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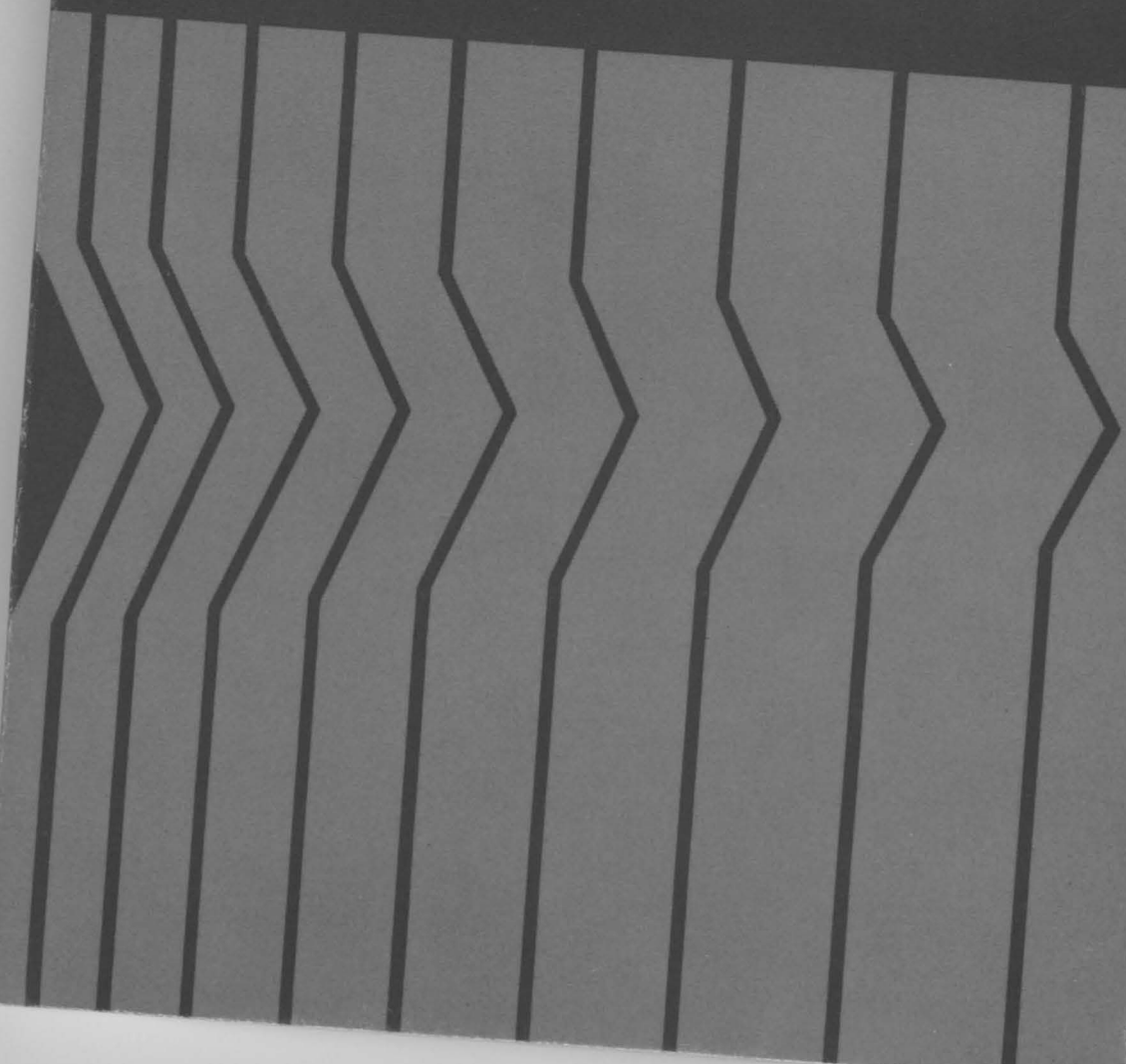
PRAEGER



**Desegregating  
America's  
Colleges**

A Nationwide Survey of  
Black Students, 1972-73

**William M. Boyd, II**





## **A Better Chance**

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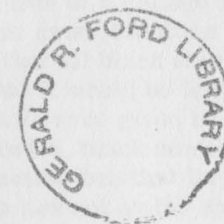
**William M. Boyd, II**  
foreword by  
Clark Kerr

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**FOREWORD**

Clark Kerr

In the sense that any person has been able to find a college or university to attend in the United States, we have always been able to say that our country has had an "open system" of higher education. Over the past decade, moreover, many colleges have been making extraordinary efforts to open their doors still wider to persons who have been educationally disadvantaged by reason of financial need, inadequate preparation, or racial discrimination. And many of these students are black.

This timely survey of black students in predominantly white colleges that is the basis for this study by William Boyd, II, provides us, for the first time, with data on how successful our "openness" has been. The reporters are 785 black students and 194 faculty members and administrators. The conclusions that inevitably follow from their recorded impressions destroy quite a few preconceptions about black students and their attitudes toward the institutions they attend. Many readers will be surprised, for instance, that black students feel discrimination most keenly in institutions that have the largest concentration of black students; that black students are apparently more satisfied with their educational experiences if they attend colleges in the South; and that, wherever they feel that they are victims of discrimination, the source is more often believed to be faculty members and administrators than fellow students.

More complicated, and probably more perplexing, is the finding that black students consider some of the policies for facilitating access of blacks to institutions of higher education to have serious negative consequences for them. High on the list of such policies are those that provide for lower entrance requirements and performance standards without compensating efforts to help those who benefit from such practices to meet and maintain traditional standards of a college in a reasonable period of time. Where such policies exist, faculties and administrators too quickly begin to assume that all black students on a campus are so educationally handicapped that it would be inappropriate to give them the same attention and assistance given to other students. Even if faculties do not hold such attitudes, black students may expect them to be present if for no other reason than that they are, themselves, aware that some black students are not on the same academic footing as other students on a campus.

The report of such perceptions by black students prompts two observations that seem particularly well worth remembering. The first is that there are varying degrees of "openness." A campus

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