An Analysis of Selected Racial Issues in Public Education as Perceived by Black School Administrators in the State of Indiana

Norman David Comer

Loyola University Chicago

Recommended Citation
http://ecommons.luc.edu/luc_diss/1446

This Dissertation is brought to you for free and open access by the Theses and Dissertations at Loyola eCommons. It has been accepted for inclusion in Dissertations by an authorized administrator of Loyola eCommons. For more information, please contact ecommons@luc.edu.

This work is licensed under a Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 License.
Copyright © 1974 Norman David Comer
AN ANALYSIS OF SELECTED RACIAL ISSUES IN PUBLIC EDUCATION AS PERCEIVED BY BLACK SCHOOL ADMINISTRATORS IN THE STATE OF INDIANA

by

Norman David Comer

A Dissertation Submitted to the Faculty of the Graduate School of Loyola University of Chicago in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

June

1974
TABLE OF CONTENTS

ACKNOWLEDGEMENTS ........................................ 11
VITA .......................................................... iii

CHAPTER

I. Introduction ............................................... 1
   Nature and Purpose of Study ............................ 1
   Need for Study ........................................... 2
   Basic Assumptions ....................................... 4
   Definition of Terms ..................................... 5
   Procedures ................................................ 6

II. Review of Related Literature .......................... 9
   Integration ................................................. 12
   Decentralization ......................................... 19
   Curriculum as Related to Civil Rights
   Movement .................................................. 24
   Black Power ................................................. 30

III. Methodology ............................................. 36

IV. Presentation of Findings ............................... 41
   Hypothesis I ............................................... 43
   Hypothesis II ............................................. 53
   Hypothesis III ........................................... 64
   Hypothesis IV ............................................. 73
   Hypothesis V ............................................... 85

V. Conclusions and Recommendations ..................... 95
   Conclusions ............................................... 95
   Recommendations ......................................... 100
   Suggestions for Further Study .......................... 101

Bibliography .................................................. 103

Appendix A ..................................................... 107
ACKNOWLEDGEMENTS

The author wishes to express his sincere appreciation and gratitude to Dr. James Smith, chairman of his committee and counselor throughout the period of the author's study at Loyola University. His patience, cooperation and understanding contributed immeasurably to the successful completion of this study.

The author is further indebted to the other members of his committee, Dr. Melvin Heller, Dr. Jasper Valenti and Dr. Max Bailey for their advice, encouragement and support of this study.

Finally, the author wishes to acknowledge the sacrifices, understanding, moral support and inspiration provided by his wife, Marilyn, and his children, David and Karen.
VITA

Norman David Comer was born on December 8, 1935, in East Chicago, Indiana. He is the son of Hugh Comer and Maggie Comer.

He obtained his elementary and secondary education in the public schools of East Chicago, Indiana, where he was graduated in 1954.

He received the degree of Bachelor of Science with a major in social studies and a minor in English from Northwestern University in June, 1958. He later received the Master of Science degree from Indiana University in 1965.

The author has been an educator in the East Chicago Public Schools since 1960 serving as teacher, assistant principal and assistant superintendent.
CHAPTER I

INTRODUCTION TO STUDY

Over the last decade the black civil rights movement has been one of the most dynamic forces in American society. The movement has precipitated various legislative actions at local, state and national levels that have affected the lives of many if not all Americans. The public schools and racial issues brought more clearly into focus by the movement were the major concerns of this study.

Nature and Purpose of Study

The specific purpose of this study was to take an in depth look at and analyze five selected racial issues in public education as borne out in the related literature. In order to do this certain hypotheses were formulated.

A second phase of the study then was to test the hypotheses in terms of the way black administrators perceived these issues since a sizeable amount of literature was already available on how many other individuals and groups perceived these issues.

And thirdly, based on the results of the testing of the hypotheses, the implications of these findings for the development of recommendations based on the perceptions of the group were determined.
Need for Study

Frances J. Rummel,¹ author of several texts dealing with research procedures and techniques, suggested consideration of the following questions as a test in determining the value or significance of a topic:

1. Is it likely that the results of the study will add to the present body of knowledge or will it only duplicate what has already been done?

2. Are the results that may be obtained of practical value to business, society, government, education or other agencies?

3. Who might be interested in the results?

This study does not duplicate what has already been done since there are other numerous studies dealing with various aspects of racial issues in public schools. This study is different though in that it is an analysis of selected racial issues based on the current literature in the field, formulating hypotheses and then testing the hypotheses based on the perceptions of black administrators, a rarely researched but significant group intricately, personally and directly involved in the issues themselves.

Charles Moody,² in one of his studies of the black administrator, gave voice to one of the most significant reasons for studying black


administrator perceptions. He pointed out that within the black community there has been a shift in emphasis from integration to Black Power and community solidarity. This shift intensifies the black administrator's dilemma, for how does he facilitate the resolution of conflict between various factions in the community and do so when his perceptions of the problems may in no way relate to those of the people he serves? This study, then, should add knowledge to a little researched area that today touches the very foundation of our educational system in this country as the courts talk about integration of schools not only in individual districts, but in the merging of suburban and urban districts for the purposes of integration.

This study also should add considerably to the increasing body of knowledge which looks realistically at what black administrators bring with them to administrative posts in the way of actual involvement in the issues themselves. Demands in many areas are heavy for black administrators at most levels in the educational hierarchy -- albeit obvious caveats to this sometimes messianic posture created by the "social engineers" are looming on the horizon. Nonetheless, even though one's feelings do not always agree with one's actions, this study will give indications as to the perceptions of black administrators on issues such as integration, decentralization, curriculum offerings as related to the civil rights movement, Black Power and black administrator influence on decision making.

Since the development of the civil rights movement, articles and books have been published attempting to present the opinions of the black population toward current problems. However, research
studies and literature in the field have not furnished much information concerning the opinions of black school administrators toward the increased participation of the black educator in developing programs that will improve the quality of education for all students in the public schools.

Although this study has more specific applicability to school districts in Indiana, the opinions obtained, the implications discovered, and the recommendations made should be of value to other school systems throughout the nation facing the same types of problems with which this research study has dealt.

Basic Assumptions

Hypotheses to be tested are discussed in Chapter III entitled "Methodology," but before proceeding it is necessary to state some underlying assumptions that had to be made. The following were basic assumptions in this study:

1. School integration, school decentralization, Black Power and black administrators having an influence on decision making are forces having an impact on education.

2. Black administrators in the public schools of Indiana are willing to express their opinions concerning school integration, school decentralization, curriculum, Black Power and their own influence on decision making.

3. The black administrators in the public schools of Indiana are in a position to influence educational decisions.

4. There will be a sufficient number of black administrators responding to provide for an adequate study.
Definition of Terms

1. Integration - refers to the bringing together of students, teachers, administrators, and other professional personnel of different races and classes as well as the development of programs to bring about a better relationship between and among different groups of people.

2. Opinion - the acceptance of one among two or more inconsistent views which are capable of being accepted by a rational mind as true.  

3. Curriculum - the school curriculum consists of those experiences that the school consciously and purposefully provides for children in light of the accepted purposes of the school as well as other experiences that may result from being a part of the school.

4. Decentralization - the basic notion here is that any group of people would have the right to establish educational policy that seems relevant to the children of that immediate community.

5. Black Administrator - one of any of Negro ancestry functioning in the public schools as assistant principal, principal,

---


5 Ibid., p. 10.
supervisor, director, assistant superintendent, superintendent -- in other words, assistant principal or higher -- who in any way is responsible for the management or direction of a public school, or any given unit within the structure.

Black Power - a recent attitude among many blacks in the United States that expresses the following principles as stated by Kenneth S. Washington.

A. Black Power rejects white racism and intends to expose it where it exists and suggests amends that can be made.

B. Black Power reserves the freedom to establish its own goals.

C. Black Power rejects the paternalism of the whites. No black-white coalition can be formed unless both groups are equal and have common goals. Blacks will carry out their own self-directed activities.

D. Black Power believes that "Black is Beautiful."

Procedures

The Methodology used in this study included the following general procedures:

A. Identification of the black school administrators located in the school corporations in the State of Indiana. A

---

study by Guy Lee\(^7\) in 1970 identified 163, and since the 1972 figures from the Office of the Department of Public Instruction (Form OS/CR-102) indicated an increase of only 8, the additional 8 were added to Lee's group. Then those in Lee's group who were no longer in administrative positions were deleted. This then left a total of 168.

B. Preparation of a questionnaire, propositions stated in Chapter IV and Appendix A, to test the five hypotheses derived from the research and related literature, and completed by the group of 168 black administrators in the State of Indiana. A modified Likert Scale\(^8\) was used by the respondents. Point values were given to S.A., A., U., D., and S.D. (a more complete description of the procedure here is given in Chapter III entitled Methodology).

C. The interview technique\(^9\) used on a random selection of 25 of the black administrators was utilized to corroborate the responses to the questionnaire items. Basically the same propositions stated in interrogatory fashion were used, but free responses were also sought, recorded and analyzed. A further discussion of this technique and procedure will be

---


\(^9\)Rummel, pp. 99-106.
given in Chapter III entitled Methodology.

D. Validation of the propositions consisted of utilizing a total of twenty-eight black graduate students enrolled in three different administration courses at the Purdue University Calumet Campus in Hammond, Indiana. "Content" as well as "Face" validity\textsuperscript{10} were sought and allowed for the elimination of those propositions that presented the most difficulty and least clarity.

E. Collecting of questionnaire data and conducting interviews.

F. Presentation and analysis of the data.

G. Once the data were gathered and analyzed, implications from these findings were examined. These implications give rise to or shed light in the following areas:

1. Status of racial issues in education
2. Desires for and against polarization of the races
3. Status of identity crisis
4. Community participation as a viable tool in education
5. Housing as a key factor in integration
6. Curriculum strategies in this setting
7. Black Power as a viable tool
8. Degrees of militancy in thinking
9. Black administrator influence on decision making

H. Development of recommendations

\textsuperscript{10} Downie, pp. 83-93.
CHAPTER II

REVIEW OF RELATED LITERATURE

A recent national poll indicated that there is no longer a single black voice but many new voices, new faces and new styles of leadership among blacks in the United States. National polls have sampled the opinions of the black population, but what about the opinion of one segment of the population—the black educator or administrator? What are his opinions concerning some of the issues of the civil rights movements that are related to the public schools?

Further, a paucity of related literature exists in the area of specific black administrator perceptions in relationship to the whole general body of material available on administrator perceptions and opinions. Guy Lee did a study on the profiles of black administrators and was able to establish by category and number all the black administrators in the state of Indiana. It was from his information, along with information gathered from the Indiana State Department of Education, that the number and location of black administrators in the state of Indiana were determined.

Marvin Pozdol\textsuperscript{13} did a similar study using Lee's profile data to find the opinions of black administrators in public schools. Using a chi square test of significance to determine if there were significant differences of opinion among the administrative categories of central office, secondary school administrator and elementary school administrator, he found the opinions on integration, school decentralization, and curriculum, as it relates to education, did not differ significantly among the three groups.

Pozdol's identification of these racial issues or areas of most general concern rather than his look at the opinions by category, then became most apropos to any study of racial issues in public education. His work also assisted in the development of the hypotheses around those particular racial issues or areas of concern.

Daryl R. Yost\textsuperscript{14} identified three of the same emerging concepts or issues in education--Black Power, decentralization, and curriculum.

It was then around these five mentioned categories of concern: 1) integration, 2) decentralization, 3) curriculum as it relates to the civil rights movement, 4) Black Power as it relates to education and 5) Black administrator influence on decision making that the further extensive review of related literature was grouped.


Further research, though, turned up authors and researchers who also felt the pressing need for further study of the black administrator. Nathan Wright,\textsuperscript{15} who edited a series of articles written by black educators and broke them down into the general categories of "The Black Educators," "Educational Redefinition," and "Community Involvement and Action," felt that the black communities throughout the nation have traditionally sent their ablest men and women into the field of education. Hence, any educational enterprise or study in the management, teaching and research in education may have greatly improved itself if it does not consider heavily black educator opinion.

James P. Comer,\textsuperscript{16} a black psychiatrist, makes a telling case for the factionalized opinions of black school administrators as well as other black officials in public institutions when he deals with "The Black Mind: Lost and Found." He deals with the "brainwashing" of the black mind and what has happened regionally in this country as the "unwashing" takes place. According to Comer, no blacks, which would have to include black administrators, have escaped the "brainwashing" and "unwashing" processes that stand as mute testimony to the fact that black opinions and perceptions run the gamut from "burn baby burn" to the cry for another black Supreme Court Justice. If this is true, perceptions here of any sample or population of black administrators should represent the large spectrum of black administrator opinion.


\textsuperscript{16}James P. Comer, Beyond Black and White, Quadrangle Press, 1972, pp. 140-190.
types and assure that the group of black administrators selected is fairly representative of the general population of black administrators.

Further development of the research in the five general areas of this study provided further evidence that the propositions formulated were related and concomitant to any study or discussion of these issues.

Integration

A litany of court cases over the years set the stage for Racial Isolation in the Public Schools, a report of the U. S. Commission on Civil Rights. Perhaps this document reported in 1967 in its singularity gave added impetus to an already emotionally pitched thrust in the area of school integration. It is in this area of integration that most confrontation situations have arisen, and it is in this area that investigation shows black administrators have so little been heard; and it is in this area that controversy and striking differences in opinions exist among black administrators. Actually the accuracy or inaccuracy of these contentions should be borne out by this study.

Charles R. Thomas, a black former principal in Evanston, Illinois, described the unique problems facing black school administrators. He stated that his most important task was to establish and maintain credibility in the profession and in the community. He noted that his challenge was to pull the essential elements of the educational program together into something of high quality and at the same time to affirm

---

blackness while not degrading whiteness.

Christopher Jencks,\textsuperscript{18} in a recent publication, contended that desegregating schools has little effect on the eventual financial and social success of children, although it does raise test scores somewhat. Further, he stated that if one concludes that racial equality is primarily a matter of equalizing reading scores, he is fooling himself.

He felt that desegregation was desirable on other grounds and stated, "If we wanted a desegregated society, we should have integrated schools..."\textsuperscript{19}

A "News Advisory" release from the United States Commission on Civil Rights on May 2, 1973, detailed the results of a study entitled "Public Knowledge and Bussing Opposition: An Interpretation of a New National Survey." Of most importance here was the commission's stated position on the survey.

The Commission on Civil Rights believes that the findings of the national public opinion survey summarized in the report underline the urgent need of the public for more accurate information on one of the most important domestic issues in our society. Too often public officials, educational leaders, and members of the mass media have, unthinkingly, accepted the criticisms and passed on the slogans of bussing opponents without troubling to examine the evidence. The result has been increased public tension, magnified public fears, and serious pressures on the government. The focus of national debate on the misleading issues of "massive bussing" and "racial balance" has contributed to deteriorating public confidence in the justice of constitutional requirements, and in the essen-


\textsuperscript{19}\textit{Ibid.}
tial fairness of our judicial system.

When we decide the fate of desegregation in metropolitan areas in which most American children learn, we are making decisions which will deeply affect the pattern of American race relations and therefore the whole nature of our society. Before the people decide, they deserve the facts.

About twenty-three per cent of the nationwide total of more than six million black pupils went to integrated public schools according to Alexander M. Bickel, professor of law and legal history at Yale. He believed that the actual integration of schools, if possible, was an enormously difficult task. He went on to say that integration created as many problems as it was supposed to solve and no one can be sure that it will yield an educational return.

Bickel referred to the "tipping point"—a point in a school's enrollment when the black enrollment reaches about fifty per cent. When this happens, the whites flee and the school becomes all or nearly all black. Bickel was of the opinion that many attempts at integration have caused more segregation because of the tipping.

Jack D. Forbes, writing in Phylon, had some interesting questions to ask about segregation and integration. Must all schools possess equal distribution based upon national ethnic percentages, state percentages, metropolitan percentages, or merely school district percentages? What are the standards for measuring school integration? When is a school integrated in the correct proportions?

21 Ibid., p. 21.
Integration in large school districts is most difficult said Forbes, and when it does occur it makes it more difficult for minority groups to have a voice in their schools. In most cases, he said, integrated non-neighborhood schools may cause the schools to be completely irrelevant to the socio-cultural desires of the minorities. In the uni-ethnic neighborhood schools, circumstances may allow for programs to relate to the people of the neighborhood, but generally, because of the powerlessness of the minority group, a standard Anglo-American oriented program will exist. Forbes was in favor of voluntary integration. He wrote:

Truly integrated schools should be perceived as not merely being schools wherein students of different ethnic backgrounds are physically placed in adjacent seats. On the contrary they should be perceived as schools where the curricular offerings, the overall school atmosphere, the staff and the controlling body are also integrated. They should be, in short, multi-ethnic and multi-cultural schools maintained by school districts whose governing boards and advisory committees are chosen in such a manner as to ensure proportionate minority group representation.

Dista H. Caldwell, a black educator, believed that blacks should have separate schools. She suggested that the need for separate schools has direct relation to the social, political and economic status of the black.

\[23\] Ibid., p. 36.
\[24\] Ibid., p. 39.
\[25\] Ibid., p. 40.
Although Caldwell advocated separate schools she did urge integrated faculties and contact between white and black students through cooperation in extra-curricular activities such as athletics, music festivals, literary programs, pageants and other exchanges.\(^{27}\)

Caldwell went on to say:

> When the black has united his race, built up his own independent standards, developed his industry and raised his economic status and when he finally reaches full citizenship, then separate schools should end.\(^{28}\)

Kenneth Clark, a black psychologist and advocate of integrated schools, felt that one way to bring about or aid in integration was to increase the quality of education in all black schools to meet that of white schools. This may help keep white people in schools with large black enrollments, he had said.\(^{29}\)

Clark asserted that the demands for segregating schools can be no more acceptable coming from whites. However, he did believe that the attainment of the goal of high quality education for the black and lower status children will lead to desegregation.\(^{30}\)

In an exploratory study, Johnson, Wyer, and Gilbert made this comment:

> In many large urban areas the white exodus contributes to growing racial imbalance, and, therefore, adds further complications to the issue of racial integration. With this problem in mind, the question of quality education and racial integration in urban areas takes on a

\(^{27}\)Ibid., p. 41.
\(^{28}\)Ibid., p. 43.
\(^{30}\)Ibid., p. 108.
new perspective. As the preliminary data indicates, those two factors are neither synonomous nor necessarily in direct relationship. Predominately black schools seem to be able to provide a quality education. This is not to deny the social benefits of integration.

However, considering the increasing flow of whites to suburbs, it may often be poor strategy to spend large amounts of money on schemes for bussing Negro students to white schools. In many cases this might only further stimulate the exodus. The time and money involved might be spent in a more rewarding fashion.

Since it appears that the present system of organization and functioning of the urban public schools is a failure as far as black children are concerned, according to Clark, perhaps some alternatives to the public schools are needed. Some of the alternative public school systems that he advocated were:

1. Regional State Schools financed by the States and crossing urban-suburban boundaries.
2. Federal Regional Schools financed by the Federal Government cutting across state lines with provision for residential students.
3. College-University Related Open Schools as part of their laboratories and open to the public.
4. Industrial Demonstration Schools financed by industry and business for their employees and selected members of the public.
5. Labor Union Sponsored Schools for children of members.
6. Army Schools for drop-outs who need training and retraining.

---

33 Ibid., pp. 112-113.
Clark was of the opinion that it may be possible to bring back into public education a vitality and dynamism through alternatives.

There is more racial segregation today in the entire United States than there was at the time of the Supreme Court decision in 1954 according to Thomas Pettigrew, social psychologist from Harvard. If schools that are ninety to one hundred per cent black are defined as segregated, two-thirds of all black students in the first grade are segregated and one-half of all black students in the twelfth grade are in such schools. White children are even more segregated. Pettigrew also reported that research indicates segregation is most damaging to both black and white children in the early grades--this was where current segregation was greatest.\(^{34}\)

According to the Coleman Report, said Pettigrew, social class is more important for educational achievement than racial integration. In other words, the higher the achievement is likely to be of children of all backgrounds. But, Pettigrew went on to indicate only one black in four is middle class and racial desegregation is needed to provide a predominantly middle class milieu simply because there are not enough middle class blacks.\(^{35}\)

Pettigrew saw the following as major causes of segregation:

1. The way schools are districted
2. Private schools
3. Careful misplacement of schools


\(^{35}\) Ibid., p. 5.
In reviewing the situation, Pettigrew saw the following:

1. Widespread integration is possible everywhere in the United States except in the largest central cities.

2. Integration will not come unless present trends are reversed and considerable resources are provided.

3. Big central cities will continue to have significant black concentrations even with metropolitan dispersal.

4. Large black ghettos are in need of intensive enrichment.

5. Some enrichment programs present the danger of embalming the ghetto further.

He was of the opinion that an overall strategy to bring about integration must contain the following elements:

1. A major effort—complete attainment in small communities and cities by the late 70's and the halting of separatist trends in central cities while moving toward metropolitan cooperation.

2. Simultaneous effort to enrich the central city ghettos to make them more viable. Decentralization may be productive only if it includes heterogenous community control. 36

Decentralization

Luvern L. Cunningham, Dean of the College of Education at Ohio State University in Columbus, believed that the thinking about decentralization and community control was not clear. He suggested that a national center be established to study emergent community control phenomena, to formulate patterns of decentralization, to test out those patterns, and to prepare administrators to work in community controlled schools. 37

36 Ibid., p. 64.

Kenneth Clark implied that the cry for black control of black schools was a reflection of the frustration arising from white resistance to genuine desegregation of the public schools and from the knowledge that the quality of education in schools with predominantly black students has steadily deteriorated under white control.  

Marilyn Gittel, professor of political science, agreed with Clark and indicated that the large city school systems were oriented toward status quo. William R. Manning, former Superintendent of Schools in Washington, D.C., stated that, based on achievement scores, the public school systems in urban centers are failing.

Gittel and Manning both believed that the community must have a voice in determining policy for their schools. The only way to do this in a large city is to develop a community school system.

Proponents of community control of schools, such as Young, Gittel, and Manning, have acknowledged the disadvantages and dangers

---

involved but claim that community control will enable people to exercise
democratic control over their own neighborhoods, will foster a more
intimate feeling of belonging and will develop a feeling that the schools
are really a part of the community.

We need to develop a grass rootism in the ghetto, according to
Cunningham, in order for the residents to make decisions and assume
responsibility for their schools. He also predicted agonies along the
way, but said they are necessary if any kind of self-government is to
emerge in the ghetto. 44

Community control, according to Whitney Young, is not new.
Young suggested that communities elect councils which would assume
responsibility for certain governmental functions. For instance, the
community might sub-contract the operation of the schools to a nearby
university, or it might decide to have an elected school board appoint
an administrator to run the schools. 45

That there are dangers in community control is not denied.
Gittel believed that some constraints would be necessary. She felt
that complete independence of local school districts under state
supervision would provide the greatest measure of local control. 46

Clark asserted that the movement toward decentralization of
large urban school systems must be carefully monitored in order to see
that it does not reinforce school segregation. 47 On the other hand,

44 Cunningham, "Decentralization: A Forward Step?" p. 63.
45 Young, Beyond Racism, p. 158.
one might consider Gittel's remarks. She said little or no integration has taken place under the centralized plan. She also indicated that the potential for future integration would be greater if ghetto schools were improved.48

In regard to those opposed to community control because of a fear of an "extremist" take over, Young suggested that the extremists make up a very small part of the total black population. However, he did mention the need for built-in safeguards which should be a part of legislation that provides for community control.49

Mortimer Smith, Executive Director of the Council for Basic Education, had some reservations about community control and decentralization. He wondered if local control might foster local interests and prejudices more than it educated children. He claimed that in current experiments what was sought was not lay participation but lay domination. He strongly urged built-in protection against special groups if decentralization is adopted.50

Donald Thomas, Professor of Education at Case Western Reserve University, was of the opinion that decentralization, defined as absolute control by neighborhood groups, would amount to codification of disaster. He believed the goals of community control could be accomplished through community participation by honest programs designed to give citizens the opportunity to know what was really happening in the


49 Young, "Minorities and Community Control of the Schools," p. 289.

Thomas recommended that citizens be regularly consulted on what the programs and policies of the schools should be. He also believed that many educational experiences in school should grow out of, and be developed in terms of, life in the community.51

As to the method of accomplishing what he suggested, Thomas would recommend democratically elected advisory committees for every school. Such committees, he said cannot be controlled by some pressure group or become a tool of any school official.52

The most recent controversy in the area of school decentralization involves a Loyola University professor, Dr. Allan Ornstein,53 and his critics of his assessment of the decentralization controversy. Ornstein said that the central fallacy of liberal educators is that their ideas are usually based on "band wagon wisdom," with little research evidence; in fact, they often help create this "wisdom." In general, these educators are unscientific and antiresearch; they often plunge into implementation without knowledge that what they are doing really works. They use fashionable terms and cliches and expect others to accept their "wisdom" on faith. It is more fun for liberal reformers to think up new programs and ideas than to try to implement them; if fact, many of these educators run from their programs and ideas just before the roof caves in.

52 Ibid., p. 291.
He also said that not only does the pace of school reform make one pessimistic, now it becomes increasingly questionable whether the schools can solve any of the major problems of society. Certainly there is no empirical evidence that decentralization or community control will reform the schools. Without quality research, we base our claims at best on bandwagon wisdom, at worst on political ideology. Such considerations do not seem to bother the liberal reformer or black militant, however, Ornstein added.

He further states that the problem is compounded by the suspicion and mistrust with which the black community regards the social scientist, who is usually white.

Bernard Watson, one of Ornstein's critics, says he would be the last person to say that there have been no excesses on the part of some blacks or other minority spokesmen. Watson felt that Ornstein's message was really that blacks and other minorities, aided and abetted by liberals in the government and elsewhere, have pushed too hard and been granted too many benefits. Their victories have at last inflamed the long suffering middle class, which had expected painless change and cheap justice—and if those militants do not calm down the talk sensibly, the consequences will be on their heads Watson added.

Curriculum as Related to the Civil Rights Movement

Samuel D. Proctor indicated that by the age of twelve the average black child is more than two full years behind the average white in

---

terms of measurable educational achievements, and by the time he is in high school at the age of eighteen, the black child has fallen three years behind. 55

Whitney Young, Executive Secretary of the Urban League, agreed with Proctor. He was of the opinion that black students get the most poorly educated teachers and the worst equipment. 56

Young felt that the tragedy of the ghetto schools was that the children were thirsty for knowledge and hungry for the success their fathers never knew. He believed that the ghetto children needed schools where they were welcome and respected, could experience some success every day and were reminded that what they did really made a difference. 57

The Urban League in New York City, according to Young, had established the kinds of schools the ghetto children needed. They were called street academies or storefront schools and were staffed by street workers who recruited drop-outs. Although the schools had not been established for a long period of time and only served a small number, he did consider them a success. Young believed this to be of particular importance since these youngsters were branded uneducable by the public schools. 58

Young was also of the opinion that business and industry should take an active role in influencing change in the public schools. They

56 Young, Beyond Racism, p. 135.
57 Ibid., p. 141.
58 Ibid., p. 142.
should cooperate with schools in upgrading vocational and technical schools and providing incentives in the form of funds, personnel, teaching aids and materials. 59

Concerning textbooks, Whitney Young said:

Our children, white and black, are being poisoned by textbooks that are either unrealistic or out-right racist. History texts, especially, have wounded the black children and lied to white kinds with racist fantasies of a past that never was. 60

A University of California study in 1964, according to Poulos, reported that several widely used history texts in California had many inaccuracies of content concerning blacks and virtually omitted blacks in the nation's history. 61

In 1964 the New York City Board of Education announced that it would no longer purchase textbooks which do not treat adequately the role of minority groups in American History. In the same year the Baltimore Teachers Union urged the Department of Education to write its own textbook giving recognition to blacks. 62

The Detroit Board of Education withdrew textbooks following a protest by black community leaders that the texts did not depict accurately or adequately the role of blacks in United States history. Norman Drachler, Superintendent of Schools in Detroit, in a speech at Ball State University on October 24, 1969, related the inadequacies of

59 Ibid., p. 195.
60 Ibid., p. 137.
62 Ibid., p. 178.
textbooks depicting blacks' contributions to United States history. He indicated that not only history textbooks were unfair to black children, but so were reading and mathematics texts presenting blacks as an inferior.

In 1949 the American Council on Education investigated three hundred and fifteen textbooks related to the field of social studies and reported that the treatment in the texts of the history of blacks in America, their contribution to our culture, and their present status in American society tended to lack adequacy and balance. In 1960 the B'nai B'rith completed a similar study and reported the major criticisms were basically the same as reported in the above study.63

William Loren Katz, author, and teacher of American history, said there is much more material concerning the contribution of blacks to United States history, and while much of it is poor, there is enough to develop a good program.64

That which is part of the common life and comfort of all people in America and which was created by black people should be reflected in books for the very young, believed Edwina Johnson, a consultant in the area of intercultural relations in the state of New York. However, in her extensive review of books she found only ten that met the criteria she described.65


One may read or hear that there is a demand for black or Negro history. What is black or Negro history? One black, a teacher of general history and Negro history, claims there is a difference between black and Negro history. Larry Cuban said:

Scholars and educators who see information about black people as a tool to be used by racially aware activists who wish to create a sense of ethnic solidarity are teaching black history or black consciousness. They convey information that bursts with pride, rage and righteousness.66

Cuban supported the idea of black history being geared to producing a proud people capable of initiating basic changes in society. But he said it belongs outside of public schools and in after-school programs similar to those supported by CORE and NAACP.67

Negro history advocates, on the other hand, according to Cuban, put the major emphasis on an integrated and balanced presentation in the hope that interracial relations will improve and racial identity will emerge. Negro history then, Cuban believed, belongs in the public schools and is essential to both black and white.68

Although not very satisfied with the present level of curriculum offerings in the area of black studies, Charles E. Wilson, Unit Administrator from New York City, believed that black studies were important and were a complement and a supplement to training in the arts and sciences. He also believed that, for many black students, black studies

67 Ibid., p. 25.
68 Ibid., p. 24-25.
may be a point of contact with an educational process that has tried
up to now to give them facts without helping them to gain a sense of
self. 69

Wilson wrote:

For the black student, black studies may begin to
focus their attention on the need for a new model of
man, a model unbound by the need to make, label and
exploit those whom we may classify as non-men.70

There should be no question in anyone's mind about the importance
of black history for all students, according to William Loren Katz. He
advocated the integration of black history into the existing courses of
study. Katz also suggested that state departments of education, along
with local school systems, plan extensive in-service programs to prepare
teachers to incorporate black history.71

A study of the effects of black studies on black fifth grade
students in and near Pontiac, Michigan, completed by Rodney Roth indi-
cated that black studies were effective in increasing black or racial
pride.72

Roth's findings also indicated that three of the four groups
studied had very positive attitudes toward their own race and evaluated
their own race more positively than the whites did. The author believed

69 Charles E. Wilson, "The Case for Black Studies," Educational

70 Ibid., p. 221.

71 William Loren Katz, "Black History in Secondary Schools," The

72 Rodney W. Roth, "The Effects of 'Black Studies' on Negro Fifth
Grade Students," The Journal of Negro Education, XXXVIII (Fall, 1970),
p. 438.
that black students who are provided black studies not only have positive racial pride but the pride is developed without a "hate whitey" phenomenon. 73

Black Power

Black Power became a slogan for blacks in this country in 1966 with its definition meaning different things to different people. This section will review what Black Power means to some people.

To the black militant, according to Whitney Young, Black Power means separation from an evil white society and exclusion of whites from the civil rights movement. To white liberals it means fear and it means that blacks are no longer interested in integration. To white racists, it means that blacks will no longer ask to share real power in this society. 74

Young saw Black Power as originating during the time of Frederick Douglas, but now he feels it is a concept that is relevant to our time. He saw Black Power meaning full participation in all ways of life and sharing of the power in America.

Whitney Young said:

Black Power can be and should be interpreted to mean the development of black pride and self-determination. It means that black people must control their own destiny and their own communities. It means the mobilization of black political and economic strength to win complete equality. 75

73 Ibid., p. 439.
75 Ibid., p. 238.
The ultimate goal for black Americans must be the creation of an Open Society. Black Power offers a means to this end, for the basic task today is to build the institutions and the strengths that will enable black Americans to enter an Open Society as equals.\(^76\)

Black Power is designed to present a counter-force to the White Power movement, according to Benjamin Scott. He believed the dedication to whiteness among whites and blacks can only be changed by a strong confrontation.\(^77\)

In a later elaboration Scott said,

The black movement advocates only one thing: a realignment of the economic system, with political control of all institutions in black communities in the hands of black people chosen by black people with no "help" from whitey, whether friend or foe.\(^78\)

In the opinion of Scott, blacks cannot integrate into society as "dependents" and blacks cannot integrate to become "white." The choice to integrate must be free and this can only be done when blacks have economic and political control over their lives.\(^79\)

The concept of Black Power, as expressed in recent years, was first uttered in Jackson, Mississippi, in 1966 by Stokely Carmichael.\(^80\)

According to Carmichael and Charles Hamilton, the aim of the Black Power movement was to define and encourage a new consciousness among black

\(^76\) Ibid., p. 239.


\(^78\) Ibid., p. 7.

\(^79\) Ibid., pp. 12-13.

people. They said that blacks must question and challenge the old values and institutions of society. Blacks must also search for new and different forms of political structure to solve political and economic problems. It is also important for blacks to broaden the base of political participation to include more people in the decision making process.

Carmichael and Hamilton asserted:

Black Power speaks to all the needs of the blacks. It is a call for black people in this country to unite, to recognize their heritage, to build a sense of community. It is a call for black people to begin to define their own goals, to lead their own organizations and to support those organizations.

According to Carmichael and Hamilton, the concept of Black Power rested on the assumption that before any group could enter the open society, it had to unite. This meant that the black community had to develop enough political, economic, and professional strength to form a united power base. It was also the belief of Carmichael and Hamilton that integration as a goal today does not benefit the black child. They saw integration as reinforcing the idea of white supremacy and believed the goal should be to build and strengthen the black community and not expose black children to white middle class values.

Black Power does not mean that blacks do not want any help from others. It does mean that blacks must develop their own leadership,
remove the idea of dependency on others, and develop a stable psy-
chological, political and social base upon which the black community can
function to meet its needs.85

Kenneth S. Washington, former high school counselor, had this to
say about Black Power:

Had this nation showed sincerity in dealing with
any racial issue since 1865, there would never have
been Black Power today. Militant black organizations
are obviously reactionary.86

Washington sees Black Power as being a reaction and an action. Wash-
ington considered that such reactive activities as mob violence, rap
sessions, deviant behavior (blacks who just wear a natural and oppose
everything), are not constructive and in many cases do harm to the black
community. Action to Washington is Black Power in a positive sense.

Some of the activities which he considers action are as follows:

Collective Economic Action: Blacks but black, employ blacks and
save in black banks thereby bringing some degree of economic
stability to the ghetto.

Collective Political Action: Elect black leaders and demand
specific action from them.

Educational Programs: A curriculum that enhances black pride is
a must. Blacks must be taught to deal within the political sys-
tem effectively.

Financial Support: Grants usually are not directed to real black
needs--the guidelines do not enhance black pride. Handouts rein-
force the slave-master relationship.87

Daniel U. Lévine, associated with the center for the study of

85 Ibid., p. 81.
86 Kenneth S. Washington, "Black Power Action or Reaction?" Ameri-
87 Ibid., p. 49.
Metropolitan Problems in education at the University of Missouri, believes that every educator must attempt to understand what the Black Power movement stands for and why it is gaining so many vocal supporters. He sees Black Power as nothing more than the need for black people to overcome the lack of Power. 88

According to Levine, Black Power can be a desirable development if educators can mobilize the intense desires that parents have for quality education for their children. Sociologists and educational researchers have agreed that the school should become a central part of the life of a community. 89

Educators should not condone the calls of violence that are put forward by some extremists, recommended Levine. He also does not believe that the full control of the schools should be turned over to pressure groups in the community. Although it may be distasteful at the time, Black Power advocates may be able to help bring about some changes in the educational system and in our social structure which are needed in order to meet the needs of many students. 90

89 Ibid., p. 149.
90 Ibid., p. 153.
CHAPTER III

METHODOLOGY

The specific purpose of this study was to take an in depth look at and to analyze five selected racial issues in public education which the literature indicates are of paramount importance. In order to do this certain hypotheses based on findings of surveys, research and the related literature were formulated:

Hypothesis I. The achievement of integration in public schools should involve a number of methods.
(propositions 1, 8, 9, and 18) See NOTE below.

Hypothesis II. The decentralization of school district decision making should allow for more positive and intelligent community involvement.
(propositions 5, 12, 19 and 20) See NOTE below.

Hypothesis III. Curriculum offerings as demanded by racial and ethnic groups should tend toward a more multicultural approach rather than a separate group approach or offering.
(propositions 2, 6, and 13) See NOTE below.

Hypothesis IV. Black Power should stress separatism as a best means of achieving desired group ends.
(propositions 3, 10, 11, 14, and 15) See NOTE below.

Hypothesis V. Black administrator influence on decision making
should concern itself in areas other than those involving race.

(propositions 4, 7, 16, and 17) See NOTE below.

NOTE: The specific propositions used in the testing of these hypotheses appear in Chapter IV and APPENDIX A.

The second phase of the study was to test the hypotheses in terms of the way black administrators perceived these issues since a sizeable amount of literature was already available on how many other individuals and groups perceived these issues. The group selected here was all the black administrators (See Definition of Terms) in the state of Indiana. Identification of the black school administrators located in the school corporations in the state of Indiana was the first task. A study by Guy Lee in 1970 indicated there were 163. Those identified by the 1972 figures from the Indiana Office of the Department of Public Instruction (Form OS/CR-102) indicated an increase of only eight (8) over Lee's figures. The additional eight (8) were added to Lee's group and those no longer in administrative positions were deleted leaving a total of 168.

In order to test the hypotheses, twenty-six propositions that grew out of the research were formulated. These twenty-six statements were given to twenty-eight black graduate students enrolled in three administration courses at the Purdue University Calumet Campus in Hammond, Indiana, in order to determine "Content" as well as "Face" validity.

91 Lee, "A Profile of Negro Administrators."

92 Downie, pp. 83-93.
and also to allow for the elimination of those propositions that presented the most difficulty and least clarity. The remaining twenty (20) propositions used in this study appear in Chapter IV and APPENDIX A.

The twenty (20) propositions were then mailed to each of the 168 identified black administrators in the state of Indiana for them to evaluate using a modified Likert scale.

After the questionnaire or proposition items were returned, analyses of the responses were made. The tabulations, summaries and comparisons were made in several ways:

Sample

A. Proposition 8. HEW's total commitment to bussing is a wise commitment.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15 (10%)</td>
<td>45 (30%)</td>
<td>45 (30%)</td>
<td>30 (20%)</td>
<td>15 (10%)</td>
</tr>
</tbody>
</table>

Proposition 9. Faculty integration should be a first step to student integration.

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prop</td>
<td>90 (60%)</td>
<td>30 (20%)</td>
<td>15 (10%)</td>
<td>15 (10%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

NOTE: The first number indicates the number of respondents selecting a certain response. The second number (in parenthesis) indicates the percentage of respondents selecting that response.

B. Additionally point values for a summary graph responses to a proposition will be given as follows:

SA will be given a point value of +5

A will be given a point value of +3
U will be given a point value of 0
D will be given a point value of -3
SD will be given a point value of -5

so that each proposition will end up with a total plus (+) or minus (-) value.

Further analysis of the propositions was made through the use of the interview technique on a random selection of twenty-five (25) members of this group to further corroborate the responses to the questionnaire items. Basically the same propositions stated in interrogatory fashion were used, but free responses were also sought, recorded and analyzed. Further reactions to the questionnaire tabulations were solicited.

After thorough analysis of both the questionnaire and the interview data, the determination was made as to whether each hypothesis could be accepted or rejected.

And thirdly, based on the results of the analysis of the propositions and the testing of the hypotheses, determination of the implications of these findings for the development of recommendations based on the perceptions of the black administrators in this study were made. These implications and recommendations centered around these key areas:

1. Status of racial issues in education
2. Desire: for and against polarization of the races
3. Status of identity crisis
4. Community participation as a viable tool in education
5. Housing as a key factor in integration

93Rummel, pp. 99-106.
6. Integration as a strategy to close the achievement gap between minorities and non-minorities

7. Curriculum strategies in this setting

8. Black Power as a viable tool

9. Black administrator influence on decision making
CHAPTER IV
PRESENTATION OF FINDINGS

This chapter contains the examination of the propositions utilized to test the five hypotheses given at the beginning of Chapter III. The twenty (20) propositions contained in Appendix A were scattered throughout the questionnaire to minimize the possibility of influencing the responses.

A further step was used to corroborate the responses of the 130 black administrators or approximately 77% who returned the questionnaires. This step involved interviews with a random sample of 25 of the group to corroborate the questionnaire responses by allowing them to react to the same propositions stated in interrogatory fashion, by allowing them to respond in open-ended fashion to these questions if they chose, and by asking them to react to the total tabulations on some of the propositions. These statements of corroboration appear after the numerical analysis of each proposition.

For the analysis of the questionnaire items, the responses of the group were categorized using a modified Likert scale. The respondents were asked to express their feelings in one of the five following degrees: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). To score the scale, the responses were given point values of +5, +3, 0, -3 and -5 respectively from Strongly Agree to Strongly Disagree. If all the group members were to Strongly Agree to a proposition, the proposition would receive +650 points.
(5 \times 130). If all strongly disagreed, the proposition would receive -650 points (-5 \times 130). As the number increases or decreases to +650 or -650, so do the respondents' degrees of agreement or disagreement increase or decrease.

**SAMPLE**

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td>41</td>
<td>24</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>40.8%</td>
<td>31.5%</td>
<td>18.5%</td>
<td>9.2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Total points = +352

The whole number is the number of respondents selecting a given response, and the figure in parenthesis is the whole number converted to a percentage. In the sample the total number of points was figured by adding \((5 \times 53) + (3 \times 41) + (0 \times 24) + (-3 \times 12) + (-5 \times 0) = +352\).
HYPOTHESIS I

The achievement of integration in public schools should involve a number of methods.

This hypothesis deals with present controversies over how best to integrate the schools. Propositions one, eight, nine and eighteen pertain to this hypothesis.

Proposition 1

Inner-city schools should be paired with suburban schools.

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20 (15.4%)</td>
<td>33 (25.4%)</td>
<td>24 (18.5%)</td>
<td>40 (30.7%)</td>
<td>13 (10%)</td>
</tr>
</tbody>
</table>

Total points = +14

An analysis of the responses shows that 40.8% of the respondents strongly agree or agree while exactly the same percentage, 40.8%, disagree or strongly disagree. The remaining 18.5% were undecided. The total points were +14.

The small number of points and the percentage results indicate that there is neither real agreement nor disagreement with this proposition. What this does indicate is that feelings are completely mixed on the matter of pairing schools. One administrator indicated that he had only read of failures in this area particularly one he had read about involving the Chicago Public Schools and a Northwest suburb of Chicago. Another administrator commented that black children would lose the security of their communities. Another said that if forced integration is the law, this is the best way to do it. Two others indicated they would not want their children to be a part of such a plan.
PERCENTAGE RESPONSES TO PROPOSITION 1

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>15.4</td>
</tr>
<tr>
<td>Agree</td>
<td>25.4</td>
</tr>
<tr>
<td>Undecided</td>
<td>18.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>30.7</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>10.0</td>
</tr>
</tbody>
</table>
Clearly, feelings are almost completely divided indicating no real agreement or disagreement and also indicating different preferences as far as the integration strategies are concerned.

Proposition 8

HEW's commitment to bussing is a wise commitment.

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>48 (36.9%)</td>
<td>36 (27.7%)</td>
<td>32 (24.6%)</td>
<td>6 (4.6%)</td>
</tr>
</tbody>
</table>

Total points = 458

Less than half the black administrators agreed with this proposition. Over half were undecided or disagreed. There were 36 of the 130 respondents or 27.7%, which is more than quarter of the black administrators, who were in the undecided group. The total points were 458.

The total number of points is here again only slightly approaching the positive side or area of agreement. This indicates little real agreement on the issue of bussing in spite of the fact that research projects, studies, etc. daily expose educators to the pros and cons of the subject. One educator's reaction to this tabulation was that he was not the least bit surprised that there was no agreement here among blacks. He felt that only white people felt that most blacks wanted to integrate through bussing. Another indicated that he would fight very strongly to keep from having his children bussed for the purpose of integration. Another indicated that he moved from Evanston because of the bussing of pupils. Another opposed bussing because he felt that bussing was always a one-way arrangement with blacks being bussed to white neighborhoods, and very little cross-bussing is being done any-
PERCENTAGE RESPONSES TO PROPOSITION 8

Percent (%)

0 10 20 30 40 50 60 70 80 90 100

Strongly Agree (SA) 6.2
Agree (A) 36.9
Undecided (U) 27.7
Disagree (D) 24.6
Strongly Disagree (SD) 4.6
because of pressures that might be brought to bear if white
youngsters had to go into black ghettos.

**Proposition 9**

Faculty integration should be a first step to student integration.

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>49</td>
<td>(37.6%)</td>
<td>53</td>
<td>(40.8%)</td>
<td>8</td>
</tr>
</tbody>
</table>
| Total points = +344

Over 75% strongly agreed or agreed. Fifteen percent disagreed and no one strongly disagreed. The total points were +344.

The increased number of points does indicate an area in which there is considerable agreement among black administrators as to how one might go about integrating the schools or at least a method of approach in this area. Those interviewed tended to express a definite desire that integrated faculties should precede student integration but held little hope that this would happen for a number of reasons—attrition is slower than integration, communities do not want to admit the obvious tipping of the balance that may soon occur, outright reluctance to use black teachers, etc.

Several principals indicated that they had integrated staffs, but the white teachers were desirous of moving out as soon as an opportunity occurred thereby in most instances setting up the prospect of an all black faculty.

One black administrator felt that integrated faculties worked harmoniously during the day, but they could never all be gathered in the evening for after school social affairs. Another did not desire whites on his faculty because blacks socialized more comfortably when
PERCENTAGE RESPONSES
TO PROPOSITION 9

Percent (%)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>37.6</td>
</tr>
<tr>
<td>Agree</td>
<td>40.8</td>
</tr>
<tr>
<td>Undecided</td>
<td>6.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>15.4</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td></td>
</tr>
</tbody>
</table>
whites were not around.

One black administrator said that he was appalled at the number of black administrators that wanted integrated faculties.

Most comments though supported the questionnaire tabulations.

This area then of faculty integration being a first step to student integration does indicate a degree of agreement here and can hold up as a viable approach to the achievement of public school integration.

Proposition 18

Open-housing laws hold the key to integration.

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>53 (40.8%)</td>
<td>41 (31.5%)</td>
<td>24 (18.5%)</td>
<td>12 (9.2%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

Total points = +352

None strongly disagreed, but over one-fourth were undecided or disagreed. More than half either strongly agreed or agreed. The total points were +352.

As in proposition 9 there is again considerable agreement on an approach to integration. The group interviewed all tended to corroborate the tabulations in the area of agreement. Several felt that any method other than thorough open-housing was illegitimate and a fraud. They felt that forced integration of any variety was harmful to youngsters and particularly black youngsters because they were generally the ones uprooted.

Some pointed out that black youngsters are damaged psychologically when they are forced to integrate through means other than open-housing. They felt the youngsters self concept was being damaged because the society was telling his people and his race they were incapable of
PERCENTAGE RESPONSES TO PROPOSITION 18

Strongly Agree (SA) 40.8%
Agree (A) 31.5%
Undecided (U) 18.5%
Disagree (D) 9.2%
Strongly Disagree (SD)
educating him or seeing to it that he got educated in his own community, therefore he had to be taken elsewhere for a decent education.

Another expressed the notion that integration other than thorough open-housing was superficial in that the integration game was played for six hours a day under somewhat of a strain with everyone eager to leave the game at the close of the day and get back to his respective, more comfortable setting.

One saw the same fault in housing integration as in school integration—unusual and abnormal social relationships between adults which would certainly carry over to the children.

Summary and Analysis (See Summary Graph I - P. 52)

There seems to be little agreement on any one best method or methods to integrate the public schools. The propositions run the gamut from virtually no agreement on two of them and a fairly high degree of agreement on two others. Even the two that have fairly high agreement tend to prove the hypothesis that there is no one best way to integrate the public schools and that the achievement of integration in the public schools should involve a number of methods.

According to the questionnaire findings and the interviews conducted, the opinions of this black group of administrators surveyed indicate no real crystallization of thought on any one view. In light of findings, this hypothesis was accepted.
SUMMARY GRAPH FOR
HYPOTHESIS I

Prop. 1   Prop. 8   Prop. 9   Prop. 18
+14 points  +58 points  +344 points  +352 points

Disagree
HYPOTHESIS II

The decentralization of school district decision making should allow for more positive and intelligent community involvement.

This hypothesis addresses itself to the notion that the communities should have a more definite involvement in the running of the schools through smaller community run units each representing a geographically and politically separated area. The hypothesis more specifically looks at the degree to which these smaller local units can function positively and intelligently.

Proposition 5

Community participation is a forerunner to community control.

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>28 (21.6%)</td>
<td>41 (31.5%)</td>
<td>8 (6.2%)</td>
<td>41 (31.5%)</td>
<td>12 (9.2%)</td>
</tr>
</tbody>
</table>

Total points = 80

More than half the respondents either strongly agreed or agreed with the proposition, but almost an equal number, 40%, disagreed or strongly disagreed. Only 6.2% were undecided. Total points were 80.

Agreement and disagreement seemed to be about equally divided on the matter of community participation being a forerunner to community control although those who seemed to fear community participation were far more outspoken in the interviews than those who saw community participation as no real problem.

Those interviewed who had "done battle" with community groups felt that most often the group making the most noise had the least real influence in the community. An administrator who had recently been badgered by a community group felt schools were definitely in trouble if the
PERCENTAGE RESPONSES TO PROPOSITION 5

Percent (%)

Strongly Agree (SA) 21.6
Agree (A) 31.5
Undecided (U) 6.2
Disagree (D) 31.5
Strongly Disagree (SD) 9.2
community was given any more power than it currently had. He felt that only the self-centered interests of certain local community members were satisfied if the community had more voice.

Another interviewee felt strongly that the educators were the professionals and community involvement always leads to community control and the educators then lose their power. He hastened to add that educator power used to the excess could also be devastating.

Another administrator, who was very active in the community, stated that he felt good about the increased involvement of the community and community groups in the schools although he admitted to never having been descended upon by the community.

**Proposition 12**

The community can make intelligent personnel decisions.

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 (9.2%)</td>
<td>44 (33.8%)</td>
<td>24 (18.5%)</td>
<td>37 (28.5%)</td>
<td>13 (10.0%)</td>
</tr>
</tbody>
</table>

Total points = +16

Almost half, 43%, strongly agreed or agreed and 38.5% disagreed or strongly disagreed. The undecided comprised 18.5%. Total points were +16.

Here again opinions seem to be about equally divided with no real group preference for agreement or disagreement. This pattern of responses from a group of black administrators tends to lend credence to the notion that black administrators do not always think alike as a group and on some issues they are poles apart. A popular notion in the larger cities is that the minorities are the one solidly behind the decentralization effort. The responses of the black administrators,
PERCENTAGE RESPONSES TO PROPOSITION 12

Percent (%)

0 10 20 30 40 50 60 70 80 90 100

Strongly Agree (SA) 9.2
Agree (A) 33.8
Undecided (U) 18.5
Disagree (D) 28.5
Strongly Disagree (SD) 10
who in most instances are a part of that community, show considerable
disagreement with this popular notion.

The interviewees who disagreed with this proposition were again
more vociferous in their statements than were those who generally agreed.
One black administrator felt that if it were left to his immediate com-
munity to pass on his selection or his fate, he was already doomed.
He said that in his community if you were not willing to participate in
community group actions, you were an "Uncle Tom" and therefore not neces-
sary to the community effort.

Another black administrator felt that any decisions relative to
personnel should not be left to the community. He had been an assistant
principal in the Chicago Public Schools and felt relatively sure he was
in line for the principal's job. When the job became open, the community
rejected him for he could not satisfy the community on what he felt were
unreasonable issues. Yet, another administrator got the job because he
did not even challenge the community on these issues. He had little
faith in the community--in this case three women who wanted the power
to run the principal and the school.

The one administrator who strongly agreed that the community
could make intelligent personnel decisions confided that she owed her
job to a community group that had successfully badgered a school board.

Proposition 19

Previous decentralization efforts in larger cities have been a
complete failure.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>8 (6.2%)</td>
<td>34 (26.2%)</td>
<td>40 (30.8%)</td>
<td>48 (36.8%)</td>
</tr>
</tbody>
</table>
Total points = -2

Over two-thirds were undecided or disagreed although none strongly disagreed. Over 31% were undecided. This was about equal to the 32% who strongly agreed or agreed. Total points were -2.

Opinions on proposition 19 seem to be almost evenly divided indicating no real agreement or disagreement on the outcome of decentralization efforts in the large cities. This again illustrates the range of thinking of black administrators although there is a highly significant number of black administrators who chose not to give an opinion (30.8% undecided).

The interviewees though were almost all in complete agreement that decentralization had not worked in the larger cities and most offered reasons why it had not worked. Several offered as an example the decentralization effort in New York City where the community school board members in one district were all ministers of tiny storefront churches representing in actual membership less than 3% of the community being served, and yet the members claimed to represent everyone when their congregations for the most part were the only ones that voted.

Another spoke of the ills by explaining that in the decentralized arrangement, the board members were even more non-professional than the previous city-wide non-professional board members.

One pointed out that it was merely a shift in power to groups unfamiliar with true power. He felt that the power in a ghetto, for instance, is not aimed at the betterment of the people in the ghetto, and people with this type of mentality had no business running the schools. He felt that these decentralized boards were strictly myopic in their outlooks.
PERCENTAGE RESPONSES
TO PROPOSITION 19

Percent (%)

0 10 20 30 40 50 60 70 80 90 100

Strongly Agree (SA) 6.2

Agree (A) 26.2

Undecided (U) 30.8

Disagree (D) 36.8

Strongly Disagree (SD)
Another felt that the whole purpose of decentralization was to further aid segregationists in their attempts to keep blacks in black schools and black neighborhoods.

Proposition 20

The community can make intelligent curriculum decisions.

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 (3.1%)</td>
<td>52 (40%)</td>
<td>28 (21.5%)</td>
<td>45 (34.6%)</td>
<td>1 (.8%)</td>
</tr>
</tbody>
</table>

Total points = +36

Less than one-half agreed or strongly agreed. More than half were undecided or disagreed to some extent. Almost one-fifth were undecided. Total points were +36.

The questionnaire tabulations on proposition 20 indicate almost evenly divided opinions with a total number of +36 points. On proposition 20 as well as on the three previous propositions opinion has been almost evenly divided.

The interviews indicated fairly strong anti-community sentiments mostly in the area of the communities' inability to make decisions in areas calling for expertise when the community had none. A principal of long standing duration indicated that when this happened, he was leaving the field of education.

Many expressed a fear that no matter what the community attempted to do in this area, the administrators would be blamed for its failures and the community would reap the benefits of any success.

One woman felt that in the experiences she had seen in this area the community always became involved and showed much enthusiasm, but it was the professional educators who had to follow through and do all the
PERCENTAGE RESPONSES TO PROPOSITION 20

Percent (%)

0 10 20 30 40 50 60 70 80 90 100

Strongly Agree (SA) 3.1
Agree (A) 40
Undecided (U) 21.5
Disagree (D) 34.6
Strongly Disagree (SD) .8
work even if the project offered little hope for success.

Another merely saw continued efforts in this area as another en­croachment upon the right of educators to do the educating.

Several felt that the community could make intelligent curriculum decisions provided they had the aid and assistance of the educational community.

Summary and Analysis (See Summary Graph II - p. 63)

In all four propositions used to test this hypothesis opinions were almost evenly divided. Proposition 5 did have a greater degree of agreement than the other three, but +80 points hardly indicates any great amount of agreement with the proposition.

One consistent factor in all four propositions here was the incon­sistency between the questionnaire tabulations and the interview findings. While the questionnaire tabulations were evenly divided between agree­ment and disagreement, the interviewees generally disagreed with all four propositions and some made very strong anti-community statements. They generally feared community power, felt the community was inept in these areas, and had little faith in the notion of community involvement. Based on the findings, this hypothesis was rejected.
SUMMARY GRAPH FOR HYPOTHESIS II

Agree

Prop. 5  
+80 points

Prop. 12  
+16 points

Prop. 19  
-2 points

Prop. 20  
+36 points

Disagree
HYPOTHESIS III

Curriculum offerings as demanded by racial and ethnic groups should tend toward a more multi-cultural approach rather than a separate group approach or offering.

The literature and other research tends to suggest that the emotional appeal for minority and ethnic group course offerings has reached its peak, and the direction now is characterized by an approach that looks at all cultures.

Proposition 2

The emphasis on the black curriculum will be gone tomorrow.

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 (12.3%)</td>
<td>69 (53.1%)</td>
<td>5 (3.8%)</td>
<td>32 (24.6%)</td>
<td>8 (6.2%)</td>
</tr>
</tbody>
</table>

Total points = +151

Almost two-thirds agreed or strongly agreed while a significant number, one-third disagreed or strongly disagreed. Total points were +151.

The black administrators, who for the most part have been closely involved with the movements or at least have seen the movement since its infancy, now find themselves in a position of repudiating the notion that a few years ago was held out as the panacea to solve all learning problems for black youngsters.

Several of the black administrators interviewed felt the movement had been doomed from the very start. They saw the black course movement as another way of segregating blacks and giving them an education of no real practical value.

Another saw the movement as unrealistic because major concentra-
PERCENTAGE RESPONSES TO PROPOSITION 2

Percent (%)

0 10 20 30 40 50 60 70 80 90 100

Strongly Agree (SA) 12.3

Agree (A) 53.1

Undecided (U) 3.8

Disagree (D) 24.6

Strongly Disagree (SD) 6.2
tions in this area were only leading youngsters up a blind alley.

One saw concentrations of courses in this area as only creating additional hatred and disharmony in public schools. He felt the courses might have given black youngsters pride, but when weighed with the false sense of superiority created in some, he felt the value was negligible.

Another felt that demands for black courses in integrated schools were only an open invitation for other ethnic and racial groups to consider similar demands.

The notion of increased tension in integrated settings was mentioned by most interviewees. One cited what he felt was an overemphasis on specific group feelings. He felt this created a situation where black and white youngsters chose their turfs in certain areas of the school building where an opposite group member dare not tread—the blacks the area around the cafeteria and the gymnasium and the whites the area around the library and media center.

Proposition 6

Ethnic cultures and histories should be taught to all students.

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>74 (56.9%)</td>
<td>52 (40%)</td>
<td>0 (0%)</td>
<td>4 (3.1%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

Total points = +514

More than 95% agreed or strongly agreed. None were undecided or strongly disagreed. A mere 3.1% disagreed. Total points were +514.

Very clearly the black administrators were almost in unanimous agreement that all youngsters should be taught the histories and cultures of other youngsters.

Those interviewed also agreed that a youngster should not only
PERCENTAGE RESPONSES
TO PROPOSITION 6

Percent (%)

0  10  20  30  40  50  60  70  80  90  100

Strongly Agree (SA) 56.9
Agree (A) 40
Undecided (U)
Disagree (D) 3.1
Strongly Disagree (SD)
be taught the background, history and cultural setting on his own group, but he should also be taught those of different ethnic and racial groups.

Several blamed the crisis created for separate offerings on the textbook producers. They felt the textbook producers deliberately distorted and purposely omitted facts relevant to minority group contributions to society.

They felt the textbooks should be revised to include an appreciation of the history and culture of other groups particularly in integrated situations.

They generally felt it was not necessary to separate youngsters by racial groups in order to teach them about their own ethnic heritages. One indicated that when black youngsters were separated for such classes, the teachers in many instances were forced to teach what many black youngsters wanted—black philosophy and black strategy instead of black history and black culture.

**Proposition 13**

Black culture and history courses should be taught to black students only.

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 (3.1%)</td>
<td>0 (0%)</td>
<td>1 (.8%)</td>
<td>32 (24.6%)</td>
<td>93 (71.5%)</td>
</tr>
</tbody>
</table>

Total points = -541

More than 96% either disagreed or strongly disagreed. A very small percentage, 3.1%, strongly agreed while only .8% were undecided. Total points were -541.

This proposition is almost an exact corollary to proposition 2 only stated in such a manner as to get a negative response to see if the
PERCENTAGE RESPONSES
TO PROPOSITION 13

Percent (%)

0 10 20 30 40 50 60 70 80 90 100

Strongly Agree (SA) 3.1
Agree (A)
Undecided (U) .8
Disagree (D) 24.6
Strongly Disagree (SD) 71.5
black administrators in this study were being consistent in their opinions.

They were practically all in disagreement with the statement that black history courses should be taught to blacks only.

A number of them felt this would be self-defeating if specific classes defining the black man's role and position in society were begun and white youngsters were not able to share in what the black man was proud of.

One black woman administrator expressed the notion that there should be no special problems getting a person of any particular ethnic group to teach such a course. She felt that if it were truly a history course, any trained history teacher could teach it.

Many also expressed the idea that there was no need for a separate course, but rather with well-written textbooks and a good teacher a multi-ethnic approach to the course strategy would be wisest.

Summary and Analysis (See Summary Graph III - p. 71)

In all three propositions used to test the hypothesis there was substantial agreement by the black administrators used in this study. On propositions 6 and 13 more than 90% of them were in agreement.

Most of those interviewed had strong feelings about the matter and felt that public school officials as well as college and university officials had capitulated far too soon and in essence had given blacks nothing but frustration by allowing the extremist wishes of a few to change entire curriculum designs.

One spoke of a multi-cultural experiment in San Francisco as an example of a far more viable approach to the teaching of racial and
SUMMARY GRAPH FOR HYPOTHESIS III

 Agree

 Prop. 13
 -541 points

 Prop. 2
 +151 points

 Prop. 6
 +514 points

 Disagree
cultural heritage. In this approach they are taught about their own cultures in separate groups in the morning and in the afternoon they are combined with other groups where the emphasis is on the sharing of cultural histories, habits, traits, etc.

A number also felt very strongly that one of the greatest hindrances to better taught history courses was the baneful textbooks on the market which did not fairly treat all racial and ethnic groups. They also felt this was one of the major causes of the cry for ethnic courses.

Almost none of the black administrators in this study was in favor of the continuance of black courses for black children. Based on the findings, this hypothesis can be accepted.
HYPOTHESIS IV

Black Power should stress separatism as a best means of achieving desired group ends.

The literature reviewed contained a fair amount of input from a number of black writers as well as others who for the most part seemed to be saying that blacks stood to benefit more by separating themselves from other groups and rejecting the non-violent approaches designed to accomplish certain ends. Some of the literature tended to offer direct action of black groups as a strategy to achieve certain ends.

Proposition 3

The non-violent King approach fostered better educational opportunities for blacks.

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 (34.6%)</td>
<td>57 (43.8%)</td>
<td>4 (3.1%)</td>
<td>24 (18.5%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

Total points = +324

More than 75% of the respondents indicated agreement with Dr. Martin Luther King's approach of non-violence in terms of its ability to bring better educational opportunities to blacks. Only 24% disagreed and a mere 3.1% were undecided. Total points were +324.

Some expressed the thought that they earlier felt King's approach was too slow. But only after they saw what surfaced as black leaders and strategists after King's death were they able to appreciate his approach and weigh his accomplishments.

Several expressed the notion that Dr. King's approach was detrimental to people who were primed to fight and King only slowed them down.
PERCENTAGE RESPONSES
TO PROPOSITION 3

Percent (%)

0 10 20 30 40 50 60 70 80 90 100

Strongly Agree (SA) 34.6
Agree (A) 43.8
Undecided (U) 3.1
Disagree (D) 18.5
Strongly Disagree (SD)
Those that compared Dr. King to the others in every instance had more positive than negative points as related to King.

Proposition 10

Black administrators need their own organizations.

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8 (6.2%)</td>
<td>40 (30.7%)</td>
<td>17 (13.1%)</td>
<td>41 (31.5%)</td>
<td>24 (18.5%)</td>
</tr>
</tbody>
</table>

Total points = -83

There is some degree of agreement here among the black administrators. The agreement is away from the direction of separatism. In other words almost 50% disagree with the idea of having their own black administrative organizations while approximately 37% agree with the idea. A small percentage, 13.1%, were undecided. Total points were -83.

Among the group that felt their own organizations were not necessary, it was the thinking of most that they themselves would be setting an example completely opposed to what they were trying to instill in children. Most felt to separate themselves would be to find themselves not involved in major decisions that affected them, for in the cases of most of them the black administrators were in the minority.

The group that saw separate black administrator groups as a wise move generally felt that their voices could not be heard unless they banded together to have a louder voice. They felt that in numbers there was strength.

Several expressed the notion that as individuals they had little success in being heard when they felt they had something valuable to contribute, and that their opinion was felt to be stereotyped by their
PERCENTAGE RESPONSES
TO PROPOSITION 10

Percent (%)

0 10 20 30 40 50 60 70 80 90 100

Strongly Agree (SA) 6.2

Agree (A) 30.7

Undecided (U) 13.1

Disagree (D) 31.5

Strongly Disagree (SD) 18.5
superiors and was therefore never requested.

Proposition 11

Black schools provide less chance for black youngsters to have identification problems.

<table>
<thead>
<tr>
<th>SA (3.1%)</th>
<th>A (40.8%)</th>
<th>U (16.2%)</th>
<th>D (36.8%)</th>
<th>SD (3.1%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>53</td>
<td>21</td>
<td>48</td>
<td>4</td>
</tr>
</tbody>
</table>

Total points = +15

An equal number of respondents, 3.1%, were in the extreme categories of strongly agree and strongly disagree. A total of 43% were in the combined categories of strongly agree and agree while a total of 39% were in the combined categories of disagree and strongly disagree. Total points were +15.

In proposition 11 there is no clear direction as to agreement or disagreement. This then certainly does not indicate a trend toward wanting all black schools for black youngsters. It does indicate that there is no firm agreement on the issue of "identification" as it relates to the black youngster in an all black school or in an integrated setting where blacks are in the minority.

A number of the black administrators felt that all black schools were counter-productive in that the country and the world were not all black. This would lead to additional socialization problems for black youngsters if all the images they had even seen, heard or patterned themselves after were black images.

Some of the others felt that since the world was such a cruel place anyway and blacks would be hurt in the outside world anyway, it was perfectly legitimate for blacks to live in an all black setting, to go to school in an all black setting and be taught by blacks about
PERCENTAGE RESPONSES
TO PROPOSITION 11

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>3.1%</td>
</tr>
<tr>
<td>Agree</td>
<td>40.8%</td>
</tr>
<tr>
<td>Undecided</td>
<td>16.2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>36.8%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>3.1%</td>
</tr>
</tbody>
</table>
blacks so they could learn about "survival" in the cruel world on the outside. This was not a predominant opinion, but those holding such views felt perfectly willing to express them to a black interviewer.

Proposition 14

The violent rhetoric of the 1960's fostered better educational opportunities for blacks.

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12 (9.2%)</td>
<td>61 (46.9%)</td>
<td>13 (10.0%)</td>
<td>32 (24.7%)</td>
<td>12 (9.2%)</td>
</tr>
</tbody>
</table>

Total points = +87

More than half, 56.1%, agreed or strongly agreed while a sizeable percentage, more than one-third, disagreed or strongly disagreed. Only ten per cent were undecided. Total points were +87.

There is no real agreement with the notion that the violent rhetoric of the 1960's fostered better educational opportunities for blacks. The tabulations not only indicate little agreement with the approach suggested in this proposition, but the small +87 points here lends credence to the non-violent King approach discussed in proposition 3 of this hypothesis.

Considerable agreement with proposition 14 could have tended to add credibility to the notion that Black Power as an approach was a most viable strategy for blacks as they sought redress in an educational system they felt was unfair. The group utilized in this study tended to reject this notion in favor of the King approach.

Several of those interviewed admitted that they were not desirous of looking at the problem realistically but they were perfectly happy in feeling completely emotional and completely anti-establishment about
PERCENTAGE RESPONSES TO PROPOSITION 14

Percent (%)

0 10 20 30 40 50 60 70 80 90 100

Strongly Agree (SA) 9.2
Agree (A) 46.9
Undecided (U) 10
Disagree (D) 24.7
Strongly Disagree (SD) 9.2
the whole affair and strongly embraced not only the violent rhetoric, but also any means necessary to allow black people to achieve black aims.

A number felt that the opinions they now hold have come after having had an opportunity to sit back and reflect on the 1960's. It is basically this group that rejects the violent approaches of the 1960's.

Most interviewed felt that there has been much progress made by blacks in the field of education. They also felt in many instances their jobs were a direct result of this period of turmoil.

Proposition 15
Blacks should be principals of all black schools.

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>36</td>
<td>20</td>
<td>34</td>
<td>20</td>
</tr>
<tr>
<td>(15.4%)</td>
<td>(27.7%)</td>
<td>(15.4%)</td>
<td>(26.1%)</td>
<td>(15.4%)</td>
</tr>
</tbody>
</table>

Total points = +4

Almost an equal number were in the agreement and disagreement categories. Almost 43% agreed or strongly agreed while 41% disagreed or strongly disagreed. Total points were +4.

There seems to be no clear cut tendency toward agreement or disagreement on this proposition. But the fact that opinion is so evenly divided certainly does indicate no overwhelming support for separatism as some of the literature indicated.

Most of those that agreed with this proposition said they agreed because a white principal might have trouble relating in a school with all black students and a total black community. They saw much unrest and unhappiness in such a situation.

Those who disagreed with this proposition generally felt that any
administrator who was fair and could be perceived by the community as being fair had an excellent chance for survival in such a setting.

Summary and Analysis (See Summary Graph IV - p. 84)

The black administrators participating in this study showed almost no tendencies toward accepting separatism as a viable strategy to achieve educational and social ends. In two corollary propositions, 3 and 14, it was borne out that separatism was not a favored strategy.

The group also rejected the notion of separatism in the other three propositions (10, 11, and 15). In proposition 10 they rejected separate black administrator organizations. In propositions 14 and 15 they did not accept the separatist notions of all black schools and black principals for all black schools.

Further analysis of the opinions of the black administrators in the State of Indiana would indicate a very definite trend toward taking education as it is with all its pitfalls and working toward improvement within and a part of the educational system. In light of findings, the hypothesis was rejected.
SUMMARY GRAPH FOR HYPOTHESIS IV

Agree

Prop. 10
-83 points

Prop. 3
+324 points

Prop. 11
+15 points

Prop. 14
+87 points

Prop. 15
+42 points

Disagree
HYPOTHESIS V

Black administrator influence on decision making should concern itself in areas other than those always involving race.

Proposition 4

White superiors see the major role of the black administrators as helping with the "white man's burden."

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 (18.5%)</td>
<td>41 (31.5%)</td>
<td>9 (6.9%)</td>
<td>40 (30.8%)</td>
<td>16 (12.3%)</td>
</tr>
</tbody>
</table>

Total points = +43

The total percentage of agreement and disagreement was 49% which is slightly less than a majority. 42% either disagreed or strongly disagreed while only 6.9% were undecided. Total points were +43.

There is only a slight tendency here toward agreeing with the proposition stated above. It does indicate that a substantial number of black administrators feel they are perceived as a part of the educational system and that their role is the same as the role of their white peers.

Those that generally agreed with the proposition felt that they were only called upon when there were black problems their white superiors did not want to deal with and did not want to send white administrators to do. Several of them gave specific examples and felt they had been put on the "spot" with their own people who labeled them as traitors to the black community. Incidentally, this segment felt certain that all black administrators were of the same opinion.

Opposed to this point of view were a group who felt there was no display of a special attitude among their superiors toward blacks that was uncommon to whites. Those individuals in this group did not overrule the possibility that some of their black colleagues in other
PERCENTAGE RESPONSES
TO PROPOSITION 4

Percent (%)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree (SA)</td>
<td>18.5</td>
</tr>
<tr>
<td>Agree (A)</td>
<td>31.5</td>
</tr>
<tr>
<td>Undecided (U)</td>
<td>6.9</td>
</tr>
<tr>
<td>Disagree (D)</td>
<td>30.8</td>
</tr>
<tr>
<td>Strongly Disagree (SD)</td>
<td>12.3</td>
</tr>
</tbody>
</table>
school systems could probably legitimately feel the way they did about their superiors.

Proposition 7

Black administrators have little or no voice in their assignments.

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 (12.3%)</td>
<td>45 (34.6%)</td>
<td>9 (6.7%)</td>
<td>52 (40%)</td>
<td>8 (6.2%)</td>
</tr>
</tbody>
</table>

Total points = +19

No clear majority existed. Approximately 46% agreed or strongly agreed and approximately 46% disagreed or strongly disagreed. Only 6.9% were undecided. Total points were +19.

Black administrators were about equally divided in their opinions on the matter of their involvement in their assignments.

Among those who felt they had some voice in their assignments there was the general feeling that their voices in these areas might be unique and they could well understand how this might not be the case in some other districts.

Many of those who felt they did not have a voice in their assignments were surprised to find that many other black administrators did have a voice in their assignments. Several felt that the only assignments blacks got were the tough and impossible situations in elementary and high schools where all hope had been abandoned and a black was then summoned to play "God."

Proposition 16

Fear of black community pressure can lead black administrators to consider black interests first.
PERCENTAGE RESPONSES TO PROPOSITION 7

Percent (%)

<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>12.3</td>
</tr>
<tr>
<td>Agree</td>
<td>34.6</td>
</tr>
<tr>
<td>Undecided</td>
<td>6.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>40</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>6.2</td>
</tr>
</tbody>
</table>
Total points = +143

About 60% agreed or strongly agreed with this proposition while less than 25% disagreed or strongly disagreed. 16.2% were undecided, but the clear majority was established by the 60% that agreed or strongly agreed. Total points were +143.

Well over half the black administrators were of the opinion that pressures from the black community not only forced them to consider black issues and black interests first, but in many instances forced them to base decisions on the pressures that could be brought to bear on them from the black community.

A number of them in the interviews felt that since they as blacks had their only real support from the black community itself, their jobs and positions in the black community might very well be threatened if they did not agree with community pressure movements.

One principal said that he owed his job directly to the community and therefore he was expected to perform in a certain manner.

Another black administrator felt that every black administrator has had to compromise his own true beliefs with what the black community or segments of the community might want or think.

Several of the administrators said that they would never compromise their views with what the community wanted because the vociferous and loud segments of the community do not represent the whole community.

Several stated that the community did not know what was best for it; therefore, the professional educators should make all the decisions for the community.

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>65</td>
<td>21</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>(9.2%)</td>
<td>(50%)</td>
<td>(16.2%)</td>
<td>(18.4%)</td>
<td>(6.2%)</td>
</tr>
<tr>
<td>Total points = +143</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PERCENTAGE RESPONSES TO PROPOSITION 16

Percent (%)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree (SA)</td>
<td>9.2</td>
</tr>
<tr>
<td>Agree (A)</td>
<td>50</td>
</tr>
<tr>
<td>Undecided (U)</td>
<td>16.2</td>
</tr>
<tr>
<td>Disagree (D)</td>
<td>18.4</td>
</tr>
<tr>
<td>Strongly Disagree (SD)</td>
<td>6.2</td>
</tr>
</tbody>
</table>
Proposition 17

Black administrators are almost always appointed as chief disciplinarians where schools have large numbers of black students.

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>45 (34.6%)</td>
<td>57 (43.8%)</td>
<td>4 (3.1%)</td>
<td>20 (15.4%)</td>
<td>4 (3.1%)</td>
</tr>
</tbody>
</table>

Total points = +316

More than 75% agreed or strongly agreed while only 18.5% disagreed or strongly disagreed. Only a small 3.1% were undecided. Total points were +316.

Among those interviewed there was almost total agreement with this proposition. Some felt that it was necessary since some black students resisted punishment by white school administrators.

One assistant principal who is the disciplinarian in such an integrated school felt that his predecessor, who was white, had left the job for that very reason. He also felt that on a day to day basis he was not doing much better than his predecessor, although he felt he did have a much better relationship with the parents of his students.

Another black assistant principal in a building where the disciplinarian was white stated that he ended up with practically all the discipline cases involving blacks, so he might well have been the disciplinarian in the building, also.

No black administrators interviewed in this study who had ever been disciplinarians had had any specific reprisals against them from white parents for having punished white students.

Summary and Analysis (See Summary Graph V - p. 93)

Propositions 4 and 7 showed only slightly more respondents in
PERCENTAGE RESPONSES
TO PROPOSITION 17

Percent (%)

0 10 20 30 40 50 60 70 80 90 100

Strongly Agree (SA) 34.6
Agree (A) 43.8
Undecided (U) 3.1
Disagree (D) 15.4
Strongly Disagree (SD) 3.1
SUMMARY GRAPH FOR HYPOTHESIS V

Agree

Prop. 4 +43 points
Prop. 7 +19 points
Prop. 16 +143 points
Prop. 17 +316 points

Disagree
agreement with the propositions than in disagreement with them. In other words opinions were about equal on the notions of black administrators being viewed by their superiors as only there to help with the white man's burden and black administrators having little or no voice in their assignments.

Proposition 16 showed considerable agreement in the area of black community pressure or influence on black administrator decision making. Statements of interviewees were even more emphatic in this regard.

And finally in proposition 17 more than 78% of the black administrators felt that their basic jobs in highly integrated schools is that of disciplinarian whether by title or otherwise.

On the basis of the findings, the hypothesis was accepted.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Black administrator perceptions can be seen as the same as the perceptions of all other administrators in that they agree on some issues and disagree on others, yet black administrator opinions are unique in that the frames of reference in which black administrators work and are at times limited by, as this study demonstrates, impinge upon their thought processes as well as their decision making.

The five selected racial issues in public education as borne out in the related literature were formulated into hypotheses, and these hypotheses have been tested in terms of the way the black administrators in this study perceive them.

HYPOTHESIS I

The achievement of integration in public schools should involve a number of methods.

On the basis of the data gathered in this study, this hypothesis can be accepted. The black educators felt that the pairing of schools to achieve integration was neither good nor bad, and they did not feel it to be better than any other method of integrating the public schools.

This group also had no really strong feelings toward bussing as a best method to achieve integration in spite of HEW and the court's continued thrusts in the direction of the bussing of pupils to achieve
integration.

It was felt by the black administrators that one major first step to achieve integration, if this is the goal, is to first integrate the faculties to demonstrate that there is a serious intent at total integration.

Finally the vast majority of these administrators felt that the best method of integrating the schools was to integrate the housing, thereby eliminating most of the current arguments used to avoid integrating the public schools.

HYPOTHESIS II

The decentralization of school district decision making should allow for more positive and intelligent community involvement.

The black administrators, better than 53% of them, saw increased community involvement as a forerunner to community control. They expressed even a greater degree of fear in the interviews about more community involvement than they now see. They saw more community involvement as an erosion of the little authority they felt they had left now.

They also did not to any real degree support the notion that the community could make intelligent personnel or curriculum decisions. They felt that the local community had little in the way of skills in these areas, and quite often community members had motives not in the best interest of the constituency being served. Also, many felt that the educators would have to end up taking over aborted projects begun by the community and try to make them work whether they were good or not.
Also, there was no agreement one way or the other as to whether decentralization efforts in the larger cities had been failures. In general there was no optimism about the possible success of decentralization plans.

On the basis of the questionnaire response tabulations and the accumulated interview data, this hypothesis has to be rejected.

**HYPOTHESIS III**

Curriculum offerings as demanded by racial and ethnic groups should tend toward a more multi-cultural approach rather than a separate approach or offering.

The respondents generally felt that the emphasis on the black curriculum will soon fade from the educational scene and eventually be categorized as a past experiment or educational "fad." Those with strong feelings in this area felt that the emphasis here was doing more harm than good and misleading youngsters and giving them a false sense of accomplishment yet not preparing them to deal with a real world that was not all black.

There was almost unanimous agreement with the notion that information on different ethnic cultures and their histories should be taught all students. They felt this should replace the teaching of separate ethnic studies courses to certain groups. Some saw this phase of separate courses as necessary to focus in on what the schools were omitting.

Generally they agreed that with adequately prepared textbooks the notion of a multi-cultural approach to the teaching of these areas could become a reality.
On the basis of the accumulated data this hypothesis can be accepted.

**HYPOTHESIS IV**

Black Power should stress separatism as a best means of achieving desired group ends.

The notion of separatism was dramatically rejected by this group of black administrators. They saw Dr. Martin Luther King's non-violent, integration-oriented approach as being far superior to the approaches advocated in some of the more violent rhetoric of the 1960's. Most indicated they had not come to this decision until they were able to weigh it in the 1970's after observing the other leader-types who surfaced with different strategies. Dr. King did not stress separatism in any way, form or fashion, whereas some of his adversaries did.

The black administrators also as a group did not generally embrace the notion of having their own separate organizations. Some expressed a need for separate organizations if they were excluded from full participation in the other groups, but this was a minority opinion.

There was no real consensus on whether or not black youngsters suffered identification problems when they were sent from all black neighborhoods to integrated schools. Opinion was almost evenly divided here. Even with divided opinions on the identification issue, when interviewed few expressed a desire to see total black schools continue in existence.

Opinion was also divided on the issue of whether black administrators should be the principals of all black schools. Those who agreed felt a white principal would have problems relating to black youngsters and an all black community although they felt there were some white
principals who could handle such situations.

Certainly in no instance was there any overwhelming support for separatism as an ingredient of Black Power, and it is on this basis that the hypothesis can be rejected.

**HYPOTHESIS V**

Black administrator influence on decision making should concern itself in areas other than those always involving race.

The black administrators in this study did not generally see themselves as merely tools to help the white man with the "white man's burden" as some of the literature had indicated. Some felt that they handled more black problems than they should, but felt this tendency was lessening.

They were about evenly divided on the amount of voice they had in determining their job assignments. Many expressed agreement with the notion that in highly integrated situations the black administrator is generally appointed chief disciplinarian and if he is not, he generally ends up handling problems of black youngsters. They felt this was unfortunate but true, and they expressed a desire to work toward the day when this was the exception rather than the rule.

They also generally felt that black community pressure can definitely affect their decision making and can force them to be involved in decisions related to blacks lest they be accused of being aloof from or above the black community. Again, the desire to some day no longer be under such pressure was expressed repeatedly.

This hypothesis can be accepted because in almost every instance the black administrators were desirous of being involved in those areas
not always involving race.

**Recommendations**

The recommendations here are based on the examination of certain implications in the light of the accumulated data:

1. The data indicated there are only 168 black administrators at all levels in the public schools of Indiana. There are thousands of black students in these schools. Efforts should be made to obtain more black administrators. They should, of course, be qualified.

2. Since there seems to be no one best way of avoiding polarization of the races, each school district must seek to avoid it and to achieve integration by the methods and procedures which best meet its situation.

3. Courses in black history are evidently losing their appeal. Attention should be given to replacing them or where they have not been introduced, to using a multi-cultural approach to learning in place of racially separated courses or classes.

4. Care should be taken in the selection of textbooks to avoid possible bias.

5. Community participation has possibilities of bringing trouble and difficulty. Caution and care should be used when formulating community participation plans.

6. Integrated housing leads to integrated schools. This approach should receive the support of those in favor of school integration.

7. Black administrators should be involved in decision making
at all levels; they should not become persons who deal exclusively with black problems.

8. School boards and chief school administrators must recognize that black school administrators may be under considerable pressure from the black community and may need additional understanding and support.

9. Those in a position to do so should take advantage of the present repudiation of black militancy in educational affairs and focus more attention on those blacks whose aims are to help the blacks become an integral and functional part of the system.

Suggestions for Further Study

Seeking answers to the following questions or series of questions growing out of this study should give rise to areas for further study:

1. Where are the trained black administrators? At what levels are they? Why are there not more?

2. How can unbiased textbooks be written, selected or supplied? What is being done in this area now?

3. Where in Indiana have the different methods of achieving integration been successful or unsuccessful? Why or why not have they succeeded or failed?

4. What affect does integrated housing have on schools? Do communities eventually turn all black? Is there a "tipping point?"

5. How can faculties be successfully integrated? What are the feelings of white teachers in a black school? What are the feelings of black teachers in a white school?
6. What happens to successful black and white administrators that go from non-integrated schools to integrated schools?
BIBLIOGRAPHY

I BOOKS


II PERIODICALS


III OTHER MATERIALS


APPENDIX A

1. Inter-city schools should be paired with suburban schools.
   SA A U D SD

2. The emphasis on the "black curriculum" will be gone tomorrow.
   SA A U D SD

3. The non-violent King approach fostered better educational opportunities for blacks.
   SA A U D SD

4. White superiors see the major role of black administrators as helping with the "white man's burden."
   SA A U D SD

5. Community participation is a forerunner to community control.
   SA A U D SD

6. Ethnic cultures and histories should be taught to all students.
   SA A U D SD

7. Black administrators have little or no voice in their assignments.
   SA A U D SD

8. HEW's total commitment to bussing is a wise commitment.
   SA A U D SD

9. Faculty integration should be a first step to student integration.
   SA A U D SD

10. Black administrators need their own organizations.
    SA A U D SD

11. Black schools provide less chance for black youngsters to have identification problems.
    SA A U D SD
12. The community can make intelligent personnel decisions.
SA  A  U  D  SD

13. Black culture and history courses should be taught to black students only.
SA  A  U  D  SD

14. The violent rhetoric of the 1960's fostered better educational opportunities for blacks.
SA  A  U  D  SD

15. Blacks should be principals of predominantly black schools.
SA  A  U  D  SD

16. Fear of black community pressure can lead black administrators to consider black interests first.
SA  A  U  D  SD

17. Black administrators are almost always appointed as chief disciplinarian where schools have large numbers of black students.
SA  A  U  D  SD

18. Open housing laws hold the key to integration.
SA  A  U  D  SD

19. Previous decentralization efforts in larger cities have been complete failures.
SA  A  U  D  SD

20. The community can make intelligent curriculum decisions.
SA  A  U  D  SD
The dissertation submitted by Norman David Comer has been read and approved by members of the Department of Education.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

May 28, 1974
Date

Signature of Advisor