AN ANALYSIS OF TRENDS AND CONDITIONS IN SCHOOL DISTRICTS WITH BLACK SUPERINTENDENTS AND A COMPOSITE PROFILE OF THE BLACK SUPERINTENDENT AT HIS/HER INITIAL APPOINTMENT

by

Sterling I. Marshall

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APPROVED:

Dr. Kenneth E. Underwood, Chairman

Dr. Jimmie C. Fortune

Dr. Floretta Dukes McKenzie

Dr. David Alexander

Dr. Ronald McKeen

Dr. Houston Conley

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DEDICATION

This study is dedicated to the author's wife, ; his sons, ; and his daughter, , for their patience, encouragement, devotion, and sacrifices which made this dissertation a reality.

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CHAPTER I

INTRODUCTION

Problem Description and Background

The emergence of the black superintendent is a relatively new trend in American education. Until 1968, virtually none existed. In 1974 with approximately 16,700 superintendents in the United States, only 44 superintendents were black. Even in this decade with the number of school superintendents close to 15,700, only 102 are black (Scott, 1980). These data make it quite apparent that the percentage of black superintendents, although increasing, has not approximated a legitimate representation of the black population involved in public education anywhere in the country.

The paucity in the representation of blacks in the superintendency began to gain a great deal of attention in the early 1970's. It was recognized that black superintendents were not only few in number, but those that were appointed seemed to inherit school districts plagued with serious problems related to politics, finances, personnel deficiencies and lack of student achievement (Moody, 1972 and Scott, 1980).

In a study conducted by Moody (1972) at Northwestern University, it was substantiated that black superintendents were being appointed to troubled school districts. In order to substantiate his contention, Moody analyzed trends and conditions of public school districts administered by blacks. This study, in 1972, used a population of 25 black superintendents to addressed the following areas: financial support, community profile, racial composition of staff, and the characteristics of the board of education. As a result of the study, the following characteristics were found to be typical of districts where a black was appointed to the superintendency. Moody (1972) concluded:

1. There was a decline in the financial condition of the school district, manifesting itself in a deficit budget.
2. There was an increase in the amount of Title I funds received by the school district.
3. There was a majority non-white student population.
4. There was a majority non-white school board.
5. There was a significant increase in the non-white teaching staff prior to appointment.
6. There was a significant increase in the percentage of black administrators.

The study conducted by Moody, gave impetus to a second study conducted by the National Alliance of Black School Educators (NABSE, 1973:7) in 1972. This study analyzed 364 public school districts with a large minority population. Twenty-eight of these districts had a black superintendent. The findings corroborated Moody's (1972) conclusions which stated that, districts which employ black superintendents are basically racially isolated, hold limited resources, are in high poverty areas, and contain a high percentage of minority youth.

In examining the most significant problems and needs of the black superintendent in 1972, Scott (1977), a black who served as superintendent, found: "Black educators, when they obtain a superintendency, are most likely to be placed in school systems which have limited financial resources, a large concentration of black students, many students from disadvantaged socio-economic environmental settings, declining achievement test scores, and large scale community unrest about the schools." Scott (1977) further ascertained that (1) the majority of the school boards were black, (2) the student population was of a black majority, and (3) the students in grades 1-6 ranked significantly below the national norms of standardized tests on reading and math.

Moody (1972), NABSE (1973), and Scott (1977) agreed that when appointed to the superintendency, non-whites assumed systems that were deficient in many areas. They also concurred that among the deficiencies were the following: a lack of financial support, a large minority population and a student population that was not achieving its academic potential.

Over the years, legislation has influenced an increase in the training of aspiring black superintendents. The Equal Employment Opportunity Act (EEOA, 1975) of 1972 forced school systems to maintain records and file reports concerning the ethnic and sex characteristics of their employees. The Brown decision in 1954, along with the Civil Rights Act of 1964 placed pressure on school districts to desegregate by court order, Office of Civil Rights involvement, and local pressures. Generally, local pressures were exerted by state boards of education, local civil rights groups, the federal government, and local courts. Consequently, school desegregation and equal employment opportunity have encouraged some institutions of higher education to design programs to prepare the aspiring minority superintendent to serve the population that has emerged through desegregation efforts.

In 1968, the Ford Foundation designed a program for higher education like those mentioned above. This program was described in School and Society (1969), "Minorities: Training Negroes and Puerto Ricans as School Administrators." The foundation provided a three-year grant to the University of the State of New York for the purpose of training sixty Negro and Puerto Rican teachers and assistant principals for advanced administrative positions to include the positions of district superintendents and deputy superintendents. The candidates studied at Fordham University and served internships either in New York City Schools or in out-of-state systems. The Rockefeller Foundation in 1970 funded a similar program to train minorities for the superintendency; it involved a year of intensive in-service training in the practical art of running a school system. During the first year of the Rockefeller program, the foundation selected six blacks and one Mexican American.

During the decade since the initial study, a number of revolutionary events have transpired in the american education system. Most importantly, advocates of affirmative action have attacked the selection process that discriminated against minorities and women. In an effort to assess how these changes have affected the status of black superintendents, this study will examine data from

1967, 1972, 1977, and 1982 to see if definite trends exist in school districts with black superintendents. The study will also examine career patterns and perceptions of the black superintendent as these factors relate to trends and characteristics that exist in their districts.

Statement of the Problem

There is a general lack of current information on school districts with black superintendents. To address this problem, this study will examine recent characteristics and the superintendents' perceptions in school districts with black superintendents. More specifically,the study will examine financial and racial data from 1967, 1972, 1977 and 1982 to see if definite trends exist in school districts with black superintendents. The study will also examine career patterns of the superintendents serving and their perceptions as they relate to the characteristics and trends in their districts.

Hypothesis Statements

It is the researcher's theory that there are definite unique trends and characteristics in school districts that appoint black superintendents, and the superintendent's reaction to specific statements will reflect similar views. To substantiate this theory, this study will attempt to verify the following hypotheses:

H_1 There will be limited financial support in school districts with black superintendents.

H_2 The racial compositions of instructional staff will be predominantly black, or moving in that direction, in districts that appoint black superintendents.

H_3 The compositions of the student population in districts where there are black superintendents will be predominantly black with fewer students graduating.

H_4 The racial compositions of the boards of education and other elected officials will reflect an increase in the number of blacks prior to the appointment of a black superintendent.

H_5 The composition of the communities in districts where there are black superintendents will be majority black prior to the appointment of black superintendent.

H_6 The career patterns of black school superintendents will have similar characteristics at the time of their appointments to the superintendency.

H_7 Black superintendents will have similar views when reacting to statements concerning trends and characteristics in their respective districts.

Significance of the Study

This study is significant in that it enhances and updates the limited body of knowledge on school districts with black superintendents. It is further significant in that it identifies those discriminating factors that exist in school districts with black superintendents and reviews their status through 1983. The study also provides valuable information relative to school districts characteristics which is conveyed in the perception responses of the black superintendents. Using their perception responses, it can be established to what extent the black superintendents are aware of the various trends and characteristics that exist and to what extent their individual differences might influence their views.

Limitations of Study

1. To facilitate data collection, this study will be limited to 14 states, which comprises 85% of the black superintendents in office.
2. The study will not examine the black superintendents' job descriptions, how they administer, or how they evaluate their effectiveness.
3. The demographic data collected from the national agencies will be influenced by the availability and reporting accuracy of the selected school districts. To address availability of data and

insure sufficient data to examine all variables adequately, all reporting school districts with Black Superintendents are included for participating States.

4. Only local property taxes were used and not State aid.

Definition of Terms

1. Superintendent: The chief school executive and only professional employee in the chair of command structure reporting directly to the board of education (Minority, 1969).
2. School District: Reference to a basic public school administrative unit (Wilson, 1971), below the state of intermediate level, which operates under the general auspices of a board of education with a superintendent as chief administrative officer.
3. Race: Black as applied to an ethnic group (Knezezick, 1975)--Americans of color who are akin to members of any of the several African nations; Non-white as applied to the following ethnic groups--Americans of Anglo-Saxon des-

cent who are commonly designated as members of the white or Caucasian race; Spanish-American --Spanish surnamed Americans; and "others--individuals not classified into one of the above categories including, among others, Oriental Americans, American Indians, and Filipinos.

4. Perception: An individual awareness of the reaction to a given set of circumstances.

Organization of Study

Chapter I will include the background of the problem, a statement of the problem, the significance of the study, definition of terms, and limitations of the study. Chapter II will review related research and literature. Chapter III will include a description of methodology, identification of population, instrumentation formulations and method of collecting and analyzing data. Chapter IV will present an analysis of data reported. Tables and explanations of findings will be documented. Chapter V will present conclusions, implications, and recommendations for further study.

CHAPTER II

REVIEW OF LITERATURE

Prior to 1970, very little literature existed on the black superintendent in American education. The abundance of literature in existence on the superintendent prior to that time usually related to the white male, whose appointments constitute an overwhelming majority of the people holding these positions.

In 1971, Charles Moody broke with tradition and conducted a study on trends and conditions in school districts with black superintendents. The results of his study substantiated that when blacks obtain a superintendency, they are most likely to be placed in school systems with limited financial resources, a large concentration of black students, many students from disadvantaged socioeconomic environmental settings, declining achievement test scores, and large-scale community unrest about the schools.

In 1972, the Department of Health, Education and Welfare (HEW) funded a study on conditions confronting black superintendents. These findings, which were similar to Moody, also suggested that, due to the nature of the dis-

trict, the black superintendent had to perform in a manner that exceeded the function of their white counterpart. It was also noted that the black superintendent must first revive, restore and stabilize a system which has suffered the deleterious effects of mismanagement, misfortunes, and quite frequently, malfeasance.

Scott, in 1974, conducted another study of national scope which examined black superintendents and their activities in public education. Although there was only a fifty percent return to his questionnaire. Scott was able to develop listings of the most significant problems and needs of black superintendents in their districts. Problems encountered included:

Low academic achievement

Recruitment of staff

Keeping public informed

Insufficient funds

Reorganization of the system

Board-superintendent relations

Teacher accountability

Teacher attitudes

Negative image of system

Areas that superintendents perceived as needing improvement included:

Improved academic achievement

Reorganization of the system
Educational accountability
Expanded community participation
Staff development
Staff unity
Management improvements
Long-range planning

While Scott's study generated a more extensive list of concerns facing black superintendents, it is quite obvious that many of the problems identified in 1971 still existed in 1974.

Edward's dissertation (1974), Trends and Conditions Facing Black Superintendents in the State of Illinois, provided further documentation that concurred with the findings of both Moody and Scott. Moreover, his study concluded that black building- level administrators were also often appointed to positions of conflict and disenchantment due to racial status.

In other related literature, a great deal of information is provided on the many factors that have influenced the emergence of the black superintendent. Despite what many believe, these factors seem to indicate that the changing profile in the position itself has expedited this relatively new phenomenon of blacks as superintendents. In other words, due to the nature of some districts, they are less coveted by the traditional white superintendent.

The American School Board Journal (1976), gave a historical reflection as to the changing profile of the public school superintendent. In November, 1909, a contributor wrote: "He must at all times be all things to all people and serve well regardless of the circumstances. In 1920, it was noted that many good people were leaving the position due to this viewpoint and the difficult working conditions, low salaries, and lack of appreciation.

Cuban (1976) documented this increased turnover rate in The Urban School Superintendency. He found that in 1953, the average term in office was six and one-half years. In 1963, it had slipped to five and one-half years, and by 1971 was down to four years. He hypothesized that racial politics, increased poverty, declining school population, and reduced budgets were causing many to shy away.

Scott felt that the increase in the number of black superintendents was directly related to the factors mentioned in the American School Board Journal (1976) and by Cuban. However, he added the areas of pupil achievement levels, majority black communities, and black activists on school boards to his list.

Jackson (1977), in School Review, noted that the profile of the administrator was on a man laboring long hours at his desk only to bring in advisors who help, but

do not take away the lonely feelings of big decision making. "Decision making is even more lonely and threatening for a black superintendent," says Jackson. He further points out that the black school superintendent must also continuously fight the myths surrounding his inherent lack of capability to handle the job. Scott (1977) echoes this sentiment in his writing. He stated that the black school administrator is rarely permitted to function as a leader whose race is incidental to his expertise. He quoted Edward Fort, one of the first blacks to serve in two superintendencies, as saying: "The very fact that he is black renders it probable that the urban arena's response to him will be uniquely different from the response to his Caucasian counterpart."

A few studies have been done to assess recruitment of training programs offered for minorities aspiring to the superintendency. It was discovered that beyond the programs sponsored by the Ford Foundation and the Rockefeller Foundation, little has been done to recruit and train minorities. Decker studied black public school administrators in Arkansas and found that minorities, as well as women, were not sufficiently recruited into such programs.

The relationship of the superintendent to the board of education is one which is demanding considerably more attention as community interest groups become more and

more involved in the operation of the local education agency. In a study done by the United States Office of Education in 1972, it was found that the black superintendent is likely to encounter this concern and be required to face more problems arising from community interest groups than previously required of the superintendent. According to this study, where boards of education have previously deferred decision making to the designated chief officer, black superintendents are finding themselves faced with less decision making authority and more required input from the board of education. In districts where black superintendents are "firsts" and where boards of education and citizen input are very pronounced, the result is frequently a situation where the black superintendent and his majority black board are constantly at odds.

The office of Education and research by Moody and Scott have identified the financial dilemma as a major problem facing the black superintendent. They attribute this to the fact that public schools depend mostly on property taxes for funds, and in most districts with black superintendents, the property tax base tends to be on the decline.

Many efforts have been made to bring equity to the financial distribution of funds, but these efforts have

had varying degrees of success. An example of this is illustrated in an article by Singleton (1975) analyzing the United States Court ruling in the case of Serrano v. Priest. The article carefully illustrates how the quality of a child's education is directly affected by the financial trends found in school districts serving a majority black population.

> Superintendents are very concerned about school education tax rates. These tax rates are very high in low income districts, yet because of the quality of property and almost nil existence of adequate industrial and commerical resources generate very low local educational income, thereby placing the district at the mercy of the imponderable State and Federal Governments. State education revenue distribution formulas frequently do not take into consideration the districts' low income and property situations. In addition, State districting commission somehow determine extraordinary district boundaries which tend to zone out certain lucrative industrial operations from the poorer districts and into the high income, low taxed, wealthier districts. Further, state politicians seem reluctant, or adamantly opposed enacting legislation which would improve local educational income within their poverty pocket districts.

In writing about financial equalization, Hill (1975) stated that too much time and money have been spent trying to develop a single formula which will equalize educational opportunity for children. It is now time, he says, "to develop a multi-faceted weighting system which will equalize educational oppotunities for all children." Singleton (1975) disagrees with Hill (1975) in that he feels that more equal financial allotment will not fill

the void when minority children need more educational resources.

Summary

This chapter was designed to provide a review of the available literature pertaining to trends and conditions in school districts with black superintendents. The literature review was extensive and revealed the fact that limited research has been conducted on the black superintendent. Much of the literature reviewed came from articles written by current or former black superintendents; this fact gives the literature a high degree of authenticity.

The literature cited seemed to support the researcher's assumption that black administrators can become superintendents only after the school system has become majority black and on the brink of financial disaster. This assumption is supported by research data along with first-hand experiences, both of which occurred during the 70s. Because there has been only a little literature available for the last five years, this study has been designed to examine the current status of the black superintendent and provide additional insight concerning trends and conditions in school districts they administer.

CHAPTER III

RESEARCH METHODOLOGY

As previously mentioned, this study focuses on the trends and characteristics in school districts with black superintendents. More specifically, the study will examine financial and racial data from 1967, 1972, 1977 and 1982 to see if definite trends exists in school districts with black superintendents. The study will also examine career patterns of the superintendents serving and their perceptions as they relate to the characteristics and trends in their districts.

This chapter describes the methodology for completing the study. Specifically, this chapter presents a description of the population, research design, instrumentation, procedure for collecting data and statistical analysis for analyzing the data.

Population Selection

The population for the study consists of 83 black superintendents serving in school districts from 14 states. The following procedures were used to identify the population:

The researcher contacted the following persons and agencies, in an effort to develop a roster of the black superintendents presently serving.

Dr. Charles D. Moody, Sr., Director
Programs for Educational Opportunity
University of Michigan
School of Education
Ann Arbor, Michigan 48104

Mrs. Barbara Ware
Black Concerns Staff
U. S. Office of Education
Washington, D.C.

Office of Civil Rights
U. S. Department of Education
Washington, D.C.

A list of names was obtained from Dr. Moody and the Black Concerns Staff of the United States Office of Education. The information received was crosschecked and a final roster compiled. To facilitate the data collection, the study was restricted to 14 states with public school districts having black superintendents. The population surveyed consisted of 83 black public school superintendents. This number includes 85% of the black superintendents in the United States, and represents all the geopraphical areas that have black superintendents.

Research Methodology and Instrumentation Formulation

The research methodology used in this study is classified as descriptive survey. This methodology will be used to collect information on trends, characteristics

and perceptions in school districts with black superintendents and also to establish the profile of the individual most likely appointed.

Fellin, Tropodic, and Meyer (1969) describe descriptive research as . . . "a type of empirical research which has as its major purpose the delineation of assessment of characteristics of phenomena . . . these studies use quantitative devices for systematic collections programs." Mouly (1970) concurs and adds that no category of education research is more widely used than the type known variously as the survey, the normative survey or descriptive research. He further mentioned that this is a broad classification, comprising a variety of specific techniques and procedures all similar from the standpoint of purpose--namely to establish status of the phenomena under investigation. To collect data this method employs the personal interview, mailed questionnaire, and the survey sampling procedures.

The use of a questionnaire was selected above other data-gathering techniques because of the relative ease and speed with which it could be distributed by mail over a large geographical area. Additionally, a questionnaire saves the expense required in conducting personal interviews with the entire population.

Mouly (1970) cites similar advantages of the questionnaire, noting that it permits wide coverage at a minimum expense of both survey and effort. He also noted that in addition to geographical advantages, it also reaches persons who are difficult to contact. This greater coverage, according to Mouly, makes for greater validity in the results through promoting the selection of a large and more representative sample. Ary, Jacobs, and Razavieh commented that an unstructured or open form questionnaire had the advantage of allowing the respondent freedom in revealing opinions and attitudes. They cautioned that respondents could, however, omit important points or emphasize areas which are of no interest to the researcher. Hillway (1964) concurred with Ary, Jacobs and Razavieh's conclusions on the open form questionnaire and further commented on the closed form questionnaire, stating that it was easier to answer it, and tabulate the results. In view of the type of data which was needed for this study, the researcher used a combination of both the open and closed form questionnaire.

The topic areas selected for the questionnaire were specifically designed to gain responses to the research hypothesis of this study. Realizing that each superintendent's time is limited, the researcher constructed the

survey items in a manner that would achieve maximum clarity and ease for responding.

To assess the black superintendents' reactions toward trends and characteristics in their districts, a Likert type scale was used. The Likert technique which uses a continuum for scaling the perceptions of individuals was developed by Rensis Likert in 1932. The use of this scale has been discussed widely.

Kerlinger (1973) stated: "The summated rating scale seems to be the most useful in behavioral research. It is easier to develop and yields about the same results as the more laboriously constructed equal appearing interval scale." Tuckerman (1978) stated:

> A Likert scale is a five-point scale in which the internal between each point on the scale is assumed to be equal. Since the analysis of data from Likert scales is usually based on summated scores across a number of items, the equal interval assumption is workable.

In addition to the characteristics mentioned by Kerlinger and Tuckerman, the Likert technique provides precise information about the repondents' degree of agreement or disagreement, and enables the examiner to include content that is not obviously related to the attitude in question. The design of the Likert scale also permits quick responses by the examinee and rapid scoring by the examiner.

Respondents were asked to respond on a five point

rating scale by selecting a number that represented their perception on each statement that was developed from the researcher's six hypothesis statements. A positive perception is represented by a value on one or two, and a negative reaction is represented by the value of four or five. A value of three represents neutrality. Both positive and negative statements were included in the questionnaire. The negative statements were included to facilitate the scoring process. A mean positive score indicates the respondent is in agreement with the hypothsis.

The questionnaire was reviewed and pilot tested by a class of graduate students in Computer Analysis in Education at Virginia Polytechnic Institute and State University and a group of black administrators in Prince George's County. Recommended changes were made to insure clarity of meaning. The final instrument consisted of 30 items.

After pilot testing the instrument, the reliability of the opinion items was determined by using the SPSS Subprogram-Reliability. In general, the concept of reliability refers to how accurate, on the average, the estimate of the true score is in a population of objects to be measured. Using the Cronbach Alpha method of reliability to assess the instrument yield and an alpha coefficient of .73 for the opinion items.

Data Collection Procedures

A package containing a cover letter explaining the purpose of the study, the perception questionnaire, and a stamped envelope addressed to the researcher was mailed to the superintendents on September 29, 1983. Potential respondents who were assured that their replies would be kept confidential were encouraged to complete and return their instrument in two weeks. Potential respondents who failed to respond in four weeks were mailed a second instrument and asked to respond immediately. After six weeks a phone call was made as a final reminder to potential respondents who failed to respond to the second letter. These follow-up procedures resulted in responses from 57 superintendents; this represented a 68 percent return of the surveys sent out. Appendix E provides a list of the superintendents surveyed and those who responded.

To investigate the six research hypotheses, it was necessary to collect demographic data, personal data, and responses to a perception questionnaire. The demographic data which convey trends and characteristics was collected from the National Center for Education Statistics, the Office of Civil Rights, the United States Office of Edu-

cation, and the Joint Center for Political Studies. The personal data and perception responses were collected using the mailed questionnaire.

Selected variables were chosen for each research hypothesis to allow the researcher to collect data on financial and racial trends and characteristics. These variables were also used to formulate statements to determine the superintendent's perception of his/her district.

To investigate the financial trends in the selected districts, the following variables were selected:

1. The median income for the district compare to the median income for the state.
2. Per capita property taxes for the district compared to per capita property taxes for the state.
3. Percentage of families below the poverty level.

To investigate the district characteristics, the following variables were used:

1. Racial composition of the population.
2. Racial trends with elected officials.

To investigate the trends in the student population, the following variables were used:

1. Racial composition of the elementary and secondary school population
2. Percentage of students graduating from high school

To investigate the trends in the staff and educational governing body characteristics, the following variables were used:

1. Racial composition of instructional staff
2. Racial trends of the board of education

Analysis of Data

The profile data on the superintendents will be analyzed using the Statistical Package for Social Science (SPSS) frequency distribution and crosstabulation procedures. This information will be used to examine the career patterns of the selected black superintendent at the time of initial appointment of the superintendency.

The data compiled on the district trends and characteristics will be categorized by state, and compared to respective state averages. District trends will be analyzed using SPSS frequency distribution, means, crosstabulation and standard deviation. The Run's Test (at .05 significance level) will be used to substantiate randomness of the sample and the statistical significance of the data from the aspect generalizing the results. The perception data will be analyzed using frequency distributions, means and standard deviation.

CHAPTER IV

Presentation and Analysis of Data

The purpose of this chapter is to present descriptive information related to the data collected, defining the trends, conditions and perceptions in selected school districts with black superintendents. The population consisted of 83 black superintendents; 57 superintendents responded. This number constituted 68% of the sample. Twenty-six potential respondents did not respond. The following reasons were provided for not responding as a result of my follow-up letter and phone calls. Fourteen cited job responsibilities, including a teacher strike; eight declined to give a reason for not participating, and four were never available for comment. A profile of the respondents is presented in this chapter under the heading, "Career Profile of the Respondents." A list of the respondents is presented in Appendix E.

As aforementioned, the data collected on the district characteristics will be categorized by states and compared to respective state averages. The state comparisons enhances the relevance of the findings and at the same time offers a more accurate analysis considering the wide range of differences that exist when the 9 variables used are compared on a national bases.

Career Patterns of the Respondents

Several characteristics designed to establish a career profile for the respondents who participated in the study were examined. These characteristics included the following:

1. Age
2. Birthplace
3. Sex
4. Marital status
5. Religion
6. Highest degree earned when initially appointed
7. University attended
8. Major current degree held
9. Age when initially appointed
10. Current salary
11. Highest position held when appointed
12. Professional and civic organization affiliation
13. whether appointed from within or from outside the district
14. whether any articles by them had been published
15. whether they had any special training

An examination of the profile data conveys the following findings.

Age of Respondents

Table 1 shows that of the 57 respondents participating, three or 5.4% were under 40; 27 or 48.2% were between the ages of 40 and 50, and 26 or 46.4% were over 50.

Table 1
Participating Black Superintendent
By Age

	Frequency	Frequency Percent
Under 40	3	5.3
40-50	28	49.1
Above 50	26	45.6
Total	57	100.0

Table 2
Participating Black Superintendents
By Age When First Appointed

	Frequency	Frequency Percent
Under 40	6	10.5
40-50	31	54.4
Above 50	20	35.1
Total	57	100.0

The data in Table 2 shows that of the 57 respondents 6 or 10.5% were appointed by the time they were 40, while 31 or 54.5% were appointed between the ages 40 and 50, and twenty or 35.1% were appointed after the age of 50.

Birthplace

Table 3 shows that of the 57 respondents seven or 12.5% were born in the New England region, 24 or 42.1% were born in the Southern region, two or 3.6% born in the Mid Atlantic region, ten or 17.5% were born in the Southeastern region, two or 3.5% were born in the Northwestern region, one or 1.8% were born in the Southwestern region and 11 or 19.6% were born in the Midwestern region.

Table 3
Participating Black Superintendents Birthplace

Regions	Frequency	Frequency Percent
New England	7	12.3
Southern	24	42.6
Mid Atlantic	2	3.5
Southeastern	10	17.5
Northwestern	2	3.5
Southwestern	1	1.8
Midwestern	11	19.3
Total	57	100.0

Distribution of States by regions in Appendix F.

Table 4 shows that of the 57 respondents 52 or 91.2% were male and only 5 or 8.8% were female.

Table 4
Particpating Black Superintendents By Sex

	Frequency	Frequency Percent
Male	52	91.2
Female	5	8.8
Total	57	100.0

Table 5 shows that of the 57 respondents 49 or 86% were married five or 8.8% were single and three or 5.3% were divorced.

Table 5
Participating Black Superintendents Marital Status

	Frequency	Frequency Percent
Married	49	86.0
Single	5	8.7
Divorced	3	5.3
Total	57	100.0

Table 6 shows that of 57 respondents 50 or 87.5% were Protestants, five or 7% are Catholic and three or 5.3% practice some other form of religion.

Table 6
Participating Black Superintendents Religious Preference

	Frequency	Frequency Percent
Protestant	50	87.7
Catholic	4	7.0
Other	3	5.3
Total	57	100.0

Table 7 contains the data on the degree held when the respondents were initially appointed. When the superintendents were initially appointed, 23 or 40.4% held a Master's degree, 13 or 22.8% held some kind of certificate of study beyond their Master's and 21 or 36.8% held doctorates.

Table 7
Participating Black Superintendents
Highest Degree Earned at Initial Appointment

	Frequency	Frequency Percent
Master's	23	40.4
*Case	13	22.8
Doctorate	21	36.8
Total	57	100.0

*Certificate of Advance Study in Education. This is a six year degree granted by many institutions, the title may vary with institution.

Table 8 shows that after being appointed, most of the respondents continued to pursue advanced degrees and currently only six or 10.5% remain at the Master's level, while 17 or 29.8% had received a certificate of study beyond Master's and 34 or 57.6% currently hold doctorates.

Table 8

Highest Degree Earned to Date

For Participating Black Superintendents

	Frequency	Frequency Percent
Master's	6	10.5
Case	17	29.9
Doctorate	34	59.6
Total	57	100.0

Table 9 shows that 30 or 52.6% of the respondents pursured their advanced degrees at predominantly white universities, while 27 or 47.4% earned their advanced degree at predominantly black universities.

Table 9
Graduate University Attended
by Participating Black Superintendents

	Frequency	Frequency Percent
Major University	30	52.6
Historically Black College or University	27	47.4
Total	57	100.0

Table 10 shows that of the 57 respondents, 13 or 22.8% earned a salary of less than 40 thousand dollars, 21 or 36.8% earned a salary between 40 and 50 thousand dollars and 23 or 40.4% earned a salary above $50,000.00.

Table 10

Participating Black Superintendents

By Salary Distribution

	Frequency	Frequency Percent
Less than 40 Thousand	13	22.8
40-50 Thousand	21	36.8
Above 50 Thousand	23	40.4
Total	57	100.0

Salary in thousands of dollars.

Table 11 shows that of the 57 superintendents responding, two or 3.5% were appointed after reaching the level of principal; 37 or 64.9% were appointed from the central office; 17 or 29.9% were appointed from the assistant superintendent's position and one or 1.8% was appointed from another related profession.

Table 11
Participating Black Superintendents
By Position Held Before Appointment

	Frequency	Frequency Percent
Principal	2	3.5
Central Office	37	64.9
Assistant Superintendent	17	29.6
College Professor	1	2.0
Total	57	100.0

Table 12 shows that three of 5.3% or the respondents had worked in the education profession less than ten years, while 54 or 94.7% had worked more than 10 years.

Table 12
Participating Black Superintendents
Years of Professional Experience Before Being Appointed Superintendent

Years	Frequency	Frequency Percent
Less than ten years	3	5.4
Ten or more years	54	94.6
Total	57	100.0

Table 13 provides data that show the number of years the respondents had served as superintendents. The data indicates that two or 3.7% of the respondents had been superintendents for less than one year, nine or 16.7% of the respondents had been superintendents from one to three years, 20 or 42.1% of the respondents had been superintendents for four to ten years, and 22 or 38.5% of the respondents had been superintendents for over 10 years.

Table 13

Participating Black Superintendents

Length of Service as Superintendent

Years	Frequency	Frequency Percent
Less than 1 year	2	3.7
One to three years	9	16.7
Four to ten years	24	42.1
More than ten years	22	38.5
Total	57	100.0

Table 14 shows that two or 3.5% of the respondents belonged to fewer than three professional organizations, 16 or 28.1% belonged to at least three professional organizations, and 39 or 68.4% belonged to more than three professional organizations.

Table 14
Participating Black Superintendents
Membership in Professional Organizations

Years	Frequency	Frequency Percent
Less than three	2	3.5
Three	16	28.1
More than three	39	68.4
Total	57	100.0

Table 15 shows that eight or 14% of the respondents belonged to fewer than three civic organizations. Fifteen or 25.3% belonged to at least three civic organizations, and 34 or 59.6% belonged to more than three civic organizations.

Table 15
Participating Black Superintendents
Membership in Civic Organizations

Number of Civic Organizations	Frequency	Frequency Percent
Less than three	8	14.0
Three	15	26.4
More than three	34	59.6
Total	57	100.0

Table 16 shows that of the 57 respondents, 14 or 24.6% had a graduate major in education, 36 or 63.2% had a graduate major in educational administration, and seven or 12.2% had a graduate major in some related field. The graduate major was based on the last degree earned by the respondents when they were surveyed.

Table 16
Participating Black Superintendents
Graduate Major

	Frequency	Frequency Percent
Education	14	24.6
Educational Administration	36	63.2
Others	7	12.2
Total	57	100.0

Table 17 shows that of the 57 respondents, 21 or 36.8% were appointed from their same district, while 36 or 63.2% were appointed from another district.

Table 17
Participating Black Superintendents
Selected from Within and Outside of their Respective School Districts

	Frequency	Frequency Percent
Selected from Within District	21	36.8
Selected from Outside District	36	63.2
Total	57	100.0

Table 18 shows that of the 57 respondents, 28 or 49.1% had published at least one article, while 29 or 50.9% had yet to publish an article.

Table 18
Participating Black Superintendents
Who Have Published Articles

	Frequency	Frequency Percent
Yes	28	49.1
No	29	50.9
Total	57	100.0

Table 19 shows that of the 57 superintendents responding, nine had received some type of special training in preparation for the superintendency, while 48 or 84.2% had received no special training.

Table 19
Participating Black Superintendents
Who Took Part in a Special Administrative Training Program

	Frequency	Frequency Percent
Yes	9	15.8
No	48	84.2
Total	57	100.0

Career Profile of the Respondents

Based on the personal data supplied by the 57 responding superintendents, the following profile can be established for the black superintendent serving in 1983.

They are most likely male, born in the South, and are members of the Protestant religion; chances are they will be married, fall between the ages of 40 to 50, and will have held the job of superintendency for five to ten years. Data further indicate that they have most likely earned a doctoral degree from an accredited university in the field of education or educational administration. They have ascended to the position of superintendent from some related educational position with most having central office experience. They have been in the educational profession for more than ten years before being appointed superintendent; they belong to more than three professional organizations and more than three civic organizations. More often than not, they have worked in more than one school district and have been appointed to the superintendency from another district. While most of them have writing experience, only about half of the respondents had published.

Comparing this profile to the white male, who constitutes over 90% of the superintendents in the United States, you find both similarities and differences.

According to a study done by the American Association of School Administration (1982), the typical superintendent is a married white male with a rural or small-town background. The median age is 48.7; most are members of the Protestant faith, with a fairly equal political party affiliation between Republicans, Democrats and Independents.

The study further establishes that most white superindendents are local, beginning their careers as teachers, moving to principal and then to the central office. While age distribution is similar, regardless of race, the white superintendent is appointed at an earlier age than his black counterpart. There is also no significant difference between the white superintendent and the black superintendent regarding their educational preparation at the undergraduate and graduate level; although, the white superintendent completes his degree at an earlier age. Overall the findings reveal that there are more similarities than differences when comparing the career profile and other characteristics of the white and black superintendents.

To assess the Black Superintendents perceptions of their district, they were asked to respond to 30 questions related to trends and characteristics in their districts.

Data gathered from the perception questionnaire revealed that the respondents have a definite perception concerning the nature of their districts and candid about it regardless of the status of their districts.

Table 20 analyzes each of the perception statements and gives the percentage of respondents selecting each response. The analysis also provides the mean score and standard deviation for each statement. As previously mentioned, a mean score less than three shows that the respondents generally agree with the perception statement and a mean score greater than three conveys disagreement.

Analysis of the Thirty Questions Used to Examine the Superintendent's Perception

Table 20

Item	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%	No.	%		
1	22	38.6	17	29.8	2	3.5	11	19.3	5	8.8	2.29	1.38
2	14	24.6	21	36.8	2	3.5	15	26.3	5	8.8	2.57	1.34
3	12	21.1	22	38.6	1	1.8	16	28.1	6	10.5	2.68	1.36
4	11	19.3	27	47.4	1	1.8	11	19.3	7	12.3	2.57	1.33
5	20	35.1	23	40.4	1	1.8	9	15.8	4	7.0	2.19	1.27
6	13	28.8	29	50.9	1	1.8	11	19.3	3	5.3	2.33	1.18
7	20	35.1	25	43.9	1	1.8	8	14.0	3	5.3	2.10	1.19
8	6	10.5	18	31.6	5	8.8	16	28.1	12	21.1	3.17	1.36
9	19	33.3	23	40.4	2	3.5	9	15.8	4	7.0	2.22	1.26
10	12	21.1	22	38.6	2	3.5	13	22.8	8	14.0	2.70	1.40
11	11	19.3	18	36.1	4	7.0	18	31.6	6	10.5	2.82	1.35
12	8	14.0	28	49.1	5	8.8	7	12.3	9	15.8	2.66	1.31
13	15	26.3	30	52.6	6	10.5	5	8.8	1	1.8	2.07	0.94
14	15	26.3	30	52.6	5	8.8	7	12.3	0		2.07	0.92
15	13	22.8	31	54.4	2	3.5	8	14.0	3	5.3	2.24	1.12
16	12	21.1	25	43.9	7	12.3	10	17.5	3	5.3	2.42	1.16
17	7	12.3	21	36.8	2	3.5	21	36.8	6	10.5	2.96	1.29
18	15	26.3	29	50.9	2	3.5	8	14.0	3	5.3	2.21	1.14
19	6	10.5	24	42.0	0	---	21	36.8	6	10.5	2.94	1.28
20	9	15.8	27	47.4	2	3.5	13	22.8	6	10.5	2.64	1.28

Perception Analysis (Cont.)

Item	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%	No.	%		
21	10	17.5	29	50.9	2	3.5	13	22.8	3	5.3	2.47	1.18
22	18	31.6	30	52.8	2	3.5	7	12.3	0	---	1.96	.92
23	13	22.8	31	54.4	2	3.5	7	12.3	4	7.0	2.26	1.15
24	6	10.5	26	45.6	2	3.5	14	24.6	9	15.8	2.89	1.33
25	6	10.5	24	42.1	10	17.5	13	22.8	4	7.0	2.73	1.14
26	4	7.0	33	57.9	8	14.0	9	15.8	3	5.3	2.54	1.01
27	14	24.6	30	52.6	0	---	10	17.5	3	5.3	2.26	1.17
28	8	14.0	29	50.9	3	5.3	15	26.3	2	3.5	2.54	1.13
29	7	12.3	30	52.6	5	8.8	13	22.8	2	3.5	2.52	1.08
30	15	26.3	26	45.6	2	3.5	8	14.0	6	10.5	2.28	1.42

As previously mentioned, seven hypothesis statements were developed to direct the research in this study. Specific variables were selected for each hypothesis in order to substantiate or disprove the statement. Each statement was investigated in accordance with the variable, using the trend data collected from the Department of Education, along with the reaction of the superintendent to statements related to these hypotheses.

Hypothesis Statement 1

The financial support in districts where black superintendents administer will be limited. to investigate this statement, the following variables were used:

1. Property taxes collected per capita compared with property taxes per capita for the state
2. Medium income for the district compared to the medium income for the state
3. Families below poverty level in the district

According to Reischauer and Hartman, in the 1971-72 school year, 55% of the total receipts used by the public schools were raised by the local school district in which it was spent. The great bulk of the money (roughly 82%) came from property taxes, which are often the only form of taxation available to school districts. In 1982,

according to Grant and Eiden, the local district still provided 51% of the total receipts used by the public schools with 49% of the money coming from property taxes. Only in a handful of states do other taxes constitute a significant source of school monies. Burrup, (1977) stated that some of the principal taxes use to transfer funds to the public sector include property, personal income, corporation and sales taxes. While personal income and sales taxes are levied above the local district level, they are sometimes used at the city and county level according to Reischauer (1973). He cited Pennsylvania as Maryland are states that use personal income to support local fundings.

Considering these factors, and the fact that income indirectly influences per capita property taxes, medium income and percentage of families below the poverty level, the aforementioned variables are relevant measures in determining the ability of a local district to support education.

Table 21 shows that of school districts examined in 1967, 45 or 71% collected fewer per capita property taxes than state averages. In 1972, 40 or 63% of the school districts investigated collected fewer property taxes then the state averages. In 1977, 43 or 68% of the districts investigated collected fewer property taxes

than the state average. In 1982, 49 or 77% of the selected school districts collected fewer property taxes than the state averages.

Table 21*
Per Capita Property Taxes of Selected Districts With Black Superintendents Compared to State Averages

State and School District	1967	1972	1977	1982
Alabama	($ 23.00)[a]	($ 29.00	($ 40.00)	$51.00)
Tuskegee	7.00	10.00	18.00	23.00
Hayneville	7.00	9.00	12.00	17.00
Eutaw	9.00	21.00	36.00	62.00
Union Springs	10.00	10.00	24.00	32.00
Marion	12.00	13.00	21.00	23.00
Arkansas	($ 40.00)	($ 52.00)	($ 77.00)	($105.00)
Wabbaseka	31.00	52.00	80.00	116.00
Moscow	31.00	52.00	80.00	116.00
Magnolia	28.00	63.00	76.00	87.00
Rosston	31.00	47.00	77.00	95.00
Menifee	26.00	38.00	65.00	85.00
California	($ 155.00)	($ 203.00)	($ 324.00)	($ 430.00)
Oakland	188.00	242.00	380.00	415.00
Palo Alto	128.00	148.00	258.00	364.00
Fresno	145.00	185.00	296.00	89.00
San Jose	165.00	246.00	366.00	66.00
Compton	135.00	153.00	264.00	364.00

Table 21 - Continued

State and School District	1967	1972	1977	1982
Sacramento	105.00	178.00	226.00	339.00
Illionis	($ 130.00)[a]	($ 147.00)	($ 244.00)	($310.00)
Lovejoy	-	-	-	-
Harvey	107.00	139.00	207.00	359.00
East St. Louis	160.00	208.00	167.00	172.00
Joliet	107.00	139.00	207.00	259.00
E. Chicago Heights	107.00	139.00	207.00	259.00
Lockport	107.00	139.00	207.00	259.00
Chicago	147.00	152.00	314.00	335.00
Evanston	-	-	-	-
Michigan	($ 112.00)	($ 131.00)	($ 226.00)	($ 314.00)
Grand Rapids	70.00	72.00	141.00	170.00
Covert	71.00	85.00	161.00	206.00
Benton Harbor	97.00	167.00	206.00	212.00
Inkster	147.00	155.00	254.00	350.00
Detroit	147.00	155.00	254.00	350.00
Highland Park	87.00	125.00	143.00	154.00
Pontiac	111.00	148.00	215.00	282.00
Saginaw	65.00	83.00	151.00	272.00
Muskegon Hghts.	96.00	114.00	173.00	205.00
Mississippi	($ 42.00)	($ 53.00	($ 77.00	($ 113.00

Table 21 - Continued

State and School District	1967	1972	1977	1982
Mississippi	($ 42.00)	($ 53.00	($ 77.00	($ 113.00
Lexington	24.00	37.00	51.00	97.00
Macon	22.00	24.00	51.00	58.00
Fayette	28.00	27.00	43.00	60.00
Woodville	19.00	22.00	36.00	62.00
Mound Bayou	41.00	43.00	55.00	81.00
Port Gibson	31.00	37.00	46.00	84.00
Missouri	($ 80.00)[a]	($ 106.00)	($ 158.00	($ 92.00)
Kansas City	94.00	119.00	185.00	239.00
Kinloch	71.00	89.00	93.00	187.00
University City	71.00	89.00	93.00	239.00
St. Louis	71.00	89.00	93.00	239.00
New Jersey	($ 160.00)	($ 185.00)	($ 318.00)	($ 464.00)
Trenton	151.00	173.00	290.00	434.00
Ewing	151.00	173.00	290.00	434.00
Plainfield	166.00	195.00	320.00	434.00
Cape May	206.00	244.00	387.00	630.00
Newark	166.00	195.00	320.00	494.00
East Orange	193.00	224.00	314.00	389.00
Pleasantville	168.00	184.00	298.00	458.00
Red Bank	149.00	180.00	318.00	365.00
New York	($ 184.00)	($ 224.00)	($ 289.00	($ 450.00
Roosevelt	126.00	163.00	243.00	257.00

Table 21 - Continued

State and School District	1967	1972	1977	1982
Nyack	215.00	265.00	352.00	420.00
Peekskill	215.00	265.00	328.00	420.00
Wyandanch	166.00	201.00	356.00	428.00
Rochester	128.00	149.00	278.00	324.00
Hampstead	19.00	22.00	36.00	62.00
North Carolina	no data reported			
South Carolina	($ 33.00	($ 41.00	($ 84.00)	($ 122.00)
Ridgeland	28.00	34.00	63.00	76.00
Younges Island	42.00	46.00	100.00	119.00
Summerton	17.00	28.00	38.00	48.00
Bowman	24.00	22.00	54.00	71.00
Virginia	($ 53.00)[a]	($ 70.00)	($ 120.00)	($ 187.00)
Richmond	87.00	125.00	224.00	362.00
Petersburg	61.00	88.00	149.00	269.00
Norfolk	51.00	73.00	121.00	188.00
Portsmouth	54.00	77.00	135.00	209.00
Surry	-	-	-	-

Note. [a]Numbers in parentheses indicate state averages. All figures indicate dollar amount per capita.

Data based on information reported to national agencies by school districts. All available districts with black superintendents included for participating States to aid data analysis.

* U.S. Bureau of the Census County and City Data Book.

Table 22 shows the data for the percentage of families below poverty level. These data are a good indicator of financial characteristics, in that they convey to some extent the dependency of the district on federal fundings. all families below the poverty level would be eligible for the Title I program, free lunch and several other federal programs.

Examining Table 22 in 1967, 11% of the districts had less than 10% of their families living below the poverty level.

Thirty-five percent of the districts had 20 to 30% of their families living below the poverty level and 11% of the districts had over 40% of the families living below the poverty level.

Table 22 conveys the same information for the years 1972, 1977 and 1982, indicating an overall increase of 10% in the percentage of families below the poverty level from 1967 to 1982. In fact, over 75% of the districts examined had more families below the poverty level than their respective state averages for the years 1967 to 1982.

Table 22*
Percentages of Families Below Poverty Level For Selected School Districts With Black Superintendents Compared to State Averages

State and School District	1967	1972	1977	1982
Alabama	(20.7)	(20.7)	(20.7)	(14.8)
Tuskegee	28.3	28.3	27.4	25.0
Hayneville	36.6	36.6	40.2	38.0
Eutaw	34.0	36.1	36.7	36.1
Union Springs	25.1	28.6	26.6	28.4
Marion	13.7	13.7	12.5	15.0
Arkansas	(22.9)	(22.9)	(22.9)	(24.9)
Wabbaseka	35.0	38.0	38.0	38.0
Moscow	53.2	53.2	53.2	53.2
Magnolia	42.8	42.8	42.8	42.8
Rosston	14.8	14.8	14.8	14.8
Menifee	-	-	-	-
California	(8.4)	(8.4)	(8.4)	(8.2)
Oakland	24.0	24.0	24.4	28.0
Palo Alto	-	-	-	-
Fresno	26.1	28.1	28.1	29.0
San Jose	15.0	15.0	15.5	15.8
Compton	12.8	12.8	12.8	15.0
Sacramento	18.0	18.7	23.1	26.0
Ravenwood	-	-	-	-

Table 22 - Continued

State and School District	1967	1972	1977	1982
Illinois	(7.9)	(7.9)	(7.7)	(8.4)
Lovejoy	42.0	39.4	39.4	40.0
Harvey	25.0	20.6	18.4	22.0
East St. Louis	40.0	40.0	43.4	44.0
Joliet	2.8	2.8	2.8	4.0
East. Chicago Hghts.	38.0	41.5	41.5	44.2
Lockport	5.4	5.4	5.4	5.4
Evanston	7.5	8.8	8.8	7.8
Chicago	18.7	22.4	25.1	38.0
Michigan	(7.3)	(7.3)	(7.3)	(8.2)
Covert	23.6	27.4	29.4	13.5
Benton Harbor	23.0	27.0	33.1	37.2
Inkster	6.4	6.4	8.4	15.4
Detroit	20.0	22.0	27.3	21.9
Grand Rapids	-	-	-	-
Highland Park	25.3	33.2	37.5	42.3
Muskegon Heights	-	-	-	-
Pontiac	14.3	15.0	18.2	17.6
Saginaw	-	-	-	-
Mississippi	(29.0)	(29.0)	(29.0)	(18.7)
Lexington	50.0	50.0	43.5	47.0
Macon	38.0	40.0	41.8	38.0

Table 22 - Continued

State and School District	1967	1972	1977	1982
Fayette	41.9	40.6	41.2	36.0
Woodville	35.0	32.0	34.4	36.0
Mound Bayou	50.0	50.0	44.7	41.0
Port Gibson	33.0	30.0	30.4	32.0
Missouri	(11.6)	(11.6)	(11.6)	(7.6)
Kansas City	28.1	22.1	20.3	22.4
Kinlock	-	-	-	-
University City	7.6	7.6	9.4	12.3
St. Louis	28.0	33.0	35.3	40.0
New Jersey	(7.0)	(6.1)	(6.1)	(7.6)
Trenton	26.7	22.7	28.6	28.6
Ewing	-	-	-	-
Plainfield	12.8	13.4	15.2	15.2
Newark	30.0	33.4	39.7	38.0
Cape May	-	-	-	-
East Orange	27.0	27.0	25.2	28.0
Pleasantville	12.2	14.7	16.8	18.7
Red Bank	-	-	-	-
New York	(9.0)	(8.5)	(8.5)	(10.8)
Roosevelt	12.8	15.8	17.3	17.3
Nyack	6.5	6.8	7.2	7.2

Table 22 - Continued

State and School District	1967	1972	1977	1982
Peekskill	13.3	15.8	18.5	18.5
Rochester	20.0	20.2	22.8	23.7
Hempstead	17.9	20.4	20.4	20.4
Wyandanch	-	-	-	-
North Carolina	no data reported			
South Carolina	(19.1)	(19.1)	(19.1)	(13.1)
Ridgeland	30.0	29.4	28.5	30.0
Younges Island	-	-	-	-
Summerton	35.0	35.0	39.9	40.0
Bowman	29.0	28.9	28.9	30.0
Virginia	(14.4)	(12.4)	(12.4)	(9.2)
Richmond	24.5	24.7	24.1	20.7
Surry	26.6	27.3	21.1	21.0
Petersburg	24.8	24.8	21.9	20.3
Norfolk	33.9	33.9	25.5	20.7
Portsmouth	27.6	27.6	22.7	19.2

Data based on information reported to national agencies by the school districts. All available districts with black superintendents included for participating States to aid data analysis.

* U.S. Bureau of the Census County and City Data Book.

Table 23 shows the median family income for the districts with black superintendents. The data show that in 1967, 62% of the districts with black superintendents had a median income less than the state averages. In 1972, 77% of the districts had median family income less than the state averages. In 1977, 89% of the districts with black superintendents had median income less than the state averages and in 1982, 91% of the districts with black superintendents had a median income less than the state averages.

Table 23*
Median Family Income For Selected School Districts With Black Superintendents Compared to State Averages

State and School District	1967	1972	1977	1982
Alabama	($3,937)	($ 7,263	($12,263)	($16,347)
Tuskegee	2,428	5,058	10,058	11,454
Hayneville	1,387	3,846	8,846	9,766
Eutaw	1,404	3,032	8,032	9,917
Union Springs	1,557	3,735	8,735	10,623
Marion	1,675	4,227	9,227	9,983
Arkansas	(3,184)	(6,271)	(12,271)	(19,017)
Wabbaseka	3,671	6,972	12,012	15,833)
Moscow	3,671	6,972	10,112	15,833

Table 23 - Continued

State and School District	1967	1972	1977	1982
Magnolia	3,438	6,043	12,012	14,290
Rosston	2,538	4,748	10,700	12,484
Menifee	2,751	6,093	12,093	14,567
California	(6,726)	(10,729)	(16,729)	(21,537)
Oakland	6,303	9,621	12,014	17,651
Palo Alto	-	-	-	-
Fresno	6,109	8,971	14,811	17,720
San Jose	6,949	11,926	15,906	25,598
Compton	6,256	8,722	12,782	14,292
Sacramento	6,943	9,708	14,008	18,844
Ravenwood	-	-	-	-
Illinois	($6,566)	($10,957)	($16,907)	($22,441)
Lovejoy	-	-	-	-
Harvey	7,092	11,016	16,010	20,441
East St. Louis	4,842	6,645	12,040	16,452
Joliet	6,958	11,230	16,211	18,694
Lockport	-	-	-	-
East Chicago Hghts.	7,255	10,100	11,152	18,206
Evanston	9,193	13,931	15,001	20,264
Chicago	6,738	10,239	14,219	18,776
Michigan	(6,056)	(11,029)	(17,129)	(22,107)
Grand Rapids	6,068	10,004	16,004	18,876
Inkster	6,664	11,200	15,290	20,710

Table 23 - Continued

State and School District	1967	1972	1977	1982
Detroit	6,069	10,038	14,000	17,033
Benton Harbor	-	-	-	-
Covert	-	-	-	-
Highland Park	5,696	8,115	11,715	13,180
Pontiac	6,011	9,971	14,671	18,630
Saginaw	5,921	9,100	14,990	17,672
Muskegon Hghts.	5,942	9,009	14,109	15,107
Mississippi	(2,884)	(4,800)	(8,068)	14,591)
Lexington	1,453	3,089	7,189	8,898
Macon	1,676	3,891	7,091	10,892
Fayette	1,370	3,025	7,128	9,442
Woodville	1,982	3,880	7,110	10,891
Mound Bayou	1,768	4,472	7,172	11,216
Port Gibson	1,647	4,583	8,183	13,906
Missouri	($5,127)	($8,908	($13,108)	($18,784)
Kansas City	5,906	9,904	14,109	20,034
University City	8,105	11,716	15,116	22,128
Kinloch	-	-	-	-
St. Louis	5,355	8,173	14,111	15,265
New Jersey	(6,786)	(11,403)	(16,403)	(22,906)
Trenton	5,840	8,726	13,726	14,865
Plainfield	7,206	10,951	15,951	21,655
Newark	5,454	7,734	11,734	19,989

Table 23 - Continued

State and School District	1967	1972	1977	1982
Cape May	-	-	-	-
Pleasantville	-	-	-	-
East Orange	6,726	10,111	10,111	16,296
Ewing	-	-	-	-
Red Bank	-	-	-	-
New York	(6,371)	(10,609)	(15,609)	(20,180)
Roosevelt	-	-	-	-
Rochester	6,361	9,996	14,996	13,161
Peekskill	-	-	-	-
Nyack	-	-	-	-
Hempstead	7,455	11,494	16,494	20,803
Wyandanch	-	-	-	-
North Carolina	no data reported			
South Carolina	no data reported			
Virginia	(4,964)	(9,044)	(13,044)	(20,018)
Richmond	5,156	8,669	12,669	16,820
Petersburg	4,406	7,814	11,814	16,402
Norfolk	4,894	7,822	11,822	14,779
Portsmouth	4,922	8,280	12,280	16,753
Surry	-	-	-	-

Data based on information reported to the national agencies by the local school districts. All available districts with black superintendents included for participating States to aid data analysis.

*U.S. Bureau of the Census County and City Data Book.

The following statements were used to solicit the superintendent's perception of the financial characteristics in each district:

1. The financial support in your school district was on the decline when you were appointed superintendent.
4. The amount of Federal funding received by your district was a significant part of your overall budget when you were appointed.
9. The median income in your district was below surrounding districts at the time of your appointment.
12. Property values were on the decline in your district when you were appointed.
27. The lack of funds hindered your ability to implement the necessary programs to improve achievement when you were appointed.

As indicated in Table 20, the mean scores for the statements were follows:

Statement	Mean Score
1	2.3
4	2.5
9	2.2
12	2.6
27	2.3

These low mean scores indicate that the superintendent's perception in each district reflects the trend of the data collected and supports the researcher's hypothesis statement which indicated that financial conditions would be unfavorable in districts with black superintendents.

The Runs Test was used to substantiate randomness and to detect trends for the financial variables. The following data were obtained for the financial variables.

Table 24
Variable: Per capita Property Taxes
Compared to State Averages Runs Test Analysis

Year	Mean	Standard Deviation	Z-Score	Number of Runs	Negative Runs
1967	23.00	2.68	-.76	20	11
1972	31.00	3.76	.69	26	14
1977	29.93	3.64	.94	27	14
1982	24.87	2.96	-.88	21	10

Table 25
Variable: Families Below Poverty Level
Runs Test Analysis

Year	Mean	Standard Deviation	Z-Score	Number of Runs	Negative Runs
1967	14.71	1.78	-.68	14	9
1972	13.25	1.58	.79	15	9
1977	13.25	1.58	.79	15	8
1982	12.70	1.65	.93	11	6

Runs Test Analysis

Table 26
Variable: Median Families Income Level
Run Test Analysis

Year	Mean	Standard Deviation	Z-Score	Number of Runs	Negative Runs
1967	22.95	3.22	1.66	16	8
1972	16.91	1.40	.57	17	9
1977	9.95	1.38	-3.94	5	3
1982	8.33	.99	-1.84	7	4

The level of significance for the Runs Test was set at .05 with the acceptance value of Z being -1.96 to 1.96, all Z-Scores fall well within the acceptance range sustantiating randomness.

According to Freund (1979), the frequency and length of the runs that occur are useful in establishing trends and determining the direction of the trend. The number of runs shown in this data and the length of the negative runs convey a negative trend for all of the financial variables.

Hypothesis Statements 2 and 4

Number 2, the racial composition of the instructional staff will be majority black or moving in that direction in school districts with black superintendents.

Number 4, the racial compositon of the board of education will reflect an increase in the number of blacks prior to the appointment of a black superintendent.

To investigate these hypothesis statements, data were collected on the racial compositions of the instructional staff and the increased number of blacks serving on the school boards.

Table 27 shows the percentage of the black instructional staff in the selected districts. In 1967 when there were fewer than 20 black superintendents in the

United States, 50% of the districts investigated in the study had a black instructional staff of over 50%. In 1972 and 1977, when there had been a slight increase in the number of black superintendents, 50% of the districts had more than 50% black instructional staff. In 1982 with 102 black superintendents in the United States, the number of districts with over 50% black instructional staff had increased. In fact, 44% of the districts reporting had an instructional staff that was over 75% black.

Table 26*
Percentage of Black Instructional Staff For The Selected School Districts With Black Superintendents

State and School District	1967	1972	1977	1982
Alabama				
Tuskegee	87.0	84.8	84.8	90.0
Hayneville	83.0	84.8	84.8	88.2
Eutaw	82.7	87.0	87.0	87.0
Union Springs	67.5	78.6	78.6	85.0
Marion	80.2	74.1	74.1	81.2
Arkansas				
Menifee	-	-	-	-
Wabbaseka	66.7	61.8	75.0	79.0
Magnolia	-	-	-	-
Moscow	75.0	93.3	93.3	95.0
Rosston	-	-	-	-

Table 26 - Continued

State and School District	1967	1972	1977	1982
California				
Oakland	21.8	24.7	33.1	40.0
Palo Alto	35.0	37.7	43.0	43.0
Compton	42.6	61.3	52.7	55.0
Fresno	-	-	-	-
Sacramento	35.5	33.2	33.2	35.0
Ravenwood	25.9	37.3	43.0	43.0
San Jose	-	-	-	-
Illinois				
Lovejoy	98.0	99.5	100.0	100.0
Joliet	-	-	-	-
Harvey	59.8	79.0	80.1	83.2
East St. Louis	63.4	66.8	72.5	78.1
East Chicago Hghts.	96.0	96.0	96.0	96.0
Lockport	17.3	15.0	30.0	38.0
Evanston	11.3	13.7	20.0	33.0
Chicago	34.4	36.0	46.0	54.0
Michigan				
Benton Harbor	17.5	19.8	25.0	33.0
Inkster	84.9	80.6	81.0	81.0
Detroit	38.2	41.4	45.0	48.0
Grand Rapids	-	-	-	-
Covert	-	-	-	-

Table 26 - Continued

State and School District	1967	1972	1977	1982
Highland Park	39.1	43.0	50.0	62.0
Pontiac	-	-	-	-
Muskegon Hghts.	38.2	46.0	44.0	48.9
Saginaw	-	-	-	-
Mississippi				
Lexington	77.5	99.5	99.5	99.5
Macon	70.3	81.2	80.0	85.0
Woodville	67.6	100.0	100.0	100.0
Mound Bayou	8.2	98.5	98.5	98.5
Port Gibson	76.9	95.0	95.0	95.0
Fayette	-	-	-	-
Missouri				
Kansas City	32.0	34.7	37.0	37.0
Kinloch	100.0	93.7	95.0	95.0
St. Louis	54.0	53.4	55.0	55.0
University City	-	-	-	-
New Jersey				
Trenton	26.2	28.7	33.4	37.4
Ewing	-	-	-	-
Plainfield	18.6	23.4	35.1	38.6
Cape May	-	-	-	-
Newark	32.1	35.0	40.2	48.1
East Orange	23.2	31.4	34.1	36.5
Red Bank	19.8	19.8	21.5	25.9
Pleasantville	-	-	-	-

Table 26 - Continued

State and School District	1967	1972	1977	1982
New York				
Roosevelt	22.6	23.9	38.9	49.7
Nyack	-	-	-	-
Wyandanch	30.0	37.6	43.3	41.1
Peekskill	-	-	-	-
Hempstead	15.5	27.9	38.2	47.5
Rochester	-	-	-	-
North Carolina				
Halifax	71.6	71.1	81.1	81.0
Durham	45.2	48.2	68.2	71.0
South Carolina				
Ridgeland	61.1	61.5	63.2	63.0
Summerton	90.0	95.2	95.0	95.0
Bowman	75.0	79.2	80.1	82.4
Younges Island	-	-	-	-
Virginia				
Richmond	59.6	55.0	62.0	62.0
Surry	-	-	-	-
Petersburg	53.2	50.5	55.0	55.0
Portsmouth	47.5	43.7	52.0	52.0
Norfolk	-	-	-	-

Data is based on information reported to the national agencies by local school district. All available districts with black superintendents included for participating States to aid data analysis.

* U.S. Bureau of the Census County and City Data Book.

These data convey a definite trend in racial composition of the instructional staff in school districts that appoint black superintendents.

The following statements were used to solicit the superintendents' perception concerning trends in racial characteristics of their instructional staff.

8. The district's staff and administrators were majority black when you were appointed.
19. The school district was undergoing major personnel changes when you were appointed.
21. The morale of staff and teachers was low when you were appointed.

Table 20 shows the following mean scores for the various questions.

Statements	Mean Score
8	3.1
19	2.9
21	2.4

The mean score of 3.1 on question eight indicates that a superintendent's reaction was neutral in reference to the researcher's hypothesis statement on staff and administrators. The reaction to question 21 conveys an agreement with the prediction of low teacher morale in the selected districts, and a mean score of 2.9 in question 19, indicated moderate agreement with the statement

on personnel changes.

Table 28 shows the trend for the number of blacks serving on the board of education in 1967, 1972 and 1982. Examining the districts, 50 or 88% showed an increase in the number of black members, while 7 or 12% showed no increase.

Table 28*
Number of Black School Board Members
For Selected School Districts With Black Superintendents

State and School District	1972	1977	1982
Alabama			
Tuskegee	5	9	9
Hayneville	2	3	4
Eutaw	3	7	8
Union Springs	2	8	8
Marion	2	3	4
Arkansas			
Wabbaseka	1	2	7
Moscow	2	2	5
Magnolia	1	4	4
Rosston	2	2	4
Menifee	1	1	4
California			
Oakland	3	3	6

Table 27 - Continued

State and School District	1972	1977	1982
Palo Alto		2	5
Fresno	2	4	8
San Jose	2	6	7
Compton	5	5	6
Ravenwood	-	-	-
Sacramento	5	7	9
Illinois			
Lovejoy	2	5	7
Harvey	3	6	8
Lockport	-	-	-
East St. Louis	2	2	5
Joliet	2	2	4
East Chicago Hghts.	3	4	6
Evanston	2	2	2
Chicago	4	6	8
Michigan			
Grand Rapids	1		1
Covert	1		1
Benton Harbor	2	2	4
Inkster	4	9	9
Detroit	4	9	9
Highland Park	3	4	5
Pontiac	1	2	3

Table 27 - Continued

State and School District	1972	1977	1982
Saginaw	1	4	5
Muskegon Hghts.	2	6	6
Mississippi			
Lexington	1	1	1
Macon			1
Fayette	1	2	2
Woodville	2	3	3
Mound Bayou	2	3	4
Port Gibson	1	2	3
Missouri			
Kansas City	1	3	3
Kinloch	3	3	3
University City	2	2	2
St. Louis	4	4	4
New Jersey			
Trenton	1	4	6
Ewing	-	-	2
Plainfield	-	-	3
Newark	-	-	3
East Orange	1	-	4
Pleasantville	3	4	8
Red Bank	2	3	3
Cape May	-	-	-

Table 28 - Continued

State and School District	1972	1977	1982
New York			
Roosevelt	1	4	6
Nyack	1	1	2
Peekskill	3	3	3
Wyandanch	2	5	7
Rochester	1	1	4
Hempstead	2	3	4
North Carolina			
Halifax	-	1	4
Durham	2	3	4
South Carolina	no data submitted		
Virginia	no data submitted		

Data is based on information reported to the national agencies by the local school districts. All available districts with black superintendents were included for participating States to aid data analysis.

* Joint Center For Political Studies, Washington, DC.

The Runs Test was used to substantiate randomness, and detect trends for the racial composition of the school board. The level of significance for the Runs Test was set at .05 with the acceptance of Z-Score being -1.96 to 1.96. The Runs Test analysis is shown in Table 20.

Table 29
Variable: Racial Composition
of the School Board Runs Test Analysis

Mean	Standard Deviation	Z-Score	Number of Runs	Negative Runs
13.31	1.56	.86	12	7

The Z-Score falls well within the acceptance range substantiating randomness; the length of the runs representing an increase in black school board members confirms a trend.

The data support the hypothetical statement which predicts an increase in the number of black board members, and suggests a definite trend for this variable in these selected districts.

The following statements were used to gain the superintendent's perception of respective school boards.

3. The school board support was unified in your district when you were appointed.
22. The school board was predominantly non-white when you were appointed.
24. Gaining the backing and support of the school board was a difficult task for you as a newly-appointed superintendent.

Table 20 shows the following mean scores for the various questions.

Statement	Mean Score
3	2.6
22	1.9
24	2.8

The mean scores of less than 3 indicates an agreement with the hypothesis statements and substantiate the trend data collected on school board characteristics.

Hypothesis Statement 3

The composition of the student population will be predominantly black in districts with black superintendents. To investigate this hypothesis statement, the variable racial composition of elementary and secondary population was examined. To investigate an additional characteristic that related to the student popoulation, the researcher examined the percentage of students graduating in their districts and compared them to state averages.

Table 29 shows the percentage of black enrollment in the selected states for 1967, 1972, 1977 and 1982. The data showed in 1967 that 18% of the districts examined had a black enrollment of 10% to 50%; 36% of the districts examined had an enrollment of 51% to 75%; and 46%

of the districts examined had a black enrollment of over 75%.

In 1972, 4% of the districts had a black enrollment of 10% to 5%. Ten percent of the districts examined had a black enrollment of 26% to 50%. Thirty-four percent of the districts had an enrollment of 51% to 75%. The percentage of districts with black enrollment over 75% had increased by 10% to 56%.

In 1977, 10% of the districts studied had a black enrollment of 26% to 50%; 26% had a black enrollment of 51% to 75%, and 64% of the districts had a black population over 75%. These data readily support the hypothesis statement that districts with black superintendents would have a majority black population.

Table 30*
Percentage of Black Enrollment in Selected School Districts With Black Superintendents

State and School District	1967	1972	1977	1982
Alabama				
Tuskegee	91.20	93.97	96.48	94.34
Hayneville	91.29	90.10	93.99	98.33
Eutaw	84.40	99.29	93.99	98.90
Union Springs	77.40	97.48	97.95	98.53
Marion	82.37	89.57	87.83	91.08

Table 29 - Continued

State and School District	1967	1972	1977	1982
Arkansas				
Wabbaseka	83.44	92.23	95.71	94.63
Magnolia	-	-	-	-
Moscow	95.0	97.0	97.0	97.0
Rosston	-	-	-	-
Menifee	-	-	-	-
California				
Oakland	55.20	60.01	67.41	66.19
Palo Alto	-	-	-	-
Fresno	48.39	51.59	57.07	60.29
Compton	82.96	87.05	84.83	74.4
Sacramento	71.20	75.0	75.0	78.6
San Jose	-	-	-	-
Ravenwood	76.36	81.22	86.33	80.91
Illinois				
Lovejoy	100.00	100.00	100.00	100.00
Harvey	79.58	93.27	96.99	96.60
East St. Louis	71.62	86.84	95.38	96.94
East Chicago Hghts.	93.3	95.0	95.0	98.0
Lockport	70.3	75.0	85.0	90.0
Chicago	52.94	57.88	60.90	65.44
Evanston	-	-	-	-

Table 30 - Continued

State and School District	1967	1972	1977	1982
Joliet	-	-	-	-
Michigan				
Grand Rapids	21.55	25.58	29.46	33.74
Covert	58.99	65.97	69.30	63.11
Benton Harbor	45.40	61.97	68.39	77.55
Inkster	84.06	90.11	94.48	95.26
Detroit	59.20	67.59	79.28	85.62
Highland Park	76.02	90.85	96.17	98.16
Pontiac	29.33	37.95	45.36	47.58
Muskegon Hghts.	70.35	80.99	83.39	83.39
Mississippi				
Lexington	75.16	82.47	82.47	85.30
Macon	81.6	85.8	86.0	86.0
Fayette	67.1	75.0	75.0	75.0
Woodville	78.2	83.0	86.0	86.0
Mound Bayou	99.9	99.0	99.0	99.0
Port Gibson	85.7	88.0	86.0	86.0
Missouri				
Kinloch	100.0	100.0	100.0	100.0
St. Louis	63.50	68.0	69.5	69.0
Kansas	-	-	-	-
University City	-	-	-	-

Table 29 - Continued

State and School District	1967	1972	1977	1982
New Jersey				
Trenton	66.07	68.94	69.58	69.03
Ewing	-	-	-	-
Plainfield	59.56	73.86	83.22	86.14
Newark	72.48	72.28	70.93	70.18
East Orange	-	-	-	-
Pleasantville	42.84	52.79	64.65	70.20
Red Bank	19.84	19.84	21.53	25.95
Cape May	-	-	-	-
New York				
Roosevelt	70.43	90.86	96.60	96.22
Nyack	23.17	26.05	27.03	29.41
Wyandanch	91.57	95.25	92.61	92.34
Rochester	28.87	37.92	44.24	46.72
Hempstead	71.36	81.81	89.64	90.58
North Carolina				
Halifax	76.92	83.86	82.76	82.55
Durham	55.55	67.70	83.87	86.58
South Carolina	no data submitted			
Virginia				
Richmond	68.28	70.15	81.60	84.36
Surry	98.1	98.41	90.92	89.21
Petersburg	63.0	65.34	73.21	81.02
Norfolk	41.94	49.52	52.30	57.64

* U.S. Bureau of the Census County and city Data Book.

Table 31 reports the data for the percentage of students graduating in the districts with black superintendents compared to the state averages.

Table 31*

The Percentage of Students Graduating From High School in Selected School Districts With Black Superintendents

State and School District	1967	1972	1977	1982
Alabama	(30.3)	(41.3)	(41.3)	(56.5)
Tuskegee	29.5	39.0	39.0	54.3
Hayneville	18.6	26.4	26.4	42.5
Eutaw	17.4	26.8	26.8	39.9
Union Springs	19.2	27.1	27.1	41.0
Marion	22.2	28.8	28.8	43.1
Arkansas	(28.9)	(39.9)	(39.4)	(55.5)
Wabbaseka	30.9	43.9	43.9	57.6
Moscow	30.9	43.9	43.9	57.6
Magnolia	30.5	38.9	38.9	52.6
Rosston	20.6	30.6	30.6	48.0
Menifee	24.5	37.5	37.5	50.9
California	(51.5)	(60.6)	(60.6)	(73.5)
Oakland	45.9	56.9	56.9	71.5
Palo Alto	76.3	84.4	84.4	91.3
Fresno	48.0	59.1	59.1	67.9
San Jose	51.7	65.3	65.3	76.4
Ravenwood	-	-	-	-

Table 31 - Continued

State and School District	1967	1972	1977	1982
Compton	43.3	48.9	48.9	56.8
Sacramento	53.2	58.9	58.9	71.6
Illinois	(40.4)	(52.6)	(52.6)	(66.5)
Lovejoy	-	-	-	-
Harvey	37.8	47.8	47.8	56.1
East St. Louis	23.2	29.4	29.4	43.0
Joliet	42.1	49.7	49.7	62.6
East Chicago Hghts.	38.7	50.0	50.0	59.7
Evanston	67.3	75.1	75.1	82.6
Chicago	35.2	43.9	43.9	56.2
Lockport	-	-	-	-
Michigan	(40.9)	(52.8)	(52.8)	(68.0)
Grand Rapids	40.6	52.8	52.8	67.1
Covert	-	-	-	-
Inkster	39.3	47.2	47.2	59.1
Benton Harbor	-	-	-	-
Detroit	34.4	41.8	41.8	54.2
Highland Park	38.2	43.0	43.0	56.6
Pontiac	31.9	37.7	37.7	52.2
Saginaw	36.6	46.3	46.3	57.6
Muskegon Hghts.	35.3	42.5	42.5	59.2
Mississippi	(29.8)	(41.0)	(45.0)	(54.8)
Lexington	49.5	28.0	33.0	39.6

Table 31 - Continued

State and School District	1967	1972	1977	1982
Macon	20.9	29.4	35.4	39.6
Mound Bayou	-	-	-	-
Fayette	16.8	22.0	27.5	36.3
Woodville	15.6	26.0	31.0	43.7
Port Gibson	23.8	32.7	35.0	45.8
Missouri	(36.6)	(48.8)	(48.8)	(63.5)
Kansas City	46.8	55.9	55.9	69.6
University City	53.6	60.9	60.9	75.5
St. Louis	26.3	33.1	33.1	48.2
Kinlock	-	-	-	-
New Jersey	(40.7)	(52.5)	(52.5)	(67.4)
Trenton	29.6	36.2	36.2	49.6
Cape May	-	-	-	-
Plainfield	48.1	54.0	54.0	67.7
Ewing	-	-	-	-
Newark	27.2	32.2	33.2	44.6
Pleasantville	-	-	-	-
East Orange	46.8	52.2	52.2	66.1
Red Bank	-	-	-	-
New York	(40.9)	(52.7)	(52.7)	(66.3)
Peekskill	-	-	-	-
Rochester	34.5	43.8	43.2	50.0
Roosevelt	-	-	-	-

Table 31 - Continued

State and School District	1967	1972	1977	1982
Hempstead	46.6	56.8	56.8	70.0
Nyack	-	-	-	-
Wyandanch	-	-	-	-
North Carolina	(32.3)	(38.5)	(38.5)	(54.8)
Halifax	38.2	46.8	46.8	62.2
Durham	30.4	37.8	37.8	53.7
South Carolina	-	-	-	-
Virginia	(37.9)	(47.8)	(37.8)	(62.4)
Richmond	37.5	42.9	42.9	57.1
Petersburg	31.0	38.5	38.5	50.7
Norfolk	40.8	47.9	47.9	61.7
Portsmouth	33.7	38.1	38.1	54.6
Surry	-	-	-	-

Data based on the information reported to the national agencies by local school districts. All available districts with black superintendents included for participating States to aid data analysis.

* U.S. Bureau of the Census County and city Data Book.

In examining Table 31, data indicates that in 1967 of the districts reporting, 72% graduated fewer students than the state averages.

In 1972 of the districts reporting, 74% graduated fewer students than the state averages. In 1977 of the districts reporting, 72% graduated fewer students than

the state averages. In 1982 of the districts reporting, 77% of these districts graduated fewer students than the state averages.

The Runs Test was used to substantiate randomness and detect students graduating in districts with black superintendents compared to state averages. As previously mentioned, the level of significance for the Runs Test was set at .05, with the acceptance value of the Z-Score being -1.96 to 1.96. The following data were obtained.

Table 32

Variable: Percentage of Students Graduated Compared to State Averages Runs Test Analysis

Year	Mean	Standard Deviation	Z-Score	Number of Runs	Negative Runs
1967	23.66	3.31	1.76	30	15
1972	17.00	2.21	-.23	17	10
1977	20.50	2.65	.37	21	11
1982	18.34	2.35	.52	20	10

The Z-Score falls within the acceptance range to substantiate randomness. The number of runs and the length of the negative runs show a trend indicating that the district surveyed graduated fewer students than respective state averages.

The following states were used to solicit the superintendent's perception on students' characteristics.

2. Standardized test scores in your school district were below the national norm when you were appointed.

5. The student population in your district was largely minority when you were appointed.

17. The population in your school district was largely transient when you were appointed.

20. The school district was experiencing lack of student achievement and disciplinary problems when you were appointed superintendent.

Questions	Mean Score
2	2.5
5	2.1
17	2.9
20	2.6

The mean score for statement 2 was 2.5; the mean score for statement 5 was 2.1, and the mean score for statement 17 was 2.9. Statement 20 mean score was 2.6. The mean score in all cases indicates that the superintendent's reaction is in agreement with the hypothesis statements.

Hypothesis Statement 5

The racial composition in districts with black administrators will be majority black. To investigate racial composition of the population, two variables were used; racial composition of the population and the trend in black elected officials..

Examining the population characteristics, Table 33 conveys the following information. In 1967, 16% of the districts examined had a black population of less than 25%, 42% of the districts had a black population between 25% and 50%; 24% had a black population between 50% and 75%, and 15% had a black population over 75%.

In 1972, 3% of districts examined had black populations of 25%, and 35% had a population between 25% and 50%. Thirty-seven percent had a black population between 50% and 75%, with 25% of the districts having a population over 75%.

In 1977, 4% of the districts examined had a black population of less than 25%; 18% of the districts had a black population between 25% and 50%; 45% of the districts had a black population between 50% and 75%, and 33% of the districts had a black population over 75%.

In 1982, 3% had a black population of less than 25%; 14% had a black population between 25%; 50% had a black

population between 50% and 75%, and 33% had a black population over 75%.

Table 33*
Percentage of Black Population in Selected School Districts With Black Superintendents Compared to State Averages

State and School District	1967	1972	1977	1982
Alabama	(30.5)	(32.5)	(30.7)	(33.1)
Tuskegee	83.4	73.3	81.1	84.1
Hayneville	80.7	60.0	76.9	74.9
Eutaw	81.3	61.0	75.4	78.0
Union Springs	71.9	64.0	67.4	67.5
Marion	86.7	55.0	58.7	60.0
Arkansas	(18.5)	(24.2)	(24.2)	(22.5)
Wabbaseka	43.5	72.0	72.2	75.6
Moscow	43.5	52.2	67.0	80.6
Magnolia	36.0	41.0	61.6	74.6
Rosston	36.0	45.0	62.0	75.0
Menifee	-	-	-	-
California	(7.5)	(8.4)	(10.8)	(10.1)
Oakland	22.8	42.0	51.0	46.9
Palo Alto	36.0	40.0	63.0	65.8
Fresno	18.0	26.2	35.1	49.1
San Jose	20.0	35.7	35.7	41.5
Compton	69.0	78.6	76.0	74.8
Ravenwood	-	-	-	-

Table 33 - Continued

State and School District	1967	1972	1977	1982
Sacramento	-	-	-	-
Illinois	(15.7)	(16.2)	(18.9)	(20.9)
Lovejoy	74.0	80.0	98.4	98.0
Harvey	68.0	78.0	78.7	80.0
East St. Louis	45.0	62.9	82.6	82.0
East Chicago Hghts.	95.7	94.5	99.7	99.7
Joliet	-	-	-	-
Evanston	31.5	40.9	59.8	60.4
Chicago	22.9	35.2	39.8	59.8
Lockport	-	-	-	-
Michigan	(10.2)	(12.1)	(15.9)	(17.9)
Grand Rapids	-	-	-	-
Inkster	34.5	45.0	49.0	49.0
Covert	-	-	-	-
Detroit	28.9	37.0	63.0	63.0
Highland Park	40.9	46.7	87.9	83.9
Saginaw	-	-	-	-
Pontiac	36.7	65.2	65.8	67.0
Benton Harbor	-	-	-	-
Muskegon Hghts.	54.0	68.1	74.0	74.3
Mississippi	(41.8)	(46.3)	(48.1)	(51.1)
Lexington	71.9	79.2	73.7	71.1

Table 33 - Continued

State and School District	1967	1972	1977	1982
Macon	71.7	70.1	64.5	64.5
Fayette	75.4	78.6	81.9	82.0
Woodville	71.2	70.5	76.9	76.0
Mound Bayou	67.3	77.3	98.4	62.1
Port Gibson	76.0	78.7	74.5	74.5
Missouri	(10.8)	(12.9)	(12.8)	(13.6)
Kansas City	17.5	34.7	38.7	47.3
University City	28.0	34.0	42.8	42.9
St. Louis	58.6	78.6	81.4	81.4
Kinlock	-	-	-	-
New Jersey	(10.5)	(12.8)	(16.5)	(18.5)
Trenton	22.5	51.5	45.4	45.4
Ewing	-	-	-	-
Plainfield	21.9	40.0	60.1	60.1
Newark	34.1	50.2	58.2	58.3
Cape May	-	-	-	-
East Orange	25.0	58.0	83.1	83.2
Pleasantville	40.0	43.0	49.9	56.3
Red Bank	-	-	-	-
New York	(12.8)	(13.8)	(17.6)	(17.9)
Nyack	-	-	-	-
Roosevelt	25.0	87.7	80.0	88.4
Peekskill	-	-	-	-
Wyandanch	80.0	90.0	92.0	93.0
Rochester	14.0	10.3	25.3	35.8
Hempstead	21.4	85.8	81.4	46.5
North Carolina	(25.2)	(27.7)	(29.6)	(29.6)

Table 33 - Continued

State and School District	1967	1972	1977	1982
Halifax	54.2	58.4	62.3	68.0
Durham	32.0	30.8	51.8	59.0
South Carolina	no data submitted			
Virginia	(21.8)	(22.0)	(23.5)	(25.5)
Richmond	41.8	43.9	51.2	54.3
Surry	52.0	57.0	62.5	65.0
Petersburg	47.2	52.7	61.0	61.6
Norfolk	25.8	30.5	35.2	35.2
Portsmouth	34.2	43.1	53.7	55.0

Data based on information reported to the national agencies by local school districts. All available districts with black superintendents included for participating States to aid data analysis.

* U.S. Bureau of the Census County and City Data Book.

The data clearly show a shift in the racial composition of the population in districts with black superintendents. Statements 3, 7, 23 and 29 were designed to solicit responses related to the population.

3. The school board support was unified in your district when you were appointed.

7. There was a decline in the white population in your district when you were appointed.

23. There was a demand from the community for immediate improvement in the school system when you were appointed.

29. The influence of organized pressure groups was a major concern when you were appointed superintendent.

The mean scores for the data on racial composition were as follows:

Statement	Mean Score
3	2.6
7	2.1
23	2.2
29	2.5

All of the mean scores indicate that the superintendent's perception of the district's population characteristics supports the researcher's hypotheses.

Concerning the trend in black elected officials, Table 34 shows that of the 59 districts investigated, 52% or 88% showed a significant increase in black elected officials; 7% or 12% remained the same.

Table 34*
Number of Black Elected Officials in Selected School District With Black Superintendents

State and School District	1972	1977	1982
Alabama			
Tuskegee	6	6	12
Hayneville	2	6	18
Eutaw	5	4	11
Union Springs	2	3	9
Marion	2	1	9
Arkansas			
Wabbaseka	-	-	3
Moscow	-	-	3
Magnolia	-	1	4
Rosston	-	1	3
Menifee	6	7	7
California			
Oakland	3	6	14
Palo Alto	2	1	4
Fresno	-	-	-

Table 34 - Continued

State and School District	1972	1977	1982
San Jose	-	-	3
Compton	10	10	17
Sacramento	5	5	8
Ravenwood	-	-	-
Illinois			
Lovejoy	2	2	7
Harvey	2	2	6
East St. Louis	4	16	26
Lockport	-	-	-
Joliet	2	3	5
East Chicago Hghts.	4	7	8
Evanston	-	3	4
Chicago	13	23	23
Michigan			
Grand Rapids	2	2	2
Covert	2	2	2
Benton Harbor	4	6	7
Inkster	2	5	5
Detroit	11	29	36
Highland Park	3	4	14
Pontiac	2	5	7
Saginaw	3	4	14
Muskegon Hghts.	3	6	12

Table 34 - Continued

State and School District	1972	1977	1982
Mississippi			
Lexington	3	10	10
Macon	-	1	3
Fayette	7	5	12
Woodville	2	7	10
Mound Bayou	7	7	8
Port Gibson	5	14	13
Missouri			
Kansas City	4	5	15
Kinloch	10	11	19
St. Louis	8	16	28
University City	-	-	-
New Jersey			
Trenton	5	6	6
Cape May	-	-	2
Newark	2	6	10
Plainfield	-	-	-
East Orange	7	7	9
Ewing	-	-	-
Pleasantville	1	2	4
Red Bank	1	1	1
New York			
Roosevelt	3	3	3

Table 34 - Continued

State and School District	1972	1977	1982
Nyack	-	2	5
Wyandanch	-	-	1
Rochester	2	6	8
Hempstead	1	1	1
Peekskill	-	-	-
North Carolina			
Halifax	1	1	2
Durham	2	4	5
South Carolina	no data reported		
Virginia			
Richmond	3	6	7
Surry	-	2	2
Petersburg	2	2	2
Norfolk	1	3	3
Portsmouth	2	2	2

Data based on information reported to the national agencies by the local school districts. All available districts with black superintendents included for participating States to aid data analysis. Black elected officials include all officials except School Board members.

*Joint Center For Political Studies, Washington, DC.

The Runs Test was used to substantiate randomness, and detect trends for the racial composition of elected officials. The level of significance for the Runs Test was set at .05 with the acceptance of Z-Score being -1.96 to 1.96. The Runs Test analysis is shown in Table 35.

Table 35
Variable: Number of Black
Elected Officials Runs Test Analysis

Mean	Standard Deviation	Z-Score	Number of Runs	Run That Show an Increase
13.86	1.73	.73	12	8

The Z-Score of .73 falls well within the aceeptance value to substantiate randomness. The small number of runs indicates a trend with eight out of the 12 runs showing an increase in black elected officials.

Statement 11 was constructed to solicit a reaction from the superintendents related to the governing body.

11. There was evidence of strong educational support from the local government when you were appointed.

Statement	Mean Score
11	2.8

Statement 11 had a mean score of 2.8, indicating moderate agreement concerning local government support of education.

Hypothesis Statement 6

Career patterns of the black school superintendents will be similar at the time of their appointment.

Several characteristics designed to establish a career profile for the superintendents participating in the study were examined. As mentioned earlier in this

chapter, the characteristics included personal information, as well as jobs held, as the respondents moved up the ladder enroute to the superintendency. The characteristics examined showed that the Black Superintendents were similar in both their personal and career profiles. This is substantiated by the data collected in Tables 1 through 19.

The following statements were used to solicit a response from those participating, concerning career patterns.

13. The profile of the black public school superintendent is somewhat different when compared to whites.
14. There is a relationship between trends in a school district and the race of the superintendent appointed.
16. The various jobs you held in the field of education prepared you for your initial appointment as superintendent.

Statements	Mean Score
13	2.07
14	2.07
16	2.42

All of the statements had a mean score of 2.0; this indicates that the responding superintendents agreed with the statements.

Hypothesis Statement 7

Black superintendents will have similar views concerning trends and conditions in their districts.

Table 20 shows that a majority of the 57 respondents were in agreement with the statements made characterizing trends and conditions in their school districts. The data show that over 50% of the superintendents were in agreement with 29 of the 30 statements.

A more vivid comparison can be made by examining how he various districts collectively reflect the characteristics of the variables included in the hypothesis statements. Table 36 shows how the districts collectively reflect each variable while Table 37 conveys the number and percent of districts that meet the conditions of each variable on a collective bases.

Table 36
Number and Percent of Districts that reflect individual characteristics of the variables included in the hypothesis statement.

Variable	Number of Districts with Characteristics	Percent of Districts with Characteristics
1. Medium family income below state average	39	68%
2. Percent of families below the poverty level	44	77%

Table 36 - Continued

Variable	Number of Districts with Characteristics	Percent of Districts with Characteristics
3. Per capita income below the state average	50	87%
4. Majority black population	33	57%
5. Increase in the number of black elected officials	42	72%
6. Majority black student population	45	78%
7. Fewer students graduating than state averages	37	64%
8. Majority black instructional staff	28	49%
9. Increase in the number of black school board members	37	64%

Table 37

Number of districts collectively meeting the conditions of the variables included in the hypothesis statements

Variable	Number of Districts with Characteristics	Percent of Districts with Characteristics
All 9 variables met	22	38%
8 of 9 variables met	12	21%
7 of 9 variables met	9	15%
6 of 9 variables met	10	17%
4 of 9 variables met	4	9%

Tables 36 and 37 provides a profile of the districts surveyed that clearly substantiates the hypothesis statements. Table 36 shows that 7 of the 9 variables used to substantiate trends were reflected in 64% to 87% of the districts and only one variable used to substantiate the trend was reflected in less than 50% of the districts.

Table 31 shows that 53 or 91% of the districts reporting exhibited 66% of the conditions stated in the 9 variables, while only 4 or 9% of the districts exhibited less than 50% of the conditions.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Purpose of Study

This study was designed to examine the trends, characteristics and the superintendent's perception in school districts with black superintendents. To accomplish this objective, the following hypotheses were developed:

H_1 There will be limited financial support in school districts with black superintendents.

H_2 The racial compositions of instructional staff will be predominantly black, or moving in that direction, in districts that appoint black superintendents.

H_3 The compositions of the student population in districts where black administer will be predominantly black with fewer graduating.

H_4 The racial compositions of the boards of education and other elected officials will reflect an increase in the number of black prior to the appointment of a black superintendent.

H_5 The compositions of the communities in districts

where blacks administer will be majority black prior to the appointment of black superintendent.

H_6 The career patterns of black school superintendents will have similar characteristics at the time of their appointments to the superintendency.

H_7 Black superintendents will have similar views when reacting to statements concerning trends and characteristics in their respective districts.

Population, Instrument Used and Data Collection

The population for this study consisted of 83 out of the 102 Black Superintendents identified in the United States. The participants were asked to provide biographical data and respond to a five-point rating scale that represented their perceptions on statements related to trends and characteristics in their districts.

For this study, the instrument used was a structured questionnaire. Demographic data were collected from the United States Census Bureau, the Joint Center for Political Studies and the National Center for Educational Statistics. The instrument was designed to collect biographical data and assess the superintendent's precep-

tion on trends and characteristics in respective districts.

A Likert-type scale was used to measure their reactions to the perception statements. The demographic data were collected from the National Center for Education Statistics, the United States Census Bureau and the Joint Center for Political Studies.

The survey instrument package was mailed to the 83 superintendents selected for the study. The package contained a letter of transmittal, which explained the importance of the study, with a statement of purpose and confidentiality of the information provided. In addition, a stamped self-addressed envelope and survey instrument were included in the package. Follow-up contact was made on two occasions to gain maximum response. Fifty-seven (68%) of the selected sample returned their surveys.

Summary of Findings

The summary of findings will be presented according to the biographical information collected, the demographic data collected and the perception analysis data. All of the data were collected and analyzed based on the seven hypotheses statements that were used to direct the study.

The biographical information revealed that 57.1% of the superintendents were born in the South. Almost half (49.1%) were between the ages of 40 and 50 and 45.6% were above 50. According to the data, most of the respondents were male (91.2%), married (86.6%) and members of the Protestant faith (87.2%). Forty percent had a Master's degree at the time of their initial appointment and earned their doctorates while serving. Currently, more than 60% of the superintendents serving have an earned doctorate. The biographical data further reveal that 40% of the superintendents responding earned a salary above $50,000.00. Forty-three percent ascended to their current position from teacher to building principal to central office to the position of superintendent. The superintendents responding were active in both civic and professional organizations. While virtually all have written a number of articles, only about 50% have published articles. The majority (85%) have held the position for fewer than ten years and 84% have had no special administrative training.

The seven hypotheses were examined using the demographic data and the perception analysis information.

Summary of the Hypotheses

A summary of the findings is presented for each hypothesis.

Hypothesis Statement 1

There will be limited financial support in school districts with black superintendents.

1. Over 60% of the 63 districts analyzed collected fewer property taxes than the state averages.
2. Over 75% of the 48 districts analyzed had a median family income less than the state averages.
3. A mean of 36% of the 56 districts analyzed had over 30% of their families living below the poverty level.

All of the conclusions supported the hypothesis which predicted limited financial support in school districts with black superintendents. The hypothesis is further supported by the superintendents' reaction to the statements on financial support in their districts, and the Runs Test analysis which validated randomness and revealed a trend toward decreasing financial support.

Hypothesis Statement 2

The racial composition of the instructional staff will be predominantly black, or moving in that direction in districts that appoint black superintendents.

1. A mean 36% of the 48 districts analyzed had a black instructional staff of over 40%.

The data support the hypotheses that predict a predominantly black instructional staff or one moving in that direction. The superintendents' reactions to statements on the racial composition of their staffs also agree with the hypothesis.

The Runs Test data further validate Hypothesis Statement 2, confirming randomness and a trend toward a predominantly black instructional staff.

Hypothesis Statement 3

The racial composition of the student population will be predominantly black in districts that appoint black superintendents, and fewer students will graduate.

1. A mean 64% of 50 districts analyzed had a black student population over 40%.
2. A mean 78% of the districts reporting graduated fewer students than the state averages.

The data on black enrollment and the graduating trends support the hypothesis that predicts a predominantly black enrollment and fewer graduating students in districts with black superintendents. The superintendents' reactions to the perception questionnaire and the Runs Test analysis also support Hypothesis Statement 3.

Hypothesis Statement 4

The racial composition of the board of education and other elected officials will reflect an increase in the number of blacks prior to the appointment of a black superintendent.

1. Eighty-eight percent of the 51 districts analyzed showed an increase in the number of black board members.
2. Ninety-two percent of the 51 districts analyzed showed an increase in black elected officials.

The data collected support the hypothesis that predicts an increased trend in black school board members and black elected officials.

Hypothesis Statement 5

The population of the community will be predominantly black in school districts with black superintendents.

Eighty-three percent of the 50 districts analyzed had a black population over 50%. This supports the hypothesis which contends that districts with black superintendents tend to have a majority black population.

Hypothesis 5 is also supported by the Runs Test analysis, which validates randomness and confirms a trend in the population data.

Hypothesis Statement 6

Career patterns of the black superintendents will have similar characteristics at the time of their appointment to the superintendency.

The career profile of the 57 superintendents responding shows similarities between the superintendents from aspects of personal background, training, and career held before appointment. Only one of the respondents showed a difference in career pattern.

Hypothesis Statement 7

The 57 black superintendents will have similar views when reacting to statements concerning trends and characteristics in their respective districts.

The perception analysis of the 57 superintendents responding shows that the superintendents perceive their districts in a similar manner when considering race, finance, population and the governing body trends.

Conclusions

As a Result of the analysis and interpretation of this study, supportive evidence is apparent for the following conclusions relative to the trends, characteristics and preceptions in school districts with black superintendents.

1. There is limited financial support in schools

with black superintendents.

2. The racial composition of the instructional staff and student population is predominantly black in school districts with black superintendents.
3. The racial composition of the school board and other elected officials will reflect a significant increase in black members in school districts with black superintendents.
4. The career patterns of black superintendents reflect similar characteristics.
5. The majority of the black superintendents appointed perceived their districts in a similar manner.

Discussion

Based on the findings and conclusions of this study, there are definite trends and characteristics in school districts with black superintendents.

More significantly, these conclusions reached seem to be quite apparent in the districts prior to the appointment of a black superintendent. This is evidenced by the data in Appendix H that shows the year in which 53 districts appointed their first black superintendent. Looking at the dates of appointment and the demographic data, it is quite obvious that these definite trends and characteristics relative to financial conditions and

racial composition existed prior to the appointment of a black superintendent.

One interesting finding of this study was that the perception of a small number of the black superintendents responding differed from the vast majority concerning trends in their districts. Initially, this suggests that some positive changes were beginning to take place relative to a school district's characteristics and the appointment of a black superintendent. However, a close look at the data collected provides little evidence to substantiate positive changes in the selection of black superintendents.

According to the literature, there has been a slight increase in the number of black superintendents during the last ten years. Despite this increase, data from this study substantiates the fact that black superintendents are still being appointed to selected districts with certain similar characteristics. Unless this issue becomes a major concern of professional educational organizations that influence change, equity and injustice will remain a primary concern of all black individuals aspiring to become a superintendent.

Recommendations and Further Study

Based on the findings and conclusions drawn from this

study, the following recommendations are significant:

1. A similar study should be conducted periodically to monitor the relationship between the trends and characteristics in a district and the appointment of superintendents.
2. A study should be conducted to examine the criteria used to select superintendents.
3. Efforts should be made to get nationally prominent educational organizations such as the National School Board Association, to focus on the equity issues as they relate to selection and appointment of school superintendents.
4. Further study is needed to ascertain if additional variables exist that characterize districts with black superintendents.

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APPENDICES

APPENDIX A

INSTRUMENT USED TO SURVEY POPULATION

QUESTIONNAIRE TO ANALYZE TRENDS AND CONDITIONS IN SCHOOL DISTRICTS WITH BLACK SUPERINTENDENTS

Directions for answering questions 1 through 23:

Complete the following questions to the best of your knowledge. So that it is understood that you did not omit an item, write the letters "N/A" (Not Applicable) beside those items that do not apply to you for questions 1 through 23.

1. Name:_____ 2. Age:_____
   Last First MI

3. Place of birth:_____ 4. Sex:_____
   City State

5. Marital status:____Married____Single____Divorced (Check One)

6. Religious affiliation:__Protestant__Catholic__Other

7. Highest degree earned at time of your initial appointment to the superintendency:_____

   From what University:_____ _____ _____
   Name City State

8. Highest degree earned to date: _____

9. Age at time of appointment to your superintendency:___

10. Current salary: (Check One)

    $20,000-$30,000__ $30,000-$40,000__ Above $40,000___

Directions for completing item 11:

Place a number to indicate years beside each position(s) you held below. If you held a position(s) in the public schools that is not listed, indicate that position(s) on the line(s) provided:

11. POSITION YEARS

Central Office ..... _____
Secondary School Principal ..... _____
Elementary School Principal ..... _____
Secondary School Assistant Principal ..... _____
Elementary School Assistant Principal ..... _____
Secondary School Teacher ..... _____
Elementary School Teacher ..... _____
Other(s):

1. _____
2. _____
3. _____
4. _____
5. _____

Directions for answering questions 13 through 17:

Indicate your response to the following items on the lines provided.

12. In what three professional organizations were you most actively engaged at the time of your initial appointment to the superintendency?

12 a. _____
12 b. _____
12 c. _____

13. In what three professional organizations are you currently most actively engaged?

13 a. _____
13 b. _____
13 c. _____

14. In what three civic organizations were you most actively engaged at the time of your initial appointment to the superintendency?

14 a. _____

14 b. _____

14 c. _____

15. In what three civic organizations are you currently most actively engaged?

15 a. _____

15 b. _____

15 c. _____

16. What was your major in graduate school?

16 a. _____

Master's Major

16 b. _____

Doctorate Major

16 c. _____

Directions for answering questions 17 through 20:

Answer yes or no to the following questions by placing a check mark ( ) on the appropriate line. For question 20, write in the added information where indicated.

	YES	NO
17. At the time of your initial appointment to the superintendency, were you employed by the same district?	___	___
18. At the time of your current appointment to the superintendency, were you employed by the same districts? (If different from item 17, above)	___	___
19. At the time of your current appointment to the superintendency, had you published: How many articles or books? _____	___	___
20. Did you participate in any special training programs(s) in preparation for you initial superintendency, other than higher education courses?	___	___

20 a. _____ _____ _____ _____ _____

Name City State From To

A SURVEY EXAMINING TRENDS AND CONDITIONS IN SELECTED SCHOOL DISTRICTS EMPLOYING BLACK SCHOOL SUPERINTENDENTS

DIRECTIONS: Using the choices below, please respond to each question by placing a number in the blank that represents your feeling on each statement.

1-Strongly Agree
2-Agree
3-No Opinion
4-Disagree
5-Strongly Disagree

_____1. The financial support in your school district has declined in the last five years.

_____2. Standardized test scores in your school district are below the national norm.

_____3. The school board support is unified in your district.

_____4. There has been an increase in Federal funds received by your district.

_____5. The student population in your district is largely minority.

_____6. The district was/is faced with declining enrollment.

_____7. There is a decline in white population in your district.

_____8. The district's staff and administrators are majority black.

_____9. The medium income in your district is below surrounding districts.

____10. The educational climate in your school district is considered unfavorable.

____11. The local government provides strong educational support.

____12. Property values has been on the decline in recent years.

____13. The profile of the black public school superintendents is somewhat different when compared to whites.

____14. There is a relationship between trends in a school district and the race of the superintendents appointed.

____15. You were made fully aware of the problems in your school district prior to your appointment.

____16. The profile of all minority superintendents tend to be the same from the aspect of training and experience.

____17. The population in your school district is largely transient.

____18. Based on your preliminary assessment, major changes will be needed in the district's instructional program.

____19. The school district was undergoing a major personnel change when you were appointed.

____20. The school district was experiencing lack of student achievement and disciplinary problems when you became superintendent.

____21. The morale of staff and teachers was low when you were appointed.

____22. The school age population was predominantly non-white when you were appointed.

____23. There is a demand from the community for immediate improvement in the school system.

____24. Gaining the backing and support of the school board was a difficult task for you as a newly appointed superintendent.

____25. You were not allowed to give up top priority to the instructional program when appointed as superintendent.

____26. The State of Public Education was nebulus at best when you were appointed.

____27. A major problem faced is lack of funds needed to implement necessary programs to improve achievements.

____28. Establishing an open line of communication is one of your most difficult task.

____29. The influence of organized pressure groups has been a major concern since you were appointed superintendent.

____30. In most instances, the black superintendent is evaluated and rated on his performance as opposed to other less relevant criteria.

APPENDIX B

LETTER OF INTRODUCTION AND TRANSMITTAL OF PRELIMINARY SURVEY

March 21, 1983

Dear Superintendent:

I am a graduate at Virginia Polytechnic Institute and State University, who is conducting a research project to analyze the trends and conditions in school districts with Black Superintendents. In conducting this research project, I am using 15 variables related to racial composition and district finances that will enable me to establish trends and identify the discriminating factors relevant to school districts having similar characteristics.

Most of the data for my study will be collected from the National Ceter for Educational Statistics. However, there is certain specific data I will need which required contacting district Superintendents on an individual basis. To collect this data, I am using the enclosed preliminary post card survey and a short forthcoming survey that consenting participants will receive in about one month. All of the data will be used in a general manner no effort will be made to focus on any single school district.

Please complete the enclosed post card and send it to me as soon as possible.

Your participation is vital to my study, and your cooperation is greatly appreciated.

Sincerely,

Sterling I. Marshall
Graduate Student

SIM/mm
Enclosure

APPENDIX C

LETTER OF TRANSMITTAL FOR SURVEY INSTRUMENT

September 29, 1983

Dear Superintendent:

A few months ago, I sent you a preliminary survey asking you to participate in a study I am conducting, which analyzes the trends and conditions in school district with black superintendents.

To refresh your memory, this study uses 12 variables related to racial composition and district finances, to examine district trends and identify other discriminating factors relevant to school districts having black superintendents.

As I initially stated, most of the data for this study will be collected from the National Center for Educational Statistics and the Office of Civil Rights. However, there is certain specific data I will need that requires me to contact district superintendents on an individual basis.

As a result of your consenting to participate, I have enclosed a questionnaire designed to collect career profile data and to survey your reaction to 30 statements that are said to be characteristic of school districts have black superintendents. Your responses to the 30 statements will be analyzed collectively and your individual answers will be kept in the strictest confidence.

Please complete the enclosed questionnaire and return it to me as soon as possible in the stamped envelope. Ultimately, the value of this research depends upon your assistance which is both necessary and vital for the success of the study.

Thank you for your cooperation and assistance in this matter.

Sincerely yours,

Sterling I. Marshall
Graduate Student (VPISU)

SIM/mm
Enclosure

APPENDIX D

FOLLOW-UP POSTAL CARD TO NONRESPONDENTS

November 29, 1983

Dear Superintendent:

A month ago you received a questionnaire from me soliciting your input about the trends and conditions in school districts with black superintendents. Since you are one of a small number of black superintendent to participate in this study, it is important that you complete and return your comply of the questionnaire. If you have not returned your questionnaire, please take a few minutes to do so today.

Your cooperation in this matter will be greatly appreciated. I look forward to your immediate reply.

Sincerely,

Sterling I. Marshall
Graduate Student

SIM/mm

APPENDIX E

IDENTIFIED BLACK SUPERINTENDENT IN THE UNITED STATES, SUPERINTENDENTS WHO WERE SURVEYED, SUPERINTENDENTS WHO PARTICIPATED, AND DATES OF APPOINTMENT

IDENTIFIED BLACK SUPERINTENDENT IN THE UNITED STATES, SUPERINTENDENTS WHO WERE SURVEYED, SUPERINTENDENTS WHO PARTICIPATED, AND DATES OF APPOINTMENT

Identified Black Superintendents	Superintendents Who Were Surveyed	Superintendents Who Participated	Dates of Appointment
Alabama			
Dr. Reginald L. Green Tuskegee School District Tuskegee, AL	X	X	1970
Mr. Alonzo Harvey Macon School District Macon, AL	X		
Mrs. Uralee A. Haynes Hayneville School District Hayneville, AL	X	X	1972
Wiley S. Kirksey Eutaw School District Eutaw, AL	X	X	1970
Mr. Conrad L. Newman Union Springs School District Union Springs, AL	X	X	1973
Ernest L. Palmer Marion School District Marion, AL	X	X	1978
Alaska			
Dr. Ken Burnley North Star Borough School District Fairbanks, AK			
Arizona			
Mervyn V. Lackey Roosevelt School District 66 Phoenix, AZ			

Identified Black Superintendents	Superintendents Who Were Surveyed	Superintendents Who Participated	Dates of Appointment
Arkansas			
Mr. Eddie L. Collins Wabbaseka School District Wabbaseka, AR	X	X	1972
Mr. Peter F. Daniels Linwood School District Moscow, AR	X	X	1974
Mr. Peter G. Faison East Side School District Menifee, AR	X	X	1973
Mr. Wilman B. Moss, Jr Walker School District Magnolia, AR	X	X	1972
Mr. Mitchell Roland Oak Grove School District Rosston, AR	X	X	1975
California			
J. David Bowick Oakland Unified School District Oakland, CA	X	X	1970
Mr. Sam Davis Ravenwood City School Ditrict Palo Alto, CA	X	X	1968
Mr. Henry Hutchin Mt. Pleasant School District San Jose, CA	X	X	1978

Identified Black Superintendents	Superintendents Who Were Surveyed	Superintendents Who Participated	Dates of Appointment
Ms. Jacqueline Hodge West Fresno School District Fresno, CA	X		
Dr. Horace Jackson Valverde Elementary School District Perris, CA			
Theopolius Kimbrough Compton Unified School District Compton, CA	X	X	1969
Dr. Charlie Knight Linwood School District Linwood, CA	X		
Mr. Carl Mack Del Paso Heights Elementary School District Del Paso, CA	X		
Mr. William Murray Emeryville School District Emeryville, CA	X		
Dr. Leonard Osborne Grant Union School District Sacramento, CA	X	X	1981
Mr. Harry Reynolds Sequoia Union High School Redwood City, CA	X		

Identified Black Superintendents	Superintendents Who Were Surveyed	Superintendents Who Participated	Dates of Appointment
D.C.			
Dr. Floretta McKenzie Public Schools of the District of Columbia Washington, D.C.			
Delaware			
Dr. Joseph E. Johnson Wilmington Public Schools Wilmington, DE			
Georgia			
Dr. Alonzo A. Crim Atlanta Public Schools Atlanta, GA	X		
Mr. M. E. Lewis Hancock County Board of Education Sparta, GA	X		
Hawaii			
Dr. Donnis Thompson State Superintendent of Public Instruction Honolulu, HI			
Illinois			
Mr. James Barker Lovejoy Public Schools Lovejoy, IL	X	X	1970
Mr. Charles L. Bowen Harvey Public Schools School District #152 Harvey, IL	X	X	1982

Identified Black Superintendents	Superintendents Who Were Surveyed	Superintendents Who Participated	Dates of Appointment
Mr. Leroy Ducksworth East St. Louis School District #189 East St. Louis, IL	X	X	1972
Dr. Marvin Edwards Joliet Public Schools Joliet, IL	X	X	1980
Mr. Shirl Gilbert, II School District #169 East Chicago Hgts, IL	X	X	1970
Mr. Dillard Harris Fairmont School Districst #89 Lockport, IL	X		
Mr. Joseph E. Hill Evanston Public School Dist. #65 Evanston, IL	X	X	1976
Dr. Ruth Love Chicago Public Schools Chicago, IL	X		
Mr. John Sawyer, III West Harvey Board of Education Harvey, IL	X		
Dr. Charles R. Thomas North Chicago Elementary School District #64 North Chicago, IL			
<u>Indiana</u>			
Dr. Perry Clark Metropolitan School District Indianapolis, IN			

Identified Black Superintendents	Superintendents Who Were Surveyed	Superintendents Who Participated	Dates of Appointment
Dr. Ernest Jones Gary Community School Corporation Gary, IN			
Maryland			
Mrs. Alice Pinderhughes Baltimore Public Schools Baltimore, MD			
Michigan			
Dr. John Dow Grand Rapids Public Schools Grand Rapids, MI	X	X	1978
Mr. Alfred M. Hawkins Covert Public Schools Covert, MI	X		
Dr. James Hawkins Benton Harbor Area Schools Benton Harbor, MI	X	X	
Dr. Garnett Hegeman Inkster Public Schools Inkster, MI	X	X	1967
Dr. Arthur Jefferson Detroit Board of Education Detroit, MI	X		
Dr. Thomas Lloyd Highland Park Public Schools Highland Park, MI	X	X	1978

Identified Black Superintendents	Superintendents Who Were Surveyed	Superintendents Who Participated	Dates of Appointment
Dr. Odell Nails Pontiac School District Pontiac, MI	X		1977
Dr. James Smith Buena Vista Public Schools Saginaw, MI	X		
Mr. John E. Sydnor Muskegon Heights Public Schools Muskegon Hgts., MI	X	X	1969
Dr. Ira Rutherford Beecher Community Schools Flint, MI	X		
Mississippi			
Mr. William Dean Holmes School District Lexington, MS	X	X	1974
Dr. Reecy Dickson Noxubee School District Macon, MS	X	X	1980
Mr. M. L. Hayes Jefferson School District Fayette, MS	X	X	1972
Mr. Charles Johnson Wilkinson School District Woodville, MS	X	X	1976
Mr. C. J. Jones Bolivar School District Mound Bayou, MS	X	X	1964

Identified Black Superintendents	Superintendents Who Were Surveyed	Superintendents Who Participated	Dates of Appointment
Mr. Charles Noble Claiborne School District Port Gibson, MS	X	X	1980
Missouri			
Dr. John Minor Kansas City Public Schools Kansas City, MO	X	X	1979
Mr. John Wright Kinlock School District Kinlock, MO	X	X	1980
Dr. Rosa Doughty University City Public Schools University City, MO	X	X	1982
Dr. Queen Fowler Wellston School District Wellston, MO	X		
Mr. Jerome Jones St. Louis Public Schools St. Louis, MO	X	X	1983
Mr. Robert Wheeler* Kansas City Public Schools Kansas City, MO	X		
New Jersey			
Dr. Crosby Copeland Trenton City Public Schools Trenton, NJ	X	X	1968

*Replaced by John Minor

Identified Black Superintendents	Superintendents Who Were Surveyed	Superintendents Who Participated	Dates of Appointment
Dr. Edith Francis Ewing Public Schools Ewing, NJ	X		
Mr. Theodore Johnson Middletownship School System Cape May, NJ	X		
Mr. Frank Napier Paterson Public Schools Paterson, NJ	X		
Dr. Columbus Salley Newark Public Schools Newark, NJ	X	X	1977
Mrs. Greta Sheppard Plainfield Public Schoolsl Plainfield, NJ	X	X	1969
Dr. Lucius Ware East Orange Public Schools East Orange, NJ	X	X	1968
Dr. Shirley Vioni Pleasantville Public Schools Pleasantville, NJ	X	X	1981
Dr. Donald Warner Red Bank High School District Red Bank, NJ	X	X	1975
New York			
Dr. Ulysses Byas Roosevelt, NY	X	X	1971

Identified Black Superintendents	Superintendents Who Were Surveyed	Superintendents Who Participated	Dates of Appointment
Dr. Arlene Clickscale Nyack Public Schools Nyack, NY	X	X	1980
Dr. Ronald Eaton St. Peter's School District Peekskill, NY	X	X	1977
Dr. James Galloway Wyandanch Public Schools Wyandanch, NY	X	X	1968
Mr. Oliver Lancaster Hempstead Public Schools Hempstead, NY	X		
Dr. Laval Wilson Rochester Public Schools Rochester, NY	X	X	1979
North Carolina			
Dr. James Clarke Halifax County Schools Halifax, NC	X	X	1976
Dr. C. Hammonds Durham City Schools Durham, NC	X	X	1979
Ohio			
Dr. Francis A. Farmer Jefferson Township Board of Education Dayton, OH			
Dr. Rondle E. Edwards East Cleveland City Schools East Cleveland, OH	X		

Identified Black Superintendents	Superintendents Who Were Surveyed	Superintendents Who Participated	Dates of Appointment
Mr. Alfred Tutela Cleveland Public Schools Cleveland, OH	X		
Mr. Robert L. Pegues Warren Public Schools Warren, OH	X		
Dr. W. Roger Snead Warrensville Heights City School District Warrensville Hgts, OH	X		
Oklahoma			
Mr. Lillard G. Ashley Boley Public Schools Boley, OK			
Mr. Elmer A. Jones, Jr. School District #65 Tullahassee, OK			
Mr. E. W. Warrior Taft School District Taft, OK			
Pennsylvania			
Dr. Constance E. Clayton Philadelphia Public Schools Philadelphia, PA			
Mr. Harold Smith Chester Public Schools Chester, PA			
Rhode Island			
Dr. Jerome B. Jones Providence Public Schools Providence, RI			

Identified Black Superintendents	Superintendents Who Were Surveyed	Superintendents Who Participated	Dates of Appointment
South Carolina			
Mr. Solomon E. Bonds Ridgeland, SC	X	X	1972
Mr. B. O. Butler Clarendon School District #1 Summerton, SC	X	X	1975
Dr. J. W. Rice, Jr. Bowman School District Bowman, SC	X	X	1972
Mr. J. L. Brockington Younges Island, SC	X	X	1975
Tennessee			
Dr. W. W. Herenton Memphis City Schools Memphis, TN			
Texas			
Mr. David Cole Wilmer-Hutchins Independent School District Dallas, TX			
Virginia			
Dr. Richard C. Hunter Richmond Public Schools Richmond, VA	X	X	1977
Mr. Clarence P. Penn Surry County Schools Dendron, Va	X	X	1976

Identified Black Superintendents	Superintendents Who Were Surveyed	Superintendents Who Participated	Dates of Appointment
Mr. Elmore Rainey Petersburg Public Schools Petersburg, VA	X	X	1970
Mr. Gene Carter Norfolk Public School District Norfolk, VA	X	X	1983

APPENDIX F

DISTRIBUTION OF STATES BY REGION

Distribution of States By Region

1. New England States
   Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont.

2. Southern States
   Alabama, Arkansas, Delaware, Kentucky, Louisiana, Maryland, Mississippi, Tennessee, Virginia, West Virginia.

3. Mid Atlantic
   New Jersey, New York, Pennsylvania.

4. Southeast
   Florida, Georgia, North Carolina, South Carolina.

5. Northwest
   California, Oregon, Washington.

6. Rocky Mountain States
   Colorado, Idaho, Montana, Nevada, Utah, Wyoming.

7. Southwest
   Arizona, New Mexico, Oklahoma, Texas.

8. Midwest
   Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin.

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The two page vita has been removed from the scanned document. Page 2 of 2

AN ANALYSIS OF TRENDS AND CONDITIONS IN SCHOOL DISTRICTS WITH BLACK SUPERINTENDENTS AND A COMPOSITE PROFILE OF THE BLACK SUPERINTENDENT AT HIS/HER INITIAL APPOINTMENT

by

Sterling I. Marshall

Committee Chairman: Dr. Kenneth Underwood
Educational Administration

(ABSTRACT)

The purpose of this study was to examine the trends, characteristics and the superintendent's perceptions in school districts with black superintendents. To accomplish this objective, seven hypothesis statements were used to examine nine variables related to financial and racial data in the selected districts.

The population for this study consisted of 83 black superintendents, serving in school districts in 14 states. The participants were asked to provide biographical data and respond to a five-point rating scale that represented their perception on statements related to

trends and characteristics in their districts. The demographic data was collected from the United States Census Bureau and the Joint Center for Political Studies.

The two-section instrument used in the study was developed by the researcher. The first section collected biographical data used to establish the superintendent's profile. The second part of the instrument consisted of 30 Likert type statements used to establish the superintendents' perceptions.

The profile data on the superintendents was analyzed using the statistical package for Social Science (SPSS) frequency distribution and cross-tabulation procedures. The demographic data was analyzed using SPSS frequency distribution, means, cross-tabulation and standard deviation. The Runs Test (at .05 significance level) was used to substantiate data randomness and to examine trends. The findings reveal definite trends and unique conditions in school districts with black superintendents.