The study attempted to evaluate the impact of an experimental Black Studies course on the attitudes of black students toward education, the "system," whites, and Black Studies. The instrument developed for the study was an open-ended essay type questionnaire. Demographic data was collected. The questionnaire was administered in an experimental Black Studies ("Introduction to Black America") class at Southern Illinois University which was 60 percent black. The questionnaire was administered on a pre-post basis with approximately a 12-week time interval. The results would seem to indicate that there was very little change with respect to the attitudes assessed in the open-ended questionnaire. Information was obtained indicating that the individuals who were participating in this program and who were talking about the "system" and discussing the concept of this system were not in agreement as to what the system was. In future work in such courses, the individuals responsible for the material in the course might seriously consider dealing with the issue of helping the students describe the university system in which they are operating and make the students aware of the alternatives that they have available to them within the system. (Author/JM)
ABSTRACT

Student Opinions and Black Studies

James Rosser, Harold Bardo, and Donald Beggs

The purpose of this study was to determine the impact, if any, that an experimental Black Studies course had on the attitudes of black students toward such variables as education, the "system", Whites, and Black Studies. The instrument developed for the study was an open-ended essay type questionnaire. Demographic data were requested on the cover sheet.

The questionnaire was administered to an experimental Black Studies class comprised of black and white students--freshmen through seniors. The class was approximately sixty percent black.

The course was experimental in that major emphasis was placed on internalization of content provided by lectures, films, and readings in affective group interaction sessions. The sessions were led by junior and senior level black undergraduates called "L" groupers. The "L" groupers had undergone a twelve-week seminar dealing with theories of learning and small group dynamics, as well as a five-day sensitivity training session.

The questionnaire was administered on a pre-post basis with approximately a twelve-week time interval (duration of GSB 309). Questionnaires were matched according to student I.D. Attempts to establish a control group proved futile as less than twenty percent of a non-enrolled random sample of black students responded to the mailed questionnaire.

The results provided several pieces of information that were not anticipated. Probably the most unique finds dealt with questions relating to "the system".
STUDENT OPINIONS AND BLACK STUDIES

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When the Black Studies program was established at S.I.U. in the fall of 1968, the organizers of the program articulated a firm commitment to the development of an intellectually challenging but non-traditional university unit. However, the program developers were not unrealistic and therefore recognized that universities, probably more than any of our social institutions, are antipathetic to demands for sudden change.

At this point, it is significant to note that the S.I.U. group was not just interested in reform or revolutionary change vis-a-vis black people at S.I.U., separately or in a vacuum. One of their major concerns pertained to making the primary educational mission of the University relevant and responsive not only to the contemporary educational needs of the constituency of the University, but also to the critical social, political, economic, and psychological problems of our technocratic society. Relevance here is in terms of general subject matter, with the goal of developing a better balance between the humanities, social sciences and sciences which most universities have provided or are even now prepared to provide. We were not so naive as to believe that Black Studies, singularly, could overcome the effects of cultural, economic, and educational deprivation. The entire university had to become responsibly responsive. Relevance here is also in terms of the applicability of the education received. As stated by Henry A. Bullock, "... research has shown that black 'retardation' (quotation mine) is more a function of the irrelevance of what the black student is being taught than of his inability to do college-prescribed work."1

Within this context, the program designers were sensitive to the fact that applied studies do not flourish very long unless they are attached, in fairly close proximity, to more abstract matters—racism, for example. As should be apparent, extension of the traditional mission of the American university was envisaged regarding community problem-solving through teaching, research and service.

One of the test variables regarding what was feasible at S.I.U by way of constructive educational change and relevancy—within a black context—was the experimental course GSB 309, or, Introduction to Black America. Personnel within the program were committed to the establishment of a system which would be constructively responsive to the educational needs of minority students whose preparation—academic, psychological and otherwise—was such that it would predictably (ACT, etc.) handicap or interfere with their development. GSB 309 was designed to test-out the preceding types of assumptions.

GSB 309, "Introduction to Black America," is a course in one of the five areas where students meet the general distribution requirement. This course may be taken by students in any year of study, freshmen through graduate. Any undergraduate may meet one of the General Studies Area B ("Man's Social Inheritance and Social Responsibilities") requirements with this course. (The course has since been modified, i.e., it is now offered

as a freshman-level course.) The general objectives of the course may be outlined as follows.

(1) To form and/or re-form attitudes and viewpoints regarding the events and experiences which have shaped the present day Black American complex.

(2) To obtain sufficient knowledge to support these attitudes and viewpoints.

(3) To learn to refine and to broaden both knowledge and attitudes in this area through study and personal interaction.

(4) To improve the ability of students to critically analyze issues as evidenced in written papers and group discussion.

The course was taught by a Black American Studies staff member who was half-time faculty with BAS and half-time administration as the assistant to the director of the total program. His major responsibility in the course was coordination of two general sessions per week and coordination of the efforts of assistants in the smaller discussion groups, called "Learning Groups." Assistants, or group leaders, were undergraduate juniors and seniors, who work in discussion groups with ten to fifteen students. The course was highly experimental in terms of content. There was heavy reliance on students for in-put—affective as well as cognitive.

The course was preceded by a quarter of shop work in which participants met for four hours per week. The participants consisted of consultants from the Educational Research Bureau and the design department, the Learning Group leaders, the coordinator, and observer-consultants from the BAS staff. Academic credit was given to the student Learning Group leaders. In these sessions content was tested and revised; evaluative methods were found; the course was made. This developed into an on-going course (BAS 322), meeting weekly for the duration of GSB 309.

All Learning Group leaders and the coordinator also participated in a preparatory, sensitivity training experience for one week, from early morning until late evening. The group saw it necessary to come to terms with themselves first before dealing with what could amount to emotionally explosive issues with students. This experience was continued during the break preceding each quarter the course was offered.

Finally, to involve the larger University community, the course utilized as lecturers/demonstrators/consultants, (1) a number of students and faculty members from various disciplinary and services areas of the campus who had shown considerably interest in Black Studies, or whose areas were of special pertinence to Black Studies, as well as (2) key people from the community, emphasizing the BAS commitment to the black community. Howard Fuller, Andrew Billingsley, and C. L. R. James are representative of outside individuals brought in as lecturers. Audio-visuals (films, tapes, records, video-tapes) also were used. The potential for in-put and relevance, so important to the
success of BAS was secured by this kind of care and planning. BAS saw these as the harbinger of the direction the total University must take.

It may be significant to note that an experimental grading system of "A" or "Incomplete" was utilized in the course. There is a trend in education toward mastery learning and increased attention to individual differences in instruction. Thus procedures were adopted in 309 to insure that the most students as possible would achieve the course objectives--i.e., essentially by providing students with model essays to examine providing an opportunity for students to rewrite unacceptable papers until they met the acceptability criterion and requiring students to pass tests over material missed when they were absent. Correlatively, the course designers were attempting to develop a system of learning-testing relative to 309's objectives, which would adequately test for mastery of criteria and possibly even examine and highlight crucial pivots in 309's instructional procedure. The preceding is noted to provide insight into the nature of the educational planning and concern within Black Studies. However, the data presented in the session will deal only with the attitudinal impact of 309 on the students enrolled.

As should now be apparent, 309 provided the means through which self-study was initiated as an integral and continuing aspect of the Black Studies effort at S.I.U. Some of the peripheral benefits provided by 309 are as follows:

(1) Leadership training for at least 20 black students/year.

(2) Means of defraying educational costs.

(3) Direct involvement of students, black students in the instructional program re. curriculum development, instructional model building and evaluation.

Perhaps not so peripherally, it was hoped that 309 would assist students in coming to terms with such things as weak egos and perceptions of incompetence. GSB 309 was designed to be a high motivation course which would have a positive effect on skills development through changes in teaching, curriculum models, and evaluation. In addition, the nature of the course, in terms of design, content and numbers of black students and staff would provide an interesting and educational learning lab for white students who now found themselves in a minority situation.

GSB 309 was considered to be of motivational significance because it embraced the three principle components of motivation--namely motive, expectancy (subjective probability), and value. When viewed through the 309 perspective, the black student should begin to conceptualize--earlier--the role that the application of internal, personal energy can have on his ability to develop marketable skills--skills which are germane to the black movement in America.

Because the psychological burdens at predominantly white institutions are far greater than the academic ones, with a resultant psychological crippling and high attrition rate among black students--students without access to other educational institutions on a par with their white counterparts--we are losing invaluable resources. This is not mere speculation.
For example, S.I.U. has probably the largest black student resident population of any of the major institutions of higher learning in the country. While accurate figures are not available, it is estimated that about 10% of the student population at S.I.U. is black American. In round numbers, based on 1968 enrollment figures, we are talking about 2500 students. Supportive inferences regarding the severity of the attrition problem may be drawn from a report prepared by Dr. Loren B. Jung, Director of Institutional Research at S.I.U. The report pertained to the distribution by grade point average of black students (who indicated that they were black) on the Carbondale campus for the Fall Quarter, 1968.1 The data may be summarized as follows:

(1) Of those students who indicated that they were black, the following breakdown was provided regarding class status:

Freshman level -- 572
Sophomore level -- 229
Junior level -- 155
Senior level -- 106

a. If the black freshman enrollment was relatively stable over four years, the data are indicative of a serious attrition rate:

60% F-So.; 32% So.-J; 32% J-S. Using the previously quoted figures, there is an attrition of 82.5% from the freshman to the senior level.

(2) Of 246 freshman who indicated that they were black, and for whom GPA's were available, 68.3% (168) had averages below 3.0. Percentages for the other levels are as follows:

Sophomore -- 41%
Junior -- 27.5%
Senior -- 7.6%

a. The percent of students across levels with a 3.0 GPA were:

F = 8.5% (n= 21, N = 246)
So. = 15.4% (n=30, N=195)
Jr. = 19.7% (n=28, N=142)
Sr. = 14.3% (n=15, N=105)

If the above percentages are added to those for students under 3.0, the percent of students in a "marginal to in trouble" category increases to 76.8, 56.4, 47.2, and 21.9, respectively. (The situation is further compounded by areas with GPA requirements other than 3.0 for graduation and student teaching.)

As tenuous as they may be, these data indicate that even for those black students who gain admission to S.I.U. through normal channels, there is a serious problem of success within the system. The data are also indicative of a need to "enrich" the freshman-sophomore experience for black students (chances of graduating appear to increase substantially if a student can "survive" through the sophomore year, based on GPA data). Before any conclusive statements can be made, more definitive longitudinal studies must be undertaken.

With much of the pre-college education of blacks, all over the U.S., being inferior, on the basis of contemporary evaluative and admissions standards, education may never be a means to equal access to vertical mobility for the black American. The raising of admissions requirements, cut-backs in appropriations for higher education, and the rising cost of a college education only compound the educational problems of black Americans. Thus, the fact that 309 is now a freshman level course, with the possibility of developing further into a sequential, three-quarter, freshman course at S.I.U., may prove to be a significant adaptive medium leading to meaningful and successful matriculation. The current study was the first in a series of on-going research studies planned by the Black Studies staff.

**Procedure and Results**

In an effort to collect information from those individuals who were participating in the Black American Studies course 309, an open questionnaire was developed in order for us to assess the general attitudes of those individuals in the study with respect to education, black-white relations, and "the system". The purpose for deciding upon an open ended questionnaire is obvious. It was the intent of those of us who were conducting the research not to provide possible alternatives to the individuals that were either inappropriate or not in the psychic structure that the individual was using to respond. It was the intent of the researchers for the individual to have the opportunity to express in his own words the way he felt. As we discuss these results I think we can see the distinct advantage of providing an open ended questionnaire of this type to point out some of the problems that we have in research in any area of attitude and particular with respect to Black American Studies programs.

The initial data collection was at the beginning of the twelve-week Fall Quarter. The information was collected in the classes of GSB 309. The individuals were asked to take the questionnaires and seriously consider the questions and give us as accurate an answer as possible. The individuals were permitted to take the questionnaires home, and they were allowed at least one week to complete the questionnaire. They were asked not to discuss the questionnaires nor the purpose with other individuals and it was our hope that the results or answers they provided us would be their own answers. In reviewing the results it is obvious the individuals did not get together and work on the answers and we have evidence that leads us to believe that they were sincere in their responses. At the end of the twelve-week quarter
the individuals were asked to complete the same questionnaire. It should be pointed out that at the beginning of the quarter they were not aware that they would be asked to complete the questionnaire again at the end of the quarter. It was surprising to note that there were very few comments as to why they had to complete the questionnaire again. We were quite honest and open with the individuals in terms of the fact that we did need the information again at the end of the quarter. As a result of these two data collection points, there were a total of 155 individuals who had completed the questionnaire at both the beginning and the end of the twelve-week quarter. These 155 responses were used in the data analysis for this paper.

In appendices A, B, and C of this paper, you will find the specific responses that were recorded at least two times in the pre and post setting. It should be of interest to most readers to look at the wide variety of responses that we were able to obtain from the open ended questionnaire. We think that it is most obvious that if we had provided any questionnaire other than the open ended type of questionnaire the variety of responses would not have been available to us as researchers. In the following portion of this paper we will attempt to summarize in general the results that were obtained with respect to each question that was asked on the questionnaire.

**Education**

Why did you choose to go to college? By far the most prevalent response to this question was that the individuals chose to go to college in order to seek better employment opportunities and have a better chance to earn a good living. The only other type of response that was given that might indicate the feelings of at least a segment of the individuals participating in the program was that a lot of the individuals felt that attending college would in general help them as a person. Therefore, the general pattern of response to this question indicated that the individuals who were in GSB 309 were in general attending college in order to better themselves for employment or economic reasons or for the general purpose of improving themselves as individuals.

Why did you choose to attend Southern Illinois University? The majority of the individuals responding to this question indicated that they chose Southern Illinois University because it was inexpensive and they had the opportunity to apply for some type of financial assistance or become active in a student work program. The second most prevalent reason for individuals attending Southern Illinois University who responded to this questionnaire was the fact that they had friends who were attending here and the friends had encouraged them to attend Southern Illinois University.

What do you plan to make your major concentration while attending Southern Illinois University? Why? The three most prevalent majors listed by the individuals responding to this question were 1) business; 2) sociology; and 3) education. Over half of the individuals responding to the questionnaire indicated a preference of a major in one of these three areas with the business, sociology, and education areas almost equally dividing the number of individuals responding. Major reasons for these individuals to select the specific major that they indicated with respect to question 3 seemed to fall in the category of better employment opportunities or the personal interest of the individual. It should be pointed out with respect to responses to these questions, it was quite encouraging that the individuals in this course all did a very adequate job of responding to why they were selecting a specific major.
How long do you expect it to take you to obtain your degree? Why? Almost all of the individuals responding to this question indicated that they felt that it would take them four years to complete their degree. The rationale for taking only four years to complete the degree is that this is the amount of time that it would take to complete the requirements. It should be pointed out here that this response might be a very important response for those of us involved in counseling individuals as they come into the university setting in terms of making them aware that it is sometimes difficult to complete all of the requirements of a university in a four-year time period. It is also interesting to note with respect to this question that there was some change in the pre to post time period of those individuals responding to this question. In general one can say that at the end of the quarter the individuals were speculating that it might take them a little longer to complete the degree than they originally anticipated. This would seem to be a positive effect of the particular program or at least the quarter in which the individuals were enrolled in GSB 309.

Do you plan to go to graduate or professional school? Why? The results of this indicate that those individuals involved in this course planned to attend a graduate or professional school. At the beginning of the research study, 75% of the individuals involved in the program indicated that they felt that they should go on to a graduate or professional school. At the end of the quarter over 85% of the individuals responding to the questionnaire indicated that they felt that they would go on to a graduate or professional school. The predominant reason why the individuals were indicating that they felt that they needed to go on to a graduate or professional school was the fact that they felt that their degree demanded it if they were going to be able to have good employment opportunities.

Upon receiving your degree, what do you expect to receive as a starting salary? Why? In general the two responses that were received most often with respect to this question indicated that either the individuals had no idea as to what their starting salary would be or they speculated that their starting salary would be somewhere between $8,000 and $10,000. It is interesting to note that less than 1/10 of the individuals responding to this questionnaire felt that their starting salary would be over $10,000. The general rationale as to why they speculated the salary would be $10,000 or less seemed to be that this was the impression of the individuals as to what the starting salary would be in the particular field that they were interested in.

Do you feel that courses like Introduction to Black America motivate black students towards greater educational achievements? Why? At the beginning of the quarter, 80% of the individuals involved in the course responded to this question with yes. At the end of the quarter, over 90% of the individuals involved in the course responded yes. The predominant reason given for responding yes to the first part of this question was that, in general, courses like the one in which the students were enrolled seemed to help the individuals in the course better understand themselves and their place in society. In addition, several of the individuals felt that the opportunity to take part in a Black American Studies course such as the one they were taking part in gave them the opportunity to increase their self respect and dignity.

What relationship, if any, exists between your current special interest and Black Studies? By far the most predominant response to this question
indicated that the individuals felt that the relationship existed because they were attempting to understand black people and the problems of the black people in today's society. Another response that was noted not as frequently as the previous response but was indicated by several individuals was the fact that they felt that it was a very important part in their major or minor which dealt with dealing with human needs.

GSB 309 was not intended to be geared towards "the system". Does this cause you to have a different feeling toward the course? Why? In both the pre and the post testing setting over 75% of the individuals responded no to this question. In response to the Why section of this particular item, the individuals by far indicated that the reason why they responded no to the particular question was that they felt the course, GSB 309, did deal with relevant issues as they viewed them from their perspective.

Black-White Relations

Should black studies be open to all students? Why? Of the black individuals responding to this question, over 91% of the individuals initially indicated that they felt that the course should be open to all students. In the second data collection period over 93% of the individuals felt that the course should be open to all students. As would be anticipated all non-black individuals responded to this question that they felt that all students should have the opportunity to take the Black Studies courses. The predominant reason for the individuals responding yes to this question seemed to be that the Black Studies Program offered all non-black individuals an opportunity to learn more about the black culture, to appreciate it, and to create a better understanding among blacks and whites.

What are the most important contributors to racism in the United States? Does Black Studies have any relevancy to racism? Why? By far the most frequent response to this question dealt with the fact that the most important contributor to racism in the United States seemed to be ignorance, apathy, economics or capitalism, and greed. These responses were especially prevalent in the black individuals responding to the questionnaire. The predominant response from the non-black individuals was ignorance. Among all individuals responding, the most prevalent responses to the second part of the question dealt with the fact that Black Studies helps individuals overcome ignorance and creates an atmosphere of understanding to help individuals understand racism and its dimensions. Although other responses were given, there was no systematic pattern that came close to the two responses indicated above.

Will Black Studies enhance your functional level in the struggle of black Americans for liberation whether you are a chemist, engineer, social worker, etc.? Why? At the beginning of the course, 77% of the individuals responded to this question as yes. At the end of the course, 90% of the individuals responded as yes. The majority of the responses to the why part of the question dealt with the fact that the individuals taking the black studies courses would better be able to deal with their problems because it increases their understanding, awareness, and insights to the problems of the black American.

Should white instructors be allowed to teach the Black Studies courses? Why? At the beginning of the course 93% of the individuals indicated that white instructors should not be allowed to teach Black Studies courses. At
the end of the course, almost 98% of the individuals responding indicated that white instructors should not be permitted to teach Black Studies courses. Over 96% of the non-black individuals responding to this questionnaire indicated that they felt that white instructors should not be allowed to teach Black Studies courses. The general tenor of the responses with respect to why white instructors should not be permitted to teach Black Studies courses dealt with the fact that the white individual does not understand, has not had the experience, and cannot tell us personally how it feels to be a black individual and deal with the problems that the black is faced with every day.

Should there be separate social and living facilities for black and white students? Why? In both the pre and post sessions approximately 70% of the black individuals responding to this question answered the question as no. Over 95% of the non-black individuals responded no to this question. The primary reasons for the no response to this question seemed to deal with the fact that separatism will not help and that individuals both black and white must learn to cope with and communicate in a mixed society such as the one we currently live in.

The System

What is the system as you perceive it at SIU? The wide range of responses to this question are fantastic. The reader is encouraged to look at the type of responses that were obtained as they are reported in Appendix C. The only response that seemed to occur more than three times in the total time period both pre and post measure was the fact that four of the students indicated that they felt that the President of the University was the system. The responses to this question strongly indicated that the fact that the system, although it is discussed quite frequently, has many, many different meanings to the individuals who are using the term and to those individuals who are listening to the term. Therefore, from the responses obtained to this question, it is impossible for the researchers to draw any conclusion as to what is the perceived system at SIU by the students who participated in the Black Studies GSB 309. It should be pointed out that the individuals seldom if ever responded in the same way with respect to this question from the pre to post setting. It would seem as if the responses were almost random with respect to this question between the pre and post measure. Less than 20 of the individuals in the study responded the same way in the pre and post evaluation session on this question.

Is the Black Studies program an extension of the system? Defend your response. Approximately half of the individuals responding to this question indicated that they felt that the Black Studies program was an extension of the system. The reasons for the response of those individuals who thought that the Black Studies program was an extension of the system was the fact that they felt that the Black Studies program was an attempt to buy the system to appease the blacks on the SIU campus. Other individuals who responded that they felt that the Black Studies program was an extension of the system indicated that they felt that the Black Studies program could not have existed unless the system was willing to permit it. The remaining individuals who responded that they felt that the Black Studies program was not an extension of the system seemed to indicate that they felt that the structure of the courses indicated that the Black Studies program was not an extension of the system. Another response by these individuals that seemed to occur quite often
was the fact that they did not feel that the Black Studies program was a pacifying type of program and they felt that in general it was not a yes to the system as they perceived it. Once again it should be pointed out that the impact of the response to Question 1 in this section of the questionnaire would indicate that the individuals who responded to this question were making several different reference points when they referred to the system.

How can the system show that it is interested in you or work to benefit you? The most predominant responses here seemed to indicate that the individuals felt that the way in which the system as they perceived it could be more helpful to them was to recognize them more as individuals. The individuals in GSB 309 felt that the system needed to be more responsive to them as individuals. It is interesting to note that very few of the individuals responding to this question indicated that they wanted the system to completely leave them alone.

Should SIU continue its support to the development of academic and other programs related to Black Studies? Well over 97% of the individuals responded to this question as yes. It should be pointed out that the individuals responded in the same manner both in the pre and post setting to this question. The primary reason for the individuals responding to the questionnaire as they did relates back to the responses to the questions as to why they participated in the Black Studies program initially. It should be pointed out that those individuals in the Black Studies program felt that it did help them to learn more about themselves, to make them more aware of black problems and hopefully to allow them to deal with issues that were more relevant to them as black individuals.

Why do you think you were asked to respond to the preceding questions? The researchers asked this question in order to come back to the individuals who had responded to the question and provide them with the answers that we felt were appropriate to this question and to make them well aware of what the intent was for developing this questionnaire. By far, the vast majority of the individuals responding to this questionnaire felt that it was in general a survey of their attitudes and feelings and was an attempt to evaluate the course, GSB 309, and an attempt by the university to understand more about the students who were participating in the Black Studies program. It should be pointed out here that the researchers were quite pleased with the response to these questions and that it was out of interpretation that the individuals considered this a constructive attempt by individuals who were attempting to cooperate with the Black Studies program.

Discussion

The results of this study would seem to indicate that there was very little change with respect to the attitudes assessed in the open ended questionnaire during the twelve-week period. It would seem that the attitudes that the individuals had with respect to education, black-white relations, and the system did not change or did not crystallize as a result of the GSB 309 course. It should be pointed out very quickly that attitudes are the type that one would not expect a drastic change in one short twelve-week period.

In a general way of reviewing the results of this study, it would seem that those individuals who participated in the Black Studies program seemed
to in general appreciate the relevance of the Black American Studies to the problems that they wished to deal with. It would seem to the researchers that the individuals who participated in the Black American Studies program felt that they were able to get from the program that which they anticipated getting. It would seem that the majority of the individuals who participated in the GSB 309 course were concerned with the fact that they did not have enough understanding of the Black American and his problems, and they felt that the opportunity to participate in this course would help them. It would seem from the results of this study that they felt that participation in the Black Studies program was helpful to them.

Probably the most important result from this particular research study is the information which we obtained which indicated that the individuals who were participating in this program and who were talking about "the system" and discussing the concept of this system were not in agreement as to what the system was. It would seem most important for us to be able to assist individuals in working within the system to be able to define the system and reach agreement as to what was being discussed. It would seem that it might be appropriate in the Black Studies program when an individual is trying to relate to the system that he understand or at least agree with those individuals listening as to what the system is. It would seem that we can go back to the basic problem of everyone understanding what they are talking about before they attempt to deal with it. Therefore, it would seem appropriate for the individuals involved in this particular Black Studies program to make a real effort to describe and define the system that they are talking about in the Black Studies program. This is in no way an attempt to imply that there is such a thing as a single system, but it would seem before we can assist individuals to operate within a university system that we should be able to describe the make up of the university system such that if an individual is working within it and has problems, he realizes the alternatives that he has available to him. Therefore, probably the most appropriate comment that can come from this particular research study is that in future work in the GSB 309 course, the individuals responsible for the material in the course might seriously consider dealing with the issue of helping the individuals in the course describe the university system in which they are operating and make the individuals in the course aware of the alternatives that they have available to them within the system.

Of particular interest to those individuals who are concerned with doing research on black studies programs, we feel that the use of an open ended questionnaire is quite appropriate for the type of information we were trying to obtain. We are the first to admit that the evaluation, analysis, and interpretation of the data is quite lengthy, involved, and in many cases, subjective. But on the positive side we would argue that the fact that the individuals were given the opportunity to respond to the questions that we wanted answered in the manner in which they wanted to answer them. We feel that we placed few constraints on the individuals who were attempting to respond to our questions. We feel that it is evident from the variety of responses that we found to our questionnaire that if we would have attempted to establish more constraints on the questionnaire, we would have inhibited those individuals attempting to respond and lost vital information. Probably the most glaring case of this is the question dealing with asking the individuals to define the system. The researchers probably could in general agree to the definition of the system or alternatives to the definition. It is quite obvious though that we would have been unable to define or provide possible
responses to this question in the manner that would have allowed everyone to have marked their preference if we had used some other restrictive system. Therefore we would encourage researchers to at least consider the possibility of using open ended questionnaires when dealing with attitude assessment of this type. Even though the interpretation and analysis of the data is indeed complex, we would strongly encourage researchers to consider the open ended questionnaire for attempting to assess attitudes.
APPENDIX A

EDUCATION

1. Why did you choose to go to college?
   - Better employment opportunities, money
   - Concern for social issues
   - Increased knowledge and education in general
   - It was expected of me by parents and peers
   - To further the cause of the black community
   - Avoid the draft
   - To learn about or find myself as an individual
   - To participate in athletics
   - To earn a degree
   - To learn to survive in a racist environment
   - A change of atmosphere
   - Fulfills personal needs
   - Didn't like working
   - To succeed in the system
   - To change the system
   - Meet new people
   - High school wasn't enough
   - Escape from the slum
   - Won a scholarship
   - To beat Whitey at his own game

2. Why did you choose to attend Southern Illinois University?
   - Inexpensive to attend; financial reasons
   - SIU is known as a party school
   - It had the desired area of study
   - Had friends there; their influence
   - Heard more about it
Low or easy entrance requirements
Received a scholarship (all types)
Recommended by a counselor or teacher
Because I got accepted
It was close and convenient
I don't know; no particular reason
High scholastic ranking of the university
Family or peer group influence
Far away from home
It has a liberal attitude
Beautiful campus and climate
More black population at SIU
Because of VTI
Because of its size
Because of pamphlets, catalogs and other literature
Because of veteran benefits

3. What do you plan to make your major concentration while attending Southern Illinois University? Why?

Majors/

Business (all areas) History
Pharmacy Black History
Political Science (government) Engineering
English Communications
Sociology Education (all fields)
Undecided Zoology
Theater Physical Therapy
Art Philosophy
Psychology Spanish
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Science (all fields)
Pre-law
Mathematics

Why/
Money expectations
Independence
Enjoyment, I like it
Primary goal
Understand the system
To teach
Work with people
It's my talent or ability
It's a broad field

Pre-med
Home Economics

Personal interest
Lack of knowledge in the field
Work with children
No particular reason
Infiltrate the system
Contribution to society
Preparation for Graduate School
Black liberation
To be different

4. How long do you expect it to take you to obtain your degree? Why?

Time/
Don't know
1970
Four years
Three years
1971; one year or less
Five years
Two years
Don't plan to get a degree
Five or more years

Reason/
Time left to complete it; completed requirements
Putting myself through; finances
Dropped out for awhile; interruption; transfer
Slow learner
Poor advisement
Difficulty in school
Lack of interest; goofed around
Taking a light load; no hurry
Avoiding the draft
Attend school year-round
Changed majors
Supporting a family
Attend part time
Taking a double major
Stupid General Studies
No major
Going on for an advanced degree
Poor student
Extracurricular involvement

5. Do you plan to go to graduate or professional school? Why?

1. Yes
   Reason:
   Interest in my field
   Good experience
   Black liberation
   Better job or pay
   Don't want to
   For higher degree
   Degree demands it
   Undergraduate school is enough
   To help others
   More flexibility
   Need specialization or improvement
   Takes too long
   Can't afford it
   Don't want to go to work
   No interest
   I'm too old
   Women don't need to
   So people will listen
   Because of the draft
   Plan to go into business for myself
   To compete
   Couldn't qualify
   Need practical experience

2. No
   Reason:
   No need
   Good experience
   Black liberation
   Better job or pay
   Don't want to
   For higher degree
   Degree demands it
   Undergraduate school is enough
   To help others
   More flexibility
   Need specialization or improvement
   Takes too long
   Can't afford it
   Don't want to go to work
   No interest
   I'm too old
   Women don't need to
   So people will listen
   Because of the draft
   Plan to go into business for myself
   To compete
   Couldn't qualify
   Need practical experience

3. Undecided
   Reason:
   Good experience
   Black liberation
   Better job or pay
   Don't want to
   For higher degree
   Degree demands it
   Undergraduate school is enough
   To help others
   More flexibility
   Need specialization or improvement
   Takes too long
   Can't afford it
   Don't want to go to work
   No interest
   I'm too old
   Women don't need to
   So people will listen
   Because of the draft
   Plan to go into business for myself
   To compete
   Couldn't qualify
   Need practical experience
6. Upon receiving your degree, what do you expect to receive as a starting salary? Why?

- $12,000 or above
  - Reason/
  - Because of my training

- $10,000 to $12,000
  - Starting salary in my field

- Whatever the market is
  - To live comfortably

- $8,000 to $10,000
  - Salary is insignificant; or not primary

- No idea; don't know
  - To survive

- Enough to get by
  - I deserve it

- $5,000 to $7,000
  - I won't for any less

- $15,000 to $20,000
  - Business for myself

- $12,000 to $14,000
  - Too far in the future

7. Do you feel that courses like Introduction to Black America motivate Black students toward greater educational achievements? Why?

- Yes
  - Reason/
  - Helps blacks understand their position, better insight

- No
  - Specifically geared to blacks

- Depends on the individual
  - Increases self respect, dignity

- Don't know
  - Brings people together; unity

- Helps relate to the system
  - Individual help stressed

- It's removed from the system
  - It's not realistic

- Very relevant to real life

- Gives a desire for more knowledge

- Creates hostility toward whites

- Little stress on educational achievement

- Helps people think for themselves

- We're worried about the present, not school
APPENDIX A, page 6

8. What relationship, if any, exists between your current special interest and Black Studies?
   - It relates to my major or minor
   - No relationship
   - Want to teach black studies
   - Black studies is my interest
   - Understanding black people and their problems
   - Political relationships
   - Enjoy studying black history
   - Want to help blacks
   - Survival
   - Interest in revolution or black liberation
   - Planning to marry a black guy (white girl)
   - To gain general knowledge

9. GSB 309 was not intended to be geared toward "the system." Does this cause you to have a different feeling toward the course? Why?
   - Yes
   - No
   - Undecided
APPENDIX B

BLACK-WHITE RELATIONS

1. Should Black Studies be open to all students? Why?

   Yes
   Reasons/
   To gain equality integration for all
   Should be open only to blacks
   For better understanding for blacks and whites
   White students cause dissention
   So whites can learn black culture, problems, etc.
   Because it's part of educational freedom
   It would only be more white infiltration and oppression
   It is more important for blacks to learn to relate
   Because there are both blacks and whites and others
   The staff is integrated, so the students might as well be too
   It's important to all students
   There is enough segregation already
   Whites don't need to know about blacks
   Whites aren't ready for such a course
   So blacks can get a white point of view
   To help liberate blacks
   Whites only attend for curiosity

   No
   Undecided

2. What are the most important contributors to racism in the United States? Does Black Studies have any relevancy to racism? Why?

   Misunderstanding
   Ignorance
   Mass media
   Capitalism; economics
   Prejudice; hate
   Reasons/
   Black studies help overcome ignorance and misunderstanding
   Helps understand racism and its dimension
   It encourages involvement

   There is enough segregation already
   Whites don't need to know about blacks
   Whites aren't ready for such a course
   So blacks can get a white point of view
   To help liberate blacks
   Whites only attend for curiosity
White supremacy or just white man
Apathy
The U.S.
White fear
Narrow mindedness
Isolation (segregation) of blacks
Parents; heredity
Class distinction
Unequal employment
Lack of communication
The system
Attitudes
Politicians and politics
Environment
The education system
Historical reasons
Cultural institutions
Slavery
The status quo
Poverty
K.K.K.
Human nature
Both blacks and whites
Fascism
Black inferiority complex
Militants

Reasons/
Educates blacks to act
No relevance
Teaches how to surpass whites
Don't know
It can change attitudes
Increases separation
Only helps blacks know themselves
Yes
It takes black out of the system
3. Will Black Studies enhance your functional level in the struggle of Black Americans for liberation, whether you are a chemist, engineer, social-worker, etc.? Why?

<table>
<thead>
<tr>
<th>Yes</th>
<th>Reasons/</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Don't know what black studies is about yet</td>
</tr>
<tr>
<td>Don't know</td>
<td>I will be able to deal with the problem</td>
</tr>
<tr>
<td>I hope so</td>
<td>Increases understanding</td>
</tr>
<tr>
<td></td>
<td>I will be able to teach others</td>
</tr>
<tr>
<td></td>
<td>Teaches blacks of their heritage and culture and identity</td>
</tr>
<tr>
<td></td>
<td>Will give blacks more courage</td>
</tr>
<tr>
<td></td>
<td>Through my future occupation</td>
</tr>
<tr>
<td></td>
<td>Helps cope with the white world</td>
</tr>
<tr>
<td></td>
<td>Points out where I can help</td>
</tr>
<tr>
<td></td>
<td>Minds were made up before black studies started</td>
</tr>
<tr>
<td></td>
<td>Increases concern for black people</td>
</tr>
<tr>
<td></td>
<td>Increases self understanding</td>
</tr>
<tr>
<td></td>
<td>Learns how to change the system</td>
</tr>
<tr>
<td></td>
<td>The movement needs educated people</td>
</tr>
<tr>
<td></td>
<td>Will help me deal with other people</td>
</tr>
<tr>
<td></td>
<td>Brings blacks together</td>
</tr>
<tr>
<td></td>
<td>People like the status quo after they get settled</td>
</tr>
<tr>
<td></td>
<td>It should teach us to outdo whites</td>
</tr>
</tbody>
</table>

4. Should white instructors be allowed to teach Black Studies courses? Why?

<table>
<thead>
<tr>
<th>Yes</th>
<th>Reasons/</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Personal characteristics of whites</td>
</tr>
<tr>
<td></td>
<td>Instructors view of student depends on color</td>
</tr>
<tr>
<td></td>
<td>Depends on course content</td>
</tr>
<tr>
<td></td>
<td>If very qualified, or no black instructors available</td>
</tr>
</tbody>
</table>
White instructors don't relate to black students
Material only relevant to black instructor
White person won't be accepted
White man needs to learn, not teach
White person doesn't understand, hasn't experienced, personally, the black experience
White man can't tell blacks about their own people
Blacks need to relate to instructor
Back psychological effect
To say no is reverse racism
White people don't want to teach black studies courses
When black studies become more established
Need both black and white point of view
White instructors inherently biased view
To white people only

5. Should there be separate social and living facilities for Black and white students? Why?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Reasons/</td>
</tr>
<tr>
<td></td>
<td>Must have freedom to choose either way</td>
</tr>
<tr>
<td>No</td>
<td>Racism, separation won't help, this is what we're fighting etc.</td>
</tr>
<tr>
<td>Other, unsure, mixed</td>
<td>Need to learn to cope, communicate, in mixed society</td>
</tr>
<tr>
<td></td>
<td>Tension, problems, of close social contact</td>
</tr>
<tr>
<td></td>
<td>Prefer living with own</td>
</tr>
<tr>
<td></td>
<td>If facilities are equal</td>
</tr>
<tr>
<td></td>
<td>Bring blacks together, unify black community</td>
</tr>
<tr>
<td></td>
<td>Good interracial experience</td>
</tr>
<tr>
<td></td>
<td>Would break communication</td>
</tr>
<tr>
<td></td>
<td>Need to learn about ways of whitey</td>
</tr>
<tr>
<td></td>
<td>Blacks would get poorer facilities</td>
</tr>
</tbody>
</table>
Social and dorm life now geared to white student
Whites are racist
Against the law
Campus, social life already separate
Should be some separate facilities
Should choose own roommates
Integration too much trouble
If blacks all together, easier to wipe out
Too late for whites to learn
Blacks have very different social events
Living will bring both exploited students together
Different cultures, nothing in common
Except where there is real friction
Prove independence of blacks
APPENDIX C

THE SYSTEM

1. What is the system as you perceive it at SIU?

   Factory, turning out people to fit society
   University is organization for perpetuating, promoting state and country ideals
   Means of making blacks think all is OK
   White system, white establishment
   Bull shit, poison, funky. Other one word epitaphs
   Maintains values of white America
   Indoctrination into white capitalist society
   A group depriving students of personal freedoms, personal needs
   Not tangible
   Nebulous force and structure
   Bureaucracy
   Not open to minorities
   Production of black people who think white
   Military complex
   Government complex
   Maintains status quo (no change to better others)
   Town-local government
   Black and white people after self gain
   Profit for Carbondale, business men, landlords, etc.
   Changing toward good
   Racist-bigoted
   Delyte Morris
   Illinois government
   White students
   Keep black people down
   Economic gain
   Promising
APPENDIX C, page 2

Administration, Board of Trustees

Capitalism

Conservative

Censorship

Rule by few

Same as U.S. system

Set up to meet needs of students

The way things are done

To learn and be tested

Set up to get as many blacks out of school as possible

Grading system, course requirements

Housing system

Teachers

Greeks

Fascist

Mixture of good and bad

Efficient and necessary

Fair

Business

Well integrated

Corrupt

Out dated, wrong priorities

Police

Live and let live

Only appears to transgressors

Apathetic students

2. Is the Black Studies Program an extension of the system? Defend your response.

Yes

No

Mixed
Defense/

Good exchange of ideas, learning experience
Supported by the system
Wouldn't exist if it wasn't
Relevant to black student
Black students given a chance, have power
Individual is important
Attempt to appease blacks
Provides opportunity for change from within
Has what students want
Still have to meet course requirements
No pacifying, thorn in side of system, works against system
Not same structure as "system" courses
Tries to integrate black culture in white culture
Freedom
Should be so
Not too much different from other courses
Whites will take over if success
Establishment thinks it is
OK anyway
Indoctrination into system
Blacks set up own mysth system as bad as whites
White instructors
Grades controlled by university

3. How can the system show that it is interested in you or work to benefit you?
Give full rights and opportunities
Do away with racism
Help me understand my culture, increase Black Studies courses, etc.
Reorganize on more individual level, listen to me, be more responsive
APPENDIX C, page 4

It can't
Leaving me alone, letting me be myself
Become more involved, more relevant
School related things (grades, good teachers, etc.)
Social reform
Follow constitution
Give students power and freedom
Change completely
Continue in present direction
Support and understanding of black students
Change from capitalism to socialist (better distribute wealth, share, etc.)
Financial support
Destroy itself

4. Should SIU continue its support to the development of academic and other programs related to Black Studies? Why?

Yes
No

Reasons:
Shouldn't become separate from university
Blacks need to learn about selves, makes blacks aware, relevant to blacks
Might bring understanding between blacks and whites
Learning about, confronting social problems might bring change
To appease blacks; ease hostility
To integrate education, incorporate new body of knowledge
SIU won't last long without it
To make blacks and whites more aware
Interesting class, good learning, good interaction (aside from issues)
Relevant
Beneficial for all
SIU will still control, geared to system
APPENDIX C, page 5

Part of keeping up with other schools
Liberalizing effect on school
Way for SIU to show interest in black student
If moves toward liberating black people
Blacks pay taxes, learn about whites--fair thing, equitable
Be many black students at SIU
Can become related to northeast community
Not really black
Whites need it

5. Why do you think you were asked to respond to the preceding questions?

So university can understand course
To evaluate course and/or black studies, to understand students in B.S. or 309 course
General survey of attitudes, feelings, etc., no mention of B.S. or course
To find out about black students
For someone's research, thesis or book
"System" is making a file, keeping records
Pre-test to determine effects of the course
To make student writing it think
Find differences between black and white students
Find differences between rural and city dwellers
President Morris wanted it
Justify course to administration
See how many white people would bother to fill it out