

THE STATUS AND PERCEPTIONS OF
BLACK SCHOOL ADMINISTRATORS
IN OMAHA

By

WILBERT H. BLEDSOE
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Bachelor of Science
Grambling State University
Grambling, Louisiana
1966

Master of Science
University of Nebraska at Omaha
Omaha, Nebraska
1968

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Thesis Approved:

Kenneth St. Clair

Thesis Adviser

Kenneth W. Wiggins

Sidney R. McPhee

Elmer E. Johnson

Norman D. Kluckhohn

Dean of the Graduate College

PREFACE

This study examines the 1980 roles and status of black school administrators in the Omaha Public Schools. The primary objective is to determine the perceptions of the black administrators concerning the effects of school desegregation on their roles and status. Data for the study were collected through the use of a researcher-constructed questionnaire that requested information on the respondents' personal and professional backgrounds, their responses to five research questions and six basic assumptions about school desegregation and black administrators.

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CHAPTER I

INTRODUCTION

We conclude that in the field of public education the doctrine of separate but equal has no place. Separated educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and other similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the fourteenth amendment.¹

This statement, an integral part of the Warren Court's decision in Brown vs Topeka Board of Education, is representative of the court's reasoning in decreeing that segregation in public schools in the United States was "officially" ended.

Pursuant to the decision rendered by the Supreme Court in Brown vs Topeka Board of Education, a process of school desegregation was begun in the United States that was to encompass the entire nation in the quarter century following its enactment. Because of the dual system of education in southern states, acknowledging segregative intent, black activist groups, the courts, and the federal government centered their efforts and resources around facilitating the desegregation of southern school systems during the late 1950's and the 1960's.

Public schools separated by race on the pupil, teacher, and administrative levels began to disappear. At first, the transformation was token; however, after the Civil Rights Act of 1964, in those areas of the United States where there had been de jure segregation, school desegregation proceeded rapidly. The objective was to eliminate all schools which were previously identifiable as white or black.²

Federal Court dockets during this period reflected the energetic efforts toward transition in school systems in southern and border states. However, little attention was given to school systems in northern states during this time. It was not until the decision rendered in Swann vs Charlotte-Mecklenburg County Board of Education (1971)³ that the Court served notice that de facto segregation as practiced in many northern school systems would not be allowed to continue. As a result of this decision and subsequent others, many northern communities have been required to devise and implement plans to effect desegregation of their schools, regardless of whether that segregation was considered intentional or the results of residential patterns. Therefore, for all intents and purposes, school desegregation, in varying degrees, is a fact throughout the United States.

Black school administrators, as a role group in the educational hierarchy, have been affected in various ways by school desegregation. In southern and border states, in many instances, to accomplish desegregation, the all-black schools were closed and their pupils, faculties, and admin-

istrators were shifted to other schools and assignments. Although black teachers were often plagued with employment difficulties, the black administrators, during this transition, appeared to have lost their usefulness.⁴ Consequently, a significant number of black school administrators were relegated to lesser positions as teachers, counselors, truant officers, or were fired outright by school boards. In instances when a black was retained as principal, as noted in a 1972 article in the American School Board Journal, "He was now principal in charge of maintenance, transportation (excluding bus routes), and lunches."⁵

Reports from northeastern and western metropolitan areas generally described a loss of status and responsibility for black principals; often the change entailed promotion to newly created administrative positions with fancy titles, but little decision-making power or even continued employment in schools that were still predominantly black.

Omaha, as one of several midwestern cities to have undertaken desegregation of their school systems since 1974, has not followed the pattern of placement of black school administrators that has been reported in southern, border, northeastern, and west coast cities. The majority of the black school administrators in the Omaha Public School System prior to desegregation are currently working in administrative positions, and most are working in schools with large majorities of white students and teachers.

This study investigated black school administrators and

central office administrative personnel concerning their perceptions of the role and status of black school administrators in the Omaha Public School System.

Statement of the Problem

The problem was to examine the 1980 status and perceptions of black building administrators in the Omaha Public Schools, and to compare their perceptions of changes in their roles and status following school desegregation with perceptions of the other black administrators (central office, support services, etc.) in the Omaha Public Schools.

Background of the Study

Prior to the 1976/77 school year, most of the 57,000 students in the Omaha Public School System attended schools that were largely racially segregated. Ten of the 73 elementary schools in the district were more than 95 percent black, while the remaining 47 elementary schools were overwhelmingly non-black. Many did not have a single black student enrolled. Senior and junior high enrollment figures showed similar distribution of black and non-black students. For example, in 1975, four of the eight senior high schools in the district showed a black student enrollment of less than 10 percent, while one, Technical High, showed an enrollment of 81.9 percent black students.⁶ The remaining three senior high schools each enrolled less than 40 percent black students. Seven of the 13 junior high schools enrolled less than 20

percent black students, while two were more than 98 percent black.⁷

Correspondingly, the two black junior high school principals in the district administered schools with more than 95 percent black enrollment, while the only black senior high principal had a black student enrollment of more than 81 percent. All of the black elementary principals administered schools with predominantly black enrollments.⁸

On May 21, 1976, the United States District Court approved a plan for the desegregation of the Omaha Public Schools mandated by the federal courts. This plan provided for about 9,300 of the city's total of 57,000 students being transferred to achieve a racial balance that would approximate in most schools a representative percentage of the black and other minority group school age populations. High school students were not affected by this plan since, earlier in the year, 1,400 volunteered to desegregate their schools.⁹

Black school age children comprised less than 30 percent of the total school age population of the Omaha Public School System. A net result of desegregation in Omaha is that most of the schools in the system were comprised of a small percentage of black students. In 1980, few had enrollments of more than 40 percent black students, with most enrolling a lesser percentage. Therefore, most of the black school administrators in the Omaha Public School System were now administering schools where black students were a minority of the total enrollments.

Rationale of the Study

In the decade following the Supreme Court decision in Keyes vs School District No. 1,¹⁰ many northern cities, including Omaha, have been required by the courts to provide a remedy to the de facto segregation of their public school systems. In cities such as Wichita, Denver, Tulsa, Omaha, and Minneapolis, where the black student enrollments constituted less than one-fifth of the total enrollments, black administrators who were primarily administrators of schools with almost total black student enrollments were now, for the most part, administering schools where non-black students comprised a large majority of the student population. It seems that Omaha and other school systems with similar placements of black school administrators might find such a study of significance in their efforts to support these administrators, and in promoting, training, and deploying subsequent minority group administrators. Abney stated the case as follows:

By identifying certain perceptions, positive and negative, officials charged with the responsibility of hiring public school employees might be better equipped to determine those factors which will make maintaining black administrators in leadership roles advantageous to the successful implementation of a unitary school system, as well as providing a meaningful education for all children.¹¹

Pozdol reported that Negro building principals and assistant principals in Indiana were assigned to schools that had predominantly Negro enrollments.¹² Wilson reported similar findings in concluding that 85.2 percent of the

black administrators in Los Angeles are assigned to schools with 70 percent to 100 percent black students.¹³ Colquit concluded that the percentage of black students seems to be a determining factor in the percentage of black administrative hierarchy.¹⁴ However, recent information concerning school desegregation suggests that minority presence at all administrative and staff levels is needed to reinforce positive images for both minority and majority students.¹⁵ Abney stresses the need for minority staff in this manner:

The existing relationship between the black and white races suggests that the education of many white adults, like that of many blacks, is incomplete. The educational experience of both groups failed to provide the exposure which would permit and encourage the development of a reasonable understanding of people of different racial origins. The white child, growing up and being educated in the same atmosphere as his parents, will continue to have many of the same omissions.¹⁶

The Commission on Civil Rights reinforced this reasoning in a study that included this statement:

Minorities in positions of responsibility help dispel myths of racial inferiority and incompetence, provide positive role models for all students, help ease the adjustment of minority students and their parents as well as majority teachers, and help provide a multicultural curriculum.¹⁷

It may be that the Omaha Public Schools, and other systems with similar racial and ethnic composition, will find this study of value in making future assessment of the merit and feasibility of placing more minority administrators and staff in predominantly white schools.

Previous studies of black administrators in desegregated school districts have indicated that many black administra-

tors have evidenced frustrations and some insecurities as to their roles and status. Byrne and Hines concluded:

An analysis of the data indicates that black principals as a whole are academically well prepared and experienced but they question their opportunity to utilize fully their talents within the educational system It appears that black principals face a different set of problems and obstacles in their efforts to become successful, effective school administrators.¹⁸

Certainly black administrators have newer roles and needs in today's educational systems, and it was hoped that this investigation might offer some insights into the area of problems unique to black administrators that may assist university departments of educational administration in providing more pertinent and comprehensive preparation for black educational administration students.

Some of the major concerns of young black college students aspiring to become educators undoubtedly are:

"What will be the employment opportunities for black educators?"

"Where will the best opportunities be?" and

"How prevalent will the opportunities for advancement for black educators be?"

Numerous studies by government and independent researchers have widely chronicled the loss of jobs and status of black educators in southern and border states following school desegregation. Also, recent studies of northern school districts show that there is underrepresentation of minorities in staff positions. With the advent of school desegregation,

discriminatory hiring practices were often exposed and in some districts were directly addressed as a part of the court order.¹⁹ Consequently, then, it would appear that in both the North and South the employment prospects for black educators are somewhat dismal, and the opportunities for advancement to administrative positions are severely limited. Therefore, a final major reason for conducting this study was to ascertain the perceptions of the Omaha administrators as to their status in the school district, and to gain their views concerning the opportunities for aspiring blacks in the field of educational administration.

Questions to Be Investigated

In this study information was sought concerning the administrators' responses to the following questions:

1. How do black administrators (building and others) perceive the roles and status of black building administrators in comparison to the roles and status of white school administrators before and following school desegregation in Omaha?
2. What do black administrators see as significant barriers, if any (other than financial), which prohibit black building administrators from organizing and operating the kind of school they want?
3. In what ways do black administrators believe central office staff can be of more assistance in operating effective schools for students?

4. How do black administrators believe their talents can be better utilized in a school or in the school system?
5. Do black administrators believe that young blacks should prepare themselves academically to become school administrators?

Assumptions of the Study

In a 1977 study entitled "A Study of the Perceptions of Black Administrators Concerning the Role of the Black Principal in Florida during the Period 1973-78," Simon O. Johnson analyzed and reported on data secured from a sample of black administrators in Florida in response to five assumptions that were a basic part of his investigation. Johnson's assumptions were:

1. In today's schools, the Black administrator is an asset in fostering better human relations among staff and students.
2. Qualified young Black educators should apply for administrative positions.
3. Black administrators are respected by county officials and the community the same as white administrators.
4. School administrators, teachers, children, and other citizens expect more from Black administrators than they do from white administrators.
5. Many problems encountered by Black administrators stem from places other than teacher/student classroom situations.²⁰

Johnson's five basic assumptions were, essentially, adopted in this study as a means of assessing the attitudes of administrators at the building level and other black administrators in Omaha toward them. Johnson's third assumption was divided into two assumptions that provided for

responses by the administrators concerning respect received from school district officials and the school community as two separate entities. This was done as a means of determining if there would be relevant differences in their responses in regard to the level of respect received from each group. Therefore, six basic assumptions are advanced in this study. They are as follows:

1. In a desegregated school system the black building administrator is more of an asset in fostering effective human relations among staff and students than the non-black building administrator.
2. Qualified young black educators should apply for administrative positions.
3. Black building administrators are as respected by central office officials as non-black building administrators are.
4. Black building administrators are as respected by their school communities as non-black building administrators are.
5. School administrators, teachers, children, parents, and other citizens expect more from black building administrators than from non-black building administrators.
6. Black administrators encounter more problems than non-black administrators from sources other than teacher-student classroom situations.

Delimitations and Limitations

Only those persons identified as black administrative personnel in the Omaha Public School System were contacted. It was felt that due to the recent nature of school desegregation in Omaha, a representative sample of white administrators might have been difficult to secure.

Comparisons were made between respondents identified as building administrators (principals and assistant principals) and those identified as other administrators (central office, support services, special projects, etc.).

Data collected from the administrators were limited to a researcher-constructed questionnaire. Follow-up data were collected from some administrators by means of a personal interview.

The study was limited to black administrators in Omaha, because a study of all of the black administrators in one city would seem to yield more comprehensive data than a random study of black administrators in several cities. By studying the total number of black administrators in Omaha, it was believed possible to secure responses from all strata of the black administrative hierarchy. Although there were only 46 black administrators in Omaha, including principals (high school, junior high, and elementary school), assistant principals, central office staff, support services, and special projects within the group of respondents, all of the various administrative levels and specialties were represented.

Definitions of Terms

Definitions of the following terms are provided to promote greater clarity in the reading of this report.

Building administrators -- Those persons employed as principals and assistant principals in the school district.

Other administrators -- Administrative personnel in the school system who serve in central office, supervisory, and other support positions. This group includes assistant superintendents, supervisors, coordinators, directors, and community counselors.

School administrators -- All of the educational administrators, building level and other administrators, as an aggregate are referred to as school administrators.

Review of Related Literature

A Review of the Literature on School

Desegregation in Southern and Border States

During the first twenty years following the Brown decision much of the literature and research concerning black education was related to black classroom teachers in the South and changes in their status resulting from the desegregation process. Research related specifically to black administrators was very limited.²¹ However, as desegregation progressed, government and independent researchers began to focus on the tremendous reduction of black administrators in these states, and the concurrent loss of

status by those who were retained by school districts. A 1972 study by Coffin noted:

. . . the number of black high school principals in 13 southern and border states dropped more than 90 percent during the 1960's. If casualties among black elementary school principals were included, the results would be even worse. In fact, a line graph of the situation between 1954 and 1971 would show a steeply declining curve approaching the baseline of zero.²²

The 1971 Senate testimony of the executive secretary of the National Association of Secondary School Principals presented some startling figures on this obvious trend. For example, in Alabama, 1966-70, the number of black high school principals was reduced from 210 to 57; black junior high school principals were reduced from 141 to 54.²³

Georgia and Louisiana reported "eliminating" 19 percent of their black principalships between 1968 and 1970, while adding 75 to 68 white principalships respectively in the same years.²⁴ Most black principals served in predominantly black schools. Similar reports from Arkansas, Mississippi, Florida, Tennessee, North Carolina, and South Carolina also provided vivid documentation of how black administrators were vanishing in the South.²⁵

In the border states on the Mason-Dixon line, school desegregation, while eliminating the dual system of education, resulted in drastic reductions of black principals, with the exception of the big cities in those states. In cities such as Baltimore, Wilmington, Louisville, St. Louis, Kansas City, and Oklahoma City, there still remained many

schools which were attended predominantly by black pupils and a great number of the remaining black principals were found in these schools.²⁶

A look at the border states of Kentucky, Maryland, and Oklahoma is revealing. Between 1965 and 1969 the number of black principals in Kentucky was reduced from 350 to 36. However, 22 of the remaining 36 were in the city of Louisville.²⁷

Maryland showed a decline of high school principals from 44 in 1954 to 31 in 1968, while the number of white principals increased from 167 in 1954 to 280 in 1968. The pattern was similar for black elementary principals, except in the city of Baltimore. As the city population and, therefore, the pupil population were becoming largely black, the number of black elementary principals increased from 52 in 1954 to 74 in 1968. These black principals were appointed to predominantly or all-black schools.²⁸

Oklahoma had at least 20 racially mixed schools that had black principals in 1968. However, most were predominantly black with token white enrollment.²⁹

The methods used to "eliminate" black school administrators or to reduce their status and prestige were reported to follow similar patterns throughout the South and in border states. The 1970 report of the National Education Association on school desegregation in Louisiana noted the following methods:

1. Outright Demotions--To teaching posts, to assistantships and co-principalships, often with heavy teaching schedules and with little or no defined administrative responsibilities. In the most instances, the reduction in status does not carry reduction in pay; however, an emerging trend noted, was demotion the first year of desegregation and reduction in pay the second year to conform to reduced responsibilities
2. "Phasing Down" of the Black Principals' Schools--Task Force members found few instances where principals of formerly all-black high schools are retained as principals of desegregated high schools. Where they do retain the post, it is with few exceptions to a school that has been reduced in grade level to a junior high, middle, elementary, primary, or special education school.
3. Retention of Title with Diminution of Authority--By the assignment to the desegregated school of a white assistant principal, or curriculum supervisor, who is regarded by blacks and whites alike as the individuals who possess the real managerial authority for that school
4. Paper Promotions--To token positions at the central office, without any clear delineation of responsibilities and without authority. Such token titles include the following: supervisor of child welfare and attendance, instructional material supervisor, assistant director of federal programs and community relations advisor³⁰

James described the pattern in this manner:

He is now in the central office where he is the highly visible token of desegregation and director or co-ordinator of federal programs. If not that, he is given some other title completely foreign to all known educational terminology, a desk, a secretary, no specified responsibilities or authority, and all this with a quiet prayer that he will somehow just go away.

. . . Other former principals are now visiting teachers, counselors, directors of physical plant or buildings and grounds, librarians, book supervisors, and a myriad of other things which defy titles or description. In some few cases the assignments are genuine jobs with general responsibilities. Most are not.³¹

Coffin noted another device for reducing the authority and prestige of black principals in his description of the

"sham" he witnessed in one Mississippi county:

During my first day on the job I noticed that the principal was not included in the meetings of the instructional consultants and teachers. In and out of his office, he was conferring and working with the custodian and several boys hired to clean the school. It was apparent that another man, white, was directing the teacher training activity -- the recently assigned Title III project director had become the instructional leader of the school. Although the principal retained his title, his function had changed drastically. He was now Principal in charge of maintenance, transportation (excluding bus routes), and lunches.³²

A 1977 report by Buxton and Prichard included a statement by one principal that offered his assessment of how desegregation affected black administrators:

In my opinion, the desegregation of the public schools has been probably the greatest catastrophe for the model image of blacks in our time. In fact, the black model image in our schools has been destroyed.³³

James termed the displacement of the black principals in southern and border states as being "catastrophic," and stated, "It would appear for the record that he is threatened with extinction, and the implications of this are startlingly grave for Negro leadership capability in the years to come."³⁴

A Review of Literature on School

Desegregation in Northern and Western States

The loss of status and position or the failure to gain such among black administrators has not been confined to those states where de jure segregation was practiced.³⁵ The Supreme Court decision in the case of Keyes vs School Dis-

trict No. 1, Denver, Colorado, was the first instance in which the court addressed so-called de facto segregation.³⁶ The U.S. Commission on Civil Rights assessed the decision in this manner:

Its decision meant that countless northern school districts, guilty of such practices as gerrymandering school zones, setting up segregatory feeder systems, and assigning staff on a racially discriminatory basis, would be faced with correcting these violations of Constitutional rights.³²

As school desegregation progressed in northern cities, many instances of discriminatory hiring and placement practices were exposed, and in many districts remedies were mandated by court orders. In the large metropolitan cities of the northeast, court mandates, large minority student enrollments, and community protests resulted in increases in black teachers and administrators, but the number of black administrators in cities such as Chicago, Detroit, New York, Philadelphia, and Newark increased so slowly that these increases had little meaning.³⁸ For example, in 1970 black students represented 54.8 percent of the total student enrollment in Chicago, but black administrators were only 28 percent of the total number of administrators. The percentage of black students in Chicago increased to 59.9 percent in 1977, but the percentage of black administrators, while increasing slightly to 35.8 percent, was still far from representative of the percentage of black students who were in the district.³⁹

Detroit's black student enrollment increased from 63.6

percent in 1971 to 81.8 percent in 1977. The percentage of black faculty members, which was already underrepresentative in 1971, increased slightly from 42 percent to approximately 53 percent in 1977. Black administrators increased from 581 in 1971 to 827 in 1977.⁴⁰ Both figures were still underrepresentative of the student population.

New York showed a black student enrollment of 38.1 percent in 1977, while the faculty and administrative staff was only 11.4 percent black. This was a modest increase from the 8.5 percent black faculty and administrators in 1971.⁴¹ However, as was the case with other similar metropolitan districts, a few hundred added to zero is still just a few hundred, not the thousands of black administrators needed in urban, suburban, and rural school districts in the North.⁴²

Aside from underrepresentation on school staffs, most black administrators in school districts in the North and West were in schools with predominantly black student populations. In 1978, a great number of inner-city schools in New York City remained almost entirely minority. In April of that year the federal district court in Brooklyn confirmed discriminatory hiring and placement practices charged by the Department of Health, Education and Welfare and the Office of Civil Rights and declared the school system ineligible for \$3.5 million of Elementary-Secondary Education Act funds.⁴³

Wilson determined that 85.2 percent of the black school administrators in the Los Angeles Unified School District were assigned to schools with 70 percent to 100 percent black

students in 1975.⁴⁴ He also concluded that:

A large majority of these black school administrators perceived that their positions were attributed directly to their ethnicity, rather than to their training and competency. They felt that their primary role was as a "buffer" between the black community and the school system, and that their chances for employment in a corresponding role in other areas of the city were minimal.⁴⁵

Pozdol reached similar conclusions in his study of black administrators in Indiana. Among his major conclusions were the following:

- *Negro building principals and assistant principals in Indiana were assigned to schools which had predominantly Negro enrollment.
- *Most Negro administrators in Indiana had been appointed to present positions since the beginning of the Civil Rights movement.⁴⁶

Similarly, Scruggs reported that a majority of black administrators from several states who responded to his study believed that a quota system existed for hiring black administrators. He further stated, "Black administrators have concluded that their acceptance into the educational system is not equal to that of whites."⁴⁷

A Review of Literature on School

Desegregation in Midwestern States

In many midwestern cities, where black student representation constitutes a much smaller percentage of the total student enrollment than in the metropolitan areas of the North and West, student desegregation according to court-ordered formulas has been proceeding successfully. However, data from midwestern cities indicated that black adminis-

trators and teachers were still underrepresented in many of these districts. The percentage of black students in the Denver system increased from 14.8 percent in 1970 to 21 percent in 1978; but there was only a modest increase in black administrators: from 9.4 percent in 1970 to 11 percent in 1978.⁴⁸

While the percentage of black student enrollment in the Minneapolis public schools rose from 10.6 percent in 1972 to 16.4 percent in 1977, black administrators and teachers increased less than 3 percent, from 5.4 percent to 7.9 percent.⁴⁹

Data from the Omaha public schools shows that black administrators and faculty were underrepresented prior to school desegregation, and their underrepresentation in the Omaha system continued to be of concern to black educators and community people in 1980. In 1975, the year before the court-approved plan was implemented, black students comprised 20.8 percent of the total student population,⁵⁰ while black administrators and teachers were less than 16 percent and 10 percent respectively.⁵¹ In 1980, the black student enrollment rose to 25.3 percent of the total student enrollment;⁵² however, the increase in black administrators to 19.7 percent and teachers to 10.5 percent had not kept pace with the percentage of blacks in the student population.⁵³

The Office of Civil Rights has addressed the concern for more minorities in decision-making positions in the nation's schools. In a recent report, the following reasons

were offered:

Minorities in positions of responsibility help dispel myths of racial inferiority and incompetence, provide positive role models for all students, help ease the adjustment of minority students and their parents as well as majority teachers, and help provide a multicultural curriculum.⁵⁴

A community leader in Stamford, Minnesota, stressed the need for minority staff:

One other area that is constantly highlighted is the low minority representation throughout the school board's staff, especially the lack of black and Hispanic personnel. It is well known that students need to have that type of imagery available⁵⁵

The black principal, also, should be a valuable asset to white pupils in making the adjustments needed in today's multicultural society.⁵⁶ They, along with other minority staff members, give credence to the school's effort to recognize and appreciate the contributions of all ethnic and racial groups. The contributions of black Americans to science and medicine may be taken more seriously if the nurse and the department chairperson are black.⁵⁷

It is apparent, then, that as part of the desegregation process, black and other minority administrators have a vital role in helping to develop the racial understanding, tolerance, and appreciation needed to truly integrate American education. This study will investigate the black administrators' perceptions of their roles and status in the Omaha system.

ENDNOTES

¹Brown et al. v. Board of Education of Topeka et al., 347 U.S. 483 (1955).

²Office of Civil Rights, "Policies on Elementary and Secondary School Compliance with Title VI of the Civil Rights Act of 1964," March, 1968, Sub-Part, Section II.

³Swann v. Charlotte-Mecklenburg Board of Education, 402 U.S. 1 (1961).

⁴Everett E. Abney, Sr., "The Status and Perceptions of Black Administrators in Florida" (unpub. Ed.D. dissertation, Univ. of Florida, 1981), p. 2.

⁵Gregory C. Coffin, "The Black Administrator and How He Is Being Pushed to Extinction," American School Board Journal, CLIX (May-June, 1972), 33.

⁶Omaha Public Schools, "Research Report #213: Racial Composition of Schools" (October, 1975), p. 2.

⁷Ibid.

⁸Omaha Public Schools, "Department of Staff Personnel Bulletin" (Sept., 1975; mimeographed).

⁹Omaha Public Schools Information Center, The Plan: Desegregation of the Omaha Public Schools (1976-77), p. 1.

¹⁰Keyes v. School District No. 1, 413 U.S. 189 (1973).

¹¹Abney, p. 7.

¹²Marvin D. Pozdol, "Opinions of Negro Administrators in the Public Schools in Indiana Concerning Racial Issues Related to Education" (unpub. Ed.D. dissertation, Ball State Univ., 1970).

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¹⁶Abney, pp. 7-8.

¹⁷Fulfilling the Letter and Spirit of the Law, p. 222.

¹⁸David R. Byrne and Susan A. Hines, "Black Principals: NASSP Study Provides Meaningful Data," NAASP Bulletin, LXIV (Feb., 1980), 73.

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²⁶John Egerton, "When Desegregation Comes, the Negro Principals Go," Southern Education Report, III (Dec., 1967), 33.

²⁷Coffin, p. 33.

²⁸J. C. James, "The Black Principal: Another Vanishing American," The New Republic, CLXIII (Sept. 26, 1970), 20.

²⁹Egerton, p. 10.

³⁰Samuel B. Ethridge, coordinator, Report of NEA Task Force III, School Desegregation: Louisiana and Mississippi (Washington, D.C., Oct., 1970), pp. 9-14.

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- ³⁸Colquit, p. 70.
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- ⁴⁰Ibid., p. 42.
- ⁴¹Ibid., p. 56.
- ⁴²Coffin, p. 34.
- ⁴³U.S. Commission on Civil Rights, Desegregation of the Nation's Public Schools, p. 56.
- ⁴⁴Wilson, p. 41.
- ⁴⁵Ibid., p. 43.
- ⁴⁶Pozdol, p. 102.
- ⁴⁷James A. Scruggs, "How Black Administrators View Their Status Today," Phi Delta Kappan, LVIII (April, 1977), 48.
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CHAPTER II

METHODOLOGY, INSTRUMENTATION, AND
PERSONAL AND PROFESSIONAL
BACKGROUNDS

Design and Methodology

Description of the Population

The population of this study was defined by using the 1980/81 administrative directory of the Omaha Public Schools and the roster of participants in the black administrators' caucus (Concerned and Caring Educators) of the Omaha Public Schools. Persons listed in both publications were readily identified with the assistance of three of the black administrators in the system. Each administrator was asked to identify all of the black administrators in the school system directly, and each list was checked against others to insure that all of the black administrators were identified.

Addresses of all of the administrators were secured from the school system directory and were crosschecked with the caucus roster (where possible) and the administrators assisting in the study.

A check was made of the 1975/76 educational directory of

the Omaha Public Schools to determine if all of the black administrators in the 1980/81 administrative directory held positions in the system prior to school desegregation in 1976. This showed that all of the 46 administrators did hold positions in the system prior to the desegregation mandate.

Instrumentation

The primary instrument utilized in collecting data in this study was a researcher-developed questionnaire. (See Appendix B.) The questionnaire was developed with the aid of instruments from similar studies of black administrators. These instruments were evaluated in terms of their feasibility for collecting the required data from the population studied. Each item or series of items was scrutinized in regard to clarity and appropriateness, and some were amended or deleted on that basis.

In order to provide for the best possible return of the completed instruments by respondents, and as a means of collecting reliable, quantifiable data, it was decided that the instrument should be brief and should contain closed questions that were easy to respond to, and which elicited standardized responses. Most of the items were structured according to the Likert scale, with the participants responding in one of five modes to each question. This method was chosen because it was considered easier to complete, less time-consuming, and fairly easy to tabulate and analyze.

A second type of question which allowed for more flexi-

bility of response, the rank order type, was also utilized. Respondents were requested to provide a ranking of listed related items, and space was provided for them to include other related items not listed and to rank those items according to their perceptions of where they fit in the total group of related items.

Personal interviews were utilized with four respondents who requested the researcher to complete the questionnaire in this manner, and two respondents who contacted the researcher concerning specific items in the questionnaire. No specific format for those interviews was designed. Each interview made use of the questions provided in the questionnaire, and additional comments were recorded only as a means of emphasizing trends of responses to certain items.

Before the final instrument was decided upon, several educators in the Omaha area and noted educators in other areas reviewed and criticized prior versions of it. The initial draft of the questionnaire was checked for clarity and grammatical errors by Dr. Floyd Waterman, Director of the Center for Urban Education at the University of Nebraska at Omaha, and Mrs. Wilda Stephenson, Director of the Goodrich Program at the University of Nebraska at Omaha. The revised draft was then reviewed and criticized by Mr. Samuel Crawford, a former principal in the Omaha Public Schools, and by Dr. James Tanner, a former principal and central office administrator in the Cleveland, Ohio, Public School District. Mr. Douglas Chambers, a counselor in the Omaha Public

Schools, and Mr. Lloyd Beasley, Director of the Special Services Program at Creighton University, also provided valuable assistance in establishing the validity of the content and design of the questionnaire. All of the suggestions and comments helped immensely in the refinement of the questionnaire utilized in this study.

The questionnaire included items that requested data in the following general areas:

1. background information such as sex, age, place of residence (pre-professional), marital status, educational record, employment experiences, and professional and community activities;
2. perceptions regarding specific matters concerning black and white principals before and after desegregation; and
3. perceptions and generalizations about desegregation as it related to black administrators.

Collection of the Data

The questionnaire and a cover letter were mailed to all of the 46 black administrators in the Omaha Public Schools. The cover letter explained the purpose of the study and assured the respondents that the information would be held in the strictest confidence. A stamped, self-addressed envelope was included with the questionnaire to provide for maximum ease with which to return it. After a period of two weeks, follow-up letters were mailed to all of the adminis-

trators, even though there had been a good return of the initial questionnaire.

Some of the administrators who had questions to ask of the researcher, or who were willing to respond but preferred personal interviews, contacted the researcher and personal interview sessions were arranged and conducted. Most of the interviews involved either an item-by-item completion of the instrument by the researcher or the respondent, utilizing an oral method of questioning, or a discussion of specific items which resulted in the respondent's providing an appropriate response to those items in accordance with the questionnaire format.

Treatment of the Data

The major statistical analysis of the data obtained in the study was to determine the numerical percentage distribution of responses. The background information and the responses to Likert type questions were treated in this manner.

Responses to rank-order type items were assigned a weight that corresponded to the ascribed rank, and a mean was determined for each item. The items were then ranked in the order of the means tabulated for each.

Interview data were not treated in statistical terms, but selected comments were included in the report to provide narrative emphasis to questions to which expansive and clarifying information was provided by the respondents.

Personal and Professional Backgrounds
of the Two Respondent Groups

Black building administrators and "other" black administrators in the Omaha Public School System offered little contrast in terms of personal and professional backgrounds. This fact was particularly relevant in terms of the "other" administrators' ability to offer knowledgeable insights on the roles and status of black building administrators in the Omaha Public School System.

The background information presented included information on: (1) sex, age, and places of residence; (2) marital status; (3) educational and professional background; and (4) professional and community organizations.

Sex, Age, and Original Residence

Of the 46 black administrators in the Omaha School System, 40 were respondents in this study. Twenty-five were building administrators, and 15 were "other" administrators (central office personnel, supervisory personnel, special services, etc.). Among the building administrators, 40 percent were females and 60 percent were males; 60 percent of the other administrators were females and 40 percent were males.

Shown in Table I are the distributions of respondents by age. Among the building administrators, 32 percent were in the age category 31-40; 36 percent were 41-50; 12 percent were

TABLE I
DISTRIBUTION OF RESPONDENTS BY AGE

	Age Categories										Missing Respondents	
	20-30		31-40		41-50		51-60		61 and over			
	F	%	F	%	F	%	F	%	F	%	F	%
Building Administrators	0	0	8	32	9	36	3	12	4	16	1	4
Other Administrators	0	0	4	26.7	6	40	2	13.3	1	6.7	2	13.3

F = frequency of responses.

51-60; and 16 percent were 61 and over. Among the other administrators, 26.7 percent were in the age category 31-40; 40 percent were 41-50; 13.3 percent were 51-60; and 6.7 percent were 61 and over. The mean age of the building administrators was 45.83 years, while the mean age of the other administrators was 45.0 years. Not responding to this item were 4 percent of the building administrators and 13.3 percent of the other administrators. All who did not respond were females.

The administrators were asked to respond to the question "What state did you reside in longest prior to becoming an administrator in Omaha?" The responses were categorized as:

1. Nebraska residents,
2. residents of southern states,
3. residents of other midwestern states, and
4. residents of states neither in the Midwest nor the South.

Among the building administrators 40 percent were residents of Nebraska; 36 percent were residents of southern states; 8 percent were residents of midwestern states other than Nebraska; and 16 percent were from states neither in the Midwest nor in the South. The southern states listed as prior places of residence were: Louisiana (3), Texas (4), Georgia (1), and Arkansas (1). Administrators from other midwestern states listed: Missouri (2), Iowa (1), and Il-

linois (1). States listed that were neither midwestern nor southern were Pennsylvania (3) and Ohio (1).

Marital Status

The overwhelming majority of the respondents in both groups were married. Among the building administrators, 84 percent were married, 12 percent were separated, and 4 percent were widowed. None was divorced or single. Among the other administrators, 60 percent were married, 26.7 percent were divorced, and 13.3 percent were single.

Educational and Professional Background

Thirty-two percent of the building administrators attended high school in Nebraska, 40 percent attended high school in southern states, 12 percent attended high school in other midwestern cities, and 16 percent attended high school in states neither in the Midwest nor in the South. Of the other administrators, 46.7 percent attended high school in Nebraska, 46.7 percent attended high school in southern states, and 6.6 percent attended high school in other midwestern states.

The data in Table II show the distribution of the sizes of the high school classes of the administrators. The largest percentage of both respondent groups was from high schools with graduating classes of 400 or more students. Forty percent of the building administrators were in classes of 400 or more, while 16 percent were from graduating classes

TABLE II

SIZE OF RESPONDENTS' HIGH SCHOOL GRADUATING CLASSES

	Under 50	51-100	101-199	200-299	300-399	Over 400	Missing Responses
	F %	F %	F %	F %	F %	F %	F %
Building Administrators	2 8	4 16	1 4	3 12	4 16	10 40	1 4
Other Administrators	4 26.7	2 13.2	1 6.7	1 6.7	1 6.7	6 40	0 0

with 300-399 students and 50-100 students. Twelve percent were from schools with graduating classes of 200-299 students. Forty percent of the other administrators were in graduating classes of 400 or more. However the second largest group of administrators, 26.7 percent, were in graduating classes with 40 or fewer students. The remaining other administrators were from schools with 50-100 students in the graduating class (13.3 percent) and 6.7 percent were from classes in each of the categories 200-299, 300-399, and 100-199.

In Table III the data show the location of colleges and universities attended by the respondents. The two groups were rather evenly divided in regard to whether they were from predominantly white or black colleges. Of the building administrators, 48 percent were from predominantly black universities, and 44 percent were from predominantly white universities. Eight percent indicated graduating from universities that were evenly divided between white and black students. Of the other administrators, 46.7 percent were from predominantly white universities.

The colleges and universities from which respondents received their Bachelors' degrees were located mostly in Nebraska and the South. Among the building administrators 36 percent received Bachelors' degrees from Nebraska universities, 40 percent from southern universities, 12 percent from universities in other midwestern states, and 12 percent from universities neither in the Midwest nor South. Of the

TABLE III
COLLEGES AND UNIVERSITIES ATTENDED BY THE RESPONDENTS

Location	Building Administrators				Other Administrators			
	Bachelors		Masters		Bachelors		Masters	
	F	%	F	%	F	%	F	%
Nebraska	9	36	20	80	6	40	11	73.3
Southern	10	40	3	12	7	46.7	3	20
Other Midwestern	3	12	1	4	2	13.3	0	0
Outside Midwest and South	3	12	1	4	0	0	1	6.7

other administrators, 40 percent received Bachelors' degrees from Nebraska universities, 46.7 percent from southern universities, and 13.3 percent from universities in midwestern states other than Nebraska.

The majority of the administrators received their Bachelors' degrees in education. Forty percent of the building administrators received Bachelors' degrees in elementary education and 44 percent in secondary education. Eight percent of the building administrators received Bachelors' degrees in sociology and 4 percent in social administration. Forty percent of the other administrators received Bachelors' degrees in elementary education, and 46.7 percent in secondary education. Also among the other administrators, 6.7 percent (1) received a Bachelor's degree in social administration and the same percentage had a Bachelor's degree in nursing.

An overwhelming majority of the administrators received Masters' degrees from predominantly white universities in Nebraska. Eighty-four percent of the building administrators received Masters' degrees from predominantly white universities, with 80 percent of these from Nebraska universities. Only 12 percent received Masters' degrees from predominantly black universities, all in southern states, and 4 percent (1) reported receiving a Master's degree from a university with a nearly even enrollment of black and white students. Similarly, 86.7 percent of the other administrators received Masters' degrees from predominantly white universities, with 73.3 percent of those from universities in Nebraska. Six and

seven tenths percent (1) received a Master's degree from a university with a nearly even black and white enrollment. Twenty percent of the other administrators received Masters' degrees from southern universities.

Of the building administrators, 64 percent received Masters' degrees in educational administration, while 28 percent received Masters' degrees in teacher education, and 12 percent in guidance and counseling. Among the other administrators, 53.3 percent received Masters' degrees in educational administration, 20 percent in teacher education, and 20 percent in guidance and counseling. No information on post-Masters' degrees was requested; however, interviews revealed that several of the administrators held Specialist degrees in educational administration, and some had doctorates.

The data in Table IV show the distribution of the respondents' professional experience. Most of the black administrators indicated relatively brief teaching experience prior to assuming administrative positions. Of the building administrators, 72 percent taught in the Omaha system for ten years or less, with 36 percent having taught in Omaha for more than fifteen years before becoming an administrator. Eighty percent of the other administrators taught in Omaha ten years or less, 40 percent five years or less, and only 20 percent taught more than ten years in Omaha before receiving administrative appointments.

Ninety-two percent of the building administrators had less than sixteen years of administrative experience in Omaha,

TABLE IV
PROFESSIONAL EXPERIENCE OF ADMINISTRATORS

	Building Administrators								Other Administrators							
	1-5 yrs.		6-10 yrs.		11-15 yrs.		16-20 yrs.		1-5 yrs.		6-10 yrs.		11-15 yrs.		16-20 yrs.	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Teaching Experience in Omaha	9	36	9	36	4	16	21	84	6	40	6	40	2	13.3	1	6.7
Teaching Experience in Other District	4	16	1	4	1	4	0	0	3	20	2	13.3	0	0	0	0
Administrative Experience in Omaha	7	28	10	40	6	24	2	8	2	13.3	9	60	3	20	1	6.7
Administrative Experience in Other District	1	4	0	0	0	0	0	0	2	13.3	0	0	0	0	0	0

with the majority, 28 percent, having less than eleven years of administrative experience. Among the other administrators, 93.3 percent had served in administrative capacities in Omaha less than sixteen years, with 73.3 percent having less than eleven years of administrative experience in Omaha.

Few of the respondents indicated teaching or administrative experience in other school systems. Only 24 percent of the building administrators had taught in another system, and only 4 percent (1) had administrative experience in another school system. Of the other administrators, 33.3 percent taught in another school system, and only 13.3 percent served as administrators in another system. None of the respondents had more than fifteen years of teaching experience, or more than five years of administrative experience in another school system.

Community and Professional Organizations

Most of the respondents did not indicate any community organizations they helped to organize. Only 30 percent of both groups combined helped to organize any community organizations, and only 15 percent helped to organize more than one community organization.

There was no apparent difference between the number and kinds of organizations the two respondent groups helped to start. Twenty-eight percent of the building administrators helped to start organizations. These included: local church auxiliaries (youth choirs, Bible Schools, men's groups), Op-

portunities Industrialization Center (OIC), Boy Scout Aramas, Hamilton-Lake Community Council, Hamilton-Lake Head Start, Girls' Club of Omaha, Omaha chapter of the National Council of Negro Women, and Nebraska Poets Association. Two building administrators (8 percent) helped to organize church youth choirs, men's groups, and Bible Schools, but none of the other organizations were included in the lists of more than one building administrator.

Among the other administrators, 13.3 percent assisted in organizing a local affiliate of Jack and Jill of America. Other organizations were: Stock's Nest (an auxiliary of Zeta Phi Beta Sorority), Community Bank of Nebraska, Rent-a-Kid Program, Omaha Economic Development Corporation, Opportunities Industrialization Center, and the Renaissance Club. None was listed by more than one of the other administrators.

The building administrators were asked if any of the community organizations in which they participated were equal to, or nearly equal to, the racial composition of their schools. As shown in Appendix C, most of the building administrators in Omaha served in schools that enrolled a larger number of non-black students than black students, and all were significantly bi-racial. Therefore, the organizations listed by the administrators responding to this item should have been bi-racial, with substantial black and non-black memberships. Organizations listed were: Girls' Club of Omaha, Boy Scouts of America, YWCA, Omaha Opportunities Industrialization Center, Phi Delta Kappa, and two unnamed

community action groups. None was listed by more than one building administrator. (See discussion Chapter IV, p. 96.)

No information concerning professional organizations was reported. However, two organizations, the Black Caucus of the Omaha Education Association and Concerned and Caring Administrators (an organization composed of black administrators in the Omaha System), were included on the list of one administrator as groups to which he belonged.

Because of the dearth of responses to the items concerning community organizations, no statistical report was prepared for these items.

CHAPTER III

STATUS AND PERCEPTIONS OF THE RESPONDENTS

This chapter provides information on the 1980 job status of the two respondent groups, and their perceptions of that status. Specific information presented from the administrators' responses to the questionnaire will include: the 1980 job status and perceptions of that status; perceptions of role responsibilities of black and white principals; perceptions of administrative opportunities for black educators; and perceptions of black administrators related to school desegregation. The chapter will conclude with a non-statistical report of personal interviews with some of the respondents. The interviews ~~were~~ conducted to clarify specific questions on the questionnaire or, with some respondents, to complete the questionnaire utilizing the interview method. All interviews were conducted at the request of the respondents interviewed.

1980 Job Status and Perceptions of That Status

The 40 black administrators responding to this study represented 86.9 percent of the total number of black admin-

istrative personnel in the Omaha Public Schools during the 1980/81 school year. Sixty percent (25) of the respondents were building administrators (principals or assistant principals), while 40 percent (15) are categorized as "other" administrators. This group included an assistant superintendent, central office supervisory staff member, community counselors, a Title I coordinator, and a director of student job placement. The respondent groups were comprised of representatives from all strata of the administrative hierarchy of the Omaha Public Schools.

In Table V the data show the distribution of job titles reported by the respondents. Among the building administrators, the largest percentage (44 percent) were elementary principals. Of them, 63.6 percent were in charge of schools with a predominantly non-black student enrollment. One respondent (4 percent of the total number of building administrators) reported his title as elementary assistant principal and indicated serving in a school with a predominantly white student enrollment. All of the elementary school administrators administered schools that had predominantly non-black faculties.

Secondary school administrators were divided into two major categories: junior high administrators and senior high administrators; but their responses were tabulated together in most instances throughout this report. Of the secondary school administrators, 61.5 percent (8) administered junior high schools, and 38.5 percent (5) were senior high assis-

TABLE V
TITLES OF JOBS HELD BY RESPONDENTS

Title	Male	Female	Total	%
Elementary Principal	5	6	11	27.5
Central Office Staff	1	6	7	17.5
Junior High Assistant	4	2	6	15
Community Counselor	3	2	5	12.5
Senior High Assistant Principal	4	1	5	12.5
Junior High Principal	2	0	2	5
Elementary Assistant Principal	1	0	1	2.5
Director of Student Job Placement	1	0	1	2.5
Title I Coordinator	0	1	1	2.5
Assistant Superintendent	1	0	1	2.5

tant principals. None of the secondary school administrators responding to the questionnaire were senior high principals, while only two (15.3 percent) were junior high principals. All of the secondary school administrators administered schools with predominantly white student enrollments, and predominantly white faculties.

Among the "other" administrators, the largest percentage, 46.7 percent (7), identified their jobs as central office supervisory staff. Community counselors, administrative personnel chiefly responsible for representing the district in matters involving special student placement, training, and special disciplinary procedures, comprised 33.3 percent (5) of the total number of other administrators. Both groups work closely with building administrators, faculty, and students throughout the district and are fully qualified to offer perceptions on roles and status of building administrators, as well as other support personnel. The remaining 20 percent (3) of the other administrators included a director of student job placement, a Title I coordinator, and an assistant superintendent. The assistant superintendency, the top-ranking position held by a black person in the Omaha Public Schools, officially carried the title "Assistant Superintendent of Human and Community Relations."

Among the respondents, 55 percent (22) were males and 45 percent (18) were females. Female elementary principals comprised one-third of the total number of female administrators responding to the study, and an equal number of females

were members of the central office supervisory staff. The remaining female respondents were divided among the positions of junior high assistant principals (11.1 percent), community counselors (11.1 percent), senior high assistant principal (5.5 percent), and Title I coordinator (5.5 percent). The most significant category that did not include a female was the position of junior high principal.

The job titles indicated by male respondents varied more than those indicated by female respondents. Title I coordinator was the only job category that did not include a male. Of the male respondents, 22.7 percent were elementary principals. Junior high and senior high assistant principals each comprised 18.2 percent of the male respondents, while 13.6 percent were community counselors and 9.1 percent were junior high principals.

As a means of ascertaining the respondents' perceptions of the importance of their roles in the administrative hierarchy, they were requested to rank various supervisory positions in the order of perceived importance (highest: 1, 2, 3 . . . ; 10: lowest). Eight positions were listed, and space was provided for each respondent to list his or her position and its ranking if the position was not listed. Also, a space was provided to list another position which was not included and respondents were asked to rank that position as a part of the total ranking. The mean rank was calculated for each position, and positions were ranked accordingly. The results are shown in Table VI. The position of super-

TABLE VI
RESPONDENTS' RANKING OF EDUCATIONAL ADMINISTRATIVE POSITIONS
ACCORDING TO DEGREE OF PERCEIVED IMPORTANCE

Administrative Position	Building Administrator		Other Administrator	
	Means	Ranking	Means	Ranking
Assistant Superintendent	5.8	8	2.7	2
Central Office Staff	4.8	5	3.0	3
Elementary Principal	1.3	1	1.6	1
Junior High Principal	2.5	2	4.1	5
Senior High Principal	4.1	3	4.6	6
Elem. Asst. Principal	4.5	4	4.0	4
Jr. High Asst. Principal	4.9	6	5.5	7
Sr. High Asst. Principal	5.7	7	6.4	8
Other*	No Computation		No Computation	

*There were only three responses in the "Other" category by building administrators, and seven by other administrators. Therefore, a mean for this group was not calculated. All three of the building administrators listed "teachers" as the most important position, while two of the other administrators listed their position as being the fourth most important.

intendent was not included in the list of positions to be ranked and, interestingly, none of the respondents listed it in the spaces provided for other positions.

Both respondent groups overwhelmingly agreed that the position most important in meeting the needs of students in the school system was elementary principal. Interestingly, the next two highest rankings by both groups closely related to their own job categories. The building administrators ranked junior high and senior high principal second and third respectively, while the other administrators ranked assistant superintendent and central office supervisory staff second and third respectively. Surprisingly, both respondent groups considered elementary assistant principal to be the fourth most important position, although only in a few situations were there persons working in this capacity in the Omaha Public Schools.

Although the other administrators considered the assistant superintendent position to be very important (ranked second), the building administrators perceived it to be least important (ranked eighth) among the positions listed. Both groups concurred, however, that junior and senior high assistant principals rated a very low priority (sixth and seventh respectively among building administrators, seventh and eighth among other administrators).

As a group, the only respondents that considered their positions to be the most important were the elementary principals: 63.6 percent ranked their position first, 18.1 per-

cent ranked elementary principal second, and 18.1 percent did not rank the position. The two elementary principals who ranked their position second considered the position of assistant superintendent to be the only one more important than their own.

Assistant principals, generally, considered their position to be subordinate to other positions listed: 66.7 percent of them ranked their position between third and eighth, while only 16.7 percent of the assistant principals ranked their position first. One of the two assistant principals who gave a number one ranking to the position gave an equal ranking to all of the positions listed.

The "other" category was responded to by ten administrators: three building administrators, five community counselors, a director of student job placement, and a Title I coordinator. All of the building administrators added the position of teacher and ranked it as the second most important position. The seven other administrators listed their own positions, but none gave the position a higher ranking than fourth.

Perceptions of Principals' Roles

Before and After Desegregation

As a means of comparing the respondent groups' perceptions of the primary role responsibilities of black and non-black principals before and after school desegregation in Omaha, they were asked to rank several administrative tasks

in the order of the perceived amount of attention black and non-black principals were required to give to these tasks before and after desegregation. The respondents were instructed to omit any of the seven listed responsibilities they did not consider to require a substantial amount of the principal's attention, and to add any tasks that were not listed that they considered to be important tasks performed by the Omaha principals. The mean rank of each task was calculated, and overall rankings were assigned accordingly. Table VII shows the results of responses to this item.

Both respondent groups perceived the primary responsibilities for black principals before desegregation to be building supervision, instructional leadership, and disciplining students. The building administrators ranked instructional leadership ahead of student discipline, while the other administrators considered disciplining students a slightly more prevalent responsibility than instructional leadership. Also, both respondent groups perceived the black principal's role in fostering human relations in his building as being the fourth most important responsibility for him. The building administrators ranked the preparation of reports and other paperwork equal to fostering human relations, while the other administrators considered the black principal's role as community liaison for the district to be equally as fundamental as his human relations function. The preparation of paperwork was considered to require the

TABLE VII

PERCEPTIONS OF ROLES AND RESPONSIBILITIES OF BLACK AND NON-BLACK ADMINISTRATORS
BEFORE AND AFTER SCHOOL DESEGREGATION

	Building Administrators								Other Administrators							
	Blacks				Non-Blacks				Blacks				Non-Blacks			
	Sum of X	N	Means	R	Sum of X	N	Means	R	Sum of X	N	Means	R	Sum of X	N	Means	R
Before Desegregation																
Instructional Leadership	65	23	1.8	2	34	17	2	1	37	13	2.8	3	28	9	3.1	2
Building Supervision	49	23	2.1	1	40	17	2.4	2	30	13	2.3	1	18	9	2	1
Disciplining Students	72	23	3.1	3	69	17	4.1	4	33	13	2.5	2	29	9	3.2	4
Community Liaison for District	105	23	4.6	6	71	17	4.2	5	48	13	3.7	4	28	9	3.1	2
Human Relations in Building	99	23	4.3	4	74	17	4.4	6	48	13	3.7	4	31	9	3.4	5
Reports & Paperwork	99	23	4.3	4	63	17	3.7	3	56	13	4.3	6	35	9	3.8	6
Other	6	1	6	7	-	-	-	-	7	1	7	7	-	-	-	-
After Desegregation																
Instructional Leadership	87	23	3.78	5	40	18	2.22	1	54	14	3.86	5	42	10	4.2	6
Building Supervision	68	23	2.96	1	53	18	2.94	2	36	14	2.57	1	25	10	2.5	1
Disciplining Students	75	23	3.26	3	66	18	3.67	4	44	14	3.14	4	27	10	2.7	2
Community Liaison for District	80	23	3.48	4	69	18	3.83	5	38	14	2.71	3	28	10	2.8	3
Human Relations in Building	68	23	2.96	1	72	18	4.00	6	37	14	2.64	2	33	10	3.3	4
Reports & Paperwork	109	23	4.74	6	63	18	3.50	3	68	14	4.86	6	38	10	3.8	5
Other	6	1	6.00	7	-	-	-	-	7	1	7.00	7	-	-	-	-

Sum of X = weighted total of responses; N = number of respondents; R = ranking according to means.

least amount of the black principal's attention before desegregation by the other administrators.

The building administrators perceived instructional leadership to be the most fundamental function of non-black principals before desegregation, with building supervision a close second. These two functions were reversed by the other administrators, with building supervision receiving a slightly higher ranking than instructional leadership and community liaison for the district, which shared the second ranking for non-black principals' primary tasks before desegregation. The greatest differences in the perceptions of the two respondent groups were in relation to non-black principals' roles in the preparation of paperwork and their community liaison function. As previously noted, the other administrators considered non-black principals' community liaison function to be highly critical (ranked second); however, the building administrators viewed their community liaison function as having a low priority (ranked fifth). Preparation of paperwork was ranked third by the building administrators, but the other administrators perceived this function to have the lowest priority for non-black principals, just as they did for black principals.

Only one member of each respondent group responded in the "other" space. Both ranked a perceived function of black principals that was not listed. A building administrator included after-school activities (ranked sixth), and the other administrator added lunchroom duty (ranked seventh).

No corresponding rankings for non-black principals were provided.

Both respondent groups considered building supervision to continue to be the number one priority of black principals following school desegregation. The building administrators, however, considered fostering human relations within their buildings to be equally as meaningful (tie for first ranking), and the other administrators, also, perceived the human relations function of black principals to have increased greatly (ranked second) following school desegregation. Instructional leadership and preparation of paperwork were viewed as the least important functions of black principals following school desegregation.

Interestingly, black building administrators perceived the non-black principal's role as the instructional leader to have a much higher priority (ranked number one) than the black principal's role in instructional leadership. The other administrators did not share this view, however, and ranked this function last for non-black principals. Both groups accorded a very low ranking to the human relations function of non-black principals. Curiously, the other administrators perceived that non-black principals focused more attention on disciplining students (ranked second) than black principals (ranked fourth). This perception was not shared by the building administrators, however.

Perceptions of Barriers to Operating Schools

The respondents were asked if there were barriers, other than money, to principals' ability to operate the kinds of schools they wanted. And, if there were barriers, to rank them in the order of perceived effect upon black and non-black principals. Responses to this question are shown in Table VIII.

A belief that there were significant barriers to principals' operation of their schools existed among 76 percent of the building administrators, while 24 percent of them did not perceive that there were significant barriers. However, two of the respondents provided a ranking of the possible barriers listed in the item, and their responses were tabulated as a part of the rankings of barriers by building administrators.

The other administrators were much more widely divided on this question. Among them, 53.3 percent perceived major barriers, while 46.7 percent did not believe that there were major barriers to principals' operating the kinds of schools they wanted.

Respondents from both groups who perceived that there were major barriers indicated that the greatest one for both black and non-black principals was the lack of involvement of parents in their children's education. The building administrators believed that the lack of preparation of teach-

TABLE VIII

ADMINISTRATORS' PERCEPTIONS OF BARRIERS TO THEIR OPERATION OF THE KINDS OF SCHOOLS THEY WANT*

	Building Administrators								Other Administrators							
	Blacks				Non-Blacks				Blacks				Non-Blacks			
	Sum of X	N	Means	R	Sum of X	N	Means	R	Sum of X	N	Means	R	Sum of X	N	Means	R
Lack of Respect from Superiors	68	19	3.58	3	73	13	4.62	6	36	7	5.14	7	34	6	5.67	7
Willingness of Teachers to Cooperate	69	18	3.83	5	72	12	6.0	8	26	6	4.33	5	27	5	5.40	6
Inadequate Facilities	110	17	6.47	8	68	12	5.67	7	44	6	7.33	8	43	6	7.17	8
Lack of Administrative Help	65	17	3.82	4	68	15	4.86	5	25	7	3.57	3	28	7	4.0	5
Students Not a Part of School	82	15	5.47	7	58	15	3.87	3	31	7	4.43	6	22	8	2.75	2
Teachers Not Prepared	67	20	3.35	2	56	15	3.73	2	24	8	3.0	2	23	8	2.88	3
Lack of Involvement of Parents	64	20	3.20	1	33	13	2.54	1	20	8	2.50	1	10	5	2.00	1
Interference from Outside	104	20	5.20	6	58	15	3.87	3	28	7	4.0	4	31	8	3.88	4

*Distribution of Responses: Building Administrators -- Yes, 19 + No, 6 = 25 total

Other Administrators -- Yes, 8 + No, 7 = 15 total

Sum of X = weighted total of responses;
 N = number of respondents; R = tanking according to means.

40 grand total

ers for today's schools was the second most important barrier for black principals and that lack of respect from superiors was the third most relevant barrier black principals faced. They felt that the lack of preparation of teachers was equally relevant for non-black principals, but that students not feeling a part of the school and interference from outside sources (equally relevant ranking) were much more of a barrier to non-black principals than lack of respect from superiors (ninth rank). Neither was considered to be a very major impediment to black principals' operation of their schools by the building administrators.

The other administrators also indicated that lack of preparation of teachers for today's schools was the second greatest barrier black principals faced, and that this factor was preceded only by the lack of parental involvement (ranked first) and students not feeling a part of the school (ranked second) as barriers to non-black principals' operation of the kinds of schools they wanted. They perceived that lack of administrative help was the third most important barrier for black principals, while this factor warranted only a ranking of fifth for non-black principals. Interestingly, the other administrators did not perceive of the lack of respect from superiors to be major barriers to either group of principals. Overall, inadequate facilities were accorded the lowest priority as a barrier to principals by both respondent groups.

The "other" category in this item was not tabulated

because of minimal responses. However, one response by a building administrator warrants more attention. This administrator considered the greatest barrier to black principals' operating the kinds of schools they wanted to be their lack of access to top school system officials. He did not include this factor as a barrier for non-black principals.

Perceptions of Ways in Which Central
Office Personnel Can Best Assist
Black Principals

Table IX shows the distribution of responses concerning ways central office personnel can best assist black principals. A review of the responses indicates that the two respondent groups were in general agreement that the best ways that central office personnel can assist black principals were

1. to consult them before policy decisions were made,
and
2. to provide more workshops for teachers.

Interestingly, two factors that have been the topic of much discussion in the educational community,

- the increasing amount of administrative paperwork,
and
- the need to reduce teacher-pupil ratios,

were given very low priorities by both groups of respondents. Also, both groups considered the need for fewer meetings to be the least important of the listed items.

TABLE IX
PERCEPTIONS OF WAYS THAT CENTRAL OFFICE STAFF CAN ASSIST
BLACK ADMINISTRATORS IN OPERATING THEIR SCHOOLS

	Building Administrators				Other Administrators			
	Sum of X	N	Means	R	Sum of X	N	Means	R
Trust and Support Judgment	91	24	3.79	3	54	15	3.60	4
Consult on Policy	76	24	3.17	1	34	15	2.27	1
Provide Workshops	83	24	3.46	2	48	15	3.20	2
Provide Administrative Help	113	23	4.91	6	73	14	5.21	5
Hold Fewer Meetings	149	21	7.10	9	100	14	7.12	9
Eliminate Duplication	122	23	5.30	7	94	15	6.27	8
Encourage Parental Support	92	22	4.18	5	53	15	3.53	3
Allow to Select Teachers	94	23	4.09	4	82	15	5.47	6
Reduce Teacher/Pupil Ratio	122	21	5.81	8	74	13	5.69	7
Other	-	-	-	-	21	2	10.5	10

Sum of X = weighted total of responses; N = number of respondents;
R = ranking according to means.

Only two responses were offered in the "other" category, both by a central office staff member. She indicated a need for central office personnel to meet more with school staff to hear concerns, and the need for central office staff to attend more special school functions. These items were ranked tenth and eleventh respectively.

Perceptions of Ways the Talents of Black
Principals Can Be Better Utilized
by the School System

Both respondent groups indicated that the most effective way the school system can better utilize the talents of black principals would be to involve them in the policy-making of the system. The building administrators believed that the second most effective way would be to provide for more curriculum freedom for black principals: however, the other administrators did not believe that the need for more curriculum freedom rated a very high priority. They felt that the need for black principals to be trusted to fulfill their roles (ranked second) was much more important than curriculum freedom. The lowest priority was ascribed to the need for principals to be criticized when warranted by both respondent groups. The results of the responses to this item are shown in Table X.

TABLE X
PERCEPTIONS OF WAYS THAT TALENTS OF BLACK PRINCIPALS
CAN BE BETTER UTILIZED BY THE DISTRICT

	Building Administrators				Other Administrators			
	Sum of X	N	Means	R	Sum of X	N	Means	R
More Curriculum Freedom	61	23	2.65	2	59	15	3.93	5
Roles Clearly Defined	92	23	4.00	4	53	15	3.53	3
Trusted to Fulfill Roles	66	22	3.00	3	40	15	2.67	2
Threat to Superiors	92	22	4.18	5	71	14	5.07	6
Policy Making of System	42	23	1.83	1	26	15	1.73	1
Congratulated	89	21	4.24	6	54	15	3.60	4
Criticized	106	21	5.05	7	83	14	5.93	7

Sum of X = weighted total of responses; N = number of respondents;
R = ranking according to means.

Perceptions of Whether Black Educators
Should Prepare Themselves Academically
to Become School Administrators

Table XI shows the responses to the question as to whether black educators should prepare themselves academically to become school administrators. Again, there was general agreement between the respondent groups on the item warranting the highest priority. Both groups perceived that it would be essential for an educator aspiring toward an administrative position to make contact with persons in positions (within and outside the system) to provide assistance before he began to prepare academically for administrative positions, and to maintain those contacts throughout his or her training. The building administrators felt that black administrative aspirants' best opportunities after training lay in receiving recommendations from black and non-black administrators in the system (ranked second and third respectively). The other administrators indicated a belief that recommendations from non-black administrators had some value (tied for third ranking), but did not believe there would be much positive effect from recommendations from black administrators. Their responses pointed to a need for preparation in more than one field as being more valuable than recommendations to administrative aspirants. Conversely, the building administrators ranked the need for preparation in more than one field as the least valuable factor for an administrative aspirant, and they did not feel that the need for a

TABLE XI

PERCEPTIONS OF FACTORS THAT WOULD ENCOURAGE OTHER BLACK EDUCATORS
TO PREPARE THEMSELVES ACADEMICALLY TO BECOME PRINCIPALS

	Building Administrators				Other Administrators			
	Sum of X	N	Means	R	Sum of X	N	Means	R
Recommended by Black Administrators	65	23	2.83	2	52	15	3.47	5
Recommended by Non-Black Administrators	67	23	2.91	3	47	15	3.13	3
High Degree of Tolerance	82	22	3.73	5	47	15	3.13	3
Contact with Power Structure	62	24	2.58	1	42	15	2.80	1
Aspire for Other Administrative Positions	85	23	3.70	4	60	15	4.00	6
Certification in More Than One Field	80	21	3.81	6	41	14	2.93	2

Sum of X = weighted total of responses; N = number of respondents;
R = ranking according to means.

high degree of tolerance for frustration was as important as the other administrators believed it to be.

Perceptions Concerning the Six Basic Assumptions

The administrators were requested to indicate their attitudes toward the six basic assumptions by placing an "X" in the column beneath the category

1. strongly agree,
2. agree,
3. undecided,
4. disagree, and
5. strongly disagree

that best represented their opinions concerning each statement. Tabulation of the responses to these assumptions are shown in Table XII.

Assumption I

Responses to the assumption that black school administrators have a greater human relations function within their schools than their non-black counterparts indicated that both respondent groups generally agreed with this assumption. Among the building administrators, 72 percent agreed, while only 8 percent disagreed. A similar percentage of the other administrators, 66.7 percent, supported the assumption.

BASIC ASSUMPTIONS ABOUT STATUS AND ROLES OF BLACK ADMINISTRATORS IN OMAHA

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TABLE XII (Continued)

Questionnaire Item Number	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Missing Responses	
	f	%	f	%	f	%	f	%	f	%	f	%
26. More is expected of black administrators than non-black administrators from (answer for each below):												
<u>c.</u> students (Bldg.	4	16	8	32	7	28	6	24	0	0	0	0
(Other	3	20	3	20	4	26.7	4	26.7	1	6.7	0	0
<u>d.</u> other citizens (Bldg.	5	20	14	56	4	16	2	8	0	0	0	0
(Other	5	33.3	7	46.7	2	13.3	1	6.7	0	0	0	0
<u>e.</u> parents (Bldg.	8	32	12	48	2	8	3	12	0	0	0	0
(Other	5	33.3	6	40	3	20	1	6.7	0	0	0	0
27. Black administrators encounter more problems than non-black administrators from sources other than teacher/student classroom situations (i.e., community groups, central office staff, parents, support personnel).												
(Bldg.	12	48	9	36	0	0	4	16	0	0	0	0
(Other	3	20	5	33.3	2	13.3	5	33.3	0	0	0	0

Assumption II

The second basic assumption, that qualified black educators should apply for administrative positions in midwestern city school systems, was overwhelmingly agreed with by both respondent groups. Eighty-six percent of the building administrators supported this assumption, while the remaining 12 percent were undecided about administrative opportunities. Similarly, 93.3 percent of the other administrators supported the assumption.

Assumption III

Both respondent groups disagreed with the assumption that black and non-black administrators have about the same level of respect from school system officials. However, the other administrators were more intense in their disagreement than the building administrators. Among the other administrators, 86.7 percent disagreed with the assumption, while a somewhat lesser percentage (60 percent) of the building administrators disagreed. A notable percentage of the building administrators expressed indecision concerning this assumption (24 percent), while only 6.7 percent of the other administrators were undecided.

Assumption IV

The diversity of responses to the assumption that black and non-black administrators have about the same level of

respect from their school communities mirrors the kind of diversity in the population commonly referred to as the "school community." Perhaps the most vivid indication of the somewhat paradoxical approach administrators must have to various segments of school communities is the relatively high percentage of both groups who were undecided (16 percent of the building administrators and 26.7 percent of the other administrators). Correspondingly, noteworthy percentages of both groups agreed with the assumption, while similar percentages disagreed. Thirty-two percent of the building administrators expressed agreement, and 8 percent strongly agreed. On the other hand, 32 percent of the building administrators expressed disagreement with this assumption, and 12 percent strongly disagreed. Among the other administrators 20 percent agreed with the assumption, with 6.7 percent agreeing strongly. Forty percent and 6.7 percent disagreed and disagreed strongly respectively.

Assumption V

Both respondent groups overwhelmingly agreed with the assumption that more is expected of black administrators than of their non-black counterparts by school system officials, teachers, parents, and other citizens. However, they were somewhat inconclusive concerning students' expectations. Forty-eight percent of the building administrators believed that students expect more from black administrators; however, 24 percent disagreed and 28 per-

cent expressed indecision. Similarly, 40 percent of the other administrators agreed with the assumption, while 33.4 percent disagreed, and 26.7 percent were undecided.

Assumption VI

The greatest difference of opinion between the two respondent groups concerning the basic assumptions was in regard to the assumption that black administrators encounter more problems than non-black administrators from sources other than teacher/student classroom situations. Eighty-four percent of the building administrators agreed with this assumption. The other administrators, however, were widely undecided in their perceptions concerning this assumption. Although 53.3 percent supported the assumption, 33.3 percent disagreed, and 13.3 percent were undecided.

Perceptions of Generalizations Related to School Desegregation and the Black Administrator

In the final segment of the questionnaire, the respondents were requested to indicate their perceptions of 14 generalizations concerning professional opportunities for black school administrators and the effects of school desegregation on their roles. In each item they were asked to indicate their degree of agreement or disagreement. The data in Table XIII show the 14 generalizations with the number and percentage distributions of the responses.

TABLE XIII

FOURTEEN GENERALIZATIONS CONCERNING SCHOOL DESEGREGATION AND THE BLACK ADMINISTRATOR

Questionnaire Item Number	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Missing Responses	
	f	%	f	%	f	%	f	%	f	%	f	%
<u>28.</u> If a school administrator is qualified to be an administrator of a school in a district, his/her qualifications should be such that one could administer any school of the same level in that district.												
(Building Administrators	21	84	4	16	0	0	0	0	0	0	0	0
(Other Administrators	12	80	3	20	0	0	0	0	0	0	0	0
<u>29.</u> Most black administrators can speak freely about educational problems concerning race to (answer for each below):												
<u>a.</u> black teachers (Bldg.	18	72	6	24	0	0	1	4	0	0	0	0
(Other	9	60	6	40	0	0	0	0	0	0	0	0
<u>b.</u> non-black teachers (Bldg.	7	28	7	28	2	8	7	28	2	8	0	0
(Other	1	6.7	4	26.7	2	13.3	7	46.7	1	6.7	0	0
<u>c.</u> other black administrators (Bldg.	12	48	13	52	0	0	0	0	0	0	0	0
(Other	7	46.7	8	53.3	0	0	0	0	0	0	0	0
<u>d.</u> non-black administrators (Bldg.	6	24	7	28	4	16	6	24	2	8	0	0
(Other	1	6.7	5	33.3	2	13.3	5	33.3	2	13.3	0	0
<u>e.</u> black students (Bldg.	12	48	11	44	1	4	1	4	0	0	0	0
(Other	4	26.7	11	73.3	0	0	0	0	0	0	0	0
<u>f.</u> non-black students (Bldg.	5	20	7	28	4	16	8	32	1	4	0	0
(Other	1	6.7	6	40	2	13.3	4	26.7	2	13.3	0	0
<u>g.</u> school board members (Bldg.	4	16	8	32	6	24	6	24	1	4	0	0
(Other	2	13.3	5	33.3	2	13.3	5	33.3	1	6.7	0	0
<u>h.</u> black citizens of the community (Bldg.	10	66.7	12	48	1	4	2	8	0	0	0	0
(Other	5	33.3	8	53.3	2	13.3	0	0	0	0	0	0
<u>i.</u> non-black citizens of the community (Bldg.	3	12	4	16	8	32	9	36	1	4	0	0
(Other	1	6.7	3	20	5	33.3	5	33.3	1	6.7	0	0

TABLE XIII (Continued)

Questionnaire Item Number	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Missing Responses	
	f	%	f	%	f	%	f	%	f	%	f	%
30. The ability to understand and relate to people is an important criterion which should be included in selecting a school administrator.												
(Building Administrator	22	88	3	12	0	0	0	0	0	0	0	0
(Other Administrator	13	86.7	2	13.3	0	0	0	0	0	0	0	0
31. A school faculty and administration should reflect the ethnic or racial composition of the school.												
(Bldg.	14	56	7	28	3	12	1	4	0	0	0	0
(Other	8	53.3	5	33.3	0	0	2	13.3	0	0	0	0
32. A school cannot offer quality education if the faculty and administrative staff are not integrated.												
(Bldg.	5	20	7	28	4	16	4	16	5	20	0	0
(Other	2	13.3	4	26.7	3	20	3	20	3	20	0	0
33. In the selection of a principal, the race of the individual should have no relationship to the racial composition of the student population.												
(Bldg.	7	28	4	16	3	12	9	36	2	8	0	0
(Other	2	13.3	7	46.7	1	6.7	3	20	2	13.3	0	0
34. Following desegregation the black principal is usually (answer for each below):												
a. demoted												
(Bldg.	1	4	3	12	5	20	15	60	0	0	1	4
(Other	1	6.7	3	20	0	0	11	73.3	0	0	0	0
b. displaced												
(Bldg.	3	12	3	12	4	16	14	56	0	0	1	4
(Other	0	0	4	26.7	1	6.7	8	53.3	0	0	2	13.3
c. promoted to central office												
(Bldg.	1	4	2	8	3	12	17	68	1	4	1	4
(Other	0	0	2	13.3	2	13.3	9	60	2	13.3	0	0
d. returned to classroom												
(Bldg.	0	0	3	12	7	28	13	52	1	4	1	4
(Other	0	0	3	20	2	13.3	10	66.7	0	0	0	0
[Question 34 continued]												

TABLE XIII (Continued)

Questionnaire Item Number	Strongly Agree		Agree		Unde-cided		Disagree		Strongly Disagree		Missing Responses	
	f	%	f	%	f	%	f	%	f	%	f	%
34. Following desegregation the black principal is usually (answer for each below):												
<u>e.</u> made assistant to a non-black principal												
(Building Administrators)	3	12	3	12	5	20	12	48	0	0	2	8
(Other Administrators)	3	20	6	40	0	0	5	33.3	1	6.7	0	0
<u>f.</u> given a new assignment with no specific responsibility and given a salary increase as appeasement												
(Bldg.)	2	8	5	20	4	16	13	52	0	0	1	4
(Other)	0	0	4	26.7	4	26.7	7	46.7	0	0	0	0
<u>g.</u> given responsibility commensurate with his/her training and experience												
(Bldg.)	0	0	9	36	6	24	6	24	2	8	2	8
(Other)	1	6.7	5	33.3	1	6.7	7	46.7	1	6.7	0	0
<u>h.</u> maintained as school principal												
(Bldg.)	2	8	15	60	4	16	3	12	0	0	1	4
(Other)	1	6.7	10	66.7	0	0	3	20	0	0	1	6.7
35. A school which has been desegregated and is predominantly white should have (answer for each below):												
<u>a.</u> a non-black principal and black assistant												
(Bldg.)	2	8	5	20	7	28	6	24	3	12	2	8
(Other)	2	13.3	3	20	5	33.3	4	26.7	0	0	1	6.7
<u>b.</u> black principal and black assistant												
(Bldg.)	0	0	1	4	7	28	10	40	5	20	2	8
(Other)	0	0	1	6.7	4	26.7	8	53.3	1	6.7	1	6.7
<u>c.</u> all black administration												
(Bldg.)	0	0	1	4	4	16	13	52	5	20	2	8
(Other)	0	0	0	0	2	13.3	10	66.7	2	13.3	1	6.7
<u>d.</u> all non-black administration												
(Bldg.)	0	0	0	0	3	12	13	52	7	28	2	8
(Other)	0	0	0	0	2	13.3	10	66.7	2	13.3	1	6.7
<u>e.</u> co-principals (black and non-black)												
(Bldg.)	6	24	6	24	5	20	4	16	4	16	0	0
(Other)	5	33.3	6	40	2	13.3	0	0	2	13.3	0	0
36. A school which has been desegregated and is predominantly black should have (answer for each below):												
<u>a.</u> a non-black principal and black assistant												
(Bldg.)	0	0	0	0	6	24	10	40	6	24	3	12
(Other)	1	6.7	1	6.7	3	20	5	33.3	2	13.3	3	20

[Question 36 continued]

TABLE XIII (Continued)

Questionnaire Item Number	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Missing Responses	
	f	%	f	%	f	%	f	%	f	%	f	%
36. A school which has been desegregated and is predominantly black should have (answer for each below):												
<u>b.</u> black principal and (Building Administrator	1	4	2	8	5	20	11	44	4	16	2	8
black assistant (Other Administrator	0	0	2	13.3	4	26.7	5	33.3	1	6.7	3	20
<u>c.</u> all-black administration (Bldg.	0	0	1	4	4	16	14	56	4	16	2	8
(Bldg. (Other	0	0	1	6.7	4	26.7	6	40	1	6.7	3	20
<u>d.</u> all non-black administration (Bldg.	0	0	1	4	4	16	10	40	8	32	2	8
(Bldg. (Other	0	0	0	0	4	26.7	5	33.3	4	26.7	2	13.3
<u>e.</u> co-principals (black and non-black) (Bldg.	6	24	7	28	4	16	3	12	4	16	1	4
(Bldg. (Other	6	40	5	33.3	2	13.3	0	0	2	13.3	0	0
37. As desegregation progresses, the number of black principals (answer for each below):												
<u>a.</u> decreases (Bldg.	5	20	4	16	1	4	12	48	0	0	3	12
(Bldg. (Other	1	6.7	4	26.7	3	20	5	33.3	1	6.7	1	6.7
<u>b.</u> increases (Bldg.	1	4	5	20	0	0	11	44	4	16	4	16
(Bldg. (Other	1	6.7	3	20	3	20	3	20	3	20	2	13.3
<u>c.</u> remains the same as before (Bldg.	1	4	8	32	2	8	7	28	4	16	3	12
(Bldg. (Other	2	13.3	3	20	2	13.3	3	20	2	13.3	3	20
38. In a desegregated school the greatest difficulties a black school administrator will encounter will be with (answer for each below):												
<u>a.</u> black children (Bldg.	2	8	6	24	3	12	9	36	3	12	2	8
(Bldg. (Other	4	26.7	2	13.3	2	13.3	4	26.7	1	6.7	3	20
<u>b.</u> non-black children (Bldg.	2	8	3	12	3	12	13	52	1	4	3	12
(Bldg. (Other	1	6.7	2	13.3	3	20	6	40	0	0	3	20
<u>c.</u> black parents (Bldg.	2	8	6	24	2	8	13	52	1	4	1	4
(Bldg. (Other	1	6.7	5	33.3	0	0	8	53.3	0	0	1	6.7
[Question 38 continued]												

TABLE XIII (Continued)

Questionnaire Item Number		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Missing Responses	
		f	%	f	%	f	%	f	%	f	%	f	%
38. In a desegregated school the greatest difficulties a black school administrator will encounter will be with (answer for each below):													
d. non-black parents	(Building Administrator	4	16	10	40	3	12	5	20	1	4	2	8
	(Other Administrator	5	33.3	5	33.3	0	0	3	20	0	0	2	13.3
e. non-black faculty members	(Bldg.	6	24	10	40	1	4	8	32	0	0	0	0
	(Other	3	20	6	40	1	6.7	5	33.3	0	0	0	0
f. black faculty members	(Bldg.	0	0	5	20	2	8	13	52	3	12	2	8
	(Other	1	6.7	3	20	0	0	9	60	0	0	2	13.3
39. Following desegregation the opportunity for a black principal to move to a higher position (answer for each below):													
a. increased	(Bldg.	2	8	5	20	1	4	11	44	4	16	2	8
	(Other	1	6.7	2	13.3	3	20	5	33.3	1	6.7	3	20
b. decreased	(Bldg.	4	16	2	8	3	12	11	44	0	0	5	20
	(Other	1	6.7	4	26.7	3	20	4	26.7	0	0	3	20
c. the same as before desegregation	(Bldg.	1	4	7	28	6	24	6	24	2	8	3	12
	(Other	1	6.7	5	33.3	2	13.3	4	26.7	1	6.7	2	13.3
40. Following desegregation the opportunity for a black assistant principal to move to a higher position (answer for each below):													
a. increased	(Bldg.	1	4	7	28	1	4	8	32	6	24	2	8
	(Other	0	0	3	20	3	20	4	26.7	1	6.7	4	26.7
b. decreased	(Bldg.	7	28	3	12	2	8	9	36	0	0	4	16
	(Other	2	13.3	3	20	3	20	4	26.7	0	0	3	20
c. the same as before desegregation	(Bldg.	1	4	4	16	3	12	11	44	4	16	2	8
	(Other	0	0	6	40	1	6.7	4	26.7	1	6.7	3	20

TABLE XIII (Continued)

Questionnaire Item Number	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Missing Responses	
	f	%	f	%	f	%	f	%	f	%	f	%
<u>41.</u> Following desegregation the opportunity for a black teacher to move to an administrative position (answer for each below):												
<u>a.</u> increased												
(Building Administrator	4	16	7	28	1	4	10	40	2	8	1	4
(Other Administrator	0	0	4	26.7	5	33.3	5	33.3	1	6.7	0	0
<u>b.</u> decreased												
(Bldg.	2	8	6	24	1	4	11	44	2	8	3	12
(Other	1	6.7	4	26.7	3	20	3	20	0	0	4	26.7
<u>c.</u> the same as before desegregation												
(Bldg.	0	0	7	28	4	16	9	36	2	8	3	12
(Other	0	0	5	33.3	1	6.7	3	20	1	6.7	5	33.3

All of the respondents in both groups agreed with the first item concerning a school administrator's qualifications to administer a school. Eighty-four percent of the building administrators and 80 percent of the other administrators agreed strongly that, if an administrator is qualified to administer a school in a district, he should be qualified to administer any school of that same level in the district.

The second item asked the administrators to respond to a generalization concerning black administrators' ability to speak freely about racial problems in nine segments of the educational community. Both groups were consistent in the belief that black administrators can speak freely to black teachers, black students, other black administrators, and black citizens. Their responses indicated, however, that they were somewhat apprehensive about speaking to non-black teachers, students, administrators, and citizens, as well as school board members, about concerns related to race.

The administrators were unanimous in intensely agreeing that ability to understand and relate to people should be an important criterion in selecting a school administrator.

Both respondent groups generally agreed with the fourth generalization, that a school faculty and administration should reflect the ethnic or racial composition of the school. However, 12 percent of the building administrators were undecided, and 13.3 percent of the other administrators disagreed with the item.

The two respondent groups were widely divided concerning the fifth generalization, that a school cannot offer quality education if the faculty and administrative staff are not integrated.

There was neither strong agreement nor disagreement by either respondent group concerning whether the selection of a principal should be related to the racial composition of the student population. The largest consensus was by 60 percent of the other administrators, who agreed with this item.

The seventh generalization included eight separate sections for response by the respondents. The building administrators generally disagreed with the premise that black principals are demoted, displaced, promoted to central office, returned to the classroom, made assistants to white principals, or given new assignments with no specific responsibility following desegregation. However, there was no intense disagreement with any of these premises, except for 72 percent who disagreed with promotion to central office. Also, a sizable percentage of the building administrators were undecided concerning each of these premises.

The building administrators expressed general agreement that black principals were maintained as school principals (68 percent), although 16 percent were undecided. But they were widely divided as to whether black principals were given responsibilities commensurate with their training and experience following desegregation. Almost a quarter (24 percent) of the building administrators were undecided con-

cerning each of these premises.

The other administrators expressed general disagreement with the premises that black principals were usually demoted, displaced, promoted to central office, returned to the classroom, and given new assignments with no specific responsibility. The greatest intensity of disagreement was with the premises concerning demotion (73.3 percent), promotion to central office (73.3 percent), and return to the classroom (66.7 percent). There was considerably less indecision by the other administrators concerning these premises than by the building administrators, although a relevant percentage (26.7 percent) were undecided about whether black principals are given new assignments with no specific responsibilities.

The other administrators agreed intensely that black principals are maintained as school principals (73.4 percent), but were somewhat divided in their perceptions as to whether black principals are given responsibilities commensurate with their training and experience (53.4 percent disagreed; 40 percent agreed).

Five separate items were included in the eighth generalization. The responses by the building administrators showed that they generally disagreed with the premises that a predominantly white desegregated school should have a black principal and black assistant, an all-black administration, or an all non-black administration. However, notable percentages of the building administrators were undecided concerning these premises, and 8 percent did not respond to

each item. They were widely divided as to whether a predominantly white school should have a non-black principal and a black assistant, or co-principals (black and non-black), and more than 20 percent were undecided concerning these premises.

The other administrators strongly favored co-principals (75.3 percent), and they expressed no pertinent degree of agreement or disagreement as to whether a predominantly white school should have a non-black principal and a black assistant. Concerning this premise, 33.3 percent expressed indecision. The other administrators, also, intensely rejected the premises that a predominantly white school should have a black principal and non-black assistant, an all-black administration, or an all non-black administration.

Generalization nine requested the administrators to respond to the same premises included in the eighth generalization in regard to the most desirable configuration of administrators in a predominantly black school. Building administrators who expressed opinions primarily disagreed with the premises that such schools should have a non-black principal and black assistant (64 percent), a black principal and non-black assistant (60 percent), an all-black administration (72 percent), or an all non-black administration (72 percent). Again, a considerable percentage of respondents were undecided as to the kind of configuration they favored. Although 52 percent of the building administrators indicated a preference for a co-principalship, 28 percent disagreed, and 16 percent were undecided.

The other administrators favored a co-principalship more intensely than the building administrators (73.3 percent); however, they were slightly less intense in their disagreement with the other alternatives listed in this item. They, too, evidenced a considerable amount of uncertainty about their perceptions concerning these premises.

The tenth generalization contained three separate items for response by the administrators. Both groups were markedly inconsistent in their perceptions of whether the number of black principals decreases, increases, or remains the same following school desegregation. The most consistency of responses concerning either of the items was the building administrators' response to the premise that the number of black principals increases after desegregation. Sixty percent disagreed with this premise.

In response to the six items in generalization eleven, both groups tended to believe that the greatest difficulty a black school administrator will encounter will be with non-black faculty members and non-black parents. Sixty-four percent of the building administrators and 60 percent of the other administrators believed that non-black faculty members present the greatest difficulty for black school administrators. Fifty-six percent of the building administrators and 66.6 percent of the other administrators indicated a belief that non-black parents present the greatest difficulty for black school administrators. Interestingly, both groups believed that the least difficulty will be with non-black

students (20 percent of both groups), followed closely by black faculty members (20 percent of the building administrators and 26.7 percent of the other administrators).

Responses to the twelfth generalization showed that the administrators were quite uncertain about promotional opportunities for black principals following desegregation. The strongest consensus by building administrators was by 60 percent who believed that promotional opportunities were not increased. The second greatest consensus was by 44 percent who believed that promotional opportunities were not decreased by desegregation. The largest percentage of agreement with either of the three premises included in this generalization was by 32 percent of the building administrators who believed that the opportunity for advancement remained the same as before desegregation. However, the amount of agreement was countered by 32 percent who disagreed, 24 percent undecided, and 12 percent who did not respond to the item.

The other administrators were even more uncertain about promotional opportunities for black principals than the building administrators. The greatest consensus agreeing with either premise by them was by 40 percent who believed that opportunity remained the same as before desegregation. However, 33.4 percent disagreed, 13.3 percent were undecided, and 13.3 percent did not respond to the item.

The thirteenth generalization was comprised of three premises concerning the opportunity for black assistant

principals to move to higher positions following desegregation. Again, the responses of both groups showed a high degree of uncertainty concerning promotional opportunities. The greatest amount of consistency by the building administrators was by 40 percent who believed that promotional opportunities were decreased. However, 36 percent disagreed with this premise, and 16 percent did not respond.

The most consistent response from the other administrators was by 40 percent who believed that promotional opportunities for assistant principals remained the same as before desegregation. However, 33.4 percent disagreed with this premise.

The distribution of responses to generalization fourteen showed no strong agreement or disagreement by either group with three premises concerning opportunities for black teachers to move to administrative positions following desegregation. Among the building administrators 44 percent believed that opportunities were increased, but even more, 48 percent, disagreed with this premise.

Similarly, while 33.4 percent of the other administrators who believed that opportunity was decreased comprised the largest percentage of agreement, 20 percent disagreed, 20 percent were undecided, and 26.7 percent did not respond to this item.

Data from Personal Interviews

This study did not provide for a personal interview

format. It was felt that the questionnaire would provide sufficient data for a comprehensive investigation of the status and perceptions of black school administrators in the Omaha Public Schools. However, some of the administrators who received the questionnaire were reluctant to respond to specific items without further clarification, while others preferred to complete the questionnaire with the assistance of the investigator. In both instances, the administrators contacted the investigator, and personal interview sessions were arranged.

Most of the information collected via interview was recorded on the questionnaire and was reported in the statistical section of this chapter. Some of the statements, however, that were felt to offer greater insight into the perceptions of the administrators were recorded and, with the interviewees' permission, are included in this report.

Generally the black administrators had a favorable view of the desegregation process in Omaha and its effect, or lack of effect, on their roles and status. All of the interviewees reported having maintained the positions they held before desegregation and felt reasonably confident that they were not threatened in any way by school desegregation. One building administrator expressed the following perception of the opportunity for more black principals in Omaha:

Probably in a few years, as more blacks move into areas that were all white, and if more whites leave the system, black teachers and administrators will be in greater demand. Right now many white parents don't know what to expect from black administrators,

but in schools that have black administrators, most of them have as much support as a white administrator would have. [Personal Interview]

A similar sentiment was expressed by another building administrator who stated:

I think that at first white parents were skeptical about sending their children to schools with black principals, especially on the north side. But, when they saw that they were treated fairly, and they weren't allowed to be mistreated by black students, then they [the parents] felt better about the situation. We have one of the best schools in Omaha, and we have good school spirit. This is basically because the students, black and white, feel a part of the school and the parents support what we are doing. [Personal Interview]

Several insightful comments were offered in regard to the black administrator's role in fostering good human relations in schools. Some of these were:

I think that black principals are better able to deal with racial problems in their schools. Let's face it, the main issue in desegregation is how will black students be treated. White principals have to be very concerned with trying to make sure they don't add to racial tension with the decisions they make in disciplining students, especially black students. I don't have that problem. At least, I don't feel I do. I can discipline students, for the most part, without worrying about whether people will think I am discriminating against black students, or for that matter, any students. And, I guess the most important thing is that the students know this.

[Personal Interview]

One of the biggest problems in school desegregation is to make black students and parents more of a part of the school, to make them feel that it is as much their school as anybody else's. In that regard, I believe black administrators and teachers are more of an asset than white ones.

[Personal Interview]

One community counselor offered this insight into human relations concerns from outside the school.

In the schools that I work, most of the time when I am called to deal with black-white problems in schools, they are from white principals. They usually know what needs to be done, but they call me because they believe it will be less of a problem if I handled the situation than if they did.

[Personal Interview]

Interviewees who commented on the question "Should black educators prepare themselves academically for administrative positions?" agreed unanimously that they should. Their basic sentiments were probably best represented by the response of one building administrator:

I tell black teachers that if they want to be administrators they should get their degree and let the "Castle" know that they are ready for an administrative position. And they should constantly let personnel know that they expect to be considered for an administrative position. If they sit back and don't do this, they may not ever get out of the classroom.

[Personal Interview]

Most of the administrators felt that they have as much official access to the central office administrators as their white counterparts. However, one sentiment of particular note was:

I can go in and talk about concerns or needs that I have, and most of the time I will get the same consideration as any other principal. However, as you probably know, many important decisions are made on the golf course, or at dinner parties, or cocktail parties. When official meetings are held, the decisions have already been made. Black principals don't play golf or tennis, or attend dinner parties with the superintendents, and this is where we fall short as far as having access, or input, in decisions.

[Personal Interview]

The interviewees generally felt that blacks were expected to be better at handling student discipline than non-blacks in the same positions. A central office staff

member made this observation:

Black principals and assistant principals are expected to be better disciplinarians than white ones by the administration. All of the black administrators I know were good at discipline, and probably were selected as administrators, to a large extent, for that reason. [Personal Interview]

CHAPTER IV

DISCUSSION OF THE DATA

This chapter discusses pertinent information presented in the analysis of data. Responses of the black administrators relative to their personal and professional backgrounds and their perceptions of their status and role responsibilities will be discussed.

Personal and Professional Backgrounds

Sex, Age, and Principal Residence

Women comprised 40 percent of the building administrators and 60 percent of the other administrators responding in this study. More specifically, approximately 54 percent of the elementary principals were women, and about 86 percent of the central office supervisory personnel were women. The percentage of black women respondents is slightly higher than 40.2 percent total of female administrators in the Omaha public schools in 1980.¹ Also, the large percentage of female supervisory personnel tends to support recent reports that found that most of the increase in the number of women administrators was in personnel/support positions, rather than in positions of decision-making and control.²

The homogeneity of the two respondent groups was readily apparent in the comparisons of their average ages, principal residences, and marital status. The mean age of the building administrators, 45.83 years, was less than one year higher than that of the other administrators, 45 years. Among the building administrators 40 percent were Nebraska residents and 40 percent were from southern states. Correspondingly, 40 percent of the other administrators were Nebraska residents and 46.7 percent were from southern states. The large percentage of southerners among the black administrators in the Omaha Public Schools was the result of concerted recruitment efforts by the school district administration at predominantly black colleges in the South over the past fifteen years.

An overwhelming majority of both respondent groups were married (84 percent of the building administrators; 60 percent of the other administrators). Most of the remaining respondents were widowed, divorced, or separated. Only 13.3 percent of the other administrators were single, and none of the building administrators was single. Also, in contrast to recent studies concerning women administrators that reported that most female administrators are single, none of the female respondents was single.³

Educational and Professional Backgrounds

Most of the respondents, over 92 percent, attended high school in either Nebraska or a southern state, and 80 percent

attended schools with enrollments of 400 or more students. The Nebraska natives resided in Omaha, and apparently attended high school at one of the large high schools in the Omaha district. Most of the administrators from southern states attended high school in an era when school segregation forced all, or nearly all, of the blacks in a city or small county to attend the same "colored" high school. This practice, to a large extent, accounts for the high percentage of southern state respondents who attended large, or relatively large, schools.

The colleges and universities attended by both respondent groups were nearly evenly divided between predominantly black southern universities and predominantly white universities in Nebraska. All of the administrators who received Bachelors' degrees in the South attended predominantly black colleges, and most came to Omaha as a result of recruitment efforts made by the school district at their colleges.

Over 85 percent of the administrators received Masters' degrees from predominantly white universities in Nebraska. Most attended the University of Nebraska at Omaha while serving in various capacities in the district, some in their current positions.

Although the questionnaire did not request information on work completed beyond the Master's degree, interviews and unsolicited comments revealed that several members of both groups had earned Specialist degrees in educational adminis-

tration and/or doctorates. The University of Nebraska at Omaha does not offer a doctoral program; therefore the Specialist degree is the maximum academic preparation that can be attained without traveling to the University of Nebraska at Lincoln or attending an out-of-state university. Nevertheless, some of the administrators had earned doctorates while serving in the Omaha system.

In the decade prior to school desegregation in Omaha, successful recruitment at southern black universities and more liberal employment practices led to a marked increase in the number of black educators in the Omaha Public Schools. In the late 1960's community pressure, significant increases in the number of black students and student unrest, and administrative aspirations of black educators were instrumental in considerably increasing the number of blacks serving in administrative capacities in the district. In 1966, when this researcher joined the Omaha Public Schools as a Teacher Corps intern, black administrative personnel comprised less than 1 percent of the total number of administrators in the district. In 1980, the 46 black administrators represented an estimated 90 percent increase in their ranks. This increase corresponds favorably with Colquit's assertion that in metropolitan school systems in the North as the percentage of black students increased, the percentage of black administrators increased at both the principalship and central office levels.⁴

Reports on black school administrators have focused on

the fact that most of the black administrators before the advent of school desegregation were employed in areas where segregated school systems or significant concentrations of black residents precipitated a need for significant numbers of black teachers and administrators. As previously stated, such a need was not realized in Omaha, and other midwestern cities, until relatively recently. Consequently, the career patterns of black administrators in Omaha were somewhat different from those of their black counterparts in areas where there have historically been large concentrations of black residents. In most instances, black administrators in those areas were older when they received their first administrative positions, and had considerably longer histories of extended teaching experience. While over 70 percent of the building administrators in Omaha taught less than ten years, and 80 percent of the other administrators taught ten years or less, a nationwide sample of black administrators in a NAASP study reported that over 50 percent of the respondents taught fifteen or more years before receiving their first administrative appointments.⁵

At the time of this study, over 90 percent of the respondents had fifteen years or less administrative experience. This figure represented considerably more administrative experience than teaching experience, however, and tended to indicate that Omaha's "pressing" need to employ more black administrators in the late 1960's and early 1970's provided young black educators with opportunities

that probably would not have been available to them at the same stages of their careers in areas with more extensive histories of employing black education professionals in more significant numbers.

Community and Professional Organizations

Most of the respondents did not indicate any non-school organizations they helped to start in Omaha. Apparently, the opportunity to organize community organizations for many of the administrators was limited by their relatively short period of residence in Omaha and/or the brevity of time for their ascension from youthful members of the community to professional educators. Among the organizations listed by both respondent groups, local church auxiliaries (choirs, Bible Schools, men's groups), Opportunities Industrialization Center (OIC), and Boy Scouts of America were common to both. Other organizations listed by the 28 percent of the building administrators and 13.3 percent of the other administrators who helped to organize any community organizations were all organizations that were completely black or that were organized to serve the black community. Among these were: Hamilton-Lake Headstart, Girls Club of Omaha, Jack and Jill of America, Community Bank of Nebraska, and Omaha Economic Development Corporation. None of these organizations was listed by more than one administrator.

Much of the recent literature on educational administration strongly favors community involvement by administra-

tors as a vehicle for operating effective educational programs. Certainly, school desegregation, with all of the corresponding opportunities for conflict and miscommunication, heightens the need for educational administrators to take advantage of every opportunity to get to know the parents of their students and people with influence in their school communities, and in the Omaha community in general.

Prior to school desegregation, the impact of the white community on a black administrator's educational program was limited almost exclusively to white school officials and school board members. Therefore, it was quite appropriate for the administrators to primarily affiliate with organizations that served the black community. Traditionally, black church groups, civic and social organizations, and business and community development groups provided all the community contacts that a black school administrator needed. However, with the advent of school desegregation, more contact along interracial lines should be of major concern to all educational administrators, especially black school administrators who are responsible for the development and implementation of educational programs to serve a multicultural, multi-ethnic student population. The need for interracial affiliation was addressed by Abney in the following statement:

School desegregation in many communities removed the artificial boundaries observed by different racial groups and attempted to unify the community as an educational unit without concern for several additional variables directly affecting

an educational system. An educational administrator can no longer restrict his thinking or community activities and serve the educational needs of others existing in another sphere. To begin to determine the needs of any segment of a population with which an individual educator has not before [worked] will require additional forms of personal communication. One form of communication can obviously be through interracial organizations.⁶

Although over 90 percent of the building administrators serve schools that enroll predominantly non-black students, and all serve in schools that are unquestionably interracial, only 16 percent reported membership in interracial organizations. A review of the organizations listed as racially mixed organizations, however, suggests that although they are comprised of interracial membership, local segments are largely segregated and provide for a minimum of interracial exchange. These organizations were: Girls Club of Omaha, Boy Scouts of America, Omaha Industrialization Center, Phi Delta Kappa, and two unnamed community action groups.

1980 Job Status and Perceptions of That Status

The number of black administrators in the Omaha Public Schools increased substantially between 1966 and 1975. Most of the black administrators in the district in 1980 received their first administrative appointments during that period, and all were either in the position they were initially appointed to or had received promotions. It is interesting to note, however, that the number of black administrators

in the district had neither increased nor decreased between 1975 and 1980, despite increases in the percentage of black students in the district and the loss of white students following school desegregation. It may be concluded that, although black administrators in Omaha did not experience a loss of status or position following school desegregation, the opportunity for black educators to obtain administrative positions was, nevertheless, decreased.

Decision-making positions of the respondents were primarily confined to the principalship level, although most respondents were in positions that implied that their functions were of significant importance to the educational processes of the district. The only administrator considered to be above the principalship level was the assistant superintendent for human and community relations. This position, while a relatively recent addition to the administrative hierarchy of the district, was created prior to school desegregation and appeared to serve functions that transcended merely appeasing the black community's demand for black representation at the upper level of the educational hierarchy. Certainly, in view of the status and visibility of this position, it is not of the variety that Colquit describes as "tailor made" positions that can readily be discontinued without affecting a school's efficient operation when there is no longer pressure from blacks or from officials of the Department of Health, Education and Welfare.⁷

Other positions such as coordinator, community counselors, and supervisors, although not directly involved in the day-to-day operation of a school, certainly have important effects on the overall success of the educative processes of the district.

The position of superintendent was ranked number one by black and white administrators studied by Abney.⁸ Logically, it seems safe to assume that the superintendent's effect on all aspects of the school district must transcend those of any of his subordinates. Therefore, it was decided that it would be more enlightening to omit it from the ranking of administrative positions and include only subordinate positions whose value to the district's success may not be as readily apparent to the respondents.

Both respondent groups considered the elementary principal position to be the most important position listed. Perhaps this ranking can be attributed to a general belief that the most important factor in overall student success is a good beginning. The next rankings suggest that many of the respondents felt their positions were important to the district, and were reasonably satisfied with the roles they played in the total educational program. Building administrators ranked junior and senior high principals second and third respectively, while the other administrators viewed the assistant superintendent and central office staff positions as the second and third most important respectively.

The groups that indicated the least satisfaction with

their positions were the junior high and senior high assistant principals. Their rankings of these positions, along with corresponding rankings by other respondents, made these two positions the overall lowest ranking of all the listed positions. Conceivably, the perceptions of the administrators relative to junior and senior high assistant principalships can be attributed to a myriad of negative factors that place the black assistant principal in an almost impossible situation in desegregated schools. Too often the black assistant is seen--by both blacks and whites--as a desegregation "token" with no real power, no real authority, and no equality.⁹ Often he is looked upon as a "manhandler" for black students, and it is usually quite clear to all concerned, including the students, that his primary function is to discipline black students.

Usually black assistants are in schools with white principals, and, for the most part, their successes and their failures are determined by the amount of overt and covert equality they are afforded by the supervisor.¹⁰ All too often, equality and approval must be gained at a very high cost, and tends to place the black assistants in what may be termed a "Catch 22" situation. If they keep black students "in line," perform as effective "buffers" between the school and the black community, and contain the frustration they often feel when staff members "reject black students in various ways," they are considered by the principals to be good "black" assistants. Conversely, when they help to perpetu-

ate the racism that is usually obvious to them and their black constituency, they are labeled as "Uncle Toms," and perceived as having sold out by black students and parents. On the other hand, any sign of advocacy for black students and parents, or resentment of institutional racism usually results in the accusation of "militancy." It is this kind of institutional racism that creates a dilemma for black assistants forcing them to remain on the fence--neither "soul brother" nor "Uncle Tom."¹²

In the spaces designated for ranking positions not listed, two interesting factors emerged. First, none of the administrators listed the position of superintendent, although there was nothing on the questionnaire to explain its absence from the list of positions. It was again assumed that the administrators shared the researcher's conclusion that the value of this position in the school district success is readily apparent. However, it may be that our assumption and the findings of previous studies are not applicable in the case of black administrators in Omaha. Unfortunately, total omission of this position by the administrators raises some question as to their perception of the importance of this position to the education of students.

A second factor of note was the inclusion of "teacher" among the ranked positions of three building administrators, all of whom considered it to be the most important. This was totally unexpected, since the administrators were asked to rank only administrative positions. However, it does

indicate an appreciation of the rank-and-file educators by these administrators, an appreciation that a substantial number of teachers feel is grossly lacking from most administrators and the public at large.

Perceptions of Role Responsibilities and Status

Differences in the perspectives of the two respondent groups are vividly evidenced by their perceptions of the role responsibilities of black and non-black principals. Both groups perceived instructional leadership to have a high priority for black and non-black principals before desegregation, and they concurred that this priority was considerably diminished following desegregation for black principals. However, while the other administrators believed that instructional leadership was no longer the primary function of non-black principals, the building administrators were steadfast in their belief that the primary function of non-black principals was instructional leadership.

The building administrators perceived reports and paperwork to be moderate functions of both groups of principals before desegregation. Curiously, they indicated that this function was greatly reduced for black principals following desegregation, even though they considered it to continue to be a rather prevalent function for non-black principals. On the other hand, the other administrators, with no first-hand knowledge of the reporting and paperwork function of princi-

pals, viewed it as a very low priority item for black and non-black principals. Interviews and discussions with some of the administrators revealed that some of the building administrators felt that, although desegregation status reports had added to the paperwork loads of black principals, the day-to-day concerns fostered by the desegregation process greatly reduced their abilities to attend to paperwork during the school day, while it had little effect on the non-black principal's time to handle such duties. Other administrators spoken with did not share this assessment, and one stated: "All of them spend more time disciplining than doing anything else."

Both groups agreed that black principals played a greater role in establishing and maintaining good human relations within their buildings than non-black principals. The constants were that building supervision and student discipline were the "must attend to" functions that all principals have on a day-to-day basis, regardless of what has to be left undone.

Nationwide and local studies supported the perceptions of the other administrators concerning the lack of time for principals to provide instructional leadership. However, findings concerning paperwork and building supervision are drastically different from the perceptions of the Omaha educators. Howell's report on a regional study of how principals utilize their time revealed the following data for a one-week period:

*Paperwork	27 Hours
*Parent Conferences	11 Hours
*Personnel Conferences	11 Hours
*Discipline	8 Hours
*Scheduling	8 Hours
*Cafeteria	8 Hours
*Supervision	6 Hours ¹²
*Instructional Leadership	2 Hours

Nationwide figures were largely similar, which led Howell to reach the following conclusion:

Today's principal is engaging in crisis management and general operation. No conceptualizing, no "think tanks"--the perceptive contemporary principals simply can't step over a fight in the hall or ignore paperwork deadlines and proceed to the science curriculum meeting. Thus the function of the principal in instructional improvement in the 80's must be clearly defined as a partnership with teachers in which the leadership responsibility is identified as instruction expeditor. Maybe that's what it always has been but that's not very evident in today's assessment.¹³

Almost complete unanimity existed between the two groups that the major barriers to both black and non-black principals' operating the kinds of schools they want were:

1. lack of involvement of parents and community in schools, and
2. teachers not prepared for today's schools.

Both barriers seemed to revolve around a common thread: a need for improved communications between school and community.

Often educators lament the perceived lack of parental support in matters that involve student discipline or lack of academic application, and lack of parental participation in support organizations. They are incensed by parental and community attacks on programs or policies they feel the public has little knowledge of, and whose methodologies and objec-

tives are misunderstood or mistrusted. Wells recognized this problem and presented the following assessment:

Frankly, I don't see major dangers coming from the organized pressures, from the activist lobbyists of one sort or another. You may not agree, if you are a trustee or an administrator who has to deal with them. But at least their requests are known. They make sure you don't overlook them But I do see major danger in that second group, the parents and citizens who may not be circulating petitions or appearing in delegations before the board, but who simply do not know what is happening in the schools I say this because lack of involvement implies lack of communication. Lack of communication brings lack of knowledge, misunderstanding, and mistrust. Misunderstanding and mistrust gradually erode the base of popular support on which the viability of any public institution depends, particularly our schools.¹⁴

Usually, the perceived lack of preparation of teachers does not revolve around their preparation for teaching the subject(s) they are assigned to teach. Most often, their training programs do not adequately prepare them to understand and effectively communicate with children and parents from diverse and different ethnic and cultural origins.

Therefore it seems imperative:

that teacher education programs provide students with conceptual structures concerning teaching and learning which cut across ethnic and community boundaries. Also, that all teacher education students study and experience in some depth at least one of the local, regional, or national subcultures.¹⁵

The administrators also concurred in their beliefs that a very high priority in the quest for more effective schools is the provision of more workshops to aid teachers in understanding cultural differences of children.

Building administrators perceived a lack of respect from

superiors as a significant barrier to black principals that is not experienced by non-black principals. While the other administrators did not feel that lack of respect was a significant barrier to black principals, they did agree that central office personnel could better assist black principals in operating effective schools if they consulted them on policy decisions.

Perceptions of Professional Opportunities for Black Educators

Both groups of respondents believed that qualified black educators should apply for administrative positions. They expressed general unanimity, however, that before educators prepare academically to become principals, they should have made necessary contacts with the power structure of the district and with influential persons in the community, and should maintain these contacts throughout the period of preparation. The political astuteness evidenced by the respondents' perception of what may be termed the "bottom line" in obtaining an administrative position was somewhat incongruent with their responses, or lack of responses, to the items concerning community group leadership and participation. Nevertheless, it was apparent that many respondents were influenced by the belief that their leadership positions were a direct manifestation of the black community's demand for more black representation in leadership positions in the school district.

Building administrators gave considerable credence to the recommendations from black administrators as an important factor in encouraging black educators to aspire to administrative positions. However, the other administrators placed a very low priority on recommendations from black administrators and considered recommendations from non-black administrators to be of much greater importance. The view of the other administrators was consistent with the opinion expressed by both respondent groups that black administrators do not receive as much respect from school system officials as non-black administrators.

The two respondent groups were widely divided in their perceptions of the respect accorded black and non-black administrators by their school communities and indicated the perception that community people would be more likely to respect and support an administrator on the basis of his job performance than school district officials. However, both groups believed that more is expected from black administrators than from non-black administrators by all segments of the educational and lay communities.

Much of the frustration indicated by the administrators seemed to be a manifestation of their perceived role expectations. The beliefs of the building administrators concerning expectations were closely paralleled by their perceptions that they encounter more problems from school district officials and community constituencies than their non-black counterparts. No doubt these perceptions were directly

related to the desegregation process, which had transformed most of the administrators' roles from principal educators and school district liaisons with the black community, to roles which had been drastically changed by their need to serve a multicultural, predominantly white constituency. Black administrators see themselves as central focal points of desegregation and, understandably, feel pressure to prove to their superiors and their new constituencies that they can provide leadership that is equal to, or transcends, the leadership provided by their non-black counterparts.

Johnson reported similar findings in a study of black administrators in Florida. Among his conclusions were:

- *Black administrators (Principals and other administrators) were equally frustrated with matters concerning relationships with their superiors . . .
- *Principals believed that a large percentage of the problems they experienced were created because their superiors demonstrated a lack of trust in their ability to operate a school.
- *Others see black administrators as being super-human; therefore they should not make administrative mistakes.¹⁶

Perceptions Concerning Generalizations

About the Black Administrator and School Desegregation

Both respondent groups expressed agreement with the generalizations that the ability to understand and relate to people should be an important criterion in selecting a school administrator; the school administrative team and school faculty should reflect the ethnic or racial composition of the

school; and if an administrator is qualified to be an administrator of one school in a district, he or she should be able to administer any school of that same level in the district. However, in response to related generalizations, the building administrators expressed indecision as to whether the race of the principal should necessarily be related to the racial composition of the student population, while both groups were indecisive as to whether a school can offer quality education if the faculty and administrative staff are not integrated.

A review of opinions concerning desirable racial configuration of building administrators indicated that both groups were more in favor of co-principals (black and non-black) than any other racial configuration of administrators. They were strongly against an all-black or all non-black administration regardless of the composition of the student population, and, for the most part, either disagreed or were undecided as to whether a black principal and non-black assistant, or the reverse, was warranted simply because of the racial composition of the student population.

Both groups indicated a belief that following desegregation the black principal had usually been maintained as a school principal, although this belief was not as strong as expected considering the fact that no black principals were removed from their positions in Omaha following desegregation. However, discussions with administrators revealed that because the question was not interpreted as pertaining

specifically to Omaha, some responded from a more global frame of reference. Their responses included a consideration of the southern experience with school desegregation. It is interesting to note that none of the administrators believed strongly that principals, in the South or elsewhere, were returned to the classroom as teachers. Only 15 percent of the total group accepted this as a possible consequence of desegregation, even though reports from southern and border states have documented substantially that former black principals have suffered this fate.

Responses to the generalizations concerning the opportunities for black educators to move to higher positions in the district indicated a significant amount of indecisiveness by both groups of respondents. The building administrators were most convinced that the number of black principals would not increase, that the opportunities for black principals to move to higher positions would not increase, and that the opportunities for black assistant principals would neither increase nor remain the same as before desegregation. On the other hand, they were not convinced that promotional opportunities for principals, assistant principals, and teachers would be decreased following desegregation.

No significant patterns of agreement or disagreement on any of the items were expressed by the other administrators, and tended to indicate that they, even more than the building administrators, experienced frustrations when contemplating avenues of advancement available to themselves

and other black educators in Omaha.

Previous patterns of upward mobility in the Omaha School System, and similar systems reported on in this study, suggest that the skepticism relative to upward mobility for black educators is justified. For example, at the time of this study, the number of black administrators in Omaha had not increased at all from the year before desegregation, and there was only one position above the principalship level, assistant superintendent for human and community relations, that was held by a black person. The hope that interviewees expressed, that changing residential patterns and larger percentages of black student enrollment would result in more black administrators in Omaha, is supported by data from northern and western state school districts previously reviewed. Conversely, however, unlike those cities, the percentage of black student enrollment in Omaha had increased only slightly in the five years following desegregation (20.8 percent in 1975,¹⁷ 25.3 percent in 1980¹⁸), and had not provided impetus for realistic hope by black administrators that the percentage and/or numbers of their ranks would be significantly increased in the next few years.

Both groups were convinced that black administrators could speak freely about problems concerning race to black educators, students, and community people. They were widely divided, however, as to whether they could speak freely to non-blacks in the school district and community concerning racial problems. Perhaps those administrators who perceived

a risk in speaking to non-blacks about racial problems evidenced a lack of confidence in their job security, a mistrust of white constituencies, and/or a feeling that they would not be supported by school district officials if a given comment was construed as being racially biased or insulting to the person or group spoken about.

Both groups reported the greatest difficulty confronting the black building administrator in a desegregated school to be with non-black parents and non-black faculty members. No doubt, apprehensions about black administrators stemming from differences in cultural and social orientations, as well as substantial amounts of mistrust and prejudice, greatly contributed to these circumstances.

ENDNOTES

¹Omaha Public Schools, "Certified Staff Profile: Omaha Public Schools" (Omaha, 1981/82; mimeographed).

²Jean R. Feldman, Eve C. Poling, and Margaret B. Weber, "Why Women Are Underrepresented in Educational Administration," Educational Leadership, XXXVIII (Jan., 1981), 321.

³Ibid.

⁴Jesse L. Colquit, "The Increase of Black Administrators in Metropolitan School Systems," NASSP Bulletin, LIX (Oct., 1975), 73.

⁵David R. Byrne and Susan A. Hines, "Black Principals: NASSP Study Provides Meaningful Data," NASSP Bulletin, LXIV (Feb., 1980), 68.

⁶Everett E. Abney, Sr., "The Status and Perceptions of Black Administrators in Florida" (unpub. Ed.D. dissertation, Univ. of Florida, 1971), pp. 103-4.

⁷Colquit, p. 74.

⁸Abney, p. 105.

⁹Gail Fullerton, "Soul Brother or Uncle Tom?" Phi Delta Kappan, LVII (March, 1976), 467.

¹⁰Ibid.

¹¹Ibid.

¹²Bruce Howell, "Profile of the Principalship," Educational Leadership, XXXVIII (Jan., 1981), 333.

¹³Ibid., p. 336.

¹⁴Thomas L. Wells, "Parental Involvement Needed to Win Trust and Understanding" (Toronto, Sept. 24, 1975; reprint of Opening Remarks to the 52nd Annual Conference of the Canadian Education Association).

¹⁵Robert B. Howsam, Chairman, Educating a Profession (Washington, D.C., 1976), p. 97.

¹⁶Simon O. Johnson, "A Study of the Perceptions of Black Administrators Concerning the Role of the Black Principal in Florida During the Period 1973-78," Journal of Negro Education, XLVI (Winter, 1977), 60.

¹⁷Omaha Public Schools, "Research Report #213: Racial Composition of Schools" (Omaha, 1975; mimeographed), p. 5.

¹⁸Omaha Public Schools, "Research Report #306: Racial Composition of Schools" (Omaha, 1980; mimeographed), p. 3.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The problem was to examine the 1980 status and perceptions of those black persons employed as building administrators in the Omaha Public School System during the 1980/81 school term and to compare their status and perceptions with a sample of black persons employed in other administrative capacities in the Omaha system.

Specifically, information concerning the following was pursued:

1. How do black building administrators and other black administrators perceive the roles and status of black school administrators in comparison to the roles and status of non-black administrators before and following school desegregation in Omaha?

2. What do black administrators see as significant barriers, if any (other than financial), which prohibit black school administrators from organizing and operating the kinds of schools they want?

3. In what ways do black administrators believe central office staff can be of more assistance in operating effective schools for students?

4. How do black administrators believe their talents can be better utilized in a school or in the school system?

5. Do black administrators believe that young blacks should prepare themselves academically to become school administrators?

Additionally, responses to six basic assumptions were sought:

1. In a desegregated school system the black building administrator is more of an asset in fostering effective human relations than the non-black building administrator.

2. Qualified young black educators should apply for administrative positions.

3. Black building administrators are respected by central office officials the same as non-black building administrators.

4. Black building administrators are respected by their school communities the same as non-black building administrators.

5. School administrators, teachers, children, parents, and other citizens expect more from black building administrators than from non-black building administrators.

6. Black administrators encounter more problems than non-black administrators from sources other than teacher/student classroom situations.

The procedure used involved: (a) identification of the black administrators in the Omaha system; (b) development of an instrument, and (c) gathering of the data. The 1980/81 Omaha Public Schools Department of Staff Personnel Bulletin

was used to determine the identity and location of black educators holding administrative positions in the Omaha school system. The principal means of collecting the data was by questionnaire. Personal interviews were used to record some of the data and to clarify some responses. The questionnaire was returned by 40 administrators, 25 principals and assistant principals (building administrators), and 15 "other" administrators (central office, special services, and other support personnel). Analysis of the data was descriptive in nature, and the results were presented in tabular and written form.

Generally, the comparisons of the two respondent groups showed marked similarities in personal and professional backgrounds. The statistical data (Chapter III) and the discussion of this data (Chapter IV) point out these similarities quite extensively. In summary, then, it would appear that as far as the background data we examined is concerned, individual members of the two respondent groups would be interchangeable, and their origins, training, and professional experience were not major variables in the role responsibilities they have been accorded in the Omaha Public Schools.

Generally, the building administrators felt that the role of the black principals had been changed to a greater degree than that of their non-black counterparts. They perceived that since desegregation the black principal could no longer give as much attention to his primary role

before desegregation, instructional leadership, while the non-black principal's primary function was still instructional leadership. They believed that new constraints occasioned by the shift from administering schools that were comprised of nearly all black students to those that were predominantly white, or which had a larger percentage of white students enrolled, had increased the black principal's need to attend to human relations matters much more than his non-black counterpart's.

The other administrators shared the view that the black principal's human relations functions were much more prevalent since desegregation than his non-black counterpart's; however, they believed that neither group of principals could devote as much time and effort to instructional leadership as before desegregation.

The building administrators, generally, believed that black principals were not accorded the level of respect from school system officials enjoyed by non-black principals, and perceived this as the most significant barrier to their operation of their schools, a hindrance that did not have to be overcome by non-black principals. They also perceived that the best way central office personnel can assist them is to consult them on policy decisions.

The other administrators believed that black principals received less respect from school district officials than their non-black counterparts, but did not consider this a significant barrier to their operation of their schools.

They, too, felt that central office staff should consult the principals on policy decisions.

General agreement was noted between the two respondent groups in regard to the following items:

1. if an administrator is qualified to be an administrator of one school in a district, he should be able to administer any school of that same level in the district;
2. the ability to understand and relate to people should be an important criterion in selecting a school administrator;
3. a school faculty and administration should reflect the ethnic or racial composition of the school;
4. black principals are usually maintained as principals following desegregation;
5. the greatest difficulties confronting the black building administrator result from problems with non-black parents and non-black faculty members; and
6. black educators should prepare for and seek administrative positions in midwestern city school systems after making necessary contacts with the formal and informal power structures of the district.

Major areas of indecisiveness, or frustration, were as follows:

1. Both groups were indecisive as to whether a school can offer quality education if the faculty and administrative staffs are not integrated.

2. The building administrators were indecisive as to whether the race of the principal should necessarily be related to the racial composition of the school, while the other administrators mildly agreed that this factor should be a consideration in the selection of a principal.

3. Both groups seemed to be somewhat unable to predict whether promotional opportunities for black teachers and administrators would increase, decrease, or remain the same as before desegregation. However, the other administrators seemed considerably more frustrated concerning promotional opportunities than the building administrators.

4. Both groups were convinced that a black administrator can speak freely about racial concerns to black educators and the black constituency, but indicated considerable skepticism as to whether they can speak freely to non-black educators and community people regarding racial concerns.

5. Both groups favored co-principals (black and non-black) over any single administrative configuration, and either disagreed or were undecided as to whether any single administrative configuration (black principal and white assistant, or the reverse) was warranted solely on the basis of the racial composition of the school.

Conclusions

The conclusions reached in this study are based solely on the perceptions of the sample of black administrative personnel in the Omaha Public Schools who responded to this

investigation, and are applicable only for those individuals. Only those responses that received a consensus of agreement between both respondent groups are listed below as viable conclusions regarding perceptions held.

1. Black administrators in Omaha believe that they are needed, but are undecided as to the extent black administrators will be used by the district as desegregation proceeds.

2. Black administrators want to be an integral part of the decision-making process of the school district.

3. Qualified black educators should prepare to become administrators, and should apply for administrative positions.

4. Black educators must identify school district and community power structures, and involve themselves in the political processes in order to become integral parts of the policy-making body of the school system.

5. Black administrators do not receive the same level of trust and respect from school system officials as their non-black counterparts, and feel a significant amount of frustration and insecurity as a result.

6. More is expected of black administrators by school system officials and community people than from their non-black counterparts.

7. Since school desegregation, black principals are expected to play a larger role in maintaining good human relations between black and non-black students and staff members than their non-black counterparts.

8. Teachers are not adequately prepared to meet the

challenge of today's school.

9. Black school administrators encounter more problems from non-black parents and teachers than from other segments of the school and community.

10. Parents and community people are not adequately involved in the school's program.

Recommendations

Recommendations for Practice

1. School administrators should be recruited, selected, placed, and promoted on the basis of qualifications and capabilities for performing administrative responsibilities.

2. Roles of black administrators should be clearly defined, and they should be trusted and supported in their efforts to fulfill their roles.

3. Workshops and inservice training should involve administrators and teachers in innovative and worthwhile activities that will enhance their abilities to work effectively with multicultural, multi-ethnic students and community populations.

4. Parents and teachers should be involved in planning for students.

5. Lines of communication between black administrators and their superiors should be strengthened to avoid frustrations concerning role expectations and job performance.

6. Black administrators should participate actively in non-school organizations that include persons from all segments of the school community.

7. Black principals must organize and implement school programs and activities that demonstrate effective and innovative leadership to their superiors and to the school community.

Recommendations for Further Research

1. A study similar to this one should be conducted to determine the status and perceptions of white administrators and to compare them with those of black administrators.

2. Similar studies should be conducted with black school administrators in other midwestern cities to compare their status and perceptions with those of the black administrators in Omaha.

3. A study of black teachers in regard to their perceptions of the roles and status of black school administrators should be conducted to gain another perspective on the concerns and challenges that black administrators must address themselves to.

4. Depth studies should be conducted in order to determine what activities are needed to help black administrators develop more positive perspectives toward their work and their non-black peers.

This investigation examined but a few of the dynamics that impact upon the school desegregation process. The analysis of the data indicates that black educational administra-

tors in the Omaha system question their opportunities to utilize fully their talents within the school system, and are frustrated by perceived obstacles to their efforts to become successful, effective administrators.

Undoubtedly the demands on the administrators have changed radically since desegregation and their perceptions of their roles and status are directly related to the desegregation process. Therefore, it seems obvious that, if desegregation in the Omaha Public Schools is to be a complete success, activities and experiences for individuals which enhance their chances for success as school administrators in a desegregated school and/or school district should be considered before race. Also, it is recommended that research efforts should be increased and directed toward determination of the newer roles and needs of black administrators in today's educational system, and in-service programs should be implemented to provide for retraining and support for all administrators in meeting the new challenges arising from school desegregation.

Finally, it may be that greater communication between black administrators and their superiors could be enhanced through informal avenues that provide more personal contact between black administrators and their superiors. Non-school and unofficial activities that involve members of those segments of the school district could increase black administrators' feelings that they are trusted and respected and have input in the district's decision-making process.

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APPENDIX A

LETTERS OF TRANSMITTAL

LETTER TO RESPONDENTS

Dear _____:

Presently, I am a graduate student matriculating at Oklahoma State University. I am a graduate of Grambling State University and the University of Nebraska at Omaha. I have worked in the Omaha Public School System as a Teacher Corps intern and as a junior high mathematics teacher.

Over the past two decades, many studies have been conducted on the impact of school desegregation on black educators in Southern, Border, Northeastern and West Coast school systems. Very little has been done to elicit the responses of black educators in midwestern systems as to their perception of their roles and status in desegregated schools. Under the supervision of the Department of Educational Administration at Oklahoma State University, I have designed the enclosed questionnaire to elicit the perceptions of black administrators in Omaha of their roles and status in the Omaha Public School System.

I know that you have many demands on your time. However, I would appreciate your taking a few minutes to complete the questionnaire, and returning it to me in the stamped, self addressed envelope that has been enclosed for your convenience. An early reply will be appreciated.

Information obtained in this study will be completely confidential. No names will be, or can be, identified in reporting the results of this study.

Thank you very much for your cooperation in this study.

FOLLOW-UP LETTER TO RESPONDENTS

Dear _____:

Recently I mailed a questionnaire to your home address and asked that you complete it and return it in the enclosed self addressed envelope. If you have been able to complete the questionnaire and have returned it to me, please accept my sincerest appreciation for your cooperation.

If, however, you have not received a copy of the questionnaire, or have misplaced it, I would appreciate your taking a few minutes to complete the enclosed copy and returning it in the accompanying self addressed envelope. Your responses are very critical to the success and accuracy of this study and will be of immense value in helping to ascertain the impact of school desegregation on black school administrators in Omaha.

Information obtained in this study will be completely confidential. No names will be, or can be, identified in reporting the results of this study.

Thank you very much for your cooperation in this study.

APPENDIX B

INSTRUMENT

THE STATUS AND PERCEPTIONS OF BLACK SCHOOL ADMINISTRATORS IN OMAHA, NEBRASKA

BACKGROUND INFORMATION:

- 1) Sex: ____M ____F 2) AGE: ____20-30; ____31-40; ____41-50; ____51-60; ____61 & over
- 3) Name of state where you resided longest prior to becoming an administrator in Omaha ____.
- 4) Marital Status: ____Single, ____Married, ____Separated, ____Divorced 5) Location of High School Attended: _____. 6) Size of the graduating class from which you received your High School diploma: ____under 50 ____50-100 ____100-199 ____200-299 ____300-399 ____400.
- 7) COLLEGES OR UNIVERSITIES ATTENDED:
 - A) Bachelors Degree:

Type of Institution: ____Predominantly black ____ Predominantly white ____Even or nearly even black-white student population.

Name of State where located: _____ Major: _____
 - B) Masters Degree:

Type of Institution: ____Predominantly black ____ Predominantly white ____Even or nearly even black-white student population.

Name of State where located: _____ Major: _____
- 8) If you have worked in Omaha as a Teacher, indicate the approximate number of years.
1-5 years ____, 6-10 years ____, 11-15 years ____, 16-20 years ____.
- 9) Indicate the approximate length of time you have worked in the Omaha Public School System as an Administrator.
1-5 years ____, 6-10 years ____, 11-15 years ____, 16-20 years ____.
- 10) If you have worked in another school system as a Teacher, indicate the number of years.
1-5 years ____, 6-10 years ____, 11-15 years ____, 16-20 years ____.
- 11) If you have worked in another school system as an Administrator, indicate the number of years.
1-5 years ____, 6-10 years ____, 11-15 years ____, 16-20 years ____.
- 12) If you are currently serving as a Principal or Assistant Principal, give the racial composition of your school:

STUDENTS: Black ____% White ____% Hispanic ____% Other ____%

FACULTY: Black ____% White ____% Hispanic ____% Other ____%
- 13) Identify any non-school organizations you have helped to organize:

- 14) Are any of the community organizations in which you participate equal to, or nearly equal to, the racial composition of your school population?

____Yes ____No
- 15) If yes, give the names of these organizations below:

a. _____	d. _____
b. _____	e. _____
c. _____	f. _____

- 16) Below is a list of supervisory positions. Circle the title of your present position (or last position if retired). If the title of your present, or last, position is missing, please add the complete title in the blank space and circle it. Then rank all of the positions according to your belief about the degree of importance of each in meeting the educational needs of students in your school system. Use a scale of one (1) to nine (9).

Highest: 1,2,3 9: Lowest

RANK

- _____ Assistant Superintendent
 _____ Central Office Supervisory Staff
 _____ Elementary Principal
 _____ Junior High or Middle School Principal
 _____ Senior High Principal
 _____ Assistant Principal (Elementary)
 _____ Assistant Principal (Junior High or Middle School)
 _____ Assistant Principal (Senior High)
 _____ Other _____

SPECIFIC QUESTIONS

The following questions contain listings of role responsibilities and observations by black administrators in one southern state. These questions are presented to elicit a comparison of your perceptions of the responsibilities that black and non-black principals have been required to attend to most *before* and *after* school desegregation, and your perceptions of the importance of other considerations to black principals in Omaha.

Rank items in the next five (5) questions in the order that you perceive them to be important, according to your experiences as an administrator. If you don't feel an item is important, cross it out (X), and do not include it in your ranking. If there are role responsibilities or considerations that you feel are important, that are not included, write those in the spaces beside "other". Then rank all of the important items according to the following scale:

Most Important: 1, 2, 3, 10: Least Important

- 17) Rank the following role responsibilities according to your perception of those that required more of a principal's time and effort before school desegregation, and after school desegregation.

BEFORE SCHOOL DESEGREGATION		AFTER SCHOOL DESEGREGATION	
Black Principals	Non-Black Principals	Black Principals	Non-Black Principals
_____ Instructional leadership	_____	_____ Instructional leadership	_____
_____ Building supervision	_____	_____ Building supervision	_____
_____ Disciplining students	_____	_____ Disciplining students	_____
_____ Community liaison for the district	_____	_____ Community liaison for the district	_____
_____ Fostering human relations within the school	_____	_____ Fostering human relations within the school	_____
_____ Preparation of reports and other paper work	_____	_____ Preparation of reports and other paper work	_____
_____ Other _____	_____	_____ Other _____	_____
_____ Other _____	_____	_____ Other _____	_____

- 18) Excluding money, are there major barriers that prohibit principals from organizing and running the kinds of schools they want?

_____ Yes _____ No

If yes, rank the following items according to your perceptions of the barriers that impact upon black and non-black principals the most.

Black Principals		Non-Black Principals
_____	Lack of support and respect from superiors	_____
_____	Unwillingness of teachers to cooperate with the principal	_____
_____	Inadequate facilities and supplies	_____
_____	Lack of administrative help (time)	_____
_____	Students not feeling a part of the school	_____
_____	Teachers not prepared for today's schools	_____
_____	Lack of involvement of parents and community in school	_____
_____	Interference from outside organizations	_____
_____	Other _____	_____
_____	Other _____	_____

19) Rank the following items according to your perception of the most important ways that Central Office personnel can be of more assistance to black principals in operating effective schools.

_____	Trusting and supporting their judgement
_____	Consulting them concerning the development of policies and regulations
_____	Providing workshops to aid teachers in understanding cultural differences of children
_____	Providing more administrative help with curriculum matters
_____	Holding fewer meetings
_____	Eliminating duplication of written work
_____	Encouraging more parental support of schools
_____	Allowing them to select their teachers
_____	Reducing teacher-pupil ratio
_____	Other _____
_____	Other _____

20) Rank the following items according to your perception of ways in which the talents of black principals can be better utilized by the system.

_____	Principals have more freedom to work with teachers' curriculum needs
_____	Principals roles are clearly defined
_____	Principals are trusted to fulfill their roles
_____	Principals do not present a threat to superiors
_____	Principals are involved in the policy-making of the school system
_____	Principals are congratulated when warranted
_____	Principals are criticized when warranted
_____	Other _____
_____	Other _____

- 21) Rank the following items according to your perception of factors that would encourage other black educators to prepare themselves academically to become principals.

_____	They are recommended by black administrators in the system
_____	They are recommended by non-black administrators in the system
_____	They have a high degree of tolerance for frustration
_____	They have contacts within the formal and informal power structures before and during training
_____	They aspire to other administrative positions
_____	They have certification in more than one field
_____	Other _____
_____	Other _____

The following statements are presented to represent opinions rather than facts. As opinions, they are neither right nor wrong, and the responses should be determined largely in terms of personal experiences. Place an (X) in the appropriate column that indicates your attitude toward the following statements.

STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
22) In desegregated schools, black school administrators play a larger role in facilitating harmonious relations between black and non-black teachers and students than do white school administrators.					
23) Qualified young black educators should apply for administrative positions in Midwestern city school systems.					
24) Black and non-black administrators have about the same level of respect from school system officials.					
25) Black and non-black administrators have about the same level of respect from their school communities.					
26) More is expected of black administrators than non-black administrators from (answer for each below):					
a) school administrators					
b) teachers					
c) students					
d) other citizens					
e) parents					
27) Black administrators encounter more problems than non-black administrators from sources other than teacher-student classroom situations (i.e., community groups, central office staff, parents, support personnel).					

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
28) If a school administrator is qualified to be an administrator of a school in a district, his/her qualifications should be such that one could administer any school of the same level in that district.					
29) Most black administrators can speak freely about educational problems concerning race to (answer for each below):					
a) black teachers					
b) non-black teachers					
c) other black administrators					
d) non-black administrators					
e) black students					
f) non-black students					
g) school board members					
h) black citizens of the community					
i) non-black citizens of the community					
30) The ability to understand and relate to people is an important criterion which should be included in selecting a school administrator.					
31) A school faculty and administration should reflect the ethnic or racial composition of the school.					
32) A school cannot offer quality education if the faculty and administrative staff are not integrated.					
33) In the selection of a principal, the race of the individual should have no relationship to the racial composition of the student population.					
34) Following desegregation the black principal is usually (answer for each):					
a) demoted					
b) displaced					

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
c) promoted to central office					
d) returned to classroom					
e) made assistant to a white principal					
f) given a new assignment with no specific responsibility and given a salary increase as appeasement					
g) given responsibility commensurate with his/her training and experience					
h) maintained as a school principal					
35) A school which has been desegregated and is predominantly white should have (answer for each below):					
a) non-black principal and black assistant					
b) black principal and black assistant					
c) all black administration					
d) all non-black administration					
e) co-principals (black and non-black)					
36) A school which has been desegregated and is predominantly black should have (answer for each below):					
a) non-black principal and black assistant					
b) black principal and black assistant					
c) all black administration					
d) all non-black administration					
e) co-principal black and non-black)					
37) As desegregation progresses, the number of black principals (answer for each):					
a) decreases					
b) increases					
c) remains the same as before desegregation					
38) In a desegregated school the greatest difficulties a black school administrator will encounter will be with (answer for each below):					
a) black children					
b) non-black children					

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
c) black parents					
d) non-black parents					
e) non-black faculty members					
d) black faculty members					
39) Following desegregation the opportunity for a black principal to move to a higher position is (answer for each below):					
a) increased					
b) decreased					
c) the same as before desegregation					
40) Following desegregation the opportunity for a black assistant principal to move to a higher position is (answer for each below):					
a) increased					
b) decreased					
c) the same as before desegregation					
41) Following desegregation the opportunity for a black teacher to move to an administrative position is (answer for each below):					
a) increased					
b) decreased					
c) the same as before desegregation					

APPENDIX C

RACIAL COMPOSITION OF STUDENT POPULATION
IN THE OMAHA PUBLIC SCHOOLS
1975 AND 1980

PLANNING, COMMUNITY RELATIONS,
RESEARCH, AND EVALUATION COMMITTEE MEETING
Wednesday, December 9, 1981

HIGH SCHOOL DESEGREGATION PLAN REVIEW

Introduction

Annually, effects on school enrollments, as a result of implementing the court-ordered desegregation plan, are studied and reviewed. A monitoring report is discussed with the Board of Education and filed with the Federal District Court, the Legal Intervenors, and the Justice Department. This report reveals the enrollment trends of all six years the plan has been implemented for the eight high schools. As a result of these trends, possible adjustments to the high school plan are being proposed by staff for Board of Education consideration.

High school enrollment effects for years 1976-77 through 1981-82 are described on the following table.

School	Pre Desegregation		First Year of Plan		Second Year of Plan		Third Year of Plan		Fourth Year of Plan		Fifth Year of Plan		Sixth Year of Plan	
	1975-76		1976-77		1977-78		1978-79		1979-80		1980-81		1981-82	
	% Black	Enroll.	% Black	Enroll.	% Black	Enroll.	% Black	Enroll.	% Black	Enroll.	% Black	Enroll.	% Black	Enroll.
Benson	22.9	1,520	24.2	1,352	22.8	1,190	23.5	1,187	24.6	1,117	27.0	1,104	25.6	1,095
Bryan	2.1	1,231	6.6	1,221	8.9	1,250	10.9	1,219	12.5	1,213	12.2	1,215	15.3	1,014
Burke	2.2	2,137	12.8	2,346	10.9	2,136	10.7	1,900	10.8	1,762	8.5	1,674	9.0	1,632
Central	31.8	2,201*	26.7	1,674	24.6	1,441	24.2	1,427	26.9	1,409	28.5	1,482	26.9	1,430
North	35.0	1,756*	29.4	1,314	35.2	1,379	42.9	1,341	41.8	1,251	41.8	1,238	44.6	1,201
Northwest	7.5	1,601	18.9	1,716	22.8	1,735	26.2	1,638	28.0	1,600	29.3	1,570	34.7	1,536
South	3.3	2,325*	4.5	1,950	4.5	1,762	6.2	1,636	6.4	1,554	7.3	1,545	5.6	1,416
Technical	81.9	581	42.2	1,078	34.3	1,491	31.6	1,531	32.5	1,380	35.2	1,170	35.6	1,029
TOTAL	18.6	13,352	19.1	12,651	19.7	12,384	21.5	11,879	22.3	11,286	22.9	10,998	24.0	10,353

*Includes the Ninth Grade

Possible High School
Desegregation Plan Options

The staff considered individual school enrollments, racial percentages, residential trends, and future plan implications before the decision was reached to suggest the options. Options are being presented for Board consideration as a part of the continued implementation of the court-ordered high school voluntary plan.

ANALYSIS OF EFFECTS OF DESEGREGATION PLAN FOR ELEMENTARY SCHOOLS
CLUSTER, PAIRED AND EXEMPT SCHOOLS

SUMMARY

SUMMARY	First Year of Plan Oct. 1976-77				Second Year of Plan Oct. 1977-78				Third Year of Plan Oct. 1978-79				Fourth Year of Plan Oct. 1979-80				Fifth Year of Plan Oct. 1980-81			
	# Black	% Black	# Non Black	Total	# Black	% Black	# Non Black	Total	# Black	% Black	# Non Black	Total	# Black	% Black	# Non Black	Total	# Black	% Black	# Non Black	Total
Cluster I	544	21.2	2,024	2,568	531	21.3	1,967	2,498	467	19.0	1,992	2,459	432	19.1	1,824	2,256	324	15.4	1,776	2,100
Cluster II	465	17.4	2,208	2,673	408	16.7	2,042	2,450	406	17.6	1,895	2,301	382	18.0	1,738	2,120	414	19.9	1,669	2,083
Cluster III	624	24.6	1,913	2,537	589	25.7	1,704	2,293	587	26.7	1,613	2,200	586	28.4	1,476	2,062	648	31.2	1,430	2,078
Cluster IV	589	20.4	2,304	2,893	592	21.7	2,133	2,725	547	20.7	2,100	2,647	466	19.9	1,880	2,346	461	20.2	1,816	2,277
Cluster V	637	16.2	3,284	3,921	643	17.2	3,086	3,729	593	16.9	2,914	3,507	559	17.8	2,578	3,137	524	16.3	2,684	3,208
Cluster VI	694	20.4	2,705	3,399	683	20.5	2,646	3,329	675	21.0	2,537	3,212	647	20.7	2,481	3,128	632	22.0	2,245	2,877
Cluster VII	321	16.4	1,637	1,958	289	16.1	1,506	1,795	304	17.2	1,462	1,766	258	15.9	1,366	1,624	299	18.4	1,330	1,629
Paired Schools	935	32.1	1,981	2,916	987	34.6	1,863	2,850	958	34.9	1,785	2,743	945	38.1	1,535	2,480	930	39.2	1,443	2,373
Exempt Schools	1,330	28.4	3,359	4,689	1,402	30.2	3,247	4,649	1,470	32.9	2,992	4,462	1,502	34.7	2,822	4,324	1,577	37.0	2,683	4,260
Monmouth Park/ Franklin	380	82.8	79	459	366	83.4	73	439	380	83.9	73	453	333	84.9	59	392	331	83.4	66	397
TOTAL	6,519	23.3	21,494	28,013	6,490	24.3	20,267	26,757	6,387	24.8	19,363	25,750	6,110	25.6	17,759	23,869	6,140	26.4	17,142	23,282

SUMMARY	Pre-Desegregation Oct. 1975-76				OPS Students Residing in Attend. Area Oct. 1980			
	# Black	% Black	# Non Black	Total	# Black	% Black	# Non Black	Total
Cluster I	470	16.6	2,354	2,824	245	12.2	1,770	2,015
Cluster II	416	13.7	2,619	3,035	371	17.9	1,707	2,078
Cluster III	600	22.9	2,020	2,620	638	30.7	1,439	2,077
Cluster IV	490	16.3	2,524	3,014	328	14.8	1,887	2,215
Cluster V	454	10.8	3,753	4,207	267	9.8	2,460	2,727
Cluster VI	753	20.2	2,977	3,730	550	18.3	2,463	3,013
Cluster VII	384	17.4	1,829	2,213	277	17.7	1,286	1,563
Paired Schools	927	28.8	2,287	3,214	938	38.8	1,479	2,417
Exempt Schools	1,176	25.4	3,459	4,635	1,532	36.2	2,703	4,235
Monmouth Park/ Franklin	1,041	81.9	230	1,271	854	82.1	186	1,040
TOTAL	6,711	21.8	24,052	30,763	6,000	25.7	17,380	23,380

Observations

- Black enrollment has decreased from 6,519 to 6,140 (-379) 5.8%.
- Nonblack enrollment has decreased from 21,494 to 17,142 (-4,352) 20.2%.
- Percent of black students in Cluster I has decreased. This decrease may be due to the North Expressway progress. All other groupings of schools have increased.

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School	American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		Not of Hispanic Origin				Total	
	#	%	#	%	#	%	Black		White		#	%
							#	%	#	%		
SENIOR HIGH												
Benson	6	0.5	34	3.1	12	1.1	298	27.0	754	68.3	1,104	100.0
Bryan	5	0.4	5	0.4	40	3.3	148	12.2	1,017	83.7	1,215	100.0
Burke	4	0.2	5	0.3	7	0.4	143	8.5	1,515	90.5	1,674	100.0
Central	7	0.5	11	0.7	18	1.2	422	28.5	1,024	69.1	1,482	100.0
North	18	1.5	2	0.2	9	0.7	518	41.8	691	55.8	1,238	100.0
Northwest	3	0.2	10	0.6	7	0.4	460	29.3	1,090	69.4	1,570	100.0
South	11	0.7	25	1.6	113	7.3	113	7.3	1,283	83.0	1,545	100.0
Technical	19	1.6	1	0.1	14	1.2	412	35.2	724	61.9	1,170	100.0
Total	73	0.7	93	0.8	220	2.0	2,514	22.9	8,098	73.6	10,998	100.0
JUNIOR HIGH												
Bancroft	23	7.2	1	0.2	41	7.4	102	18.3	389	70.0	556	100.0
Beveridge	9	1.2	5	0.6	2	0.3	142	18.2	623	79.8	781	100.0
Bryan	6	0.8	7	1.0	12	1.7	120	16.9	566	79.6	711	100.0
Hale	9	1.0	5	0.5	5	0.5	334	35.3	592	62.6	945	100.0
Indian Hill	5	1.4	1	0.3	31	8.8	94	26.6	222	62.9	353	100.0
King	3	0.5	0	0.0	19	3.4	138	25.0	391	71.0	551	100.0
Lewis & Clark	18	1.7	30	2.9	17	1.6	230	22.2	741	71.5	1,036	100.0
Mann	3	0.3	5	0.5	10	1.1	235	25.2	681	72.9	934	100.0
Marrs	6	1.9	1	0.3	45	14.2	40	12.7	224	79.9	316	100.0
McMillan	4	0.4	3	0.3	5	0.5	477	43.5	607	55.4	1,096	100.0
Monroe	8	0.9	6	0.7	3	0.3	301	34.4	556	63.6	874	100.0
Morton	10	1.2	10	1.2	2	0.2	139	16.3	690	81.1	851	100.0
Norris	13	1.5	14	1.6	28	3.4	155	18.0	651	75.6	861	100.0
Total	117	1.2	88	0.9	220	2.2	2,507	25.4	6,933	70.3	9,865	100.0
OTHER SECONDARY												
C.C.O.E.#3	2	3.4	0	0.0	0	0.0	29	49.2	28	47.5	59	100.0
I.S.C.#1	3	3.4	1	1.1	8	9.2	10	11.5	65	74.7	87	100.0
I.S.C.#2	2	2.2	0	0.0	0	0.0	23	25.6	65	72.2	90	100.0
I.S.C.#4	0	0.0	0	0.0	2	4.7	31	72.1	10	23.3	43	100.0
Pickard Trans. Ctr.	2	2.2	0	0.0	0	0.0	19	20.9	70	76.9	91	100.0
Total	9	2.4	1	0.3	10	2.7	112	30.3	238	64.3	370	100.0
Total Secondary	199	0.9	182	0.9	450	2.1	5,133	24.2	15,269	71.9	21,233	100.0
ELEMENTARY												
Adams	1	0.4	2	0.8	4	1.5	61	23.2	195	74.1	263	100.0
Ashland Park	3	0.8	23	5.9	4	1.0	36	9.2	326	83.2	392	100.0
Beals	2	0.6	3	0.9	5	1.6	56	17.6	252	79.2	318	100.0
Belle Ryan	5	1.8	6	2.1	6	2.1	33	11.7	232	82.3	282	100.0
Belvedere	4	0.6	3	0.4	7	1.0	383	53.1	324	44.9	721	100.0
Benson West	4	0.7	0	0.0	4	0.7	202	33.9	386	64.8	596	100.0
Boyd	3	0.7	1	0.2	6	1.3	57	12.8	378	84.9	445	100.0
Castelar	4	2.2	0	0.0	16	8.6	18	9.7	148	79.6	186	100.0
Catlin	3	0.8	1	0.3	2	0.6	40	11.1	314	87.2	360	100.0
Central Park	3	1.4	0	0.0	2	0.4	251	56.3	190	43.6	446	100.0
Chandler View	2	0.5	1	0.2	12	2.9	45	11.0	349	85.3	409	100.0
Clifton Hill	3	0.5	2	0.3	4	0.6	347	56.1	262	42.4	618	100.0
Columbian	0	0.0	0	0.0	3	0.8	52	13.4	334	85.9	389	100.0
Conestoga	6	1.2	3	0.6	4	0.8	147	28.5	355	68.9	515	100.0
Corrigan	2	0.7	3	1.0	18	5.9	60	19.8	220	72.6	303	100.0
Crestridge	2	0.5	4	0.9	2	0.4	82	17.9	369	80.4	459	100.0
Dodge	2	0.2	8	1.5	5	0.9	77	14.1	456	83.2	548	100.0
Druid Hill	2	0.7	0	0.0	2	0.7	101	37.1	167	61.4	272	100.0
Dundee	7	1.7	56	13.4	4	1.0	44	10.5	307	73.4	418	100.0
Edison	2	0.4	2	0.4	2	0.4	45	9.3	435	89.5	486	100.0

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School	American Indian or Alaskan Native			Asian or Pacific Islander			Hispanic			Not of Hispanic Origin						Total		
										Black			White					
	#	%		#	%		#	%		#	%		#	%		#	%	
Field Club	2	1.6		0	0.0		4	3.2		20	15.7		101	79.5		127	100.0	
Florence	1	0.4		0	0.0		0	0.0		20	7.3		254	92.4		275	100.0	
Fontenelle	3	0.5		6	1.0		11	1.9		205	35.3		355	61.2		580	100.0	
Franklin	1	0.4		1	0.4		4	1.6		227	88.0		25	9.7		258	100.0	
Gilder	2	0.7		2	0.7		15	5.3		48	17.0		216	76.3		283	100.0	
Giles	2	1.4		4	2.8		5	3.5		26	18.3		105	73.9		142	100.0	
Harrison	1	0.3		2	0.6		2	0.6		32	9.5		299	89.0		336	100.0	
Hartman	0	0.0		4	0.9		4	0.9		87	19.3		356	78.9		451	100.0	
Highland	2	0.6		3	0.9		46	14.4		86	27.0		182	57.1		319	100.0	
Indian Hill	13	3.7		0	0.0		19	5.4		153	43.2		169	47.7		354	100.0	
Jackson	3	2.0		0	0.0		5	3.4		18	12.1		123	82.6		149	100.0	
Jefferson	6	1.9		1	0.3		4	1.3		96	30.4		209	66.1		316	100.0	
Joslyn	2	0.4		2	0.4		3	0.6		80	16.9		386	81.6		473	100.0	
Kellom	9	2.2		7	1.7		8	1.9		195	47.0		196	47.2		415	100.0	
Kennedy	3	0.7		6	1.4		2	0.5		207	48.3		211	49.2		429	100.0	
Lincoln	2	1.3		0	0.0		16	10.3		24	15.5		113	72.9		155	100.0	
Lord	0	0.0		0	0.0		2	3.6		12	21.8		41	74.5		55	100.0	
Lothrop	6	1.0		7	1.1		4	0.6		362	57.7		248	39.6		627	100.0	
Marrs	3	1.3		0	0.0		24	10.7		28	12.5		169	75.4		224	100.0	
Mason	15	8.4		0	0.0		7	3.9		28	15.6		129	72.1		179	100.0	
Masters	6	0.9		7	1.0		1	0.1		72	10.7		589	87.3		675	100.0	
Miller Park	4	1.0		1	0.2		5	1.2		187	45.1		218	52.5		415	100.0	
Minne Lusa	2	0.4		3	0.5		10	1.8		78	14.1		462	83.2		555	100.0	
Monmouth Park	2	1.4		1	0.7		2	1.4		104	74.8		30	21.6		139	100.0	
Mount View	2	0.5		1	0.2		3	0.7		241	54.8		193	43.9		440	100.0	
Oak Valley	0	0.0		1	0.4		1	0.4		17	6.5		244	92.8		263	100.0	
Park	4	1.8		1	0.5		9	4.1		45	20.7		158	72.8		217	100.0	
Pawnee	2	0.5		7	1.6		3	0.7		64	14.5		366	82.8		442	100.0	
Pinewood	4	1.3		0	0.0		1	0.3		35	11.3		271	87.1		311	100.0	
Ponca	0	0.0		1	0.6		5	3.0		1	0.6		160	95.8		167	100.0	
Riverview	0	0.0		4	2.4		55	33.1		23	13.9		84	50.6		166	100.0	
Robbins	4	1.7		0	0.0		6	2.5		47	19.6		183	76.3		240	100.0	
Rosehill	4	1.3		1	0.3		6	1.9		42	13.4		260	83.1		313	100.0	
Rosewater	2	1.4		0	0.0		12	8.8		14	10.3		108	79.4		136	100.0	
Saratoga	16	4.5		1	0.3		14	4.0		123	34.9		198	56.3		352	100.0	
Saunders	6	5.6		3	2.8		1	0.9		17	15.9		80	74.8		107	100.0	
Sherman	5	1.9		1	0.4		2	0.8		77	29.7		174	67.2		259	100.0	
Spring Lake	6	1.5		2	0.5		89	22.5		37	9.3		262	66.2		396	100.0	
Springville	3	0.9		2	0.6		0	0.0		56	17.5		259	80.9		320	100.0	
Sunny Slope	4	0.7		3	0.5		1	0.2		64	11.0		510	87.6		582	100.0	
Train	12	7.5		1	0.6		2	1.3		21	13.1		124	77.5		160	100.0	
Vinton	4	2.7		0	0.0		9	6.2		8	5.5		125	85.6		146	100.0	
Wakonda	6	1.1		2	0.4		0	0.0		373	71.5		141	27.0		522	100.0	
Walnut Hill	11	2.5		34	7.8		9	2.1		112	25.6		272	62.1		438	100.0	
Washington	0	0.0		6	2.2		4	1.5		51	18.7		212	77.7		273	100.0	
Western Hills	3	1.1		3	1.1		3	1.1		59	20.8		215	76.0		283	100.0	
Windsor	5	2.1		0	0.0		7	2.9		37	15.3		193	79.8		242	100.0	
Yates	16	7.8		10	4.9		6	2.9		56	27.3		117	57.1		205	100.0	
Total	269	1.2		259	1.1		563	2.4		6,152	26.4		16,094	69.0		23,337	100.0	
Homebound	0	0.0		0	0.0		0	0.0		7	31.8		15	68.2		22	100.0	
GRAND TOTAL ...	468	1.1		441	1.0		1,013	2.3		11,292	25.3		31,378	70.4		44,592	100.0	

VITA

Wilbert Henry Bledsoe

Candidate for the Degree of

Doctor of Education

Thesis: THE STATUS AND PERCEPTIONS OF BLACK SCHOOL ADMINISTRATORS IN OMAHA

Major Field: Educational Administration

Biographical:

Personal Data: Born in Monroe, Louisiana, November 22, 1943, the son of Mr. and Mrs. Moreece Bledsoe.

Education: Graduated from Carroll High School, Monroe, Louisiana, in May, 1961; received Bachelor of Science degree in Secondary Education from Grambling College in 1966; received Master of Science in Secondary Education from the University of Nebraska at Omaha in 1968; enrolled in doctoral program at Oklahoma State University in 1977; completed requirements for the Doctor of Education degree at Oklahoma State University in December, 1984.

Professional Experience: Teacher Corps intern, University of Nebraska at Omaha, 1966-68; mathematics teacher, Mann Junior High, Omaha Public Schools, 1968-1970; Recruiter-Evaluator, Teacher Corps Recruitment and Referral Center, University of Nebraska at Omaha, 1970-73; Associate Director, Teacher Corps Recruitment and Referral Center, Wayne State University, 1973-77; Teacher Corps Liaison, Oklahoma State University Project, 1977-79; Youth Employment Counselor, Omaha Concentrated Employment and Training Agency, 1979-80; Community Liaison Professional, Omaha Public Schools, 1980-81; core teacher, Bryan Junior High, Omaha Public Schools, 1981-84.

Professional Organizations: National Education Association; Nebraska State Education Association; Omaha Education Association.