with one another. It produced two types of output: frequency tables and N-Way tables.

Responses To Items Concerning Psychological Adjustment

Importance Of Minority Aide

Item 1 concerned student perceptions of the importance of the Minority Aide in their psychological adjustment. As noted in Table 1, 211 or 69 percent of all students agreed that it would be difficult adjusting psychologically without

TABLE 1

RESPONSES TO ITEMS CONCERNING PSYCHOLOGICAL ADJUSTMENT

PSYCHOLOGICAL ADJUSTMENT   ALL STUDENTS

QUESTIONNAIRE ITEMS	AGREE	N	DIS-AGREE	N	DON'T KNOW	N	TOTAL %	N
1. Adjusting psychologically to MSU would be difficult without the presence of minority aides.	69	211	24	76	7	22	100	309
2. Adjusting psychologically to MSU would be difficult without the presence of Black Caucus.	71	220	23	70	6	17	100	307
3. Adjusting psychologically to MSU would be difficult without the presence of Black R.A.'s.	69	212	21	66	9	29	99	307
4. I feel comfortable in discussing personal problems with my minority aide and this helps me to adjust psychologically to the campus environment.	60	184	33	102	7	20	100	306
5. I feel comfortable in discussing personal problems in Black Caucus meetings and this helps me to adjust psychologically to the campus environment.	51	155	36	111	13	39	100	305
6. I feel comfortable in discussing personal problems with a Black RA and this helps me to adjust psychologically to the campus environment.	57	175	30	90	13	40	100	305
7. I sometimes have difficulty dealing with the stress of being Black at a predominantly White institution.	62	191	37	115	1	1	100	307
8. I often feel isolated or lonely on campus and this impacts negatively on my psychological adjustment to the campus environment.	65	199	28	86	7	22	100	307
9. My personal motivation is enhanced by the presence of my minority aide.	66	205	26	80	8	23	100	308
10. My personal motivation is enhanced by the presence of Black R.A.'s.	65	200	28	86	7	22	100	308
11. My personal motivation is enhanced by the presence of Black R.A.'s.	61	190	27	82	12	36	100	308
12. The minority aide helps me to maintain my identity on campus and this assistance is valuable for my psychological adjustment.	62	191	31	95	7	21	100	307

Number of All Students = 309

the presence of Minority Aides. Seventy-seven or 24 percent of all students disagreed with this statement. Those who indicated they didn't know were 22 or 7 percent of all students. In Table 2, analysis by sex indicated that 86 or 69 percent of males and 125 or 68 percent of females agreed that adjusting psychologically would be difficult without the presence of Minority Aides. Twenty-eight or 24 percent of males and 47 or 25 percent of females disagreed with this statement. Nine or 7 percent of males and 13 or 7 percent of females indicated that they didn't know. It is noted in Table 3 that analysis by class indicated that 86 or 66 percent of sophomores, 75 or 71 percent of juniors and 50 or 70 percent of seniors agreed that Minority Aides helped them to adjust psychologically. Thirty-seven or 28 percent of sophomores, 23 or 21 percent of juniors and 15 or 20 percent of seniors disagreed with the statement. Seven (6 percent) of sophomores,8 (8 percent) of juniors and 7 (10 percent) of seniors indicated they didn't know. Thus, an overwhelming majority of students, by sex and class, agreed with the importance of Minority Aides to Black students' pscyhological adjustment.

Importance Of Black Caucus

Item 2 pertained to students' perceptions of the importance of the Black Caucus in their psychological adjustment. In Table 1, it is evident that 220, or 71

TABLE 2

RESPONSES TO ITEMS CONCERNING PSYCHOLOGICAL ADJUSTMENT

PSYCHOLOGICAL ADJUSTMENT

QUESTIONNAIRE ITEMS	MALES								FEMALES							
	AGREE	N	DIS-AGREE	N	DON'T KNOW	N	TOTAL %	N	AGREE %	N	DIS-AGREE	N	DON'T KNOW	N	TOTAL %	N
1. Adjusting psychologically to MSU would be difficult without the presence of minority aides.	69	86	24	28	7	9	100	123	68	125	25	48	7	13	100	185
2. Adjusting psychologically to MSU would be difficult without the presence of Black Caucus.	72	89	23	28	5	6	100	123	71	131	23	42	6	11	100	184
3. Adjusting psychologically to MSU would be difficult without the presence of Black R.A.'s.	69	83	19	25	12	15	100	123	70	129	22	41	8	14	100	184
4. I feel comfortable in discussing personal problems with my minority aide and this helps me to adjust psychologically to the campus environment.	60	77	33	37	7	9	100	123	58	107	35	65	7	11	100	183
5. I feel comfortable in discussing personal problems in Black Caucus meetings and this helps me to adjust psychologically to the campus environment.	49	60	36	44	15	18	100	122	52	95	37	67	11	21	100	183
6. I feel comfortable in discussing personal problems with a Black RA and this helps me to adjust psychologically to the campus environment.	62	76	22	27	16	19	100	122	54	99	34	63	12	21	100	183
7. I sometimes have difficult dealing with the stress of being Black at a predominately White institution.	63	78	36	44	1	1	100	123	62	113	38	71	0	0	100	184
8. I often feel isolated or lonely on campus and this impacts negatively on my psychological adjustment to the Campus environment.	66	80	27	33	7	9	100	122	64	119	28	53	8	13	100	185
9. My personal motivation is enhanced by the presence of my minority aide.	70	85	23	28	7	10	100	123	65	120	27	52	8	13	101	185
10. My personal motivation is enhanced by the presence of Black Caucus.	70	86	22	27	8	10	100	123	61	114	32	59	7	12	100	185

11. My personal motivation is enhanced by the presence of Black R.A.'s.	71	88	17	21	12	14	100	123	55	102	33	61	12	22	100	185
12. The minority aide helps me to maintain my identity on campus and this assistance is valuable for my psychological adjustment.	66	81	27	33	7	9	100	123	60	110	33	62	7	12	100	184

Number of Males = 123

Number of Females = 186

percent of all students, agreed it would be difficult to adjust psychologically without the Black Caucus. Seventy or 23 percent of all students disagreed with this statement. Those who indicated that they didn't know equaled 17 or 6 percent of all students. In Table 2 analysis by sex showed 89 or 72 percent of males and 131 or 71 percent of females agreed that it would be difficult to adjust without the presence of Black Caucus. Twenty-eight or 23 percent of males and 42 or 23 percent of females disagreed with this statement and 6 or 5 percent of males and 11 or 6 percent of females checked "don't know". From Table 3 it is evident that analysis by class showed 89 or 68 percent of sophomores, 76 or 72 percent of juniors and 55 or 78 percent of seniors agreed that the Black Caucus aided their psychological adjustment. Only 33 or 6 percent of sophomores, 25 or 24 percent of juniors and 12 or 17 percent of seniors disagreed. Eight or 6 percent of sophomores, 4 or 4 percent of juniors, 4 or 5 percent of seniors said they didn't know. It was thus apparent that an overwhelming majority of all students of both sexes and at all three class levels agreed with the statements.

Importance Of Black Resident Assistants

In responding to Item 3, students were asked if adjusting psychologically without Black Resident Assistants would be difficult. As indicated in Table 1, 212 or 69

TABLE 3

RESPONSES TO ITEMS CONCERNING PSYCHOLOGICAL ADJUSTMENT

PSYCHOLOGICAL ADJUSTMENT

QUESTIONNAIRE ITEMS	SOPHOMORES								JUNIORS							
	AGREE	N	DIS-AGREE	N	DON'T KNOW	N	TOTAL %	N	AGREE	N	DIS-AGREE	N	DON'T KNOW	N	TOTAL %	N
1. Adjusting psychologically to MSU would be difficult without the presence of minority aides.	66	86	28	37	6	7	100	130	71	75	21	23	8	8	100	106
2. Adjusting psychologically to MSU would be difficult without the presence of Black Caucus.	68	89	26	33	6	8	100	130	72	76	24	25	4	4	100	105
3. Adjusting psychologically to MSU would be difficult without the presence of Black R.A.'s.	68	88	21	28	11	14	100	130	72	76	21	22	7	6	100	104
4. I feel comfortable in discussing personal problems with my minority aide and this helps me to adjust psychologically to the campus environment.	60	78	33	42	7	9	100	129	63	64	33	35	6	6	102	105
5. I feel comfortable in discussing personal problems in Black Caucus meetings and this helps me to adjust psychologically to the campus environment.	45	59	39	50	16	20	100	129	52	54	37	38	11	12	100	104
6. I feel comfortable in discussing personal problems with a Black RA and this helps me to adjust psychologically to the campus environment.	57	70	30	42	13	17	100	129	63	65	23	24	14	15	100	104
7. I sometimes have difficulty dealing with the stress of being Black at a predominantly White institution.	62	81	38	50	0	0	100	131	53	57	43	46	3	3	100	106
8. I often feel isolated or lonely on campus and this impacts negatively on my psychological adjustment to the campus environment.	73	95	25	32	3	4	100	131	58	61	34	36	8	8	100	105
9. My personal motivation is enhanced by the presence of my minority aide.	63	82	32	41	5	7	100	130	67	71	23	24	10	11	100	106

10. My personal motivation is enhanced by the presence of Black Caucus.	62	81	31	40	7	9	100	130	61	65	30	32	9	9	100	106
11. My personal motivation is enhanced by the presence of Black R.A.'s.	61	78	29	35	10	13	100	126	67	65	29	32	4	5	100	102
12. The minority aide helps me to maintain my identity on campus and this assistance is valuable for my psychological adjustment.	54	71	37	46	9	11	100	130	60	63	34	36	6	7	100	106

Number of Sophomores = 131

Number of Juniors = 106

TABLE 3 (b)

RESPONSES TO ITEMS CONCERNING PSYCHOLOGICAL ADJUSTMENT

PSYCHOLOGICAL ADJUSTMENT

SENIORS

QUESTIONNAIRE ITEMS	AGREE %	N	DIS-AGREE %	N	DON'T KNOW %	N	TOTAL %	N
1. Adjusting psychologically to MSU would be difficult without the presence of minority aides.	70	50	20	15	10	7	100	72
2. Adjusting psychologically to MSU would be difficult without the presence of Black Caucus.	78	55	17	12	5	4	100	71
3. Adjusting psychologically to MSU would be difficult without the presence of Black R.A.'s.	68	48	21	15	11	8	100	71
4. I feel comfortable in discussing personal problems with my minority aide and this helps me to adjust psychologically to the campus environment.	58	42	35	25	7	5	100	72
5. I feel comfortable in discussing personal problems in Black Caucus meetings and this helps me to adjust psychologically to the campus environment.	58	42	32	23	10	7	100	72
6. I feel comfortable in discussing personal problems with a Black RA and this helps me to adjust psychologically to the campus environment.	56	40	33	23	11	8	100	71
7. I sometimes have difficulty dealing with the stress of being Black at a predominantly White institution.	74	53	25	18	1	1	100	72
8. I often feel isolated or lonely on campus and this impacts negatively on my psychological adjustment to the campus environment.	61	43	25	18	14	10	100	71
9. My personal motivation is enhanced by the presence of my minority aide.	72	52	21	15	7	5	100	72

10. My personal motivation is enhanced by the presence of Black Caucus.	74	54	20	14	6	4	100	72
11. My personal motivation is enhanced by the presence of Black R.A.'s.	71	52	16	12	13	8	100	72
12. The minority aide helps me to maintain my identity on campus and this assistance is valuable for my psychological adjustment.	80	57	16	11	4	3	100	71

Number of Seniors = 72

percent of all students agreed with this statement. Sixty-
six or 21 percent of all students disagreed that it would be
difficult to adjust without Black Resident Assistants.
Twenty-nine or 9 percent of all students responded they
"didn't know." From Table 2 it is apparent that analysis by
sex showed that 83 or 69 percent of males and 129 or 70
percent of females agreed that it would be difficult
adjusting without Black Resident Assistants. Twenty-five or
19 percent of males and 41 or 22 percent of females
disagreed with this statement. Those who didn't know were
15 or 12 percent of males and 14 or 8 percent of females.
As noted in Table 3, analysis by class showed 88 or 68
percent of sophomores, 76 or 72 percent of juniors and 15 or
21 percent of seniors agreed it would be difficult to adjust
without Black Resident Assistants. Twenty-eight or 21
percent of sophomores, 22 or 21 percent of juniors and 15 or
21 percent of seniors disagreed and 14 or 11 percent of
sophomores, 6 or 7 percent of juniors and 8 or 11 percent of
seniors didn't know. Again, there were no apparent
differences by sex or class and a considerable majority of
the students agreed with the statement.

Discussing Personal Problems With Minority Aides

Item 4 pertained to the importance of the Minority Aide
in discussing personal problems and if the Aide helped
students to adjust psychologically. As noted in Table 1,

184 or 60 percent of all students agreed that they felt comfortable discussing personal problems with a Minority Aide and this helped them to adjust psychologically on campus. Those who disagreed were 102 or 33 percent of all students. Twenty or 7 percent indicated that they didn't know. From observing Table 2, it is evident that by sex 77 or 60 percent of males and 107 or 58 percent of females agreed with this statement. Thirty-seven or 30 percent of males and 65 or 35 percent of females disagreed with the statement. Nine or 7 percent of males and 11 or 7 percent of females indicated that they didn't know. Analysis of the responses by class revealed that 78 or 60 percent of sophomores, 64 or 63 percent of juniors and 42 or 58 percent of seniors agreed they are comfortable discussing personal problems with a Minority Aide and this contributes positively to their psychological adjustment. Forty-two or 33 percent of sophomores, 35 or 33 percent of juniors and 25 or 35 percent of seniors disagreed with this statement. Checking that they didn't know were 9 or 7 percent of sophomores, 6 or 6 percent of juniors and 5 or 7 percent of seniors. On this statement there were no apparent differences by sex or class and majority of the respondents disagreed with the statement.

Discussing Personal Problems In Caucus Meetings

Item 5 refers to the importance of being able to discuss personal problems in Black Caucus meetings. As noted in Table 1, 155 or 51 percent of all students agreed that they were comfortable in discussing personal problems in Black Caucus. Those who disagreed with this statement were 111 or 36 percent of all students. There were 39 or 13 percent of all students who indicated that they didn't know. Analysis by sex (See Table 2) indicated 60 or 49 percent of males and 95 or 52 percent of females agreed with this statement. Forty-four or 36 percent of males and 67 or 37 percent of females disagreed. Checking that they didn't know were 18 or 15 percent of males and 21 or 11 percent of females. From observing Table 3, analysis by class indiated 59 or 45 percent of sophomores, 54 or 52 percent of juniors and 42 or 58 percent of seniors agreed with this statement. Fifty or 39 percent of sophomores, 38 or 37 percent of juniors and 23 or 32 percent of seniors disagreed. Indicating didn't know were 20 or 16 percent of sophomores, 11 or 12 percent of juniors and 7 or 10 percent of seniors. Again, there were no apparent differences by sex or class on this item, but a slight majority of all students agreed with it.

Discussing Personal Problems With
Black Resident Assistants

Item 6 asked if discussing personal problems with Black Resident Assistants enabled students to adjust psychologically. As can be seen in Table 1, 175 ·or 57 percent of all students agreed their psychological adjustment was aided by discussing personal problems with Black Resident Assistants. Ninety or 30 percent of all students disagreed with this statement. Also, 40 or 13 percent of all students checked that they didn't know. As observed in Table 2, analysis by sex indicated that 76 or 62 percent of males and 99 or 54 percent of females agreed with this statement. Twenty-seven or 22 percent of males and 63 or 34 percent of females disagreed with this statement. Those checking don't know were 19 or 16 percent of males and 21 or 12 percent of females. As noted in Table 3, analysis by class demonstrated that 70 or 57 percent of sophomores, 65 or 63 percent of juniors and 40 or 56 percent of seniors agreed that discussing personal problems with a Black Resident Assistant assisted in their psychological adjustment. Forty-two or 30 percent of sophomores, 24 or 23 percent of juniors and 23 or 33 percent of seniors disagreed with this statement. Seventeen or 13 percent of sophomores, 15 or 14 percent of juniors, and 8 or 11 percent of seniors checked that they didn't know. Testing of this statement by chi-squre analysis revealed a significant difference at the

05 level. Within the junior class, a great disparity existed between the majority of students agreeing with this statement and those who disagreed. Further exploration by sex also revealed a signficance at the .05 level among males. Over fifty percent agreed that they were comfortable in discussing personal problems with a Black Resident Assistant while twenty-five percent of respondents disagreed.

Difficulty Dealing With Stress

Item 7 were whether students sometimes had difficulty dealing with the stress of being Black at a predominantly White institution. It is evident in Table 1 that 191 or 62 percent of all students agreed they have difficulty with the stress of being Black at MSU. Those who disagreed were 115 or 37 percent of all students. Only one student or 1 percent of all students indicated that they didn't know. As can be seen in Table 2 analysis by sex indicated 78 or 63 percent of males and 113 or 63 percent of females agreed with this statement. Forty-four or 36 percent of males and 71 or 38 percent of females disagreed with this statement. Only one of the males and no females checked that they didn't know. As observed in Table 3, analysis by class indicated that 81 or 62 percent of sophomores, 57 or 53 percent of juniors, and 53 or 74 percent of seniors agreed with this statement. Fifty or 38 percent of sophomores, 46

or 43 percent of juniors, and 8 or 25 percent of seniors disagreed with this statement. Those checking that they didn't know were no sophomores, 3 or 3 percent of juniors and 1 or 1 percent of seniors. There were no noticable differences by sex or class. Although not all students responded to this statement, the majority of those who did agreed with the statement.

Impact of Isolation

Item 8 asked whether students felt isolated on campus and whether this negatively affected their psychological adjustment. From Table 1, it is apparent that 199 or 65 percent of all students agreed that being lonely and isolated negatively affected their psychological adjustment. Eighty-six or 28 percent of all students disagreed with this statement and 22 or 7 percent of all students checked that they didn't know. By sex, as noted in Table 2, 78 or 66 percent of males and 119 or 64 percent of females agreed with this statement. Thirty-seven or 27 percent of males and 53 or 28 percent of females disagreed. Nine or 7 percent of males and 13 or 8 percent of females indicated that they didn't know. From Table 3, by class, it is indicated that 95 or 72 percent of sophomores, 61 or 58 percent of juniors and 43 or 61 percent of seniors agreed that isolation and loneliness has a negative impact on their psychological adjustment. Thirty-two or 25 percent of

sophomores, 36 or 34 percent of juniors and 18 or 25 percent of seniors disagreed with this statement. Four (3 percent) of sophomores. 8 (or 8 percent) of juniors and 10 (or 14 percent) of seniors checked that they didn't know. Testing of this item by chi square analysis revealed a significant difference at the .05 alpha level across grade levels. Over 50 percent of all respondents agreed with this statement, but among seniors agreement was disproportionately high and disagreement disproportionately lower than juniors.

Minority Aide And Motivation

Item 9 was concerned with the relationship between the students' personal motivation and the minority aide. It is evident in Table 1 that 205 or 66 percent of all students agreed their motivation was enhanced because of the Minority Aide. Eighty-six or 26 percent of all students disagreed with this statement. Indicating that they didn't know were 23 or 8 percent of all students. It may be observed in Table 2, by sex, that 85 or percent of males and 120 or 65 percent of females agreed with this statement. Twenty-eight or 23 percent of males and 52 or 29 percent of females disagreed with this statement. Ten (or 7 percent) of males and 12 (or 8 percent) of females marked that they didn't know. As noted in Table 3, by class, 82 or 63 percent of sophomores, 71 or 67 percent of juniors and 52 or 72 percent of females agreed Minority Aides enhanced their personal

motivation. Forty-one or 32 percent of sophomores, 24 or 23 percent of juniors and 15 or 21 percent of seniors disagreed with this statement. Acknowledging that they didn't know were 7 (or 5 percent) of sophomores, 11 (or 10 percent) of juniors and 5 (or 7 percent) of seniors. Testing of this statement using Chi-square analysis revealed a significance difference at the .05 level within the senior class. An overwhelming majority of seniors agreed with this statement and one-fourth of them disagreed.

Black Caucus Enhances Motivation

Item 10 regarded enhancement of the students' motivation due to the presence of the Black Caucus. It can be seen that, by class, in Table 1, that 200 or 65 percent of all students agreed with this statement. Eighty-six or 28 percent of all students disagreed. There were 22 or 7 percent of all students who checked that they didn't know. It can be observed in Table 2, by sex, that 86 or 70 percent of males and 114 or 61 percent of females agreed that the Black Caucus enhanced their personal motivation. Twenty-seven or 23 percent of males and 59 or 32 percent of females disagreed with this statement. Ten (or 8 percent) of males and 12 (or 7 percent) of females checked that they didn't know. From observations of each class in Table 3, it is evident that 82 or 62 percent of sophomores, 65 or 61 percent of juniors, and 54 or 74 percent of seniors agreed

with the statement. Disagreeing were 40 or 31 percent of sophomores, 32 or 30 percent of juniors and 14 or 20 percent of seniors. Checking that they didn't know were 9 or 7 percent of sophomores, 9 or 7 percent of juniors and 4 or 6 percent of seniors. Testing of this item utilizing the Chi-square analysis revealed there was a significant difference at the .05 level across classes. A majority of each class agreed with this statement, however, significantly more seniors agreed and fewer seniors disagreed with this statement. There were no apparent differences be sex.

Black Resident Assistants Enhance Motivation

Item 11 asked whether students believed their motivation was enhanced due to the presence of Black Resident Assistants. It can be observed in Table 1 that 190 or 61 percent of all students agreed with this statement. Eighty-two or 27 percent of all students disagreed. Indicating that they didn't know were 36 or 12 percent of all students. As noted by sex in Table 2, that 88 or 71 percent of males and 102 or 55 percent of females agreed that their personal motivation was enhanced by the presence of Black RAs. Twenty-one or 17 percent of males and 61 or 33 percent of females disagreed with this statement. Checking that they didn't know were 14 or 12 percent of males and 22 or 12 percent of females. From Table 3, it is evident that, by class, 78 or 61 percent of sophomores, 65

or 67 percent of juniors and 71 or 52 percent of seniors agreed their motivation was enhanced by the Black Resident Assistant. Those who dispersed with the statement were 35 or 29 percent of sophomores, 32 or 29 percent of juniors, and 14 or 20 percent of seniors. Thirteen or 10 percent of sophomores, 5 or 4 percent of juniors and 8 or 13 percent of seniors checked that they didn't know. Testing of this item by chi square analysis indicated significant differences at the .05 level by sex and class. An overwhelming majority of all males agreed with this statement and less than one-fourth of them disagreed with it. Analysis by class revealed that an overwhelming majority of seniors agreed that their personal motivation was enhanced by the presence of Black Resident Assistants, and less than one-fourth of this group disagreed with the statement.

Identity and The Minority Aide

Item 12 pertained to the relationship between student identity and interaction with the Minority Aide. It is evident in Table 1 that 191 or 61 percent of all students agreed that the Minority Aide enhanced their identity and psychological adjustment. Ninety-five or 31 percent of all students disagreed with this statement. Twenty-one or 7 percent of all students indicated that they didn't know. By class, as noted in Table 3, among sophomores 71 or 54 percent, 63 or 60 percent of juniors, and 57 or 80 percent

of seniors agreed with the statement. There were 48 or 37 percent of sophomores, 36 or 34 percent of juniors; and 16 or 11 percent of seniors who disagreed. Indicating that they didn't know were 11 or 9 percent of sophomores, 7 or 6 percent of juniors and 3 or 4 percent of seniors. By sex as noted in Table 3, males by 81 or 66 percent and females by 110 or 60 percent agreed that the Minority Aide enhanced their identity and psychological adjustment. Thirty-three or 27 percent of males and 62 or 33 percent of females disagreed. Those who indicated that they didn't know were 9 or 7 percent of males and 12 or 7 percent of females. Testing of this item by chi-square analysis revealed a significant difference at the .05 level among the classes. There was an increase in agreement with this statement among upper classmen, with an overwhelming majority of seniors in agreement with this statement and less than one-fourth who disagreed.

A majority of Black students indicated that Minority Aides, Black Caucus and Black RAs assisted and enhanced their psychological adjustment to campus. Likewise they believed their motivation is positively impacted by the presence of the Minority Aides, Black Caucus and Black Resident Assistants. The students believed that isolation has a negative impact on their psychological adjustment. Being able to discuss personal problems with Minority Aides,

and Black RAs, helped them to adjust psychologically to campus life.

Responses Of Students Concerning
Social Adjustment

Social Life And The Minority Aide

Item 1 in the social adjustment section of the questionnaire concerned the relationship between the Minority Aide and the social life of the student. From observing Table 4, it is evident that 147 or 48 percent of all students agreed that the influence of the Minority Aide improved their social lives. Disagreeing with this statement were almost as many, 136 or 45 percent of all students. Twenty-two or 7 percent of these students indicated that they didn't know. It may be noted, by sex, in Table 5, that 60 or 50 percent of males and 87 or 47 percent of females agreed with this statement. Fifty-five or 45 percent of males and 81 or 44 percent of females disagreed. Six or 5 percent of males and 16 or 9 percent of females checked that they didn't know. By class, in Table 6, it is apparent that 61 or 47 percent of sophomores, 53 or 51 percent of juniors and 33 or 47 percent of seniors agreed with this statement. Sixty-one or 47 percent of sophomores, 47 or 44 percent of juniors and 28 or 40 percent of seniors disagreed with this statement. Those selecting don't know were 8 or 6 percent of sophomores, 5 or 5 percent of juniors

TABLE 4

RESPONSES TO ITEMS CONCERNING SOCIAL ADJUSTMENT.

SOCIAL ADJUSTMENT   ALL STUDENTS

QUESTIONNAIRE ITEMS	AGREE	N	DIS-AGREE	N	DON'T KNOW	N	TOTAL %	N
1. Due to the efforts of my minority aide, the quality of my social life has improved.	48	147	45	136	7	22	100	305
2. Due to the efforts of the Black Caucus, the quality of my social life has improved.	63	195	30	90	7	20	100	305
3. Due to the efforts of the Black Resident Assistants the quality of my social life has improved.	54	167	35	104	11	35	100	306
4. Social life for Black students on campus is not an important issue for Black student organizations.	42	129	54	167	4	13	100	309
5. The degree of happiness with one's social life on campus does not impact on the ability to survive academically.	72	221	26	76	4	12	100	309
6. The degree of happiness with your psychological adjustment to campus can impact on your ability to adjust academically to the campus environment.	74	219	32	69	4	11	100	309
7. Social activities planned by minority aides assist me in adjusting socially to the campus environment.	66	205	26	79	8	25	100	309
8. Social activities planned by Black Resident Assistants assist me in adjusting socially to the campus environment.	49	153	30	89	21	65	100	307
9. Minority Aides should develop more social programs.	42	130	48	147	10	29	100	306
10. Black Caucus should develop more social programs.	43	133	47	143	10	31	100	307
11. Black Resident Assistants should develop more social programs.	38	117	44	136	18	53	100	306

Number of All Students = 309

TABLE 5

RESPONSES TO ITEMS CONCERNING SOCIAL ADJUSTMENT

SOCIAL ADJUSTMENT

QUESTIONNAIRE ITEMS	MALES								FEMALES							
	AGREE		DIS-AGREE		DON'T KNOW		TOTAL		AGREE		DIS-AGREE		DON'T KNOW		TOTAL	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
1. Due to the efforts of my minority aide the quality of my social life has improved.	50	60	45	55	5	6	100	121	47	87	44	81	9	16	100	184
2. Due to the efforts of the Black Caucus, the quality of my social life has improved.	72	89	20	25	8	9	100	123	48	106	36	65	6	11	100	182
3. Due to the efforts of the Black Resident Assistants the quality of my social life has improved.	55	72	34	38	11	13	100	123	52	95	36	66	12	22	100	183
4. Social life for Black students on campus is not an important issue for Black student organizations.	41	50	54	67	5	6	100	123	42	79	54	100	4	7	100	186
5. The degree of happiness with one's social life on campus does not impact on the ability to survive academically.	69	85	25	31	7	7	100	123	73	135	24	45	3	6	100	186
6. The degree of happiness with your psychological adjustment to campus can impact on your ability to adjust academically to the campus environment.	76	94	20	24	5	5	100	123	73	135	24	45	3	6	100	186
7. Social activities planned by minority aides assist me in adjusting socially to the campus environment.	67	87	25	28	8	8	100	123	64	118	27	51	9	17	100	186
8. Social activities planned by Black Resident Assistants assist me in adjusting socially to the campus environment.	53	65	26	32	21	25	100	122	47	88	31	57	22	40	100	185
9. Minority Aides should develop more social programs.	45	55	48	59	7	9	100	122	41	75	48	88	11	21	100	184
10. Black Caucus should develop more social programs.	49	60	44	54	7	9	100	123	40	73	48	89	12	22	100	184
11. Black Resident Assistants should develop more social programs.	44	54	41	50	15	19	100	123	34	63	47	86	19	34	100	183

Number of Males = 123

Number of Females = 186

and 9 or 13 percent of seniors. The responses to this statement were almost evenly split among agree and disagree by sex and class.

Social Life And The Black Caucus

Item 2 asked whether the Black Caucus improved the students' social life. It may be noted in Table 4 that 195 or 63 percent of all students agreed with this item. Ninety or 30 percent of all students disagreed. Those indicating that they didn't know were 20 or 7 percent of all students. From observing Table 5 it is evident that, by sex, 59 or 72 percent of males and 106 or 48 percent of females agreed that the Black Caucus improved their social life. Twenty-five or 20 percent of males and 65 or 36 percent of females disagreed. Nine or 8 percent of males and 11 or 6 percent of females checked that they didn't know. In Table 6, as observed by class, 75 or 58 percent of sophomores, 69 or 66 percent of juniors, and 51 or 72 percent of seniors agreed with this statement. Forty-three or 33 percent of sophomores and 30 or 28 percent of juniors and 17 or 24 percent of seniors disagreed. Eleven, or 9 percent, of sophomores, 6 or 6 percent of juniors, and 3 or 4 percent of seniors checked that they didn't know. Testing of these results by chi square analysis revealed a significant difference at the .05 alpha level by sex. An overwhelming majority of males agreed with this statement, while slightly

TABLE 6

RESPONSES TO ITEMS CONCERNING SOCIAL ADJUSTMENT

SOCIAL ADJUSTMENT

QUESTIONNAIRE ITEMS	SOPHOMORES								JUNIORS							
	AGREE %	N	DIS-AGREE %	N	DON'T KNOW %	N	TOTAL %	N	AGREE %	N	DIS-AGREE %	N	DON'T KNOW %	N	TOTAL %	N
1. Due to the efforts of my minority aide, the quality of my social life has improved.	47	61	47	61	6	8	100	130	51	53	44	47	5	5	100	105
2. Due to the efforts of the Black Caucus, the quality of my social life has improved.	58	75	33	43	9	11	100	129	66	69	28	30	6	6	100	105
3. Due to the efforts of the Black Resident Assistants the quality of my social life has improved.	50	65	39	50	11	15	100	130	64	56	34	55	12	13	100	104
4. Social life for Black students on campus is not an important issue for Black student organizations.	46	60	48	63	6	8	100	131	41	43	58	61	1	2	100	106
5. The degree of happiness with one's social life on campus does not impact on the ability to survive academically.	67	88	28	36	5	7	100	131	72	76	25	26	3	4	100	106
6. The degree of happiness with your psychological adjustment to campus can impact on your ability to adjust academically to the campus environment.	70	92	25	33	5	6	100	131	73	77	23	25	4	4	100	106
7. Social activities planned by minority aides assist me in adjusting socially to the campus environment.	65	84	25	33	10	13	100	130	67	71	25	27	8	8	100	106
8. Social activities planned by Black Resident Assistants assist me in adjusting socially to the campus environment.	41	53	32	42	27	35	100	130	57	60	28	29	15	16	100	106
9. Minority Aides should develop more social programs.	41	53	47	62	12	15	100	130	36	37	53	55	11	12	100	104
10. Black Caucus should develop more social programs.	45	58	42	54	13	18	100	130	42	44	47	50	11	11	100	105
11. Black Resident Assistants should develop more social programs.	39	50	38	49	23	31	100	130	48	50	36	38	16	17	100	105

Number of Sophomores = 131

Number of Juniors = 106

TABLE 6 (b)

RESPONSES TO ITEMS CONCERNING SOCIAL ADJUSTMENT

SOCIAL ADJUSTMENT

SENIORS

QUESTIONNAIRE ITEMS	AGREE %	N	DIS-AGREE %	N	DON'T KNOW %	N	TOTAL %	N
1. Due to the efforts of my minority aide, the quality of my social life has improved.	47	33	40	28	13	9	100	70
2. Due to the efforts of the Black Caucus, the quality of my social life has improved.	72	51	24	17	4	3	100	71
3. Due to the efforts of the Black Resident Assistants the quality of my social life has improved.	64	46	26	19	10	7	100	72
4. Social life for Black students on campus is not an important issue for Black student organizations.	36	26	60	43	4	3	100	72
5. The degree of happiness with one's social life on campus does not impact on the ability to survive academically.	83	60	15	11	2	1	100	72
6. The degree of happiness with your psychological adjustment to campus can impact on your ability to adjust academically to the campus environment.	84	60	15	11	1	1	100	72
7. Social activities planned by minority aides assist me in adjusting socially to the campus environment.	69	50	25	18	6	4	100	72
8. Social activities planned by Black Resident Assistants assist me in adjusting socially to the campus environment.	64	46	26	19	10	7	100	72
9. Minority Aides should develop more social programs.	56	40	41	30	3	2	100	72
10. Black Caucus should develop more social programs.	43	31	54	39	3	2	100	72
11. Black Resident Assistants should develop more social programs.	41	29	52	37	7	5	100	71

Number of Senior = 72

less than a majority of females agreed. There were no significant differences in responses by class.

Black Resident Assistants and Social Life

Item 3 asked whether the student's social life was enhanced through aid from Black Resident Assistants. It may be seen in Table 4 that 167 or 54 percent of all students agreed their social life was improved due to the efforts of the Black Resident Assistants. Those who disagreed were 104 or 35 percent of all students. Thirty-five or 11 percent of all students checked that they didn't know. It was evident by class, in Table 6, that 65 or 50 percent of sophomores, 56 or 64 percent of juniors and 46 or 64 percent of seniors agreed with this statement. Fifty or 39 percent of sophomores, 35 or 34 percent of juniors and 19 or 26 percent of seniors disagreed. Those who said that they didn't know were 15 or 11 percent of sophomores, 2 or 2 percent of juniors, and 7 or 10 percent of seniors. It is evident in Table 5 that, by sex, 72 or 55 percent of males and 95 or 52 percent of females agreed that their social life was improved with assistance from a Black Resident Assistant. Thirty-eight or 34 percent of males and 66 or 36 percent of females disagreed with this statement. Thirteen or 11 percent of males and 22 or 12 percent of females indicated that they didn't know. The majority of all students and all

constituent groups, by class and sex, agreed with this statement, with those in the junior class predominant.

Social Life and Black Organizations

Item 4 asked whether Black organizations should be concerned with the social life of Black students. In Table 4 it is apparent that 129 or 42 percent of all students agreed that social life is not an important issue for Black student organizations. On the other hand, 167 or 54 percent of all students disagreed. Thirteen or 4 percent of all students noted that they didn't know. Statistical analysis by sex (Table 5) showed 50 or 41 percent of males and 79 or 42 percent of females agreed with this statement. Sixty or 54 percent of males and 100 or 54 percent of females disagreed. There were 6 or 5 percent of males and 7 or 4 percent of females who checked that they didn't know. It is apparent by class, in Table 6, that 60 or 45 percent of sophomores, 43 or 41 percent of juniors, and 26 or 36 percent of seniors agreed with this statement. Disagreeing were 63 or 48 percent of sophomores, 61 or 58 percent of juniors and 43 or 60 percent of seniors. Checking that they didn't know were 8 or 6 percent of sophomores, 2 or 1 percent of juniors and 7 or 4 percent of seniors. Across class, the majority of students disagreed with this statement.

Social Life And Academics

Item 5 asked whether being happy with one's social life impacted the academic adjustment. In Table 4, it may be observed that 221 or 72 percent of all students agreed that being happy with their social life did not affect their academic adjustment. Seventy-six or 26 percent of all students disagreed. Twelve or 4 percent of all students indicated that they didn't know. From statistical analysis by class (Table 5), it is evident that 88 or 67 percent of sophomores, 76 or 72 percent of juniors and 60 or 83 percent of seniors agreed with this statement. Those disagreeing were 36 or 28 percent of sophomores, 26 or 25 percent of juniors and 11 or 15 percent of seniors. Checking that they didn't know were 7 or 5 percent of sophomores, 4 or 3 percent of juniors and 2 or 1 percent of seniors. By sex, it may be seen in Table 5, that 85 or 69 percent of males and 136 or 73 percent of females agreed with this statement. Those who disagreed were 5 or 25 percent of males and 45 or 24 percent of females. Indicating that they didn't know were 7 or 6 percent of males and 5 or 3 percent of females. There were no apparent differences across sex and class and the majority of all students agreed with this statement.

Impact of Psychological Adjustment On Academics

Item 6 asked whether being happy with one's psychological adjustment affected academic adjustment. It

is evident from Table 4 that 219 or 74 percent of all students agreed that if they are not happy psychologically it can impact their academic adjustment, but 69 or 32 percent of all students disagreed. Designating as their choice that they didn't know were 11 or 4 percent of all students. Analysis of data by sex, in Table 5, showed 94 or 76 percent of males and 135 or 73 percent of females agreed with this statement. Twenty-four or 20 percent of males and 45 or 24 percent of females disagreed with this statement. Five or 4 percent of males and 6 or 3 percent of females responded they didn't know. It may be noted that, by class (Table 6), 92 or 70 percent of sophomores, 77 or 73 percent of juniors, and 60 or 84 percent of seniors agreed with this statement. Thirty-three or 25 percent of sophomores, 25 or 23 percent of juniors and 11 or 15 percent of seniors disagreed with this statement, while 6 or 5 percent of sophomores, 4 or 4 percent of juniors and 1 or 1 percent of seniors didn't know. There were an overwhelming majority of students who agreed with this statement. From the sophomore to the senior class the percentages increased dramatically.

Importance of Social Activities

Item 7 inquired whether the Minority Aide planned effective social programs. It is noted in Table 4 that 205 or 66 percent of all students agreed that social activities developed by the Minority Aide helped them adjust socially.

Seventy-nine or 26 percent of all students disagreed with this statement. Twenty-five or 8 percent of all students checked that they didn't know. By sex, Table 5 indicates that 87 or 67 percent of males and 118 or 64 percent of females agreed with this statement. Twenty-eight or 25 percent of males and 51 or 27 percent of females disagreed. Also 8 or 8 percent of males and 17 or 9 percent of females checked that they didn't know. Further investigation by class, shown in Table 6, indicated that 84 or 65 percent of sophomores, 71 or 67 percent of juniors and 50 or 69 percent of seniors agreed that social activities planned by the Minority Aides assisted them in adjusting socially. Those who disagreed were 33 or 25 percent of sophomores, 27 or 25 percent of juniors, and 18 or 25 percent of seniors. Those who indicated they didn't know were 7 or 5 percent of sophomores, 8 or 8 percent of junis and 4 or 6 percent of seniors. The majority of all students, by sex and class, agreed with this statement.

Black Resident Assistant And Social Activities

Item 8 concentrated on the impact of social activities planned by Black Resident Assistants. In Table 4, it may be noted that 153 or 49 percent of all students agreed they were assisted in their social adjustment by activities planned by Black Resident Assistants. Eighty-nine or 30 percent of all students disagreed with this statement.

Sixty-five or 21 percent of all students checked that they didn't know. It may be seen in Table 5 that, by sex, 65 or 53 percent of all males and 88 or 47 percent of females agreed with this statement. Twenty-five or 21 percent of males and 57 or 31 percent of females disagreed with this statement, while 25 or 21 percent of males and 40 or 22 percent of females checked that they didn't know. From observing by class (Table 6) it is evident that 53 or 41 percent of sophomores, 71 or 67 percent of juniors and 46 or 64 percent of seniors agreed with this statement. Forty-one or 32 percent of sophomores, 60 or 57 percent of juniors and 19 or 26 percent of seniors disagreed with this statement. Those who checked that they didn't know were 35 or 27 percent of sophomores, 16 or 15 percent of juniors and 10 or 17 percent of seniors. A very high percentage of students disagreed with this statement and another high percentage checked that they didn't know.

Increase Social Programs

Item 9 asked students whether the Minority Aides should implement more social programs. It is noted in Table 4 that 130 or 42 percent of all students agreed with this statement, but 147 or 48 percent of all students disagreed. Twenty-nine or 10 percent of all students checked that they didn't know. By sex (Table 5) 55 or 45 percent of males and 75 or 41 percent of females agreed with this statement.

Forty-eight or 59 percent of males and 88 or 48 percent of females disagreed with this statement. Eight or 7 percent of males and 21 or 11 percent of females checked that they didn't know. Further investigation by class, in Table 6, indicated that 53 or 41 percent of sophomores, 37 or 36 percent of juniors, and 40 or 56 percent of seniors agreed that the Aide should develop more social programs. Those checking that they disagreed were 62 or 47 percent of sophomores, 55 or 53 percent of juniors and 41 or 30 percent of seniors. Those included in the don't know category were 15 or 12 percent of sophomores, 12 or 11 percent of juniors, and 1 or 3 percent of seniors. Very close to equal numbers of students agreed and disagreed with this statement.

Caucus And Social Programs

Item 10 asked whether the Black Caucus should produce more social programs. It may be noted in Table 4 that 133 or 43 percent of all students agreed with this statement, while 143 or 43 percent of all students disagreed. Thirty-one or 10 percent of all students checked that they didn't know. In may be noted in Table 5, by sex, that 60 or 49 percent of males and 73 or 40 percent of females agreed with this statement. Fifty-four or 44 percent of males and 89 or 48 percent of females disagreed with this statement. Nine or 7 percent of males and 22 or 12 percent of females

indicated that they didn't know. From observing in Table 6, by class, 58 or 45 percent of sophomores 44 or 42 percent of juniors and 31 or 43 percent of seniors agreed with this statement. Fifty-four or 44 percent of sophomores, 11 or 11 percent of juniors and 2 or 3 percent of seniors indicated that they didn't know. The percentages of students by class and sex agreeing and disagreeing with the statement were very close. There was no majority, either for or against the statement.

Social Programs And Black Resident Assistant

Item 11 asked whether Black Resident Assistants should develop more social programs. In Table 4, it may be observed that 117 or 38 percent of all students agreed with this statement. Those students who disagreed were 136 or 44 percent of all students. Fifty-three or 18 percent of all students indicated that they didn't know. It is noted by sex in Table 5 that 54 or 44 percent of males and 63 or 34 percent of females agreed with this statement. Forty-nine or 38 percent of males and 86 or 47 percent of females disagreed with this statement. Nineteen or 15 percent of males and 34 or 19 percent of females indicated that they didn't know. It may be observed by class, in Table 6, that 50 or 39 percent of sophomores, 50 or 48 percent of juniors and 29 or 41 percent of seniors agreed with this statement. Thirty-one or 23 percent of sophomores, 17 or 16 percent of

juniors and 5 or 7 percent of seniors checked that they didn't know. No majority of students agreed or disagreed, although slightly more disagreed with this statement.

A majority of all students agreed their social life was enhanced by the efforts of Minority Aides, Black Caucus and Black RAs. Students also believed that being happy with their social life does not impact on their grades. However, they feel that if they are not psychologically happy it can impact negatively on their academics. There was no majority agreeing or disagreeing that the Black Caucus, Minority Aides or Black RAs should develop more social programs.

Responses Of Students To Academic Items

Academic Work And The Minority Aide

Item 1 concerned the assistance of the Minority Aide and academic work of students. It may be noted in Table 7, that 158 or 51 percent of all students agreed the Minority Aide assists their academic adjustment. Disagreeing with this statement were 128 or 42 percent of all students. Twenty or 7 percent of all students checked that they didn't know. Analysis by class, in Table 8, indicated that 72 or 59 percent of males and 86 or 47 percent of females agreed with this statement. Forty-six or 37 percent of males and 82 or 45 percent of females disagreed. Five (or 4 percent) of males and 15 (or 8 percent) of females checked that they

TABLE 7

RESPONSES TO ITEMS CONCERNING ACADEMIC ADJUSTMENT

ACADEMIC ADJUSTMENT   ALL STUDENTS

QUESTIONNAIRE ITEMS	AGREE	N	DIS-AGREE	N	DON'T KNOW	N	TOTAL %	N
1. My academic work is enhanced through the assistance of the minority aides.	51	158	42	128	7	20	100	306
2. My academic work is enhanced through the assistance of Black Caucus.	53	163	41	126	6	16	100	305
3. My academic work is enhanced through the assistance of Black Resident Assistants.	44	139	40	120	16	46	100	305
4. The Black Caucus should develop more programs that are academically oriented.	27	84	66	201	6	19	100	304
5. The minority aides should develop more programs that are academically oriented.	18	58	74	226	8	19	100	303
6. Black Resident Assistants should develop more programs that are academically oriented.	24	74	69	202	7	30	100	306
7. If I had a problem with my classwork I would seek help from my minority aide.	42	128	48	144	10	31	100	304
8. Black Caucus officers encourage academic achievement and that helps to motivate me.	54	165	38	113	8	26	100	304
9. Minority Aides know of resources that can help me if I need assistance with my classwork.	74	213	18	66	8	26	100	305

Number of All Students = 309

didn't know. By class (Table 9), it is evident that 63 or 49 percent of sophomores, 52 or 50 percent of juniors, and 43 or 60 percent of seniors agreed with this statement. Fifty-seven or 44 percent of sophomores, 26 or 43 percent of juniors and 29 or 36 percent of seniors disagreed. Nine (or 7 percent) of sophomores, 8 (or 7 percent) of juniors, and 6 (or 9 percent) of seniors checked that they didn't know. A slight majority of students agreed with this statement but the number of students disagreeing was very close to 50 percent.

Academic Work And The Black Caucus

Item 2 asked whether the Black Caucus enhanced the academic work of students. It may be seen in Table 7 that 163 or 53 percent of all students agreed with this statement. However, 126 or 41 percent of all students disagreed. Sixteen (or 6 percent) of all students indicated that they didn't know. By sex, 71 (or 58 percent) of males and 92 (or 51 percent) of females agreed with this statement. Forty-four or 36 percent of males and 82 or 45 percent of females disagreed with this statement. Choosing that they didn't know were 8 (or 6 percent) of males and 8 (or 4 percent) of females. It can be seen that by class, in Table 9, 62 or 48 percent of sophomores, 62 or 54 percent of juniors, and 37 or 52 percent of seniors agreed with this

TABLE 8

RESPONSES TO ITEMS CONCERNING ACADEMIC ADJUSTMENT

ACADEMIC ADJUSTMENT

QUESTIONNAIRE ITEMS	MALES AGREE %	N	DIS-AGREE %	N	DON'T KNOW %	N	TOTAL %	N	FEMALES AGREE %	N	DIS-AGREE %	N	DON'T KNOW %	N	TOTAL %	N
1. My academic work is enhanced through the assistance of the minority aides.	59	72	37	46	4	5	100	123	47	86	45	82	8	15	100	183
2. My academic work is enhanced through the assistance of Black Caucus.	58	71	36	44	6	8	100	123	51	92	45	82	4	8	100	182
3. My academic work is enhanced through the assistance of Black Resident Assistants.	48	60	34	42	18	21	100	123	44	79	43	78	13	25	100	182
4. The Black Caucus should develop more programs that are academically oriented.	31	38	66	80	3	4	100	122	25	46	67	121	8	15	100	182
5. The minority aides should develop more programs that are academically oriented.	20	25	73	89	7	8	100	122	18	33	76	137	6	11	100	173
6. Black Resident Assistants should develop more programs that are academically oriented.	28	35	62	76	10	12	100	123	21	39	69	126	10	18	100	183
7. If I had a problem with my classwork I would seek help from my minority aide.	48	59	40	50	12	14	100	123	38	69	52	96	9	17	100	182
8. Black Caucus officers encourage academic achievement and that helps to motivate me.	57	71	33	40	10	12	100	123	53	94	40	73	7	14	100	181
9. Minority Aides know of resources that can help me if I need assistance with my classwork.	73	90	20	24	7	9	100	123	67	123	22	42	11	17	100	182

Number of Males = 123

Number of Females = 186

TABLE 9

RESPONSES TO ITEMS CONCERNING ACADEMIC ADJUSTMENT

ACADEMIC ADJUSTMENT

QUESTIONNAIRE ITEMS	SOPHOMORES								JUNIORS							
	AGREE	N	DIS-AGREE	N	DON'T KNOW	N	TOTAL %	N	AGREE	N	DIS-AGREE	N	DON'T KNOW	N	TOTAL %	N
1. My academic work is enhanced through the assistance of the minority aides.	49	62	44	57	7	9	100	128	50	52	43	45	7	9	100	105
2. My academic work is enhanced through the assistance of Black Caucus.	48	62	46	59	5	7	100	128	54	62	39	41	7	2	100	105
3. My academic work is enhanced through the assistance of Black Resident Assistants.	35	46	44	57	21	26	100	129	54	56	35	36	11	8	100	100
4. The Black Caucus should develop more programs that are academically oriented.	22	28	69	89	9	12	100	129	28	29	66	69	6	6	100	104
5. The minority aides should develop more programs that are academically oriented.	19	24	74	96	7	9	100	129	17	17	78	82	5	6	100	105
6. Black Resident Assistants should develop more programs that are academically oriented.	20	26	68	87	12	16	100	129	26	27	65	68	9	9	100	104
7. If I had a problem with my classroom I would seek help from my minority aide.	49	62	42	54	9	11	100	127	35	36	49	51	16	17	100	104
8. Black Caucus officers encourage academic achievement and that helps to motivate me.	57	73	37	47	6	8	100	128	51	54	39	40	10	10	100	104
9. Minority Aides know of resources that can help me if I need assistance with my classwork.	73	94	17	21	10	13	100	128	70	73	23	25	7	8	100	106

Number of Sophomores = 131

Number of Juniors = 106

statement. Fifty-nine or 46 percent of sophomores, 41 or 39 percent of juniors and 29 or 40 percent of seniors disagreed. Seven (or 5 percent) of sophomores, 2 (or 7 percent) of juniors and 6 (or 9 percent) of seniors stated that they didn't know. Overall, only a slight majority of the students agreed with this statement.

Academic Work And The Resident Assistant

Item 3 asked whether the services of the Resident Assistant enhanced the academic work of students. From Table 7 it appears that 139 or 44 percent of all students agreed with this statement. Forty-six or 16 percent of all students indicated that they didn't know. As noted in Table 8 by sex, 60 or 48 percent of males and 79 or 44 percent of females agreed with this statement. Forty-two or 34 percent of males and 78 or 43 percent of females disagreed. Twenty-one or 28 percent of males and 25 or 13 percent of females indicated that they didn't know. In Table 9, by class, 46 or 35 percent of sophomores, 56 or 54 percent of juniors and 39 or 54 percent of seniors agreed with this statement. Fifty-seven or 44 percent of sophomores, 36 or 35 percent of juniors, and 24 or 34 percent of seniors did not agree. Those who decided that they didn't know were 26 (or 21 percent) of sophomores, 8 (or 11 percent) of juniors and 9 (or 12 percent) of seniors. Almost equal proportions of

students agreed and disagreed with this statement, although, by class, more upperclass students gave positive responses.

The Black Caucus And Academic Programs

Item 4 concerned whether the Black Caucus should provide more academic programs. It may be noted in Table 7 that 84 or 27 percent of all students agreed with this statement, 201 or 66 percent of all students disagreed. Nineteen or 6 percent of all students indicated that they didn't know. Analysis by sex (Table 8) showed that 38 or 31 percent of males and 46 or 25 percent of females agreed with this statement. Eighty or 66 percent of males and 121 or 67 percent of females disagreed. Four (or 3 percent) of males and 15 (or 8 percent) of females selected don't know as their choice. Examination by class, shown in Table 9, indicated that 28 or 22 percent of sophomores, 29 or 28 percent of juniors, and 27 or 38 percent of seniors agreed with this statement. Eighty-nine or 69 percent of sophomores, 69 or 66 percent of juniors, and 43 or 60 percent of seniors disagreed. Twelve (or 9 percent) of sophomores, 6 (or 6 percent) of juniors, and 2 (or 1 percent) of the seniors did not know. Overall, then a greater proportion of sophomores than juniors or seniors disagreed with this statement.

Minority Aides And Academic Programming

Item 5 asked whether Minority Aides should plan more academic programming. From Table 7 it is evident that only 58 or 18 percent of all students desired more such programs. Almost three-fourths (226 or 74 percent) of all students were opposed. Nineteen (or 8 percent) of all students indicated that they didn't know or had no opinion. By sex, as shown in Table 8, 25 or 20 percent of males and 33 or 18 percent of females agreed with this statement. By class, as shown in Table 9, 89 or 73 percent of males and 137 or 76 percent of females disagreed. Eight (or 7 percent) sophomores, 17 (or 17 percent) juniors, and 19 (or 26 percent) seniors agreed with the statement. Ninety-six or 74 percent of sophomores, 82 or 78 percent of juniors and 48 or 67 percent of seniors disagreed. Those indicated that they didn't know were 9 (or 7 percent) sophomores, 6 (or 5 percent) juniors and 4 (or 6 percent) of seniors. A majority of all students disagreed with this item and only slight differences between classes were found.

Black Resident Assistants And Academic Programming

Item 6 asked whether students thought they needed more academic programs developed by Black Resident Assistants. It is evident from Table 7 that just 74 or 24 percent of all students agreed there is a need for more such programs. Of the others, 212 or 69 percent disagreed and 30 or 7

percent indicated they didn't know. It is noted by sex, in Table 8, that 35 or 28 percent of males and 39 or 21 percent of females agreed with this statement. Of the rest, 76 or 62 percent of males and 126 or 69 percent of females disagreed; 10 (or 12 percent) of males and 18 (or 10 percent) of females didn't know. Examined by class (Table 9) the data show that 26 (or 20 percent) of sophomores, 27 (or 26 percent) of juniors, and 20 (or 28 percent) of seniors agreed with this statement; 87 or 68 percent of sophomores, 68 or 65 percent of juniors and 47 or 65 percent of seniors disagreed; and 16 (or 12 percent) of sophomores, 9 (or 9 percent) of juniors, and 5 (or 7 percent) of seniors didn't know. There was no significant variation across sex and class lines and less than one-fourth of all students were agreeable to further academic programming by RAs.

Classwork And Minority Aides

Item 7 inquired whether the students would ask the Minority Aide for help with classwork. Of all students, 128 or 42 percent were willing to seek help from a Minority Aide with their classwork; 144 or 48 percent were unwilling and another 31 or 10 percent didn't know (Table 7). Analyzed by sex (Table 8) the data indicated that 59 or 48 percent of males and 69 or 38 percent of females agreed, but 50 or 46 percent of males and 96 or 52 percent of females disagreed they would seek such help. Fourteen or 12 percent

of males and 17 or 9 percent of females didn't know. Divided by class, Table 9, the data show that 62 or 49 percent of sophomores, 36 or 35 percent of juniors, and 30 or 42 percent of seniors would ask the Minority Aide for help with classwork but 54 or 42 percent of sophomores, 51 or 49 percent of juniors, and 39 or 54 percent of seniors would not and 11 (or 9 percent) of sophomores, 17 (or 16 percent) of juniors and 4 (or 3 percent) of seniors indicated they didn't know whether or not they would request such help. Testing of this statement by chi square analysis revealed significant differences at the .05 alpha level across classes. A majority of seniors disagreed with the statement and a majority of juniors agreed. There were no apparent differences by sex.

Caucus Officials And Academics

Item 8 asked whether students are motivated academically by Black Caucus officials. From Table 7, it is evident that 165 or 54 percent of all students agreed with this statement. Those who indicated that they disagreed were 113 or 38 percent of all students. Twenty-six or 8 percent of all students indicated that they didn't know. It is noted by sex, in Table 8, that 71 or 57 percent males and 94 or 53 percent of females agreed with this statement. Forty-seven or 37 percent of males and 73 or 40 percent of females disagreed. Twelve or 10 percent of

males and 14 or 7 percent of females checked that they didn't know. In examining the data by class (Table 9), it was found that 73 or 57 percent of sophomores, 54 or 51 percent of juniors and 38 or 53 percent of seniors disagreed with this statement, while 8 (or 6 percent) of sophomores, 10 (or 10 percent) of juniors and 11 (or 8 percent) of seniors didn't know. A majority of all students agreed with this statement and there appeared to be no significant differences in responses by sex or class.

The Aide As A Resource Person

Item 9 asked whether the students thought the Minority Aides could refer them for help with their classwork. From Table 7 it is evident that 13 or 74 percent of all students agreed with this statement. Sixty-six or 28 percent of all students disagreed. Twenty-six or 8 percent of all students responded that they didn't know. The results of analysis by sex, shown in Table 8, indicates that 90 or 73 percent of males and 123 or 67 percent of females agreed with this statement. Twenty-four or 20 percent of males and 42 or 22 percent of females disagreed. Nine (or 7 percent) of males and 17 (or 11 percent) of females stated that they didn't know. It may be noted in Table 9 by class, 94 or 73 percent of sophomores, 73 or 70 percent of juniors, and 49 or 68 percent of seniors agreed with this statement. Twenty-one or 17 percent of sophomores, and 25 or 23 percent of juniors

and 17 or 24 percent of seniors did not agree with it. Thirteen (or 10 percent) of sophomores, 8 (or 7 percent) of juniors and 6 (or 8 percent) of seniors stated that they didn't know. A majority of all students agreed with this statement and responses were similar across sex and class.

A majority of all students agreed that Black Resident Assistants, Minority Aides and the Black Caucus enhance their academic work. Students agreed that they are motivated to achieve academically by the Caucus officials. A majority of students also agreed that programs planned by the Black Caucus, Minority Aides, and Black Resident Assistants helped them academically.

Responses Of Students of to Environmental Items

Classwork And White Faculty

Item 1 concerned students' ease in discussing classwork with White professors. It is noted in Table 10 that 17 or 55 percent of all students agreed they were at ease in discussing their classwork with White professors. The students who disagreed were 117 or 38 percent of all students. Twenty-one or 7 percent of all students checked that they didn't know. It is evident by sex in Table 11, that 63 or 51 percent of males and 107 or 58 percent of females agreed with this statement. Forty-eight or 39

TABLE 10

RESPONSES TO ENVIRONMENTAL ITEMS

ENVIRONMENTAL ITEMS   ALL STUDENTS

QUESTIONNAIRE ITEMS	AGREE	N	DIS-AGREE	N	DON'T KNOW	N	TOTAL %	N
1. I am comfortable in discussing my classwork with White faculty members.	55	170	38	117	7	21	100	309
2. White faculty members have high academic expectations of Black students.	50	154	42	127	8	25	100	306
3. I am happy with my experiences on campus.	60	185	33	100	7	22	100	299
4. I am comfortable in visiting with White faculty members in their offices during office hours.	64	198	30	91	6	16	100	305
5. I visit with White faculty members during their office hours.	72	219	24	73	4	14	100	306
6. Racism is a problem in general on campus.	73	225	19	57	8	24	100	306
7. Racism is a problem in the classroom.	66	205	27	83	7	20	100	295
8. I am treated fairly on campus.	63	194	31	95	6	19	100	308
9. Unity among Black students on campus is good.	64	198	28	87	8	21	100	306
10. Generally, I feel accepted on campus by White students.	70	216	23	68	7	22	100	306
11. Most Black resident assistants share the goals, interests and aspirations of Black students.	77	237	13	41	10	27	100	305
12. I respect and trust my minority aide.	84	258	9	28	7	22	100	308
13. I respect and trust Black resident assistants.	80	245	11	31	9	28	100	304
14. The aide is available when I need him/her.	70	216	22	66	8	25	100	307

Number of All Students = 309

percent of males and 69 or 37 percent of females disagreed with this statement. . Acknowledging that they didn't know were 12 or 10 percent of males and 9 or 5 percent of females. Although a majority of students by sex and class agreed with this statement, a high percentage of students by class and sex disagreed that they were at ease in discussing classwork with White professors. By class, Table 12, 74 or 57 percent of sophomores, 56 or 53 percent of juniors, and 40 or 56 percent of seniors agreed with this statement. The total of those who disagreed were 43 or 33 percent of sophomores, 46 or 43 percent of juniors and 28 or 39 percent of seniors. Thirteen or 10 percent of sophomores, 4 or 4 percent of juniors, and 4 or 5 percent of seniors said that they didn't know.

Professors' Expectations

Item 2 concerned the expectations of White professors regarding Black students' academic performance. From observing Table 10, it may be ascertained that 154 or 50 percent of all students believed White professors expected them to perform well in the classroom. Those who disagreed with this statement were 127 or 42 percent of all students. Checking that they didn't know were 25 or 8 percent of all students. It is noted by sex, in Table 11, that 61 or 50 percent of males and 50 or 93 percent of females agreed with this statement. Seven or 9 percent of males and 16 or 9

TABLE 11

RESPONSES TO ENVIRONMENTAL ITEMS

ENVIRONMENTAL ITEMS

QUESTIONNAIRE ITEMS	MALES								FEMALES							
	AGREE	N	DIS-AGREE	N	DON'T KNOW	N	TOTAL %	N	AGREE	N	DIS-AGREE	N	DON'T KNOW	N	TOTAL %	N
1. I am comfortable in discussing my classwork with White faculty members.	51	63	39	48	10	12	100	123	58	107	37	69	5	9	100	185
2. White faculty members have high academic expectations of Black students.	50	61	43	52	7	9	100	122	50	93	41	75	9	16	100	184
3. I am happy with my experiences on campus.	63	76	32	40	5	7	100	120	60	109	32	60	8	15	100	184
4. I am comfortable in visiting with White faculty members in their offices during office hours.	68	83	28	34	4	5	100	122	63	115	31	57	6	11	100	183
5. I visit with White faculty members during their office hours.	76	93	21	26	3	4	100	123	69	126	25	47	5	10	100	183
6. Racism is a problem in general on campus.	75	92	18	22	7	8	100	122	69	133	25	35	6	16	100	187
7. Racism is a problem in the classroom.	65	80	32	39	3	4	100	123	68	125	24	44	8	15	100	184
8. I am treated fairly on campus.	64	77	34	38	6	8	100	123	63	117	31	57	6	11	100	185
9. Unity among Black students on campus is good.	67	82	27	34	6	7	100	123	60	116	32	53	8	14	100	183
10. Generally, I feel accepted on campus by White Students.	73	90	20	25	7	8	100	123	69	126	23	43	8	16	100	185
11. Most Black resident assistants share the goals, interests and aspirations of Black students.	79	97	14	17	3	9	100	123	77	140	19	24	4	18	100	182
12. I respect and trust my minority aide.	89	109	5	6	6	8	100	123	81	149	11	22	7	14	100	185
13. I respect and trust Black resident assistants.	81	102	8	10	10	20	100	122	75	139	15	27	10	18	100	184
14. The aide is available when I need him/her.	72	89	23	28	5	6	100	123	68	127	21	38	11	19	100	184

Number of Males = 123

Number of Females = 186

percent of females responded that they didn't know. It may be noted, by class, in Table 9 that 63 or 49 percent of sophomores, 45 or 42 percent of juniors, and 46 or 64 percent of seniors agreed with this statement. There were 54 or 42 percent of sophomores, 42 or 40 percent of juniors and 21 or 7 percent of seniors who disagreed with this statement. Noting that they didn't know were 11 or 9 percent of sophomores, 19 or 18 percent of juniors, and 5 or 7 percent of seniors. There were no apparent differences across the board in student responses.

Happiness On Campus

Item 3 asked whether students were happy being on campus. From Table 10 it appears 185 or 60 percent of all students agreed with this statement. Those who disagreed with the statement were 33 percent of all students. Twenty-two or 7 percent of all students responded that they didn't know. In Table 11, as noted by sex, 76 or 63 percent of males and 109 or 60 percent of females agreed they were happy with their experiences on campus. Thirty-nine or 32 percent of males and 60 or 32 percent of females disagreed. Seven or 5 percent of males and 15 or 8 percent of females felt that they didn't know. In Table 12, as noted by class, 76 or 58 percent of sophomores, 62 or 57 percent of juniors, and 47 or 65 percent of seniors agreed with this statement. Forty-three or 33 percent of sophomores, 36 or 38 percent of

TABLE 12

RESPONSES TO ENVIRONMENTAL ITEMS

ENVIRONMENTAL ITEMS

QUESTIONNAIRE ITEMS	SOPHOMORES								JUNIORS							
	AGREE %	N	DIS-AGREE %	N	DON'T KNOW %	N	TOTAL %	N	AGREE %	N	DIS-AGREE %	N	DON'T KNOW %	N	TOTAL %	N
1. I am comfortable in discussing my classwork with White faculty members.	57	74	33	43	10	13	100	130	53	56	43	46	4	4	100	106
2. White faculty members have high academic expectations of Black students.	49	63	42	54	9	11	100	128	42	45	40	42	18	19	100	106
3. I am happy with my experiences on campus.	58	76	33	43	9	12	100	131	57	62	36	38	7	5	100	105
4. I am comfortable in visiting with White Faculty members in their offices during office hours.	65	80	30	41	5	7	100	128	56	60	39	41	5	5	100	106
5. I visit with White faculty members during their office hours.	73	96	21	27	6	5	100	128	70	75	25	26	5	5	100	106
6. Racism is a problem in general on campus.	69	89	24	31	7	9	100	129	78	82	15	16	7	7	100	104
7. Racism is a problem in the classroom.	64	84	29	38	7	9	100	131	70	73	24	26	6	4	100	103
8. I am treated fairly on campus.	60	78	34	43	6	8	100	129	68	72	26	27	6	7	100	106
9. Unity among Black students on campus is good.	61	80	31	39	8	10	100	129	63	67	30	32	7	7	100	106
10. Generally, I feel accepted on campus by White students.	65	84	26	34	9	11	100	129	71	75	23	24	6	7	100	106
11. Most Black resident assistants share the goals, interests and aspirations of Black students.	72	94	18	22	10	14	100	130	73	78	21	22	6	6	100	106
12. I respect and trust my minority aide.	83	107	9	12	8	11	100	130	78	83	15	16	7	7	100	106
13. I respect and trust Black resident assistants.	74	96	13	16	13	16	100	128	85	90	9	10	6	6	100	106
14. The aide is available when I need him/her.	71	91	20	26	9	12	100	129	72	76	22	23	6	6	100	105

Number of Sophomores = 131

Number of Juniors = 106

TABLE 12(b)

RESPONSES TO ENVIRONMENTAL ITEMS

ENVIRONMENTAL ITEMS

SENIORS

QUESTIONNAIRE ITEMS	AGREE	N	DIS-AGREE	N	DON'T KNOW	N	TOTAL %	N
1. I am comfortable in discussing my classwork with White faculty members.	56	40	39	28	5	4	100	72
2. White faculty members have high academic expectations of Black students.	64	46	29	21	7	5	100	72
3. I am happy with my experiences on campus.	65	47	26	19	8	6	100	72
4. I am comfortable in visiting with White faculty members in their offices during office hours.	70	49	28	20	2	2	100	71
5. I visit with White faculty members during their office hours.	67	48	28	20	5	4	100	72
6. Racism is a problem in general on campus.	75	54	14	10	11	8	100	72
7. Racism is a problem in the classroom.	67	48	26	19	7	5	100	72
8. I am treated fairly on campus.	60	43	35	25	5	4	100	72
9. Unity among Black students on campus is good.	68	49	24	17	8	6	100	72
10. Generally, I feel accepted on campus by White students.	80	57	14	10	6	4	100	71
11. Most Black resident assistants share the goals, interests and aspirations of Black students.	80	57	10	7	10	7	100	71
12. I respect and trust my minority aide.	88	63	6	4	6	4	100	71
13. I respect and trust Black resident assistants.	83	59	7	5	10	6	100	70
14. The aide is available when I need him/her.	68	49	24	17	8	6	100	72

Number of Seniors = 72

juniors, and 6 or 8 percent of seniors specified that they didn't know. There were no apparent differences across sex and class, although a greater proportion of juniors agreed with this statement.

Comfortable Visiting White Faculty

Item 4 asked whether the students were comfortable visiting their professors who were White. From observing Table 10, it is evident that 198 or 64 percent of all students felt comfortable in visiting with White faculty members. There were 91 or 30 percent of all students who disagreed with this statement, while 16 or 6 percent of all students believed that they didn't know. It can be seen in Table 11, by sex, that 83 or 68 percent of males and 115 or 63 percent of females agreed with this statement. Thirty-four percent of males and 57 or 31 percent of females disagreed with this statement. Checking that they didn't know were 5 or 4 percent of males and 11 or 6 percent of females. Additional review by class in Table 12 indicated that 80 or 65 percent of sophomores, 60 or 56 percent of juniors and 49 or 70 percent of seniors agreed with this statement. Forty-one or 30 percent of sophomores, 39 or 41 percent of juniors and 20 or 28 percent of seniors disagreed with this statement. Those checking that they didn't know were 7 or 5 percent of sophomores, 5 or 5 percent of juniors and 2 or 2 percent of seniors. Although minimal difference

appeared in percentages of student responses across sex and class, a majority of students agreed with this statement.

Visiting White Faculty Members

Item 5 asked whether students actually visited with White faculty members in their offices. From observing Table 10, it is evident that 219 or 72 percent of all students responded in the affirmative, that they visited with faculty during office hours. Seventy-three or 24 percent of all students indicated that they didn't know. It may be seen in Table 11, by sex, that 93 or 76 percent of males and 126 or 69 percent of females reported that they visited with White faculty members. In Table 12, by class, 75 or 70 percent of juniors and 48 or 67 percent of seniors agreed with this statement. There were 27 or 21 percent of sophomors, 26 or 25 percent of juniors, and 20 or 28 percent of seniors who disagreed. Five (or 6 percent) of sophomores, 5 (or 5 percent) of juniors and 4 (or 5 percent) of seniors checked that they didn't know. Four (or 3 percent) of males and 6 (or 3 percent) of females claimed that they didn't know. There were no apparent differences across sex and class lines and a vast majority of students agreed with this statement.

Racism on Campus

Item 6 solicited students' opinions about the existence of racism on campus. It is noted in Table 10 that 225 or 73 percent of all students agreed that racism is a problem on campus. Fifty-seven or 19 percent of all students disagreed with this statement. Twenty-four or 8 percent of all students said they didn't know. From observing by sex (Table 11) it is evident that 92 or 75 percent of males and 33 or 69 percent of females perceived this problem. Twenty-two or 18 percent of males and 35 or 25 percent of females felt racism was not a problem at MSU. Eight (or 7 percent) of males and 16 (or 6 percent) of females checked that they didn't know. In Table 12, by class, it may be noted that 89 or 69 percent of sophomores, and 82 or 78 percent of juniors agreed it was a problem, but 54 or 75 percent of sophomores, 16 (or 15 percent) of juniors and 10 (or 14 percent) of seniors disagreed with this opinion. Nine (or 7 percent) of sophomores, 7 (or 5 percent) of juniors and 8 (or 11 percent) of seniors didn't know or had no opinion and there were no significant differences across class and sex lines.

Racism and The Classroom

Item 7 asked whether racism existed in the classroom. It is shown in Table 10 that 205 or 66 percent of all students agreed that racism is a problem in the classroom.

Eighty-three or 27 percent of all students disagreed. Twenty or 7 percent of all students indicated that they didn't know. From analysis by sex, shown in Table 11, it is evident that 80 or 65 percent of males and 125 or 68 percent of females agreed with this statement. Thirty-nine or 32 percent of males and 44 or 24 percent of females did not agree. Four (3 percent) of males and 15 (8 percent) of females checked that they didn't know. Divided by class, in Table 12 it is shown that 84 or 64 percent of sophomores, 73 or 70 percent of juniors and 48 or 67 percent of seniors agreed with this statement. Thirty-eight or 29 percent of sophomores, 26 or 24 percent of juniors and 19 or 26 percent of seniors disagreed with this statement. Seven (9 percent) of the sophomores, 4 (6 percent) of the juniors, and 5 (7 percent) of the seniors said that they didn't know. There were no apparent differences across sex and class and the majority of students agreed with this statement.

Treatment On Campus

Item 8 asked whether the students felt they were treated fairly on campus. It may be seen in Table 10, that 4 or 63 percent of students agreed with this statement, while 19 or 6 percent of all students responded that they didn't know. It is noted, by sex, in Table 11, that 77 or 64 percent of males and 117 or 63 percent of females agreed with this statement. Thirty-eight or 34 percent of males

and 57 or 31 percent of females disagreed. Eight (or 6 percent) of males and 11 (or 6 percent) of females checked that they didn't know. In Table 12, divided by class, it is shown that 78 or 60 percent of sophomores, 72 or 68 percent of juniors, and 43 or 60 percent of seniors agreed with this statement. Those who disagreed were 43 or 34 percent of sophomores, 27 or 26 percent of juniors and 25 or 35 percent of seniors. Eight (or 6 percent) of sophomores, 7 (or 6 percent) of juniors, and 4 (or 5 percent) of seniors indicated that they didn't know. The majority of students across sex and class lines agreed with this statement.

Black Student Unity

Item 9 concerned the extent of unity among Black students. It is noted in Table 10 that 198 or 64 percent of all students believed unity among Black students was good. Eighty-seven or 28 percent of all students disagreed. Twenty-one or 8 percent of all students indicated that they didn't know. It is noted by sex, in Table 11, that 82 or 67 percent of males, and 116 or 60 percent of females agreed with this assessment of Black unity. Thirty-four or 27 percent of males and 60 or 32 percent of females disagreed with the statement. Seven (or 6 percent) of males and 14 (or 8 percent) of females checked that they didn't know. It is evident by class, in Table 12, that 80 or 61 percent of sophomores, 67 or 63 percent of juniors and 49 or 68 percent

of seniors believed that unity among Black students was good. Those who disagreed with this opinion were 39 or 31 percent of sophomores, 67 or 63 percent of juniors and 17 or 24 percent of seniors. Eight (or 10 percent) of sophomores, 7 (or 7 percent) of juniors and 6 (or 8 percent) of seniors indicated that they didn't know. Responses were fairly even across class and sex lines, with a majority of students agreeing with this statement.

Relationships With White Students

Item 10 asked whether students believed they are accepted by White students. In Table 10 it may be noted that 216 or 70 percent of all students agreed they are accepted. Sixty-eight or 23 percent of all students disagreed. Twenty-two or 7 percent, of all students checked they didn't know. In Table 11, from observing by sex, 90 or 73 percent of males and 126 or 69 percent of females agreed with this statement. Twenty-five or 20 percent of males and 43 or 23 percent of females disagreed with this statement. Indicating that they didn't know were 8 (or 7 percent) of males and 16 (or 8 percent) of females. In Table 12, by class, it may be noted that 84 (or 65 percent) of sophomores, 75 (or 71 percent) of juniors and 57 (or 80 percent) of seniors agreed with this statement. Twenty-two (or 18 percent) of sophomores, 22 (or 21 percent) of juniors and 57 (or 80 percent) of seniors disagreed with this

statement). Choosing don't know were 34 (or 26 percent) of sophomores, 24 (or 23 percent) of juniors, and 10 (or 14 percent) of seniors. Eleven (or 9 percent) of sophomores, 7 (or 6 percent) of juniors and 4 (or 6 percent) of seniors indicated that they didn't know. No apparent differences were observed across class and sex and a vast majority of students agreed that they are accepted by White students.

Interaction of Students and Resident Assistants

Item 11 asked whether students felt Black Resident Assisants have the same goals and aspirations as Black students. It may be noted in Table 10 that 237 or 77 percent of all students agreed with this statement. Forty-one, or 13 percent, of all students disagreed that the Black Resident Assistants share the same goals and aspirations as Black students. Twenty-seven, or 10 percent, of all students checked that they didn't know. Analysis by sex, in Table 11, indicates that 97 (or 79 percent) of males and 140 (or 77 percent) of females agreed with this statement. Indicating that they didn't know were 19 (or 3 percent) of males and 18 (or 4 percent) of females. Thus, an overwhelming majority of students, across class and sex lines, agreed with this statement. In Table 12, from observations by class, it appears that 94 or 72 percent of sophomores, 78 or 73 percent of juniors and 57 or 80 percent

of seniors agreed with this statement. Twenty-two (or 18 percent) of sophomores, 6 (or 6 percent) of juniors and 70 (or 10 percent) of seniors didn't know.

Faith In Minority Aides

Item 12 concerned whether students trusted and respected the Minority Aides. It is noted in Table 10 that 258 or 84 percent of all students agreed that they did trust and respect these individuals. Twenty-eight or 9 percent of all students disagreed. Twenty-two (or 7 percent) of all students didn't know. By sex, in Table 11 it appears 109 or 89 percent of males and 149 or 81 percent of females agreed with this statement. Six (or 5 percent) of males and 22 (or 11 percent) of females checked that they disagreed with this statement. Those who decided they didn't know were 8 (or 6 percent) of males and 11 (or 7 percent) of females. It can be seen in Table 12, by class, that 107 or 83 percent of sophomores and 83 percent of seniors agreed with this statement. There were 12 (or 9 percent) of sophomores, 16 (or 15 percent) of juniors and 4 (or 6 percent) of seniors who disagreed with this statement. Eleven (or 8 percent) of sophomores, 7 (or 7 percent) of juniors and 4 (or 6 percent) of seniors decided that they didn't know. Thus an overwhelming majority of students agreed with this statement with no significant differences appearing when data were analyzed by sex and class.

Faith In Black Resident Assistants

Item 13 assessed whether students trusted and respected Black Resident Assistants. It is noted in **Table** 10 that 245 or 80 percent of all students agreed with **this** statement. Thirty-one or 11 percent of all students disagreed. Twenty-eight or 9 percent of all students checked that they didn't know. It is noted by sex, in Table 11, that 102 or 81 percent of males and 139 or 75 percent of **females** agreed with this statement. Ten (or 10 percent) **of males and** 18 (or 10 percent) of females disagreed with this statement. Ten (or 10 percent) of males and 18 (or 10 percent) of females indicated that they didn't know. It is seen, by class, in Table 12, that 96 or 74 percent of sophomores, 90 or 85 percent of juniors and 5 (or 7 percent) of seniors disagreed with this statement. Those indicating that they didn't know were 16 (or 13 percent) of sophomores, 6 (or 6 percent) of juniors, and 6 (or 10 percent) of seniors. Responses was very close by class and sex and the vast majority of students agreed with this statement.

Accessibility Of Aide

Item 14 asked whether the Minority Aide is there when students need him/her. It is noted in Table 10, that 216 or 70 percent of all students disagreed with this statement, while 25 or 8 percent of all students checked that they

didn't know. By sex (Table 11), it is evident that 89 or 72 percent of males and 127 or 68 percent of females agreed with this statement. Twenty-eight or 23 percent of males and 38 or 21 percent of females disagreed. Six (or 5 percent) of males and 19 (or 11 percent) of females checked that they didn't know. Further exploration by class, shown in Table 12, indicated that 91 or 70 percent of sophomores, 76 or 72 percent of juniors and 49 or 68 percent of seniors agreed with this statement. Twenty-six or 20 percent of sophomores, 23 or 22 percent of juniors and 17 or 24 percent of seniors disagreed with this statement. Twelve (or 9 percent) of sophomores, 6 (or 6 percent) of juniors and 6 (or 8 percent) of seniors indicated that they didn't know. There were no apparent differences across sex and class and a majority of all students agreed with this statement.

A majority of students believe they are comfortable discussing problems and visiting White faculty members. Although an overwhelming majority of students believe racism exist on campus and in the classroom, a majority also believe they are treated fairly on campus and they are accepted by White students. An overwhelming majority of all students trust and respect their Minority Aides and Black Resident Assistants. Also a majority of students believe that unity exists among Black students.

Analysis Of Written Responses

Psychological Adjustment

The written comments of Black students in this area seemed to stress the importance of having Black staff such as Minority Aides and Black Resident Assistants. Such staff made students "realize that they are capable of achieving by seeing Blacks in these positions." Black students appear to get a lot of psychological satisfaction out of Caucus affairs and meetings. These activities gives them a sense of "self." Black students feel that there is a lot of pressure on them to give up their "Blackness" in order to survive on campus. Some students feel that although they get lonely and depressed they try not to let this interfere with their academics. Being the only Black in class appears to be an intimidating barrier for many Black students.

Several Black students spoke of the problem they have trying to branch out and meet other "non-Black students." They feel that when they spend time with others that Black students treat them as "traitors" and that is very difficult for them to deal with. Suggestions were made to hire more professional Blacks on campus because students feel that the few Blacks employed on campus are either custodians or work in the cafeteria. Several females commented that Black males have "huge ego's" or "strange attitudes" because there

are more females than males, and this causes a lot of stress in the interaction between males and females on campus.

Black students feel they get a psychological boost from attending Caucus meetings and sometimes it is their only opportunity to be in the majority. Most Black students express concerns of confidentiality in discussing personal problems with Minority Aides. However, they feel that other Black students have many of the problems that they consider personal. Some students indicated that some of their problems are the same ones that all students endure regardless of race or economic status, but they didn't know if their problems were compounded by being Black. Many senior students feel as though they can cope without the presence of Minority Aides or Black Resident Assistants, but it's good to know that they are available for those who need them.

Social Adjustment

Most of the comments regarding the social life of Black students stressed the importance of having something to do with their time other than studying all the time. However, a lot of students were concerned that there were too many parties and other social affairs being planned by the Minority Aides and Black Caucus. From observing their comments, Black students feel that social activities not only help them to meet other Blacks, they also provide them

with "their own space" to be themselves and to talk about things that are relative to their Blackness. Social life to many Black students gives the opportunity to "feel good" about themselves. Several students said that they attend social functions established by White resident assistants as well as the Black Caucus, therefore, they have a healthy social life. Suggestions were made to develop social programs that are oriented to building more unity among Black students. Some students seemed to feel that parties do not pecessarily produce a feeling of togetherness.

There were several comments suggesting that the university should provide more social programs for Blacks, as well as other minorities, because they pay fees and tuition. Many Black students said they felt "socially alienated" once they cross Grand River. An overriding theme of these written comments was that students must have a productive social life in order to cope with the stress of attending the institution. These students believed that there is more to getting an education than academics.

Academic Adjustment

There were a wide variety of written responses on academic adjustment. However, for an undetermined reason there were by far less responses than for the other areas. A lost of students expressed amazement that so many different variables on campus could interfere with their

academics if they allowed it. Some of them said their academics have been improved by programs initiated by the Black Caucus and Minority Aide. Some students have the idea that the Minority Aide can only help them with their academics if they have had the class. Referral appears to be the most significant method of assisting Black students. Some students reported that attending floor meetings they are able to obtain a lot of information regarding academic assistance. Too much academic competition between Blacks and also with Whites was mentioned as a problem. These students felt that some Black students who are excellent students are afraid to help other students because of the "law of academic self-preservation." Many Black students expressed a concern that White students, faculty, and administrators expect them to fail and they offer no psychological support.

Environmental Items

Racism

Black students responded that racism is very subtle and prominent at the university. Black students believed that most White administrators and faculty are smart enough to disguise their racism in order to protect their jobs and reputations. However, the students feel that they can "sense" and "feel" the cutting edge of it. Several students

said although they have not been involved in a personal racial confrontation many of their friends have. Some Black students also believe that professors and their assistants (TAs) watch them closer than Whites during exams for cheating. Students believe that they are discouraged from entering into money-making majors such as business, medicine, or engineering. Most students said that they had expected that racism would exist on campus, because it exists in society as whole.

On the other hand, some students expressed concern that other Black students complain of racism too frequently because they are too lazy to do the required work and they have to blame their failure on someone else. Black students believe that dwelling too long on the problem causes them to become hostile and this will impact negatively on their personality and their academic performance so they said that they learn how to cope.

Relationships With White Students

Most Black students stated in their comments that they believe that they are accepted by White students. A few point out that if Blacks don't fit white's stereotypes of what a Black person is, they may accept you. Some students believe that Whites' pretend to like Black students until they get behind their dormroom doors. The attitude of many Black students is that they are on campus to learn and to

associate with people and they won't turn their backs on someone if that person is sincere. A comment from one student was "coming from Detroit, I never associated with Whites, I have made several good friends and they treat me fairly." Another student said that all her friends were White and she never separates herself like other Blacks do.

Minority Aides

The written comments and reactions to Minority Aides were extremely positive. Black students expressed a great deal of personal motivation that they attributed directly to interacting with Minority Aides. Students again stated that it is "psychologically rewarding" to know that Black students attain leadership roles on campus and that they can apply their skills to assist other Black students. By far the most written comments were on the ability of Minority Aides to "personalize" the university as Black students can learn to "cope" with their adjustment problems. Students responded that the Minority Aides have the expertise to grasp what Black students' are experiencing on campus and to show them that the Minority Aide presents the greatest assistance ratio to freshmen and sophomores.

Black students from Detroit explained that the "culture shock" of living with White students and having White students ask them all kinds of "crazy questions" and being a minority in the residence halls would have been an

overwhelming barrier if they did not have the Minority Aide to implement programs to counteract the abundance of problems that occur in the halls.

Some of the negative responses were: My Minority Aide is only in it for the money." "Or, I grew up in a White environment, I know more about how to survive in a predominantly White institution than they do." Several students believe that the Minority Aide helps to segregate the races.

Suggestions were made that Minority Aides should receive more formal training. Some students commented that too many Minority Aides are working on other jobs and that makes their accessibility limited. Regarding classwork most students believe that programs such as "How to Get A 3.0 Without Really Trying," time management and male and female relationships provided them with a valuable resource.

White Faculty

The written responses pertaining to the relationship between Black students and White professors was mixed with almost equal positive and negative responses. Most Black students believe that White professors expect as much from them as they do White students. However, a great many of the written comments claimed that too many White professors "coddle" Black students; that they expect average or below average work from Black students without encouraging them to

strive for excellence. Some students expressed feelings of "aloofness" when they visit with faculty members. Most Black students said that they visit with the professors because they know that is the "name of the game."

Several students indicated that they have some very close relationships with White professors and they have been motivated to attend graduate school, while a few suggested that either they or some of their friends have asked to drop their majors for a subject that they find more compatible. One student wrote that, "if these professors would take an interest in Black students like they do with most of the White students from Birmingham or Grosse Pointe, we would be academically motivated to achieve also." Black students expressed an interest in having the Minority Aides work on a program to increase communication between White faculty and Black students.

Black Resident Assistants

Most Black students have not experienced having a Black Resident Assistant, according to the majority of comments. Some of the responses were similar to those made about the Minority Aide. Most students trust and respect the "few" Black Resident Assistants. However, some students believe that too many of the few Black Resident Assisants hired are "very White-oriented" in mannerisms, customs and culture. One student responded that "most Black RA's don't associate

with Black students, I don't know if this is because of the overall responsibility of their jobs or because they think they are too good for us, or they are afraid they will lose the respect of their floor members. The majority of comments expressed overall positive attitudes towards Black Resident Assistants as role models, although many expressed that it must be difficult for Black RAs because they must "cater" to the predominantly White members of their floors and try to maintain association with Black students also. Black students felt that it is good for White students to experience Black students in positions of leadership, "it's good for them to know that we can do more than dunk a basketball and dance."

Black students would like to see more Black RAs hired from Detroit. They seem to believe that White advisors and students select Black students who have "adopted and identify with White ways." Several students suggested that all Resident Assistants should be trained on the problems that Black students encounter "entering, living and merely existing in a predominantly White culture."

Black Caucus

Most Black students felt that the main purpose of the Black Caucus is to focus on social affairs. Some Black students believe that the Caucus provides programs for which the University should be responsible. The Black Caucus room

gives the Black students an opportunity to be by themselves and they don't feel like they are on display. The Caucus makes them feel "special" for a brief period of time. Black students feel that the Black Caucus is the only experience that they can have on this campus, excluding sororities or fraternities, that is strictly for them.

Many Black students are concerned about the petty bickering that goes on in Caucus meetings. They would like to see more cultural programs. Some students feel that upper class students, especially seniors, are aggressively verbal against the Caucus. They believe that this attitude "turns off" a lot of freshmen from getting involved with the Black Caucus. Students expressed that they would not have any social life if it wasn't for the Black Caucus because they "don't go to bars" or to the one or two disco's that cater to Black students on "their special nights." Most students expressed that they would not discuss personal problems at these meetings, however, a lot of the problems discussed are ones that affect them directly.

There appeared to be a split among Black students who want the Caucus to become more involved with academic programming and those who prefer it to relate to social activities. Since many Black students view the Minority Aide program as being more involved with academics, this may be the reason they want the Black Caucus to remain a social organization. Many Black students agreed that the source of

unity for students living in the residence halls stems from the Caucus and without it they fear that they would be even further "entrenched in isolation."

CHAPTER FIVE

SUMMARY, DICUSSION, CONCLUSION, AND RECOMMENDATIONS

Introduction

The Problem

The process of concluding and summarizing the research data generally dictates a review of the purpose for implementing the research. This study was designed to assess the impact of Black student organizations and staff in assisting Black students to adjust psychologically, socially and academically at a predominantly White institution. While Chapter Two contains the review of selected literature, it also discloses the dearth of research analyzing the effectiveness of Black students to adjust at predominantly White institutions.

The analysis of the problem selected for investigation required answers to the following research questions.

1. Do Minority Aides, Black Resident Assistants and the Black Caucus assist Black students in adjusting psychologically, academically and socially at the university?

2. How effective are the Minority Aides, Black Resident Assistants and the Black Caucus in helping Black students to adjust psychologically, socially and academically at the university?

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As a foundation for the study the following assumptions were developed.

1. That Minority Aides and the Black Caucus are fundamental resources for assisting Black students to adjust to the university environment.

2. That Black Resident Assistants can be effective leaders in assisting Black students to make a successful adjustment to campus life.

3. That effective leadership from Black Caucus officials and Minority Aides can impact positively on Black students' adjustment to the university.

The study also had several supplementary objectives which were designed to provide relevant information and assistance in interpreting the research data:

1. To identify new programs or organizations requested by Black students.

2. To determine what, if any, relationship existed between White faculty members and Black students.

3. To determine if Black students view racism as a problem at the university.

Findings And Conclusions

The design of the study consisted of using a questionnaire to ascertain the perceptions of Black students regarding their psychological, social and academic adjustment. The Likert scale was used to measure the responses. In order to make the data more conceptually manageable, the results of "strongly agree" and "agree", "strongly disagree" and "disagree" were collapsed, and the

results were presented in percentages. Those items that were significant at the .05 alpha level and those that complement or negate objectives or assumptions of the study will be discussed in this chapter.

Adjusting Psychologically To MSU Would Be Difficult Without The Presence Of Minority Aides

An overwhelming majority of all students, by sex, and indicated that Minority Aides were of great assistance in their psychological adjustment. These results are consistent with other studies presented in Chapter Two, the Review of Literature, relating to the psychological problems Black students encounter on predominantly White campuses. Gibbs (1973) suggested that Black students generally underutilize mental health resources staffed by Whites and that they prefer to discuss personal problems with minority advisors or counselors. According to Scott whose study is cited in Chapter Two, Black organizations and staff enable Black students to cope with alienation or a hostile environment.

Adjusting Psychologically To MSU Would Be Difficult Without The Presence Of The Black Caucus

An overwhelming majority of all students agreed that it would be difficult to adjust psychologically without the

presence of the Black Caucus. The students' responses to this statement are parallel to some of the studies presented in the review of literature. Turner (1980) in his indepth studies emphasized the importance of the need for Black students to develop formal or informal organizations to help them deal with the stress and other social psychological problems that they encounter. Coleman (1971) stated that origin of Black Caucuses at Michigan State University stemmed from a lack of resources to deal with racism and minimal social outlets for Black students.

I Often Feel Isolated or Lonely On Campus And This Impacts On My Psychological Adjustment To The Campus Environment

Testing of this item using Chi square revealed significance at the .05 alpha level across grade levels. Sver fifty percent of all students agreed with this statement and a greater proportion of sophomore agreed with the item asopposed to juniors and seniors. The results of this statement supported studies cited presented in Chapter Two. The fact that upperclass students, although a majority of them agreed, were less in agreement than sophomores can probably be attributed to the growing confidence of these students. By the time Black students have acquired junior and senior status, they have learned better how to make the

necessary adjustments to the institution despite the obstacles.

My Personal Motivation Is Enhanced
By The Presence of The Minority Aide

The testing of this statement using Chi square revealed a significance at the .05 alpha level across grade levels. Although a majority of sophomores, juniors and seniors agreed with this statement, an overwhelming majority of seniors agreed. The fact that seniors overwhelmingly agreed with this item, may be ascribed to the cumulative experiences that they had with Minority Aides while on campus. There were no apparent differences by sex. The findings in this item were supported by material in Chapter Two. Mosher and Sprinthall (1971) and Pyle and Snyder (1971) in separate studies address the importance of using Black students as peer counselors and role models in helping other Black students to adjust on campus.

My Personal Motivation Is Enhanced
By The Presence Of The Black Caucus

The testing of this statement utilizing the Chi square analysis revealed a significance at the .05 level across classes. A majority of each class agreed with this statement, however, more seniors indicated agreement on the item. The fact that more seniors indicated agreement on

this item may be attributed to the cumulative experiences that they had with the Black Caucus while on campus.

Investigation revealed that there were no apparent differences by sex. The findings of this statement are congruent with research presented in Chapter Two. Coleman said that the caucus room and the Black Caucus had the objectives of providing students with a "network" among themselves. This outlet provided the students with an opportunity to "foster" a sense of identity and to deal with feelings of isolation, loneliness and alienation.

My Personal Motivation Is Enhanced By The Presence Of Black R.A.S

Testing of this statement utilizing Chi square analysis revealed a significance at the .05 alpha level by class and sex. An overwhelming majority of all males agreed with this statement. Contrarily, less than one-fourth of them disagreed. In reviewing the data and written responses, the researcher is at a loss to explain why more males indicated that their motivation was enhanced by the presence of Black Resident Assistants. The researcher speculates that the reason why an overwhelming majority of seniors agreed with this item may be due to the cumulative experiences that they have had with Black Resident Assistants during their undergraduate years.

Further investigation revealed that an overwhelming majority of seniors agreed that their personal motivation is enhanced by the presence of Black Resident Assistants, and less than one-fourth of seniors disagreed with this statement. The results of this analysis support some of the studies reported in Chapter Two.

The Minority Aide Helps Me To Maintain My Identity On Campus And This Assistance Is Valuable For My Psychological Adjustment

Testing of this statement using Chi square analysis revealed a significance at the .05 alpha level across classes. While an overwhelming majority of seniors agreed with this statement, less than one-fourth disagreed. The researcher surmises that seniors overwhelmingly agreed that this item may be attributed to the cumulative experiences that they have had with the Minority Aide while on campus. Written responses from seniors concur that the Minority Aide helps them to maintain their identity on campus and this helps them to adjust psychologically on campus. The findings from analysis of this item correspond with studies presented in Chapter Two. Goodman suggests that students who receive positive reinforcement from their environment generally develop a strong and positive identity. Thus in most cases, as indicated in the results, the Minority Aide contributes to a positive self-image for Black students.

Due To The Efforts Of The Black Caucus
The Quality Of My Social Life Has Improved

Testing of this statement using Chi square analysis revealed a significant difference at the .05 alpha level. An overwhelming majority of male respondents agreed with this statement, while slightly less than a majority of females agreed. There was no apparent difference across class. Sixty-three percent of all students agreed with this statement. The findings in this statement support studies presented in Chapter Two, Review of Literature. Wright's study revealed that as a rule Black women in predominantly White institutions suffer more from social isolation or social alienation than Black men. The researcher believes that part of the problem of Black women is the greater ratio of females to males on campus.

The Degree Of Happiness With One's
Life On Campus Does Not Impact On
The Ability To Survive Academically

There were no apparent differences across sex and class and a strong majority (72 percent) of all students agreed with this statement. This results conflicts with some of the research reported in Chapter Two. In a study presented by Flemming (1981) he found that social isolation causes Black students to endure many hardships on campuses. Consequently, he feels that Black students often concentrate

on these and other social problems rather than their academics. Davis and Borders (1971) also reported that Black students' energies are diverted from academics to "cope" with an unresponsive environment. The contention of the researcher is that more Black students are arriving at the university prepared academically to deal with the environment. Also it may be suggested that some of them graduated from predominantly White high schools. Therefore, they have become acclimated to the social environment of a predominantly White institution.

My Academic Work Is Enhanced By The Presence Of The Black Caucus

The majority of all students agreed that their academic work is enhanced by the Black Caucus. The conclusions drawn from this item concurs with studies presented in Chapter Two. A study written by Turner (1980) suggested that when Black students utilize Black organizations and formal or informal networks of associations, it helped to strengthen relations among them by providing the academic assistance which is neglected by the university administration.

If I Had A Problem With My Classwork I Would Seek Help From My Minority Aide

Testing of this item by Chi square analysis revealed a significant difference at the .05 alpha level across

classes. A majority of seniors disagreed with this statement while fewer sophomores and juniors disagreed. The high percentage of seniors indicating that they wouldn't seek help for their classwork is understandable. Generally, by the time students have attained senior status, they are in control of their academics.

Minority Aides Know Of Resources That Can Help Me If I Need Assistance With My Classwork

A vast majority of all students agreed with this statement. One of the primary objectives of the Minority Aide program is to transfer the Minority Aides' knowledge of resources to the students in the hall. Chapter Two is replete with studies that demonstrate the positive effects that Black staff can have on retention by referring students to the proper resources.

Racism Is Generally a Problem On Campus

A vast majority of all students agreed with this statement. The students' responses were congruent with those presented on racism in Chapter Two. Studies by Sedlacek and Brooks (1976), Middleton (1981) and Nieves (1970) reported biased curriculum and professors. Milton believed that racism would still be a major problem for Black students in the 1980s.

Generally I Feel Accepted On Campus By White Students

A vast majority of students agreed with this statement. The students' responses to this statement contradicted most studies presented in the Review of Literature. Harper (1969) suggests that most White students assume that racism is not a problem on campus. He also believes that White students are very selective in choosing Black students as friends, thus they are more apt to select a Black student who is more docile and agreeable. McClain (1982) believes that pretension, "the ability to which Whites pretend to accept Blacks," contributes to the elusiveness of racism.

White Faculty Members Have High Expectations Of Black Students

Fifty percent of all students agreed with this statement. Most of the studies presented in Chapter Two, Review of Literature, suggest that any uneasy or lukewarm relationship exists between most White faculty members and Black students. Studies by Young (1981) and Rafky (1972) demonstrate that a communication barrier exists between White faculty members and Black students. Other studies refer to the concept of a "pygmalion effect" that implies if the instructors want a particular outcome from students, they can elicit that outcome by their own behavior. Some

studies also reflect that there are some White faculty members who are sympathetic to the problems confronting Black students. However, on the whole, most research on this issue reports that White professors do not have high expectations of Black students such as that by Erwin (1976) and Young (1981) to mention a few.

Discussion

The study had as its primary objective two research questions:

(a) Do Minority Aides, the Black Causus and Black Resident Assistants implement programs that are perceived to help Black students to adjust psychologically, academically and socially at the university?

(b) What is the perceived effectiveness of the Black Causus, Minority Aides and Black Resident Assistants in helping Black students to adjust psychologically, socially, and academically at the University.

The results of this study establish very strongly that the Black Caucus, Minority Aides and Black Resident Assistants are seen as effective in implementing programs and assisting Black students in adjusting psychologically, socially, and academically at the University. The researcher found that Black students have great expectations of the Minority Aides and believe they should be more intimately involved in the academic endeavors of Black students. These expectations may be attributed to the fact

that the Minority Aides receive room and board to assist Black students, while the Black Caucus officials are volunteers. Most students realize that the job responsibilities of Black Resident Assistants dictate that their attention be focused on their floor members. Therefore, according to the data and written responses, Black students did not hold them accountable for their social, psychological, or academic adjustment. However, most students indicated that they were influenced by the Black Resident Assistants and Caucus in each area of the study.

The researcher also found that the Black Caucus provided Black students with their greatest outlet for social activities. Black students use the Caucus rooms for partying, studying, and as a retreat where they can relax and not be in a "fishbowl" to be observed by the majority students. Black students are also concerned that some Black students might be enjoying their social life too much, therefore, they feel that the Minority Aides, Caucus and Black Resident Assistants should concentrate on other aspects of the collegiate life.

The results of the study suggested that the Black Caucus, Minority Aides, and Black Resident Assistants have a positive impact on assisting Black students to adjust psychologically on campus. Through personal interaction with Black staff members and in Caucus meetings, Black

students reduce their feelings of alienation, isolation and rejection. According to some of the written comments, programs such as Showcase (talent show), programs honoring Dr. Martin Luther King, Jr., Black history programs, programs on racism and male and female relationships, enhance the growth and development and psychological adjustment of Black students. The findings also support research that emphasizes the importance of having students involved in extracurricular activities. Thus, organizations such as the Black Caucus can act as a buffer between a hostile environment and Black students. Also, any Black student organization that works directly or indirectly to make the campus environment more palatable for Black students is assisting in the retention of Black students. Students in their written comments acknowledged the importance of being psychologically happy on campus. A campus that projects an atmosphere of warmth, friendliness and sincere caring means greater student retention (Astin, 1968).

The researcher also found that the Minority Aide and Black Resident Assistants are believed by Black students to have a positive impact on the academic adjustment of Black students. Black students are motivated by the presence of these Black staff members. It was also evident that students feel that the Minority Aides are most effective with academics by referring students to appropriate

resources and by implementing programs. Although Black students believe that happiness with their social life does not impact on their academic life, they do believe that if they are not psychologically happy, it can impact negatively on their academic achievement.

Summary of Written Responses

Psychological Adjustment

Black students stressed the importance of the presence of Minority Aides and Black Resident Assistants in assiting them to adjust psychologically on campus. Most students view the Minority Aides and Black Resident Assistants as role models and mentors. Black students appear to get a great deal of psychological satisfaction in seeing Black students in leadership positions on campus. Black Caucus meetings provide Black students with an opportunity to be in a majority, thus appear to get a psychological "boost" from these meetings. Seniors seem to appreciate the psychological benefits of Minority Aides, Black Caucus and Black Resident Assistants greater than sophomores and juniors. Black students also expressed the need for more Black professionals on campus to relate to.

Social Adjustment

Black students indicated an "active" social life is necessary to combat loneliness and it gives them the opportunity to "feel good" about themselves. Some Black students are concerned that some Black students are "partying too much." Students also believe that the university should provide them with more social programs. Several suggestions were offered that the Minority Aides and Black Caucus should develop more social programs to help unite Black students. Most Black students responded that almost all of the social programs or entertainment on campus is geared towards Whites.

Academic Adjustment

Many Black students expressed amazement that many different variables could impact negatively on their academics. Most Black students belive that referral is the most significant method that Minority Aides use to assist them academically. There are several comments expressing frustration at the low expectations that some White faculty members have of Black students. Some students would like Minority Aides and Black Caucus to implement more academic programs, however, most Black students believe that they have enough academic programs to help them adjust.

Environmental Items

Black students believe racism is very subtle and prominent on campus. Some students say they had not personally been exposed to racism on campus but they knew other students who have. Most Black students believe that they are accepted by White students. Black students attribute a great deal of their success in adjusting psychologically to Minority Aides, Black Caucus and Black Resident Assistants. Regarding their relationship with White faculty members, most students believe that faculty have the same expectations of them as they do White students. Some students feel that White faculty members are very "aloof" in relating to them. Several students expressed the need for the Minority Aide to initiate a program to increase communication between Black students and White fauclty members. Commenting on Black Resident Assistants, most Black students feel that they can trust and respect Black Resident Assistants. Although some Black students expressed concern that of the few Black students being hired as Resident Assistants, too many of them are "very White oriented" in mannerisms, customs and culture. Most Black students expressed the desire to have more Black Resident Assistants hired. Regarding the Black Caucus, most Black students view the Caucus as a social organization. Black students appear to enjoy the Caucus because it gives

them a chance to be among themselves. Several students expressed concern that the meetings are as organized as they should be.

Recommendations

This study was an investiation of the perceived impact of Minority Aides, Black Resident Assistants and Black Caucus in assisting Black students to adjust psychologically, socially and academically at a predominantly White university. The results of the study have prompted the researcher to make the following recommendations:

1. A class should be offered to educate Black students on the adjustment problems that they will encounter and how they can utilize the services of Black organizations and staff to help them successfully adjust at the university.

2. Efforts should be made to induce the greater East Lansing and Lansing community in providing services or programs that cater to the social needs of Black students.

3. An effort is needed to get Black students more involved in the total collegiate environment.

4. The university should aggressively pursue the hiring of more Black faculty and administrators and Black Resident Assistants.

Implications for Future Research

As a result of reviewing Chapter II and the findings of the study, the researcher suggests the following areas for

further investigation. These are:

1. There is a need to investigate the perceptions
    of Minority Aides, Black Resident Assistants
    and Black Caucus officials to determine how
    they perceive their impact on the psycho-
    logical, social and academic adjustment of
    Black students.

2. There is need for a study that investigates
    the relationship between Black students and
    White faculty members.

3. There is a need to investigate why Black
    students do not want the Minority Aides and
    Black Resident Assistants and the Black Caucus
    to implement more academic programs.

These recommendations and suggestions for future
research raise challenges for a predominantly White
institution. Most of the problems mentioned by Black
students are reflective of the overall situation that exists
for Blacks in general in society. The end result is that
aggressive action and planning and communication must be
undertaken to eliminate unjust barriers that await Black
students at predominantly White institutions.

The recommendations for future study should augment the
knowledge and conceptualization that is paramount in helping
Black students obtain their goal of procuring a degree.
Furthermore, any advancement that can be gained increasing
interaction between Black and White students and also with
Black students and White faculty will help to create a
society that is more respectful of the similarities and
differences in America's cultures.

APPENDICES

APPENDIX A

STUDENT QUESTIONNAIRE

Personal Data

1. Male ___ Female ___

2. <u>Class Standing</u>:

    Sophomore ___ Junior ___ Senior ___

3. Number of terms in residence halls ___.

4. Please list Black organizations that you are affiliated with

    a.

    b.

    c.

    d.

    e.

    f.

5. Please list Black organizations (new) that you would like to have implemented on campus.

    a.

    b.

    c.

6. Please place a check mark on the line indicating your response The list of responses will be: Strongly agree. agree, disagree, strongly disagree do not know. Be sure to fill out all sides of the questionnaire. The questionnaire begins on the following page.

EFFECTIVENESS AT MSU				
Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know

PSYCHOLOGICAL ADJUSTMENT

1. Adjusting psychologically to MSU would be difficult without the presence of minority aides.
   Please Comment/or Give Examples

2. Adjusting psychologically to MSU would be difficult without the presence of Black Caucus.
   Please Comment/or Give Examples

3. Adjusting psychologically to MSU would be difficult without the presence of Black R.A.'s.
   Please Comment/or Give Examples

4. I feel comfortable in discussing personal problems with my minority aide and this helps me to adjust psychologically to the campus environment.
   Please Comment/or Give Examples

5. I feel comfortable in discussing personal problems in Black Caucus meetings and this helps me to adjust psychologically to the campus environment.
   Please Comment/or Give Examples

6. I feel comfortable in discussing personal problems iwth a Black RA and this helps me to adjust psychologically to the campus environment.
   Please Comment/or Give Examples

	EFFECTIVENESS AT MSU				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know

7. I sometimes have difficulty dealing
    with the stress of being Black at a
    predominately White institution.
    Please Comment/or Give Examples   ___ ___ ___ ___ ___

8. I often feel isolated or lonely on
    campus and this impacts negatively
    on my psychological adjustment to
    the campus environment.
    Please Commnet/or Give Examples   ___ ___ ___ ___ ___

9. My personal motivation is enhanced
    by the presence of my minority
    aide.
    Please Commnet/or Give Examples   ___ ___ ___ ___ ___

10. My personal motivation is enhanced
    by the presence of Black Caucus.
    Please Commnet/or Give Examples   ___ ___ ___ ___ ___

11. My personal motivation is enhanced
    by the presence of Black R.A.'s.
    Please Comment/or Give Examples   ___ ___ ___ ___ ___

12. The minority aide helps me to
    maintain my identity on campus
    and this assistance is valuable
    for my psychological adjustment.
    Please Comment/or Give Examples   ___ ___ ___ ___ ___

	EFFECTIVENESS AT MSU				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know

SOCIAL ADJUSTMENT

1. Due to the efforts of my minority
   aide, the quality of my social life
   has improved.
   Please Comment/or Give Examples

2. Due to the efforts of the Black Caucus,
   the quality of my social life has
   improved.
   Please Comment/or Give Examples

3. Due to the efforts of the Black
   Resident Assistants the quality of my
   social life has improved.
   Please Comment/or Give Examples

4. Social life for Black students on
   campus is not an important issue for
   Black student organizations.
   Please Comment/or Give Examples

5. The degree of happiness with one's
   social life on campus does not impact
   on the ability to survive
   academically.
   Please Comment/or Give Examples

6. The degree of happiness with your
   psychological adjustment to campus
   can impact on your ability to
   adjust academically to the campus
   environment.
   Please Comment/or Give Examples

7. Social activities planned by
   minority aides assist me in adjust-
   ing socially to the campus
   environment.
   Please Comment/or Give Examples

	EFFECTIVENESS AT MSU				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know

8. Social activities planned by Black
Resident Assistants assist me in
adjusting socially to the campus
environment.
Please Comment/or Give Examples

9. Minority Adies should develop more
social programs.
Please Comment/or Give Examples

10. Black Caucus should develop more
social programs.
Please Comment/or Give Examples

11. Black Resident Assistants should
develop more social programs.
Please Comment/ or Give Examples

ACADEMIC ADJUSTMENT

1. My academic work is enhanced
through the assistance of the
minority aides.
Please Comment/or Give Examples

2. My academic work is enhanced
through the assistance of Black
Caucus.
Please Comment/or Give Examples

	EFFECTIVENESS AT MSU				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know

3. My academic work is enhanced through the assistance of Black Resident Assistants.
   Please Comment/or Give Examples

    —   —   —   —   —

4. The Black Caucus should develop more programs that are academically oriented.
   Please Comment/or Give Examples

    —   —   —   —   —

5. The minority aides should develop more programs that are academically oriented.
   Please Comment/or Give Examples

    —   —   —   —   —

6. Black Resident Assistants should develop more programs that are academically oriented.
   Please Comment/or Give Examples

    —   —   —   —   —

7. If I had a problem with my class-work I would seek help from my minority aide.
   Please Comment/or Give Examples

    —   —   —   —   —

8. Black Caucus officers encourage academic achievement and that helps to motivate me.
   Please Comment/or Give Examples

    —   —   —   —   —

9. Minority Aides know of resources that can help me if I need assistance with my classwork.
   Please Comment/or Give Examples

    —   —   —   —   —

	EFFECTIVENESS AT MSU				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know

Environmental Questions

1. I am comfortable in discussing my classwork with White faculty members. Please Comment/ or Give Examples

2. White faculty members have high academic expectations of Black students.

3. I am happy with my experiences on campus. Please Comment/or Give Examples

4. I am comfortable in visiting with White faculty members in their offices during office hours. Please Comment/or Give Examples

5. I visit with White faculty members during their office hours. Please Comment/or Give Examples

6. Racism is a problem in general on campus. Please Comment/or Give Examples

7. Racism is a problem in the classroom. Please Comment/or Give Examples

8. I am treated fairly on campus. Please Commnet/or Give Examples

	EFFECTIVENESS AT MSU				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know

9. Unity among Black students on campus is good.
   Please Comment/or Give Examples
   ___ ___ ___ ___ ___

10. Generally, I feel accepted on campus by White students.
    Please Comment/or Give Examples
    ___ ___ ___ ___ ___

11. Most Black resident assistants share the goals, interests and aspirations of Black students.
    Please Comment/or Give Examples
    ___ ___ ___ ___ ___

12. I respect and trust my minority aide.
    Please Comment/or Give Examples
    ___ ___ ___ ___ ___

13. I respect and trust Black resident assistants.
    Please Comment/or Give Examples
    ___ ___ ___ ___ ___

14. The aide is available when I need him/her.
    Please Comment/or Give Examples
    ___ ___ ___ ___ ___

(9)

APPENDIX B

LETTER OF INTRODUCTION TO STUDENTS

APPENDIX C

FOLLOW UP LETTER TO STUDENTS

October 16, 1984

Dear Student:

My name is Eugene Henderson Jr, and I am a Doctoral Candidate in Education and Administration. I am also the founder of the Committee Commemorating Reverend Dr. Martin Luther King Jr, on campus.

As a requirement in fulfilling my doctoral obligations, I am writing my disseration titled "A Study of the Perceptions of Black Students in Residence Halls, on the Ability of Black Caucuses, Minority Aides and Black Resident Assistant, in Assisting Black Students to Adjust Academically, Socially and Psychologically at a Predominately White Institution."

The questionnaire that I am enclosing refers to the terms, psychological, social and academic adjustment. For the purpose of this study: Social adjustment is the ability of Black students to overcome social alientation and isolation at predominately White institutions. Psychological adjustment is the ability of Black students to develop behavioral patterns or organizations that help them adjust to the stress of being Black at predominately White institutions. Academic adjust is the ability of Black student to utilize available campus resources, (minority aide, Black caucus, Black resident assistants), to achieve a successful academic adjustment at a predominately White institution.

Your participation in this study is completely voluntary and you are free to discontinue at any time. However, your cooperation in this study will provide information to university officials, which can be used to assist in solving problems and improving the overall quality of life on campus for Black students.

Your response will be completely anonymous; on request, results of the study will be made available to you. Any information given is strictly confidential and will be treated with the greatest of respect. To indicate your choice of response to the question or statement, place an X or check mark on the appropriate line. You will have five choices: Strongly Agree, Agree, Disagree, Strongly Disagree, Do Not Know. If you desire you may make additional comments in the space provided or on a separate page.

Please take a few minutes of your time to fill out this instrument and return it to me by November 5, in the enclosed envelope. Thanking you in advance for your deeply appreciated and desperately needed attention.

Sincerely,

Eugene Henderson Jr

Eugene Henderson Jr.   Dr. Eldon Nonnamaker
Graduate Student   Committee Chairperson

Enclosure: questionnaire, envelope

APPENDIX D

LETTER FROM ASSISTANT PROVOST

November 08, 1985

Dear Student:

Recently a questionnaire was mailed out to you. If you have not comp-
leted the survey, I am appealing to you to please take 10-15- minutes
to fill this survey out. Your individual response is very important
and crucial to the effectiveness of this study, since this study re-
presents four years of my graduate work.

Upon returning to Michigan State in 1980. I discussed with many Black
students my interest in improving the quality of life for Black stud-
ents, particularly those living in residence halls. The information
that I am seeking will provide university officials with essential
information that ill enable them to make Michigan State University, a
more hospitable environment for Black students.

However my problem is that without a higher percentage of returning
questionnaire's, my study will not be considered valid. Therefore, it
is imperative that you complete this questionnaire and return it immed-
iately.

Please consider the fact, that the Black community has criticized Black
educators for not conducting research on Black issues or Black students.
I am attempting to fill this void in the study of Black student leaders
and Black organizations at a predominantly White institution. Conse-
quently, I need cooperation to make this study an overwhelming success.

I still have faith that you will assist me in this academic endeavor.

The return address is: Eugene Henderson Jr. c/o Ms. Ruth Harris W-
125 Owen Hall, Urban Affairs Program, Campus Mail

Respectfully,

Eugene Henderson Jr

Eugene Henderson Jr.
Doctoral Candidate
Education & Administration

P.S.   If you have already returned this questionnaire, please disregard
       this reminder.

MICHIGAN STATE UNIVERSITY

OFFICE OF THE PROVOST

ADMINISTRATION BUILDING

EAST LANSING • MICHIGAN • 48824-1046

October 1, 1984

MEMORANDUM

TO: Dr. Henry Bredeck
          Assistant Vice President for Research

FROM: Lou Anna Kimsey Simon, Assistant Provost *LAKS*

SUBJECT: Request by Mr. Eugene Henderson

On Friday, September 28, Mr. Eugene Henderson talked with me by phone about his research project. He stated that he wanted to send a questionnaire to minority (Black) students who had lived in a residence hall at least one year. He reaffirmed that he had submitted his research proposal to the University Committee on Research Involving Human Subjects (UCRIHS) for review.

I indicated that minority status was considered confidential information. Therefore, if UCRIHS approved his research project on its merits, I would arrange to distribute the questionnaires in order to protect the anonymity of the students. I outlined the following steps:

> Mr. Henderson should provide an explicit definition of his study population to me so that the total number of individuals in the study population could be determined.

> If acceptable in terms of sample size, I would request that two sets of mailing labels and a list be prepared and delivered to my office. Mr. Henderson would be responsible for charges associated with the production of the mailing labels.

> Mr. Henderson would then deliver to my office the questionnaires prepared for mailing. My office would then affix the labels and mail the questionnaires. If any questionnaires were to be mailed off-campus, Mr. Henderson would be responsible for providing stamps.

> Mr. Henderson indicated that he wanted to do a follow-up to increase his response rate. I indicated that he should prepare and deliver to my office ready for mailing a follow-up letter. This letter should be worded so that it could be sent to all students in the study since there would be no way of knowing who had responded if anonymity were to be preserved.

As with other research projects that are approved by the UCRIHS, I am willing to facilitate the research project while protecting the confidentiality of student data in accordance with University policy. I rely on UCRIHS to assure

Memorandum to: Dr. Henry Bredeck

October 1, 1984
Page 2

that the questionnaire construction and the research design are appropriate
and that they protect the anonymity of the respondents.

If you have any questions, please let me know. I will not initiate any
actions until I have received a notice of UCRIHS' approval of Mr. Henderson's
research request.

LAKS:jcS0928a

CC: Mr. Henderson

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