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# A Design for Campus Libraries Based on the Favorite Study Habits and the Preferred Study Locations of Students at Fayetteville State College

By

Charles I. Brown, Nathalene R. Smith, and Charles A. Asbury

The Problem. The purpose of this study was two-fold (1) to study the favorite study habits and principal study locations of Fayetteville State College students who in most ways are like the average disadvantaged young people found on today's traditionally Negro campuses and (2) to lend some assistance to the designers of the new college library at the institution. Answers to these questions can be of general educational value for campuses serving similarly situated students and they should be relevant for the traditionally Negro institution of higher learning which are concerned with providing learning environments that their clientele will accept and use.

## Need for the Study

That a need for strengthening and upgrading the learning process of students at Fayetteville State College and at the traditionally Negro higher learning institutions is obvious. Year after year test results of many students graduating from these types of colleges have lagged behind the results of the students graduating from traditionally white colleges. Further, the climate of campus can be such that it fails to meet the needs of those young men and women who study there. In addition, ways of getting interest on the part of students so that faculties' teaching can prosper should be a concern of educators since *interest* is an index of where the organism is ready to grow. Unfortunately, many disadvantaged students seem to lack readiness which is basically a feeling of need to participate in the reading and study resources available in a college library. The writers desire a student who is thirsty and hungry for learning—one that would seem to say, "I am interested, I am ready and willing to see, hear, and take action."

If adequate answers could be found regarding the reasons for such actions, sounder programs of study, more adequate guidelines, and such facilities that meet the needs of students could be provided by the institutions they attend.

Most young people who come to Fayetteville State College are disadvantaged. They are not unlike students enrolled at the other 130 traditionally Negro Colleges of this country. A look at median Col-

lege Board scores or at the Graduate Record Examination scores and numerous other evaluative criteria reflects the gap not only between that which youngsters from predominately Negro schools know on the average when they enter college but also when they graduate. They are the victims of long standing cultural, political, social, enconomic, and educational deprivation.

Because Negro college students have needs which should serve as determinants of colleges' teaching purposes, the writers feel that Fayetteville State College and its 130 counterparts need to know more about the characteristics of the groups they attempt to serve and let it serve as a basis of each facility it provides for them.

### **Literature Examined**

Before undertaking the study the researchers surveyed *A Study on Studying* (1) published by the Community College Planning Center and "New Views of Schools" which appeared in a recent Saturday Review. It was hoped that the survey would provide these insights:

1. Favorite study habits and principal study locations on the Fayetteville State College campus.
2. Effective design specifications for planners of the new college library.

### **Limitations of the Study**

The investigation was limited to Fayetteville State College students who for the most part are Negroes. The sample comprised a total of 414 (38%) students from the College's 1095 student body participated and a score of its teachers allowed class time for students to respond to the 16-item questionnaire. Fayetteville State College is a state-supported 4-year degree-granting institution. It is one of the oldest of Teachers Colleges in the South and in this Country. It confers the B. S. degree and for the 1965-1966 school year its enrollment was 1095. It is located in Fayetteville, North Carolina and the majority of its faculty and students are Negroes.

### **Methods and Procedure**

The methodology employed by the researchers was the use of a 16-item questionnaire as the general instrument for the study. As has been said, there were 16 items drawn up, and designed to reveal study habits and study locations of the participants.

Of the 414 participants, 160 were freshmen, 115 sophomores, 62 juniors, 66 seniors, and 11 were special students. Some of the 414 students were male, some female, some married, some single, some resident, some non-resident, some white and some Negro.

## Findings

This study shows that the most predominate study habit factor for students is that one calling for privacy which is reflected in this study as 'study alone.' Only 1.67 per cent of the subjects chose to study with others. However, 41 per cent of the students chose complete privacy while 42 per cent preferred the physical presence of other students but the "aloneness" of paralleled study. It can not be taken for granted that these disadvantaged subjects responded in keeping with their understanding since several instructors reported that the word "carrel" was not in some students' experience.

While students expressed preferences for studying alone 68 per cent requested small sound-proof rooms.

Table 1. reveals the study preferences of the subjects by classification and Table 2. reflects their privacy preferences.

**TABLE 1. STUDY PREFERENCES**

	Alone	With 2 or 3	With 4-7	With 20	With 100
Special	5	2	—	—	—
Freshmen	109	49	1	1	—
Sophomores	70	45	2.	1	2
Juniors	41	26	—	—	—
Seniors	48	18	—	—	—
Total	273	140	3.0	2	2
Per Cent	65.0	33.3	0.7	0.5	0.5

Several interesting facts appear from an examination of Table 1. Most impressive are the tremendous variations in relative choice between freshmen and senior students. There is no consistent pattern for the students, unless it is one of preferred "aloneness" and it is noteworthy that although 109 out of 160 freshmen (68%) preferred study alone, 48 out of 56 seniors preferred studying alone. It would seem, therefore, that the preference for studying alone tends to increase with an increase in student classification.

**TABLE 2. PREFERENCES FOR PRIVACY AND AID PROXIMITY**

	NEAR OTHERS		NEAR AIDS						
	No. of Students Complete Privacy	No. of Student Near Others	Closed Stack Books	Card Catalog	Professional Journals	Magazines	News-Papers	Fiction	Reference Works
Special	2	7	2	1		1		1	1
Freshmen	69	66	28	28	1	6	3	11	46
Sophomores	45	42	25	28	6	3	4	8	32
Juniors	28	31	13	18		1	2	3	29
Seniors	27	29	4	11	4	2	1	3	22
Total	170	175	72	86	11	13	10	26	130
Per Cent	49	51	21	25	3	4	3	7	37

**TABLE 3. PRIMARY STUDY LOCATIONS**

Location	Number*	Per Cent of Choices
Automobile	7	1.3
Canteen	3	.5
Classroom	9	1.6
Curriculum Laboratory	1	.2
Day Room	6	1.1
Dormitory	258	46.4
Home	104	18.7
Library	154	27.6
Reading Clinic	5	.9
Others	10	1.7
Total Number of Choices 557		100

\*Data in this table are based upon the number of choices made and not upon the number of individuals. Some individuals made more than one choice.

From table 2 it can be seen that the students chose in the descending order reference works, card catalog, and books in the closed stacks and/or on reserve as the educational aids that they most preferred to study near.

Table 3 points up primary study locations present in these subjects. These responses were obtained from the researchers' efforts at finding primary study locations of deprived students after it had been found that only 17 per cent of the students showed luxurious taste as compared with 45 per cent who preferred only a plain desk. It can be seen from this table that 87 per cent of the subjects studied in the dormitory while only 37 per cent of them studied in the college library.

Reasons given for study locations were quiet access to educational aids, alone, convenient, best available, peace, study atmosphere, good lighting, more comfortable, able to smoke while studying, low background, noise level, and small room gained the highest of responses. But there seems to be no significance between these reasons and the places where they now study other than pointing up a necessity in designing campus libraries. It may also give some leads on the question of open or closed stacks and the arrangement of library serial literature.

Responses did seem to indicate, however, that when studying in a large group or room, students prefer to study near reference works,

card catalogs and books on reserve shelves since 31 per cent of the subjects gave this indication through their responses to the first of these three items, 21 per cent responded affirmatively to the second and 17 per cent to the third. Further, these responses could have implications for greater faculty stress on the use of instructional aids.

Other information filtering from the study revolves around the fact that 45 per cent of the respondents appeared to be more interested in a comfortable, plain facility rather than a luxurious facility. No matter what amount of luxury was wanted the students seemed to indicate that the place must be quiet, convenient, near educational aids where they might study alone were requisites.

### Summary

In summary, judging from the 414 student participants in this study, underprivileged college students prefer a variety of small size study spaces such as carrels and small sound-proof rooms for small groups. They do not clamor for luxurious places for study but they want only plain decor that houses all of the accoutrements necessary to comfortable study. There are thousands of disadvantaged Negro youngsters enrolled in traditionally Negro colleges today. The urgent task in our country now is to look more carefully at the characteristics of this group, assess their readiness and try to plan programs and facilities to meet their needs.

### Works Consulted

*A Study on Studying: A Report from the Community College Planning Center on Student Study Facilities.* School of Education, Stanford University, 1965, 56 pages.

Legget, Stanton. "New Views of Schools," *Saturday Review*, October 16, 1965 pp. 93-94.

# Apartheid and Morality

By

David S. Roberts

*Apartheid* is that policy of segregation practiced by those living under the social, political, economic, and cultural systems of the Republic of South Africa. Because it encompasses all of these systems, apartheid is *total* segregation. *Morality* might be defined as virtuous behavior leading to the development of human dignity and freedom and the writer feels that it is justifiable to relate apartheid and morality, since the defenders of apartheid insist on using morality to justify the policy. In 1964, Charles A. W. Manning,<sup>1</sup> set forth the *three* major points for a pro-apartheid position but the writer is taking an opposite position.

*First*, the "irresponsible" foreigner insists that apartheid is "morally wrong," while the "responsible" South African asks whether there is any less immoral approach, as stated by the apartheid defender.<sup>2</sup> The defender feels that the "irresponsibility" of the foreigner is communist-inspired, and he tends to link integration with communism as does the American Radical Right, like the John Birch Society. Manning claims that it is academic whether the so-called democratic states have joined the communist states, in demanding an end to apartheid, or vice versa. Further he sets up a governmental system that holds that anyone who advocates or practices integration is subject to prosecution under South Africa's Suppression of Communism Act. In linking integration and communism, we find a perfect example of an illogical syllogism. The syllogism might be as follows: the major premise argues that communists advocate integration of the races; the minor premise states that Individual A or Group X advocate integration; and the conclusion finds that Individual A or Group X are communists.

The defender of apartheid then moves from a linking of integration and communism to a defense of the complexities of the South African situation. He feels that the complexities are more than multi-racial in nature, such as in the United States, they are also *multi-cultural* in nature. He might conclude his argument by quoting from the Tomlinson Commission of the South African government that finds:

. . . a continuation of the policy of integration would intensify racial friction and animosity and the only alternative is to promote the establishment of separate communities in their own separate territories where

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<sup>1</sup>Charles A. W. Manning, "In Defense of Apartheid," *Foreign Affairs* (October, 1964), pp. 135-149.

<sup>2</sup>The words irresponsible, responsible, and morally wrong are Manning's; the words set off by quotation marks are the author's.