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A STUDY OF POLICIES AND PRACTICES WHICH
DEMONSTRATE A COMMITMENT TO THE ACHIEVEMENT
OF RACIAL INTEGRATION IN SELECTED OKLAHOMA
HIGH SCHOOLS.

THE UNIVERSITY OF OKLAHOMA, ED.D., 1979

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THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

A STUDY OF POLICIES AND PRACTICES
WHICH DEMONSTRATE A COMMITMENT TO THE
ACHIEVEMENT OF RACIAL INTEGRATION
IN SELECTED OKLAHOMA HIGH SCHOOLS

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF EDUCATION

BY
JAMES EARL CHRISTIAN
Norman, Oklahoma
1978

A STUDY OF POLICIES AND PRACTICES
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ACHIEVEMENT OF RACIAL INTEGRATION
IN SELECTED OKLAHOMA HIGH SCHOOLS

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A STUDY OF POLICIES AND PRACTICES WHICH DEMONSTRATE
A COMMITMENT TO THE ACHIEVEMENT OF RACIAL INTEGRATION
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CHAPTER I

INTRODUCTION

On May 17, 1954, Earl Warren, Chief Justice of the Supreme Court of the United States publicly announced the Court's decision in Brown v. Board of Education of Topeka, in which they unanimously concluded that "Segregation of children in public schools solely on the basis of race,... deprived the children of the minority group of equal educational opportunity."¹ This decision, the Court's implementation decree and subsequent decisions by the various federal courts which demanded monumental changes within public educational institutions provoked immediate intense reaction among both white and black Americans.

While some individuals viewed the Brown decision as a signal of rising hope that the tenets of American democracy were to be achieved, many other individuals developed an attitude of

¹Brown v. Board of Education of Topeka, 347 U.S. 483, 488 (1954).

resentment and anger. This resentment and anger culminated in violent confrontation between black and white Americans, school boycotts, damage to public property and the flooding of state and federal courts with appeals. In many instances, elected officials in state and local government assumed the leadership in seeking appeal of the Brown decision. Perhaps one of the most important decisions that delayed and obstructed the goals of the Brown decision occurred in the South Carolina Federal District Court. This three-judge court in an interpretation of the Brown decision concluded in Briggs v. Elliott that "the Constitution, in other words does not require integration. It merely forbids discrimination."¹

According to Reed, school districts and federal courts throughout America accepted the Briggs opinion including the "desegregation not integration" shibboleth. The belief that the two words are descriptive of different concepts led to the development of desegregation plans which merely provided students the choice of attending any school in the district.²

The "desegregation not integration" shibboleth, as well as other obstructing tactics severely hampered the implementation of the intent of the Brown decision. However, one of the

¹Briggs v. Elliott, 132 F. Supp. 777 (E.D.S.C. 1955).

²Frank T. Reed, "Judicial Evolution of the Law of School Integration Since Brown v. Board of Education," Law and Contemporary Problems, Vol. XXXIX, No. 1 (Winter 1975):13.

earlier efforts that clearly indicated a relationship between racial desegregation, integration, and equal educational opportunity was put forth by Blake. Blake identified eight intermittent stages along a continuum, progressing from racial segregation to complete racial integration. He concluded that racial desegregation occurs in school districts when deliberate changes are made in school policy that results in black and white students attending racially heterogeneous schools and that complete racial integration occurs in desegregated schools when policies are implemented which tend to foster equal educational opportunity for all children.¹

The United States Department of Health, Education and Welfare, in adopting a similar position, concluded:

An education in integrated schools can be expected to have major effects on attitudes toward members of other racial groups. At its best, it can develop attitudes appropriate to the integrated society these students will live in; at worst, it can create hostile camps of Negroes and whites in the same school. Thus, there is more to 'school integration' than merely putting Negroes and whites in the same building and there may be more important consequences of integration than its effect on achievement.²

¹Elias Blake, Jr., "A Re-Definition of Educational Problems Occasioned by Desegregation and Title IV of the Civil Rights Act of 1964," paper presented for the National Conference on Equal Educational Opportunity in American Cities, sponsored by the U.S. Commission on Civil Rights, Washington, D.C., pp. 16-18, November, 1967.

²U.S. Department of Health, Education and Welfare, Equality of Educational Opportunity (Washington, D.C., U. S. Government Printing Office, 1966), p. 28.

Most school districts in the southern and border states have successfully achieved physical desegregation and many assume that they are providing equal educational opportunity to all students. In challenging this assumption, Pettigrew made the salient point that, "Desegregation is a necessary but not sufficient condition for equal educational opportunity across the races."¹ Pettigrew further contended that the important question for educators and lay citizens becomes, "How do we achieve integration out of desegregation?"²

Many educators and lay citizens have described the late 1950's and early 1960's as a period of great accomplishment in ensuring the human rights heritage of minority students. In contrast, many of these same educators and lay citizens characterized the late 1960's and early 1970's as a period of increasing apathy and loss of faith in the propensity of the desegregated public school to integrate and provide equal educational opportunity. Not a few of these Americans - black and white - have identified different and perhaps more severe problems in the desegregated school. According to Bell, these problems frequently identified as "second generation" desegregation problems indicate that "the integrated school by

¹Thomas F. Pettigrew, "Educational Implications," in Milliken v. Bradley: The Implications for Metropolitan Desegregation, U. S. Civil Rights Commission (Washington, D.C.: U. S. Government Printing Office, 1974), p. 29.

²Ibid.

definition remains a predominately white school structured to serve the needs of the dominant white student population and their parents."¹

Because of the shortcomings of many school districts in achieving racial integration, the National Education Association, the nation's largest professional teachers organization, recently published guidelines for state and local association involvement in accomplishing the goals expressed in the Brown decision. The NEA characterized school desegregation as perhaps the single most important phenomenon affecting public school reform, and cautioned educators of the severe consequences that occur when a school district does not progress beyond desegregation. The NEA maintained:

Desegregation alone may be inadequate in providing the impetus for education reform. Experience has proven that even where desegregation, technically, has become an accomplished fact, too often the end product has increased the prospect for racial isolation and institutionally oriented pluralization.²

Public school systems that fail to move beyond physical desegregation often create a myriad of additional problems, including increased racial isolation. Closely associated with the increased prospect for student racial isolation was the

¹Derrick A. Bell, Jr., "Is Brown Obsolete? Yes!" Integrated Education, Vol. XIV, (May-June, 1976):29.

²National Education Association of the United States, School Desegregation Guidelines for Local and State Education Associations, (Washington, D.C., 1974), p. 7.

disenchantment of the black community with desegregation. The NEA put it this way:

In many cases, minority communities have become disenchanted with desegregation, often because of past experiences with teacher and student displacement, elimination of cultural identification in the school, and continuing powerlessness to affect educational decisions made by the existing power structure.¹

As a result of the increasing controversy regarding the desegregation-integration process, a 1973 report by the United States Commission on Civil Rights pessimistically concluded that "the future of school desegregation is uncertain. Although there are examples of success in many parts of the nation, many people, black and white, question whether integration can work."²

Despite the pessimistic attitude of many Americans, including parents, students, superintendents, high school principals, teachers, and governmental policy-makers regarding the future of public school desegregation-integration, Pettigrew made the point that "integration has not failed America, for it remains to be tried as a national policy."³

¹National Education Association of the United States, School Desegregation Guidelines for Local and State Education Associations, p. 7.

²United States Commission on Civil Rights, Title IV and School Desegregation: A Study of a Neglected Federal Program, (Washington, D. C., 1973), p. 44.

³Pettigrew, "Educational Implications" in Milliken v. Bradley: The Implications for Metropolitan Desegregation, p. 58.

The position that public schools have failed to progress beyond desegregation because of the absence of a national desegregation-integration policy would not appear wholly defensible. The Oklahoma Association of Secondary School Principals, without national policy or external pressure, developed a position statement which identified the responsibility of the secondary principalship in achieving integration and equal educational opportunity. A portion of the responsibility is stated in this manner:

Thus, the principal as an educational leader must have a deep commitment to the achieving of equality of educational opportunity and to the developing of schools which can attain this goal. He should work courageously to create, in the school, conditions which will permit all students to gain equal access to the school programs which will meet his needs. He must pledge himself to make effective the integration of minority individuals and groups in the life of the school and ultimately of the community.¹

While most studies indicated the importance of the high school principal's commitment toward achieving racial integration, the current teacher movement toward shared decision-making emphasizes the increasing importance of teacher and counselor commitment toward achieving racial integration. St. John contends that if achieving racial integration and equal educational opportunity are goals of the desegregated school, then the principal, counselors, and teachers must assume the responsibility for structuring a positive inter-racial climate through democratic

¹Leadership Committee of OASSP, "The Secondary School Principalship," adopted May 3, 1969.

decision-making. In view of the importance of the school's total educational staff in the desegregation-integration process, there is almost a complete lack of information regarding the attitude, behavior, and commitment of the total staff toward the achievement of racial integration.¹

Purpose of the Study

Few Americans appear to disagree with the principle of equal educational opportunity for all racial, religious, and ethnic groups. Because of this general agreement, administrators and classroom teachers charged with the responsibility of moving desegregated schools toward equal educational opportunity must be aware of those practices and policies which appear to demonstrate a commitment to the achievement of racial integration.

Therefore, data are needed which indicate the extent to which principals, counselors, and teachers in desegregated Oklahoma high schools have implemented those policies and practices that are consistent with effective racial integration.

Statement of the Problem

The problem of this study was to determine the perceptions of high school principals, counselors, and teachers regarding the implementation of racial integration policies and practices which

¹Nancy H. St. John, School Desegregation Outcomes For Children, (New York: John Wiley and Sons, 1975), pp. 124-125.

appear to demonstrate a commitment to the achievement of racial integration. Additionally, this effort determined the extent to which selected educators differ in agreement and disagreement responses regarding the implementation of the selected policies and practices. Of special concern was a comparison of the perceptions held by black and white educators.

Hypotheses to be Tested

Ho₁ There is no statistically significant difference between the responses of black and white educators by items with respect to the implementation of selected policies and practices which demonstrate a commitment to the achievement of racial integration.

Ho₂ There is no statistically significant difference between the responses of principals, counselors, and teachers by item with respect to the implementation of selected policies and practices which demonstrate a commitment to the achievement of racial integration.

Ho₃ There is no statistically significant difference between the responses of educators who differ in age by item with respect to the implementation of selected policies and practices which demonstrate a commitment to the achievement of racial integration.

Ho₄ There is no statistically significant difference between the responses of subjects employed in high schools with black student enrollments of 9-20 percent, 21-32 percent, and

more than 32 percent by item with respect to the implementation of selected policies and practices which demonstrate a commitment to the achievement of racial integration.

Ho₅ There is no statistically significant difference between the responses of subjects who have and have not participated in activities directed by the Consultative Center for Equal Educational Opportunity by item with respect to the implementation of selected policies and practices which demonstrate a commitment to the achievement of racial integration.

Ho₆ There is no statistically significant difference between the responses of subjects with varying years of experience by item with respect to the implementation of selected policies and practices which demonstrate a commitment to the achievement of racial integration.

Ho₇ There is no statistically significant difference between the responses of subjects who are employed in small, medium size and large high schools by item with respect to the implementation of selected policies and practices which demonstrate a commitment to the achievement of racial integration.

Ho₈ There is no statistically significant difference between the responses of male and female educators by items with respect to the implementation of selected policies and practices which demonstrate a commitment to the achievement of racial integration.

Limitations of the Study

This investigation was limited to thirty of the largest high schools in Oklahoma which had a 1976-77 black student enrollment of nine or more percent according to information provided by the Oklahoma State Department of Education.¹

The investigation was limited further to the perceptions of the thirty principals, all counselors, and a stratified random sampling of the classroom teachers employed by the thirty schools. By making the high school principals, counselors, and classroom teachers the focal point of this research effort, information concerning the total inter-racial climate of the school was assessed.

Definition of Terms

A Racially Desegregated School: a school attended by black and white students.

School Racial Integration: a process by which students and educational staff in a desegregated school develop positive intergroup relationships and cross racial acceptance coupled with policies and practices which appear to be contributive in fostering equal educational opportunity for all students.

Equal Educational Opportunity: the assurance for each student that he has equal access to school programs suited to his needs, interests, and abilities.

¹
Oklahoma State Department of Education, Human Relations Division.

High School: a public school containing any of the following combinations: grades nine through twelve, ten through twelve, and grades eleven through twelve.

High School Classroom Teacher: an individual contracted by a local school district and assigned to instruct students enrolled in grades nine, ten, eleven, and twelve.

High School Counselor: an individual certificated by the Oklahoma State Department of Education to provide guidance and counseling services to students, parents, and teachers.

Methodology

The descriptive research method was employed in this investigation. According to Lehmann and Mehrens, the descriptive research method is useful in "determining the nature and degree of an existing condition."¹

Based on a review of the literature, a questionnaire was developed which delineated those policies and practices that are consistent with achieving effective racial integration.

Before development of the final form of the questionnaire it was submitted to a panel of judges, selected because of their knowledge and experience with the public school desegregation-integration process. The judges were asked to evaluate each of the items on the questionnaire and to suggest modification of the item. This procedure served to establish content validity of the questionnaire.

¹Irvin J. Lehmann and William A. Mehrens, Educational Research, (New York: Holt, Rinehart and Winston, Inc., 1971) p. 95.

The high school principals, counselors, and a stratified random sampling of the high school teachers employed in the thirty high schools selected for this investigation were requested to complete the questionnaire and provide selected demographic information that was necessary in the analysis of the collected data.

The data collected through the questionnaire was analyzed through the use of the chi square (x^2) test. Downie and Heath suggest that chi square (x^2) may be used in "testing hypotheses concerning the significance of the difference of the response of two or more groups to a stimulus of one type or another."¹

Organization of the Study

The report of this investigation consists of five chapters.

Chapter I contains the background and need, purpose of the study, limitation of the problem, hypotheses which were tested, definition of terms, and methodology.

Related literature is reviewed in Chapter II.

The design, procedure, instrumentation, and statistical treatment is described in Chapter III.

The analysis and interpretation of the data is presented in Chapter IV.

Chapter V contains a summary of the study, the conclusions based on the data collected, implications for additional research, and recommendations.

¹M. N. Downie and R. W. Heath, Basic Statistical Methods (New York: Harper and Row, Publishers, 1970), p. 197.

CHAPTER II

REVIEW OF RELATED LITERATURE

Twenty-four years have passed since the Supreme Court ruled that the seventeen southern and border states must provide equal educational opportunity to all students attending public schools. Today, many of the nation's school districts are still grappling with a myriad of problems inherent in attempting to comply with the Court's decision. These problems, often described as 'second-generation desegregation problems' include institutional racism, development of a multicultural curriculum, busing for racial balance, teacher behavior, resegregation in the desegregated school, lack of black staff, racially disproportionate disciplinary problems, abdication of leadership responsibility by administrators and teachers, and the influence of the separatist movement. Therefore, separate consideration of the status of racial integration was impossible without some acknowledgment of these problems. Consequently, a review of the literature was presented under the following headings:

1. The Impact of Political and Social Forces on the Achievement of Racial Integration in the Public Schools.
2. The High School Principal and Desegregation-Integration.
3. The Classroom Teacher and Desegregation-Integration.

4. School Policies and Practices in the Achieving of Racial Integration.
5. Racial Integration: A Worthwhile Goal.

The literature reviewed in each of the areas indicated a definitive relationship between the achievement of racial integration in the nation's public schools, and the impact of political and social forces which may affect the achievement of racial desegregation-integration in the specific community. The rationale for this section was based on an observation by Epps which was stated this way:

Schools cannot be isolated from the society that created them. 'Thus when there are problems in the school . . . one should look in the larger society for their source. And since bad schools . . . reflect the malaise of their surrounding environment, they can only be 'cured' when the collective life of the community is strengthened.'¹

The Impact of Political and Social Forces on the Achievement of Racial Integration in the Public School

The administration, leadership, and control of public education is the ultimate responsibility of state government. However, in recent years, the federal government has assumed a greater responsibility in many areas of public education, particularly the achievement of racial desegregation-integration. The increasing responsibility assumed by the federal government may be the result of greater dependency by state and school

¹Edgar G. Epps, "Assimilation, Pluralism, and Separatism in American Education," in Rethinking Educational Equality, ed. Andrew Kopan and Herbert Wolberg, (Berkeley: McCutchan Publishing Corporation, 1974), p. 50.

officials on the federal government to solve their problems in this area. The United States Civil Rights Commission made the following assessment of this dependency:

School officials and local leaders are dependent on the tone set by leaders at the national level. This tone is determined not only by the statements officials make about the desirability of desegregation, but also by the support they give or fail to give to court decisions designed to implement the Constitutional rights of children and young people.¹

It can be concluded that many school officials depend on the federal government for guidelines and leadership regarding racial desegregation-integration because of the Constitutional implications of the student's rights to equal educational opportunity. Regardless of the reason, Elam contended that the achievement of racial integration was in grave danger if school administrators depend on the federal apparatus to provide leadership in this area.² Elam further concluded that "no responsible educator in this country wants racism and apartheid, South African Style, yet that is exactly where we are headed."³

Many educators and lay citizens have characterized the late 1960's and early 1970's as the period when racial desegregation of public schools advanced further than all the years

¹United States Commission on Civil Rights, Fulfilling the Letter and Spirit of the Law: Desegregation of the Nation's Public Schools, (Washington, D.C.: Government Printing Office, August, 1976), p. 156.

²Stanley M. Elam, "Shall We Give Up on Integration?," Phi Delta Kappan LIV (December, 1972):225.

³Ibid.

since the Brown decision. This advancement was not the result of leadership from many federal government leaders. Weinberg observed that during the conclusion of the Johnson Administration and during the entire Nixon Administration, there was a general relaxation of effort regarding civil rights enforcement.¹

Evidence of this general behavior by the Nixon Administration regarding the achievement of successful public school racial desegregation-integration was documented by Panetta, who served as Director of the Office for Civil Rights during the Nixon Administration. Panetta claimed that the primary reason for his forced resignation was a change in the enforcement of policies regarding desegregation of schools. Panetta put it this way:

OCR was beginning to turn its attention finally to some serious problems that were resulting from the desegregation process itself. We began to realize that a desegregation plan was only the beginning--that the most important process took place after the plan went into effect.²

The negative rhetoric and the lack of any positive action by the former Nixon-Ford Administrations was soon echoed in the halls of the U. S. Congress. In their discussion of racial desegregation-integration, these individuals recommended the upgrading of programs in the racially segregated schools. It

¹Myer Weinberg, ed., Minority Students: A Research Appraisal (Washington, D.C.: Government Printing Office, March, 1977), p. 23.

²Leon E. Panetta and Peter Gall, Bring Us Together: The Nixon Team and The Civil Rights Retreat, (Philadelphia: J. B. Lippincott Co., 1971), pp. 314-315.

was suggested, however, that the clear pattern of policy which emerged during these two administrations was a move toward greater racial segregation and thus more unequal programs in the public schools.¹

While the last several months of the Johnson Administration is severely criticized for lax civil rights enforcement, it is generally agreed that the most far reaching public school desegregation-integration legislation was passed during his tenure as President. This legislation, the Civil Rights Act of 1964, included a section on education which called for the establishment of three mechanisms for accelerating the public school desegregation-integration process. One of the three mechanisms, as identified by the Civil Rights Commission provide federal financial assistance to State Departments of Education for the formation of Title IV Desegregation Units. Another provided federal financial assistance to institutions of higher education for the formation of an organization consisting of individuals knowledgeable in the achievement of public school racial desegregation. Both groups were to provide technical assistance and training programs to aid school districts in the achievement of racial desegregation-integration.² The Centers in colleges and universities were generally established first.

¹Gary Orfield, "Will Separate Be More Equal?," Integration XIV (January-February, 1976):5.

²U. S. Commission on Civil Rights, Title IV and School Desegregation: A Study of a Neglected Federal Program, p. 1.

The rationale for providing federal financial assistance to State Departments of Education was based on the principle that the leadership of the state's highest educational agency is critical to the achievement of racial desegregation-integration. However, a 1973 Civil Rights Commission study of the ten State Department of Education Title IV Units discovered that the majority of the Title IV Units had been unusually weak and provided little or no leadership in achieving racial desegregation. Many of these Title IV Units appeared to lack commitment and in some instances were hostile to the overall racial desegregation-integration process.¹

The failure of the State Departments of Education through their federally funded Title IV Units to provide effective leadership in the achievement of racial desegregation-integration in public educational institutions might have been expected. In a review of the leadership responsibilities of state governmental leaders in several critical areas, including public education, Snider concluded:

The persistent abdication of responsibility through the years by many state governments for the solution of problems which are clearly the prerogative of the states is, perhaps, one of the most disturbing trends in American public life.²

¹U. S. Commission on Civil Rights, Title IV and School Desegregation: A Study of a Neglected Federal Program, pp. 11-12.

²Glenn R. Snider, "Is Leadership in Oklahoma Abdicating?" The Sunday Oklahoman (Oklahoma City: Oklahoma Publishing Co., April 9, 1967).

The abdication of leadership responsibilities in the achievement of racial desegregation-integration has been directed toward another state agency, the state university. Weinberg criticized the state universities, particularly colleges of education, for an almost complete lack of leadership in the racial desegregation-integration process in this manner:

University schools of education traditionally avoid conflict with local school systems. Since desegregation is a highly political matter, universities have tended not to avoid politics, but to align themselves with the dominant community interest. Since that interest is to maintain the status quo rather than to make necessary changes, universities have been only glad to oblige. If federal grants on desegregation are available, it is a good bet that the university school of education will seek them. Universities, however, will not generally use their own funds in this area.¹

Federal financial assistance for desegregation was made available to universities in 1965. In the 1973 Civil Rights Commission Study, a total of 17 University Desegregation Centers were federally funded. An evaluation of the 17 University Desegregation Centers by the Commission provided the following conclusions:

- Universities have shown little pride in their association with their own desegregation centers.
- Most of the training programs only dimly relate to the issue of desegregation through a round-about discussion.
- Some Center staffs were divided along racial lines regarding the direct and indirect approach to desegregation-integration training programs.

¹Myer Weinberg, Introduction to Education and Desegregation in Eight Schools by John Egerton (Evanston, IL: Center for Equal Education, 1977), p. vi.

- White staff members expressed opposition to the direct approach because of a perceived fear that the Center would lose favor with local school districts, thereby endangering overall university relations and public financial support for the university.¹

A more recent study of Title IV Programs, including State Department of Education Title IV Units and University Desegregation Centers arrived at similar conclusions, although there were several positive statements. The study, conducted by the Rand Corporation included the seventeen University Desegregation Centers and the twenty-six State Department of Education Title IV Units. The Rand investigation concluded that the failures of the Title IV University Centers and State Departments of Education were:

- There is no clear definition of desegregation-related assistance.
- Many members of Title IV Project staffs include former educators unified by professionalism, communication and interdependence, who in the past have resisted the goals of school desegregation.
- Training programs provided for school district educators were at times, only tangentially related to desegregation-integration.
- In those states where the University Desegregation Center is an extension of the University, there was a tendency to deemphasize desegregation-related activities.
- The kinds of activities undertaken frequently by State Department of Education Title IV Units are the same kind of activities in which other administrative units of the State Department are involved.

¹U. S. Commission on Civil Rights; Title IV and School Desegregation: A Study of a Neglected Federal Program, pp. 30-32.

- State Department of Education Title IV Units engage in desegregation-related activities only when there is state support for desegregation.¹

The accomplishments of Title IV Desegregation Centers and State Department of Education Units which were identified in the Rand Corporation Study were:

- University Desegregation Centers who have a well-organized plan for serving school districts can work in all districts even if the district is unfavorable to desegregation.
- Since University Desegregation Centers work with more people at the school district level, these centers may have the greatest direct potential for affecting overall change at the school district level.
- State Department of Education Units were most effective in the area of minority recruitment at the local district level, although this activity was undertaken frequently by less than one-third of the Units.²

The apparent inability or unwillingness of federal and state governmental leaders, State Departments of Education and federally supported university organizations to provide effective leadership in the achievement of racial desegregation-integration has had an impact on lay citizen support in this area. In a comparative analysis of the racial attitudes of Americans in 1964 with those in 1974, Campbell discovered,

¹Stephen Crocker, et.al. Title IV of the Civil Rights Act of 1964: A Review of Program Operations (Santa Monica, CA: The Rand Corporation, August 1976) p. 21.

²Ibid.

". . . the sense of change which seemed strong during the sixties appears to have diminished during the seventies."¹

Chesler and associates were more critical of the events of the sixties and seventies. They suggested that most Americans are not committed in a serious way to the achievement of interracial education. Many white Americans may agree with the principles inherent in the achievement of racial integration and verbally support these principles, however, there is a substantial gap between public rhetoric and action.²

The presence of some public support for racial desegregation of public educational institutions and the almost complete absence of public support for racial integration of these institutions was observed in the early seventies. In their study of federal assistance directed at achieving racial desegregation in public schools, the U.S. Civil Rights Commission concluded:

The future of school desegregation is uncertain. Although there are examples of success in many parts of the Nation, many people - black and white - question whether integration can work.³

¹Angus Campbell, "Racial Attitude Trends: 1964-1974," Integrated education 15 (January-February, 1976):42.

²Mark Chesler, et. al., Desegregation and Integration: Planning for School Change, ed., Kathleen Smith, (Washington, D.C.: National Education Association, 1974) p. 14.

³U. S. Civil Rights Commission, Title IV and School Desegregation: A Study of a Neglected Federal Program, p. 44.

In an attempt to determine the reasons for the pessimistic attitude of black Americans toward the achievement of racial desegregation-integration, St. John put forth this opinion:

The national mood has changed since 1954 in one important respect. The Black revolt has engendered disillusionment with civil rights and waning interest in desegregation on the part of many black leaders and citizens. This new national mood includes increased racial integrity, self-determination, political control of communities and institutions.¹

Epps set forth another reason for the disenchantment of many Americans toward racial desegregation-integration. He suggested that the efforts of the past twenty years have produced nebulous returns, therefore many supporters of racial desegregation-integration now question the effectiveness of racial desegregation as an intervention strategy that will ultimately provide equality of educational opportunity for black children.²

Bell suggested that the primary reason for the erosion of black support for the racial desegregation-integration process in public educational institutions was that the desegregated school by definition remains a predominately white school. Curriculum selections, classroom assignments, disciplinary actions, and other school practices and policies were often

¹St. John, School Desegregation Outcomes for Children, p. 7.

²Edgar G. Epps, "Assimilation, Pluralism and Separatism in American Education," Rethinking Educational Equality, pp. 53-54.

structured to the disadvantage of the black student. Many of these practices and policies have been more damaging to the black students and have resulted in the push-out of students on disciplinary grounds, resegregation of black and white students via testing and tracking programs, and the continued perpetuation of the achievement gap which reflects ineffective education.¹

In an analysis of the decline of black support, Pettigrew expressed the opinion that the young black Americans who have been raised on the basic proposition that racial integration is the solution to America's racial problems have grave doubts. These doubts tend to increase as opportunities are available for some individuals while these opportunities for many other individuals are not available. Many of these young black Americans now wonder if racial integration can be achieved in an America where the depth of white resistance is painfully more evident.²

The seventies may be described as the period in our nation's history when the opposition to racial desegregation-integration changed directions and citizens attacked busing, a mechanical

¹Derrick A. Bell, Jr., "Is Brown Obsolete? Yes!," pp. 29-32.

²Thomas F. Pettigrew, "Racially Separate or Together," in Cultural Pluralism, ed., Edgar Epps, (New York, N.Y.: McGraw-Hill Publishing Co., 1971), p. 2.

aspect of the desegregation-integration process.¹ Pettigrew observed that future historians will view the reaction of Americans to the "busing" issue in this way:

Despite insistent denials, then, our future historian is likely to conclude that busing became in our time, the polite, culturally sanctioned way to oppose the social desegregation of the public school. "It's not the distance," stated a white mother candidly, "it's the niggers."²

The U.S. Civil Rights Commission in its most recent study attempted to determine the degree of public support for the achievement of racial desegregation-integration. Their findings indicated:

The minority community remains the major impetus for desegregation. Most firmly believe that desegregation is indeed worth the effort, and they do not want to return to the segregated schools of the past.³

Some years ago, Katz evaluated what he noted as a definitive decrease in black and white support for racial desegregation-integration and suggested:

Even if the goal of integration is abandoned - as it seems increasingly to be, with the sanction of both black and whites, though for different reasons - even in that case the problem of educational achievement remains.⁴

¹ Weinberg, Minority Students: A Research Appraisal, p.200.

²Thomas F. Pettigrew, "On Busing and Race Relations," Today's Education, 63 (November-December, 1973):53.

³U.S. Civil Rights Commission, Fulfilling The Letter and Spirit of the Law, p. 91.

⁴Michael B. Katz, Class, Bureaucracy and Schools, (New York: Praeger Publishers, 1971) p. 134.

The High School Principal and
Racial Desegregation-Integration

There appears to be little disagreement regarding the principal's responsibility to exercise leadership in moving the racial integration process into the realm of reality. The quality of racial integration in a high school is, in a large degree, a product of the principal's personal belief and commitment concerning the worth and dignity of the individual.¹

The critical issue for principals, particularly the principal of the racially desegregated schools is that he or she be motivated in daily actions by a defensible definition of leadership. Snider and others defined leadership in this manner:

Leadership is the possession and development of qualities, behaviors, and skills which enhance the abilities of a person to influence, organize, and motivate others toward the realization of common goals.²

Briene contended that the leadership responsibilities of secondary principals may be divided into a four-part role which includes administrative, supportive, coordination, and initia-

¹Leonard E. Kraft, The Secondary School Principal in Action, (Wm. C. Brown Co., Publishers, 1971), p. 441.

²Glenn Snider, et. al., Developing Student Leadership in Secondary Schools, (Norman, OK: The Consultative Center for Equal Educational Opportunity, 1978), p. 3.

ting. However, the initiating role was identified as the most important. This role requires that the effective high school principal initiate or serve as the impetus in developing an outstanding school program. In many instances, the principal committed to effectiveness of leadership must set himself up as a model or an example.¹

Appropriate modeling by the high school principal in a racially desegregated school is a significant leadership behavior. Since the actions of many students and community patrons tend to be based on the behavior of the principal, it is suggested that it means little for the high school principal to tell his/her teachers to learn more about black culture, if he/she does not do likewise. The principal of the racially desegregated school must react favorably to black power and accept it as a positive force to advance the cause and unity of black people. He must seek and create opportunities for all students, be willing to learn the language pattern of black students (not use the language), visit the homes of black students, and above all, be sincere.²

Trubowitz, in a study of the school's role in developing positive racial attitudes among students discovered that if

¹Fred J. Briene, "Secondary Principals as Instructional Leaders," The National Association of Secondary School Principals Bulletin, 56 (December, 1972):11-15.

²Charles R. Kern, "Improving Relationships: White Principal, Black Students," The National Association of Secondary School Principals Bulletin, 59 (March, 1975):37.

student attitudes and behaviors toward students of a different race are to be improved, the school principal must be open to change. He must be committed to the improvement of relations between the races. Those administrators who fear that an effective school program directed toward improving race relations would cause staff resentment, those administrators who fear opposition from parents, and administrators who want to conform to the status quo are inimical to a successful integration program.¹

Fleck conducted an investigation to determine if the attitude and behavior of Oklahoma high school principals reflected the philosophy expressed in "The Secondary Principalship," a position paper adopted by the Oklahoma Association of Secondary School Principals on May 3, 1969. Fleck requested selected Oklahoma high school principals to respond to items on a questionnaire which he developed from the position paper "The Secondary Principalship," including several items regarding the concept of equal educational opportunity. Based on the responses of the high school principals, Fleck discovered that ninety-one percent of the respondent principals continue to regard the goals of equal educational opportunity as a legitimate concern of the public school.²

¹Julius Trubowitz, Changing the Racial Attitudes of Children, (New York: Frederick A. Praeger, Publishers 1969) p. 137.

²Joseph William Fleck, "The Oklahoma High School Principalship As A Position of Professional Leadership," (Ph.D. Dissertation, University of Oklahoma, 1975) p. 92.

The principal who attempts to improve race relations in the school must be committed to the concept of democratic leadership. This concept includes the principle that all individuals affected by a rule or decision should be involved in the development or making of that rule or decision. This principle helps to insure that all points of view are represented.¹ A second advantage of shared leadership and shared decision making is increased teacher enthusiasm for the achievement of racial integration. Included in this teacher enthusiasm is a strengthening of the total educational program and an increased opportunity to benefit from the entire staff's creativity.²

Democratic leadership requires that the principal who is assigned to a racially desegregated school initiate staff acceptance of today's realities as challenges. Holman enumerated the realities in this manner:

First, the multi-cultural school, with its socio-economic mix, is here to stay.

Second, society more and more will judge the educator by his failures as well as his successes, by his dropout statistics as well as his college entrance statistics, by what happens to his black and chicano students as well as his white students.

¹ Frederick M. Raubinger, et. al., Leadership In The Secondary School, ed., Luvern L. Cunningham and H. Thomas James, (Columbus, OH: Charles E. Merrill Publishing Co., 1974), p. 42.

² National Education Association, American Education and the Search for Equal Opportunity, (Washington, D.C.: NEA, 1965), p. 5.

Third, the fact that school racial problems originated elsewhere does not reduce the school's responsibility to solve them.

Fourth, the multi-cultural school - just as the multi-cultural society - is seeded with the potential for conflict.

Fifth, in dealing with racial tension and conflict, the principal is not limited to a wing and a prayer and benign neglect. The root of conflict can be planned for and utilized constructively.¹

The possibility of daily confrontation with one or more of the realities demand that the principal be prepared to defend the total educational program in his school against charges of racial discrimination by the minority or non-minority student and/or parent. Therefore, principals must initiate on-going evaluation of policies and procedures in all areas of school activity. Egerton suggested that the principal must be concerned about making democracy work and insure that the rights of both minority and non-minority students are protected.²

In recent years, principals have indicated increased interest in the protection of the rights of students. It has been suggested that this interest may be a direct result of recent court decisions which have increased the civil rights of students while under the supervision of the school. The Phi Delta Kappa Teacher Education Project on Human Rights appear to suggest that

¹Ben Holman, "Dealing With Racial Conflict in School," The National Association of Secondary School Principals Bulletin, 59 (May, 1975):42-43.

²John Egerton, Education and Desegregation in Eight Schools, (Evanston, IL: Northwestern University, 1977) p. 8.

there should be a more fundamental reason for this increased interest. This fundamental reason is put this way:

If human potentialities are to be realized, society must be concerned not only with theoretical and philosophical concepts of human rights, but equally with translating these concepts into realities expressed in the behavior of free men. It is imperative that human beings live together in ways which accord each person, irrespective of biological and cultural differences, full dignity, respect, and value, simply because he or she is human. This objective cannot be achieved unless each human being has the opportunity, through education, to develop his abilities and talents.¹

In an assessment of the role of the principal in creating a learning environment which provides all students with the opportunity to exercise his or her rights in a responsible manner, Zimmerman contended:

There is perhaps, no greater service that a school administrator can provide to youth, to his or her educational institution, and to the future of the nation than leadership in the area of human rights. It is a prime administrative responsibility.²

It is difficult to determine the degree to which public school administrators accept this responsibility. However, the PDK Teacher Education Project on Human Rights suggested:

Despite the increasing number of public school superintendents and principals who are effectively providing leadership in the school they administer,

¹Phi Delta Kappa Teacher Education Project on Human Rights, A Guide For Improving Public School Practices in Human Rights, (Norman, OK, 1975), p. 1.

²William G. Zimmerman, Jr., "Human Rights and Administrative Responsibility," Phi Delta Kappan, (December, 1974):247.

there is no doubt that inadequate leadership still plagues much of public education in America.¹

The Classroom Teacher
and Desegregation-Integration

The abundance of research regarding the efforts of public schools to effectively achieve racial desegregation-integration has almost completely ignored the role of the classroom teacher.² Not only has the classroom teacher been ignored, Bouma and Hoffman insisted that the classroom teacher has never been understood or utilized in efforts directed at the achievement of racial integration.³

Gillett suggested that the classroom teacher is the second most important element in the total school program. Therefore, classroom teachers have power to bring about changes because they are more closely associated with the most important element in the school, the student. Any effort to significantly change the status quo must include these two important elements. The inability of our public schools to solve many of its' problems is a direct result of the lack of cooperation between students, teachers, and administrators.⁴

¹PDK Teacher Education Project on Human Rights, A Guide for Improving Public School Practices in Human Rights, p. 16.

²Gary Orfield, "Examining The Desegregation Process" Integrateducation 13 (May-June, 1975):127.

³Donald H. Bouma and James Hoffman, The Dynamics of School Integration: Problems and Approaches in a Northern City (Grand Rapids, MI: William B. Eerdmans Publ. Co., 1968) p. 20.

⁴Thomas D. Gillett, "Teachers Can Make Changes," Today's Education 64 (April, 1973):44.

In the eight racially desegregated schools included in the study conducted by Egerton, the role of the classroom teacher in desegregation was explored. It was noted that those teachers who are non-cooperative or display behaviors indicative of non-commitment to racial integration can negate the total integration efforts. There is little if anything an administrator can do to bring about change in this type of behavior, because the local organizations of classroom teachers are protective of all teachers, regardless of covert racial behavior. Unless a teacher commits overt acts or expressions of racism, the teacher will continue to be a hindrance to the achievement of interracial education.¹

The lack of commitment by teachers to interracial education was examined by King and Mayer in a desegregated southern school district. In interviews with teachers, it was discovered that many teachers, black and white, believed that one of the major hindrances to the achievement of interracial education in their schools was the negative attitude of the school faculty toward racial desegregation.²

Teachers have a professional responsibility to achieve truly integrated schools according to the National Education Association (NEA). The NEA further maintained that failure by

¹Egerton, Education and Desegregation in Eight Schools, p. 6.

²Charles E. King and Robert Mayer, "A Pilot Study of the Social and Educational Impact of School Desegregation," (University of North Carolina at Chapel Hill, 1971), p. 99.

teachers to fulfill this responsibility by ignoring or actively opposing progress in racial desegregation produces disastrous results. These results may include increased school and community racial polarization, discipline problems, suspensions, expulsions, and a reduction in teacher morale and educational quality in the total school program.¹

The importance of the teacher's responsibility was explored in the study conducted by Trubowitz. One of the major conclusions of this study was that the classroom teacher sets the tone for race relations between white and black students. The determination by the classroom teacher of those student behaviors and characteristics which are to be rewarded or punished influences what the general reaction will be of one racial group toward the other. The classroom teacher must accept the responsibility of being a model for right behavior.²

Since teachers are expected to act as models for students, and in many instances, the community as well, the position of teacher must be viewed as one of prestige and power. If the teacher is a member of the white majority group and teaches in a desegregated school, she or he is viewed as possessing additional power and prestige. Therefore, rejection of black students by a teacher of the majority group tends to elicit

¹National Education Association, School Desegregation Guidelines For Local and State Education Association, p. 6.

²Trubowitz, Changing the Racial Attitudes of Children, p. 137.

more severe emotional responses. These responses are often detrimental to intellectual functioning and the result is anger and fear in many black students. Teacher behavior in the racially desegregated classroom is of greater importance to black students than to white students.¹

In a 1972 evaluation of the status of equal educational opportunity in our nation, the Honorable Walter F. Mondale wrote:

To learn well, a child must be genuinely respected and valued for who he is - himself, his culture and language, and his family. He must believe in himself. Yet our educational system frequently has difficulty accepting and building on differences. Too often I have seen dedicated people trying to 'save' children from their families, history, and culture. I don't believe it works. We must learn to respect children for themselves and permit them to build on their own background.²

Classroom teacher behavior in the racially desegregated school was recently documented by Mercer. The behaviors listed by Mercer were identified as she interviewed teachers and administrators in one of our largest states. It was suggested by Mercer that behavior of these teachers may be indicative of the status of racial integration in the desegregated school. Behaviors identified by Mercer included:

- Classroom teacher denial of any responsibility for the educational problems of minority children. These

¹Irwin Katz, "Desegregation or Integration in Public Schools? The Policy Implications of Research" Integrateducation 5 (December 1967-January 1968):23-24.

²Walter F. Mondale, "Toward Equal Educational Opportunity," Today's Education 63, (March-April 1974):78.

teachers tend to withdraw and become disengaged, merely putting in time for which they have contracted.

- Classroom teachers display resentment, bitterness and generally hostility toward the school system and the situation in which they find themselves.
- Classroom teachers project most school problems onto the children and society. These teachers feel that the schools have been asked to do too much, that the families and society are really responsible, and that the situation is generally hopeless.
- Antagonistic classroom teachers form coalitions with one another and in some instances with school patrons. As a result, the school may become filled with racial tension and cross currents.¹

In a study which included black administrators in eleven states and the District of Columbia, Scruggs explored the view of black administrators regarding their knowledge of the white teacher-black student learning environment. The respondents, black public school administrators, federal program officers, Title IV directors and presidents of black colleges, were requested to react to several questions on a questionnaire. One of the critical questions asked of administrators was to evaluate the effect of white teachers on the learning process of black students in integrated schools. The administrators felt that white teachers generally had a negative effect on the learning of black children.²

¹Jane R. Mercer, "Evaluating Integrated Education," in School Desegregation-Public Information and the Media, ed. Charles D. Moody and Charles B. Vergon, (Ann Arbor, Michigan: University of Michigan, 1973), pp. 33-49.

²James A. Scruggs, "How Black Administrators View Their Status Today," Phi Delta Kappan 58 (April 1977):648.

Brophy and Good studied teacher expectation on students learning which was reminiscent of the earlier Rosenthal and Jacobson study. Brophy and Good, claiming that their study was beyond the pygmalion controversy, divided students into groups identified as high and low achievers to determine if teacher behavior toward the two groups would differ. Based on classroom observations, Brophy and Good noted:

- Classroom teachers were more likely to stay with the high achievers after they failed to answer an initial question by repeating the question, giving a clue or asking another question.
- When students identified as the low achievers were asked a question by the teachers and the student failed to answer correctly, the teachers tended to end the interaction by giving the answer or calling on another student.
- Teachers failed to give feedback to highs in only three percent of their responses while the figure for lows was 15 percent.
- Highs were more likely to be praised when they answered correctly and less likely to be criticized when they answered incorrectly or failed to respond.¹

From these observations, Brophy and Good concluded that teacher expectation of students can become self-fulfilling. Classroom teachers tend to behave toward students identified as high achievers in an appropriate manner, while treating students identified as low achievers in ways that will minimize their learning interest and opportunities.²

¹ Jere E. Brophy and Thomas L. Good, "Teacher Expectations: Beyond the Pygmalion Controversy" Phi Delta Kappan LIV (December 1972): 277.

² Ibid.

The Brophy and Good investigation has broad implication for the classroom teachers in racially desegregated schools. Weinberg contended that classroom teachers avoid minority children and tend to view them as less promising.¹ He further contended that the racially desegregated schools "incorporate within their daily routines, a structure of discouragement of minority children."²

In 1969, Brooke suggested that the effort of many educators in urban schools was inadequate. He referred to the National Standard Achievement Test scores which showed that black students scored 1.6 grades behind white students by the time they reach the sixth grade with the gap widening to 3.3 grades by the time the students reach the twelfth grade. Brooke contended that there were only two explanations for this ever increasing gap: public schools are contributing to the poor achievement of their students, or public schools are doing very little to overcome the initial handicaps of children when they enter school.³

The 1976 study conducted by the U.S. Civil Rights Commission discovered information which suggested that teachers in desegregated schools were succeeding in overcoming the handicaps

¹Weinberg, Minority Students: A Research Appraisal, p. 223.

²Ibid., p. 89.

³Edward W. Brooke, "Education for Progress, Social Change and the American School," National Association of Secondary School Principals Bulletin 53 (May 1969):95-103.

of minority children. According to this study, teachers in desegregated schools have become more sensitive to the kind of instructions that tends to ensure academic success. In racially desegregated schools, teacher expectation and academic achievement of minority children tend to increase.¹

In evaluating student achievement, Egerton contended that there may be an increase in academic achievement among black students in the racially desegregated schools, however, he discovered an increase in the achievement of both black and white students. Therefore, the achievement gap remains, black students are not catching up. In racially desegregated schools, a fairly normal bell curve can be charted for white students, but with black students, the bell curve shows a few at the top, a few in the middle, and the masses at the lower end.²

According to the NEA, it is unfair to suggest that the classroom teacher who lacks commitment to interracial education is totally responsible for the school's failure to effectively educate black students. In many racially desegregated schools, this failure must also be accepted by the white teacher who is so busy being humane, kind, and loving that they neglect to teach black students how to read, write, and compute.³

¹U.S. Office of Civil Rights, Fulfilling the Letter and Spirit of the Law. p. 113.

²Egerton, Education and Desegregation in Eight Schools, p. 68.

³National Education Association, Education and Racism (Washington, D.C.: NEA, 1973) p. 15.

School Policies and Practices In The
Achieving of Racial Integration

While it is generally accepted that most policies and practices in the racially desegregated school influence the achievement of racial integration, the literature stresses several policies and practices which appear to be most critical to the achievement of genuine interracial education. These policies and practices included:

- Inservice training for the educational staff.
- The employing of black teachers and administrators.
- The development of a multi-cultural - multi-racial curriculum.
- Achievement grouping and tracking of students.
- Disciplinary rules and regulations, including suspension and expulsion.

The movement from a racially desegregated school towards a racially integrated school requires educators who are capable of doing things in different ways. Consequently, educators must be prepared for these new and different responsibilities. In many racially desegregated schools, efforts to prepare teachers for these different responsibilities have been implemented through inservice education. One of the crucial reasons for inservice education was identified by the National Education Association in this way:

Growing up in a white society, going to a white school and college and teaching in a white school does not

give white teachers the kind of racial consciousness required for effective interracial collaboration. How can we reasonably expect a white teacher to be any smarter, more secure, more filled with self-esteem, more talented in dealing with blacks and browns than any other whites in this country.¹

In many desegregated schools, the rationale for inservice training expressed in the preceeding statement has been one of the primary catalyst for implementing any kind of effort. A second and equally important reason for inservice education in the racially desegregated school was expressed by Chesler and others in this manner:

Black teachers undoubtedly encounter different issues in the interracial classroom than do their white colleagues. Problems of favoritism are similar, although the direction may change. Moreover, black teachers will meet open opposition from white students as well as pressures from black students to "be black." These conflicting pressures can cause severe identity crises and strains for the black teacher unsure of his or her own stance on contemporary issues, especially for the black teacher who would prefer to "fade in" with the whites in the system.²

The identification of the need for effective inservice training does not solve the problems encountered by black and white teachers. Again, it is suggested that many inservice education efforts have been implemented without serious consideration of the behavioral competencies it really takes to teach in an interracial school.³

¹Mark Chesler, et. al., Desegregation-Integration: Planning for School Change, p. 15.

²Mark Chesler, et al., Planning Educational Change: Integrating the Desegregated School, (Washington, D.C.: U. S. Government Printing Office, 1970) p. 19.

³Mark Chesler, et. al., Desegregation-Integration: Planning for School Change, p. 15.

Olivero was more critical of past inservice education efforts. He was of the opinion that inservice education is viewed as a very low priority in many school systems and offered these reasons to support his claim:

- Inservice has been scheduled for the masses in the school district rather than attempting to individualize and personalize professional growth plans.
- Inservice too often takes place at the close of the busy (and tiring) school day when creative and imaginative thinking is nearly impossible.
- Inservice has too often been taught at the college level by professors who have neglected to cross the school-site threshold in recent years.
- Inservice has too often been designed to supply instantaneous solutions to complex problems. (Complex problems require complex solutions.)
- Inservice has too often assumed a "cut first" position when budget limitations inevitably occur.¹

Bobbitt suggested that many educators have failed to adjust to many of the complex changes in our school. Therefore, teacher adjustment to these complex changes must be dealt with openly aggressively, but with sensitivity. Teachers and administrators must be prepared to accept and value students who differ from themselves.² Effective inservice education appears to be one of the major avenues for bringing about these behavioral changes.

¹James L. Olivero, "Helping Teachers Grow Professionally," Educational Leadership 34 (December 1976):194.

²Leslie Bobbitt, "When Schools Change" Educational Leadership 34 (March 1977):440.

A second important concern in the black-white interracial school was the implementation of policies regarding the recruitment, hiring, and advancement of black educators. Such a policy offers the same advantages as racial desegregation of the school's student body. Desegregation of the educational staff provides the total educational community with examples of good race relations.¹

The Civil Rights Commission suggested that black staff members are critical to the achievement of genuine racial integration. The Commission further suggested:

- Black educators in positions of responsibility can assist in dispelling myths of racial inferiority-superiority.
- Black educators in positions of authority can provide positive role models for all students and ease the adjustment of black students and parents.
- Black teachers day-to-day interaction with students and other teachers can eradicate misconceptions regarding the races.
- Black presence at all administrative levels is necessary to reinforce positive images for black and white students.
- Black educators on the staff can help black parents become involved in school activities.
- Black educators presence can give credence to the school effort to recognize and appreciate the contributions of black Americans.²

¹National Education Association, American Education and the Search for Equal Opportunity, p. 36.

²U.S. Civil Rights Commission, Fulfilling the Letter and Spirit of the Law, pp. 124-125.

Chesler and others suggested that a desegregated school which is staffed with administrators, teachers, and support personnel of only one race exemplifies a segregated and stratified society.¹

The evidence suggested that many racially desegregated public schools were the epitome of a segregated and stratified society. It should be noted that since 1954, approximately 30,000 teaching jobs for black educators have been eliminated in the 17 southern and border states as a result of racial desegregation and discrimination.²

In an extensive 1974 study conducted by Smith and Smith in the 17 border and southern states, they discovered that the total displacement of black teachers was 31,584. This data was based on the Singleton decision.³ Among other things, the Singleton decision declared that black teachers must be assigned to schools within the district in the same racial proportion as the district-wide ratio of black and white students.⁴ Utilizing the Singleton decision, Smith and Smith developed the information presented in Table I for all 17 states.

¹Chesler, et. al., Planning Educational Change: Integrating the Desegregated School, pp. 1-2.

²Foundations For Change, Inc., "Fact Sheets on Institutional Racism," (New York: 1974), p. 13.

³John Smith and Bette M. Smith, "Desegregation in the South and the Demise of the Black Educator," Journal of Social and Behavioral Sciences 20 (Winter, 1974):35.

⁴Singleton v. Jackson Municipal School District, 419 F. 2d 1211 (5th Cir. 1969).

TABLE I
BLACK TEACHER DISPLACEMENT IN 17 STATES

State	Overall Pupil Teacher Ratio	Number of Black Students	Expected Number of Black Teachers Under Singleton Decree Based on Pupil Teacher Ratio	Actual Number of Black Teachers 1970	Percent Difference	Number of Black Teachers Displaced by Discriminatory Hiring and Dismissals
ALA.	25	268,593	10,744	9,542	12	1,292
ARK.	25	107,213	4,289	3,121	27	1,168
DEL.	23	26,438	1,149	804	30	345
FLA.	24	332,121	13,838	11,340	18	2,498
GA.	25	364,865	14,595	12,236	16	2,359
KY.	25	61,473	2,459	1,287	47	1,172
LA.	24	340,447	14,185	12,145	14	2,040
MD.	25	220,166	8,807	7,252	17	1,555
MISS.	24	271,932	11,331	9,163	19	2,168
MO.	24	141,005	5,875	3,645	37	2,230
N.C.	25	351,182	14,047	10,996	21	3,051
OKLA.	24	47,720	1,988	1,400	29	588
S.C.	25	262,974	10,519	8,482	19	2,037
TENN.	26	188,754	7,260	5,724	21	1,536
TEX.	23	398,187	17,312	12,672	26	4,640
VA.	23	258,280	11,230	8,498	24	2,732
W. VA.	24	18,972	791	618	21	173
TOTALS	N/A	3,660,322	150,419	118,835	--	31,584

Source: Smith and Smith, "Desegregation in the South and the Demise of the Black Educator," p. 35

The loss of black principals has been equally damaging to the achievement of racial integration in many school districts. Evidence of the wholesale displacement of black principals was noted in a 1971 resolution adopted by the National Association of Secondary School Principals' Board of Directors. Portions of the resolution was stated in this manner:

Whereas, racial discrimination in the employment of secondary school principals following government enforced desegregation has resulted in a shocking decrease in the number of Black principals employed in certain states.

Resolve, That the Board of Directors assign the highest of priorities to a course of immediate action designed to rectify injustices already endured by its' Black members and to seek ways and means of protecting them from further injustices in the future.¹

Smith and Smith also evaluated the displacement of black principals in several of the 17 border and southern states. A review of their conclusions showed that in many states youngsters have been deprived of successful black role-models.

TABLE II
BLACK PRINCIPALS
JOB REDUCTION

STATE	YEARS	FROM	TO	WHITE PRINCIPALS HIRED
Ala. ^a	1966-70	210	57	-
Ark.	1963-71	134	14	-
Fla.	1965-70	102	13	-
Ga. ^b	1968-70	-	-	75

¹U.S. Congress, Senate, Report of Hearings Before Select Committee on Equal Educational Opportunity, 92 Cong., 1st Sess., 1971, Journal, 14 June 71, pp. 49-45.

"TABLE II - Continued."

STATE	YEARS	FROM	TO	WHITE PRINCIPALS HIRED
Ky.	1965-69	350	36	-
La. ^c	1968-70	-	-	68
Miss. ^d		-	-	-
Md.	1954-68	44	31	From 167 in 1954 to 280 in 1968
N.C.	1964-70	277	8	-
S.C.	1965-70	114	33	-
Tenn.	1965-70 (?)	73	17	-
Texas	No Statistics	-	-	-
Va.	1965-70	170	16	-

^aBlack junior high principals reduced from 141 to 54

^bEliminated 66 or 19% of Black principalships

^cEliminated 68 or 19% of Black principalships

^dIn two-year period, 250 Black principals displaced.

Source: Smith and Smith, "Desegregation in the South and the Demise of the Black Educator," p. 36.

The data for several states was not included in the table developed by Smith and Smith. However, James conducted a study in 1971 and included information for all 17 states included in the Supreme Court's Brown decision. A portion of the study revealed that at the time of the 1954 Supreme Court's decision, there were approximately 155 black elementary and secondary principals in the state of Oklahoma. Thirteen years later in 1967, this number had been reduced to approximately thirty-seven. Twenty of the thirty-seven were said to head desegregation student bodies.¹ More recent information suggested that the total

¹U.S. Congress, Senate, Report of Hearings Before a Select Committee on Equality of Educational Opportunity, p. 5321.

number of black principals in the state of Oklahoma was ninety-seven, including eight black high school principals.¹

Egerton discovered that administrators in racially desegregated schools claimed that they were unable to employ black educators. Among the reasons given by administrators for their failure to attract black teachers and educators were: the demand for black teachers exceeds the supply, salaries in small school districts are not competitive, limited quality housing for black teachers, and limited social opportunities for black teachers in the small communities. When black teachers who were teaching in these desegregated schools were requested to react regarding the lack of black teachers, they acknowledged the problem described by the administrators, but strongly doubted that the administrators had seriously tried to employ black educators.²

The decline and lack of black teachers in many racially desegregated school districts was not evident in the recent findings by the Civil Rights Commission. The Commission study concluded:

Although no comprehensive statistics are available, analysis of the 29 case studies revealed that in 16 of the school districts, minority employment increased following school desegregation - remained the same in 8 districts and decreased in only 2.³

¹ Oklahoma State Department of Education, Human Relations Division.

² Egerton, Education and Desegregation in Eight Schools, p. 67.

³ U. S. Civil Rights Commission, Fulfilling the Letter and Spirit of the Law, p. 124.

It must be noted that the employment of black teachers and administrators provides no guarantee that racial integration will be achieved. Korovetz concluded in his investigation that:

Too often black teachers are unfair to black students, being too hard or too easy on them, and their behavior may alienate black students as much as the unjustified punishments and unfounded hostilities of white teachers. Schools need both white and black teachers and administrators who will make an effort to understand and deal with the thoughts of both black and white students.¹

A third concern relating to the achievement of genuine racial integration was the lack of a school policy incorporating a commitment to cultural pluralism by principals, counselors, and classroom teachers.

The Multicultural Education Commission of the Association for Supervision and Curriculum stressed that a single American culture can no longer be acceptable as a feasible concept for public schools desirous of improving student interpersonal behavior. The public school must prepare all students to live in a culturally pluralistic society, which often will require fundamental change in the schools philosophy, processes, and practices.²

The Phi Delta Kappa Teacher Education Project on Human Rights maintained:

¹ Martin L. Korovetz, "Desegregation or Integration: Which Is Our Goal?," Phi Delta Kappan LIV (December, 1972):249.

² The ASCD Multicultural Education Commission, "Encouraging Multicultural Education," Educational Leadership 34 (January 1977):288.

Effective teaching of how to live in a pluralistic democracy, in which implementation of human rights is essential, requires the habit of inquiry into the values out of which the theory and practice of the rights of man evolved. To be adequately equipped for public school work, teachers must know what these values are and understand how people use them as directives in making decisions about how to behave. They must also examine their own values and behavior patterns with respect to human rights.¹

The PDK Teacher Project delineated those human and civil rights which are consistent with a pluralistic democracy. Included among these human and civil rights was the right to be different which was explained in this manner:

Every individual is different in abilities, interests, needs, and physical makeup. The right to be different is fundamentally the right to think, act, dress, express opinions, and behave differently as long as the rights and safety of others are not violated. The right to be different is implied in other rights such as the freedoms of speech, privacy, and religion.²

Colquist maintained that a learning environment which does not place emphasis on individual differences and cultural diversity, including the ethnic heritage and identity of the students was a hostile environment. If black students were only exposed to 'anglo' culture in the classroom, the end result would be a curriculum that imposes negative images on black students and reinforces the thought that white Americans are inherently superior.³

¹The Phi Delta Kappa Teacher Education Project on Human Rights, A Guide for Improving Public School Practices in Human Rights, p. 21.

²Ibid.

³Jesse L. Colquist, "Eliminating Cultural Oppression in the School Curriculum," National Association of Secondary School Principals Bulletin 60 (December 1976):37-39.

The classroom teachers desirous of creating a truly culturally pluralistic learning environment must critically evaluate textbooks assigned to students. Noar suggested that the classroom teacher should be sensitive to what the textbooks say and do not say about black people in the American society.¹ The NEA stated that not only should the textbook be evaluated, but all instructional materials used in the classroom should be selected only after the teacher determines that the treatment of black and other minorities was presented fairly.²

Classroom teachers who sanction race and race related issues as topics in classroom discussion demonstrate a respect for cultural diversity. In racially desegregated schools where this practice occurred, there was generally more effective racial attitudes by both white and black students.³

Chesler and others suggested that the classroom teacher who makes race an integral part of the classroom curriculum was displaying imagination, flexibility, and spontaneity. More was required of the teacher than the correcting of fallacious stereotypes or omissions in textbooks and other instructional materials. Race as a part of the curriculum involves teaching

¹Gertrude Noar, Sensitizing Teachers to Ethnic Groups, (Boston: Allyn and Bacon, Inc. 1971) p. 2.

²National Education Association, School Desegregation Guidelines for Local and State Educational Associations, p. 14.

³Garlie A. Forehand and Majorie Ragosta, A Handbook for Integrated Schooling, (Princeton, N.J.: Education Testing Service 1976) p. 73.

and learning about racial and cultural differences and how racial differences affect the daily living of the black and white students in the classroom.¹

In many racially desegregated schools, serious discussions of race and race related issues by students was almost nonexistent.² However, the Phi Delta Kappa Teacher Education Project on Human Rights recommended that opportunities be provided for students to study controversial issues and further suggested:

The basic values and human rights identified in our basic political documents form the basis for the school's obligation to deal with issues which provoke conflict and controversy. Gradual social change is inevitable, and the public school should include the study of some important unresolved problems which involve controversy.³

The development of a genuine multicultural-multiracial curriculum includes that part of the curriculum which was often labeled co-curricular. In a large number of racially desegregated schools, the co-curricular or extra-classroom activities was most often the point of racial confrontation.

Petroni and others discovered that black students tend to reject the total educational system if they were denied the opportunity to be elected to school office, selected as cheerleaders,

¹Chesler, et. al., Planning Educational Change: Integrating the Desegregated School, p. 25.

²Frank A. Petroni, 2, 4, 6, 8-When You Gonna Integrate? (New York: Behavioral Publications), p. 235.

³Phi Delta Kappa Teacher Education Project on Human Rights, A Guide to Improving Human Rights Practices in Public Schools, p. 62.

and to belong to school social clubs and organizations which are meaningful.¹

Involvement of minority youth in the extra-classroom activities program was evaluated by the Civil Rights Commission in their study of 29 racially desegregated schools. The Commission suggested that the extra-classroom program was important in the achievement of interracial education. In this program minority and majority students develop leadership skills, respect for the democratic process, competitiveness, and cooperation. In the 29 schools evaluated, the Commission concluded that involvement of minority students in the development of these skills had generally fallen short of what is required.²

Korovetz maintained that in far too many schools the burden of achieving racial integration was placed on the extra-classroom activities program. This practice will not achieve the goals of interracial education and Korovetz offered this explanation for his claim:

Integration can take place only if we are willing to place the responsibility for integration on the classroom rather than on extra-curricular activities. I believe the key to integration is to offer students the opportunity to have interracial contacts in intellectual endeavors.³

¹Petroni, et. al., 2, 4, 6, 8 When You Gonna Integrate? p. 132.

²U. S. Civil Rights Commission, Fulfilling the Letter and Spirit of the Law, pp. 133-134.

³Korovetz, "Desegregation or Integration: Which Is Our Goal?" p. 249.

The National Study of School Evaluation advocated that:

Learning experiences must bring together young people of differing races and cultures for meaningful, self-respecting activities - activities that honor the psychological autonomy of the groups.¹

In many racially desegregated schools, black and white students were not provided the opportunity to learn together because of achievement grouping and/or tracking practices. The concern of various groups and individuals regarding this practice was echoed by the Civil Rights Commission. The Commission noted:

The constitutional and educational grounds for eliminating racially identifiable schools apply equally to classrooms. However, in desegregated school districts throughout the nation, classes often are composed of students of one racial or ethnic group or vary considerably from the racial composition of the school.²

The Commission rejected the claim that achievement grouping or tracking insures that the academic needs of students will be met. They stated that their review of research findings were almost uniformly unfavorable regarding the use of achievement groups as a method of improving scholastic achievement in low ability groups.³

Weinberg maintained that achievement grouping creates two major problems in racially desegregated schools. The first was

¹ National Study of School Evaluation, Evaluation Guidelines for Multicultural/Multiracial Education, (Arlington, VA: National Study of School Evaluation 1973) p. 5.

² U.S. Civil Rights Commission, Fulfilling the Letter and Spirit of the Law, p. 129.

³ Ibid.

that achievement grouping handicaps children, particularly black and other minority children with the burden of a 'label.' A second problem develops because parents and teachers will come to regard black and other minority children as uniformly poor academic achievers who are antagonistic toward school.¹

Forehand and Ragosta discovered that achievement grouping or tracking programs if administered properly will not result in black/white segregated classrooms. They maintain that the critical factors in black and white classroom resegregation was teacher bias in grades, teacher recommendations, and improper use of standardized test scores. These factors provided a built-in opportunity for racial discrimination and resegregation of black and white youth in the racially desegregated school.²

In the study conducted by Egerton, it was noted that when school systems initiated racial desegregation in their high school, a number of new courses were added, including a large number of advanced academic courses. In these schools, resegregation occurred with the majority of the black students in the lower level courses and the advanced academic courses composed of mostly white students. The reason most often given by administrators for this form of resegregation was that black students

¹ Weinberg, Minority Students: A Research Appraisal, p. 66.

² Forehand and Ragosta, A Handbook for Integrated Schooling, p. 76.

often lack the background and home motivation to be competitive in the academically advanced classes.¹

Green and Griffore evaluated achievement grouping in public schools and offered this assessment:

One of the most harmful effects of grouping is the assignment of "low scoring" students to a relatively permanent status in the low-ability groups and the concomitant failure to design instruction in a compensatory fashion so that the status might be only temporary. A typical sequence: a student receives a low score on a test of reading readiness. Now he has a label "poor reader." Instruction is then "aimed at his level." To assure that the aim is accurate he is placed in a low-ability group where all students receive such instruction. The consequence may be that the student's low achievement is virtually guaranteed.²

The Office of Civil Rights, Department of Health, Education, and Welfare recently cited several school districts for resegregation of black and white students in their racially desegregated schools. In Duval County, Florida, 27 schools were accused of classroom segregation within the racially desegregated school. In Baldwin County, Georgia, several classrooms throughout the district were made up of all black and all white students. Ability grouping was cited as the cause of these situations.³

¹Egerton, Education and Desegregation in Eight Schools, p. 3.

²Robert L. Green and Robert J. Griffore, "A Restatement of the IQ/Culture Issue," Phi Delta Kappan 57 (June 1976):674.

³_____. "Chronicle of Race, Sex, and Schools" Integrateducation 15 (September-October 1977):30.

The U.S. Civil Rights Commission determined that black and other minority children are often incorrectly assigned to many special low-ability classes. Moreover, many white teachers and administrators may be unfair judges of black and other minority students' ability and behavior. The Commission discovered that this was a serious problem in too many racially desegregated school districts.¹

Perhaps the most troublesome concern in the racially desegregated school involves disciplinary policies and practices. Forehand and Ragosta observed that in many racially desegregated schools, rules, regulations, and disciplinary actions provided "a ready-made forum for racial conflict and for the expression of tension and frustrations."²

It was discovered that many school administrators re-evaluated and toughened their disciplinary policies and regulations before the elimination of the dual desegregated schools. This process, which often resulted in the development of many new policies and regulations, was brought about by pressure from anti-desegregation groups. The re-evaluation and implementation of new policies and regulations often resulted in a higher rate of suspensions and expulsions of black and other minority students.

¹U.S. Civil Rights Commission, Fulfilling the Letter and Spirit of the Law, p. 132.

²Forehand and Ragosta, A Handbook for Integrated Schooling, p. 55.

However, almost all school administrators categorically deny that racial discrimination was involved in the schools' disproportionately higher suspension and expulsion rate of black and other minority students.¹

In a recent comprehensive study of suspensions, expulsions, dropouts, and pushouts by the Southern Region Council, it was determined that patterns of discrimination emerged in disciplinary actions if the data was analyzed carefully. In those school districts in which 90 percent of the nation's minority students are enrolled, the expulsion rate for black students was three times that for non-minority students for the school year 1970-71.²

This study further discovered that the causes given by school administrators for the majority of the disciplinary actions, including suspensions and expulsions of black and other minority students were common in every state and school. According to school officials, minority students were most often punished for disrespect for authority, insubordination, and disobedience.³

¹U.S. Civil Rights Commission, "Fulfilling the Letter and Spirit of the Law", p. 146.

²Southern Regional Council and the Robert F. Kennedy Memorial, The Student Pushout: Victim of Continued Resistance to Desegregation, (Atlanta, Ga.: Southern Regional Council, 1973), p. 1.

³Ibid., p. 12.

The Children's Defense Fund analysis of Office of Civil Rights data on student suspensions in Arkansas, Maryland, New Jersey, Ohio, and South Carolina revealed that 63.4 percent of all suspensions in these states were for offenses that were not dangerous. Approximately 25 percent of the total (63.4 percent) number of suspensions were related to truancy or tardiness.¹

In further analysis of the OCR data from the five states, it was discovered that a pattern of racial discrimination was apparent from the frequency of minority suspension.²

There is nothing more cruel than hurting children except singling out and hurting some children for what they are rather than for what they have done. Some offenses that are punishable by suspension are only offenses for minority children.³

When school officials were requested to give reasons for the high rate of suspensions, they most frequently stated that the suspension was an effort to get the parents to come to the school to solve the problem. The study showed that thirty-three percent of the students suspended in the five states returned to school alone without any parent-school official conference. Many authorities suggested that throwing a child out of school is a poor technique to get parents to come to the school for a conference.⁴

¹Children's Defense Fund, Children Out of School in America, (Cambridge, Mass.: Washington Research Project, Inc., 1974), p. 120.

²Ibid., p. 121.

³Ibid., p. 132.

⁴Ibid., p. 121.

The disparity in suspensions and other disciplinary actions as well as the reason for the actions has created great concern among minority parents. Many parents have challenged school officials regarding their behavior and in several instances minority parents have sought relief in the courts.¹

In the relatively few cases regarding discriminatory disciplinary actions by school administrators which have been brought before the court, Yudof discovered that parents and students have been the losers. However, in a 1974 ruling the Dallas Independent School District was cited by the court for "institutional racism." The evidence presented before the court showed that 60.5 percent of all students suspended in 1972-73 were black. Black student enrollment in the Dallas School District, however, constituted only 38.7 percent of the total school enrollment. Additional evidence entered before the court noted that 60 percent of the suspensions were for trivial violations, including disrespect for teachers.²

Yudof's summation of the racially disproportionate suspension problem in public schools was stated in this manner:

. . . the responsibility for educating our young, both black and white should be placed where it belongs, on the educational systems of this nation.

¹U.S. Civil Rights Commission, Fulfilling the Letter and Spirit of the Law, p. 147.

²Mark G. Yudof, "Suspension and Expulsion of Black Students From the Public School: Academic Capital Punishment and the Constitution," Law and Contemporary Problems, XXXIX (Spring 1975):401-403.

When the right of every child to a public education is recognized, there will no longer be a black exclusion problem. But this is merely the beginning and not the end of the matter; for the ultimate goal must remain the successful implementation of educational programs for minority children.¹

Recent Supreme Court decisions have clearly delineated the Constitutional rights of students while they are under the supervision of the public school. The PDK Teacher Education Project on Human Rights contended that many schools have developed student rights and responsibilities codes and handbooks which are consistent with the Court's decisions.²

Racial Integration: A Worthwhile Goal

Public schools throughout the nation have been severely criticized by all segments of society for what has been described as their inability or unwillingness to effectively achieve racial integration. While much of the criticism may be justified, it must be noted that the 1954 Brown decision and related court decisions failed to provide essential guidelines and objectives to assist school officials in the implementation of procedures which would result in achieving equality of educational opportunity for all students.

In an analysis of several major court decisions relating to desegregation-integration, Weinberg observed that both Brown I and Brown II were unusually weak because both failed to answer

¹Ibid., pp. 410-411.

²Phi Delta Kappa Teacher Education Project on Human Rights, A Guide for Improving Human Rights Practices in Public Schools, p. 67.

key questions. He identified the unanswered questions as:

"(1) What action was required? (2) When would the action be performed? (3) What action would be required of local boards of education to reduce or eliminate gross disparities?"¹

Between 1964 and 1974, the ERIC information system listed 2,516 studies which have been conducted regarding desegregation-integration related topics. St. John suggested that it was unfortunate that the majority of these studies measured desegregation outcomes in three limited areas, namely: academic growth measured by standardized achievement tests, motivation and self-concept, and interracial attitudes and behavior.²

It was also suggested that the major researched areas were related to the goals of successful racial desegregation-integration. These goals of desegregation-integration were identified by Howley and Rist in this way:

- (1) Improvement of self esteem, aspiration and other personally related dispositions of minority children.
- (2) Improvement in interracial relationships and the elimination of racial intolerance and hostility.
- (3) Improvement in academic achievement.³

¹Weinberg, Minority Students: A Research Appraisal, P. 21.

²St. John, School Desegregation: Outcomes for Children, p. 7.

³William D. Howley and Ray C. Rist, "On the Future Implementation of School Desegregation: Some Considerations," Law and Contemporary Problems, XXXIX (Spring 1975):414-415.

Chesler and others identified a fourth major goal of racial integration in education institutions. They suggested that morally and politically, the chance of our nation's survival as a democracy depends on our ability to act on the basic ideals of racial justice.¹

The Phi Delta Kappa Teacher Education Project on Human Rights stated that public schools play a major role in perpetuating American democracy. Their belief was stated in this manner:

Formal education is a powerful and effective means by which our society can realize the promise of our human rights heritage. It is important that educational programs not only emphasize the rights but also the responsibilities inherent in each of them. A major challenge for education at all levels is to teach and practice these rights and responsibilities faithfully and well in every classroom.

It is impossible to teach and practice democratic values and human rights and responsibilities in a school in which the worth of the individual is not prized. Consequently, every person engaged in the formal education process, including members of governing boards, should in his behavior exemplify commitment to these human rights and responsibilities and the values which support them. It is, of course, impossible to achieve the goals identified here in a school which is racially segregated, whether the segregation results from consciously adopted policy or from forces more difficult to reverse.²

The achievement of the goals of racial integration will benefit both black and white students. As early as 1967, the

¹Chesler, et. al., Planning Education Change: Integrating the Desegregated School, p. 2.

²Phi Delta Kappa Teacher Education Project on Human Rights, A Guide for Improving Public School Practices in Human Rights, p. 2.

U.S. Civil Rights Commission concluded:

Although it cannot be documented in traditional ways, we believe whites are deprived of something of value when they grow up in isolation from children of other races, when their self-esteem and assurances may rest in part upon false notions of racial superiority, when they are not prepared by their school experience to participate in a world rich in experience.¹

Weinberg suggested that:

In an integrated school, individuals differences would bear no stigma as it became clear that these were no social distinctions in disguise. Students, teachers, and administrators would cease making invidious comparisons as differences cease being stigmatic. Acceptance, mutual respect, and cooperation are the tempers of an integrated school.²

The realization of racial integration in our public schools is necessary if equality of educational opportunity is to be achieved for all students. Snider put it this way:

The integration of the minority student into the school is basic to the fulfillment of his social, psychological and academic needs and is a basic step in his quest for equal educational opportunity.³

¹U.S. Commission on Civil Rights, Racial Isolation in the Public School, (Washington, D.C.: Government Printing Office, 1967), p. 14.

²Weinberg, Minority Students: A Research Appraisal. p. 96.

³Glenn Snider, "Consultative Center Works With Public Schools," Oklahoma Teacher 54 (May 1973):24.

CHAPTER III

METHODOLOGY

Design of the Study

This study was designed to investigate the perceptions of principals, counselors, and teachers regarding the implementation of selected policies and practices which appear to enhance the achievement of genuine racial integration in secondary educational institutions. The decision to use counselors and teachers as well as principals was made for three fundamental reasons: (1) Counselors and teachers must implement most of the policies and practices included in this study. (2) Counselors and teachers are becoming increasingly involved in the decision making and leadership of the school. (3) Counselors and teachers, in most instances, develop a close relationship with the students, therefore, they may be capable of providing a more in-depth opinion regarding the operation of the school.

It was necessary to place certain limitations on the population included in this study. The decision was made to limit the sample for analysis to principals, counselors, and a stratified random sample of the classroom teachers in thirty of the largest high schools in the State of Oklahoma.

The study was further limited to include only those high schools which had a 1976-77 black student enrollment of nine

percent or more. According to the 1976-77 Oklahoma State Department of Education enrollment data, black students accounted for approximately nine percent (9%) of the total public school enrollment in Oklahoma.¹

Population and Sample

Records obtained from the Oklahoma State Department of Education were utilized in the selection of the thirty high schools. The names of the thirty high school principals were obtained and personal visits and telephone calls were made to explain the nature of the study in order to secure permission to conduct the study in their schools. In several instances, the principals provided a list of the high school teachers in their buildings, however, the Oklahoma State Department of Education was the primary source utilized in identifying the subjects included in this investigation.²

A total of 1,763 classroom teachers, 101 counselors, and 30 principals served as the population for this investigation. All 101 counselors, 30 principals, plus 235 of the 1,763 teachers comprised the sample selected for survey. The 235 teachers represented a stratified random sample of the 1,763 individuals identified as classroom teachers in the selected high schools. The 1,763 teachers were stratified according to race and sex. The number of teachers included in the stratified random sample was

¹Oklahoma State Department of Education, Human Relations Division.

²Oklahoma State Department of Education, Oklahoma Educational Directory, 1977-78, Bulletin No. 1092, Oklahoma City, 1977.

determined by utilizing the "Small Sample Technique" developed by the National Education Association.¹ After determining the number of teachers to include in the stratified random sample, the table of random digits developed by Downie and Heath² was utilized in selecting the teachers who participated in this investigation.

The stratified random sample of classroom teachers was composed of 105 males, 135 females. The racial composition of the selected classroom teachers was 50 black and 185 white individuals. These figures approximated the percentage of male, female, black, and white teachers employed in the selected schools. The race and gender composition of the teachers selected from each of the high schools is illustrated in Table III.

TABLE III

SAMPLE COMPOSITION OF TEACHERS BY SCHOOL, RACE AND SEX

School	Race		Gender		Sample Total
	W	B	M	F	
1	12	3	5	10	15
2	11	3	3	11	14
3	9	3	6	6	12
4	9	3	5	7	12
5	9	2	6	5	11
6	10	1	6	5	11

¹National Education Association "Research Bulletin"
Research Division of NEA 38 (December 1960):99-104.

²Downie and Heath, Basic Statistical Methods, pp. 328-329.

"TABLE III - Continued,"

School	Race		Gender		Sample Total
	W	B	M	F	
7	9	2	5	6	11
8	9	2	3	8	11
9	8	3	3	8	11
10	9	1	5	5	10
11	7	3	4	6	10
12	8	1	4	5	9
13	6	3	4	5	9
14	7	2	4	5	9
15	6	3	6	3	9
16	5	3	5	3	8
17	6	2	3	5	8
18	6	1	4	3	7
19	6	1	2	5	7
20	5	2	4	3	7
21	5	1	3	3	6
22	4	1	3	2	5
23	4	1	1	4	5
24	3	0	2	1	3
25	3	0	2	1	3
26	3	0	2	1	3
27	3	0	2	1	3
28	2	0	1	1	2
29	1	1	1	1	2
30	2	0	1	1	2
<hr/>					
Subtotals	185	50	105	130	235
Totals	235		235		

All 101 counselors and the 30 principals assigned to the high schools were requested to participate in this investigation. Of the 30 principals who agreed to participate, two did not return the survey instrument. This left a total of 28 or 93 percent of the 30 principals to be included in the study. Of the 101 counselors identified by the Oklahoma State Department of Education as high school counselors, only 75 or 74 percent completed

the survey instrument. The sample composition of the responding principals and counselors by race and gender was illustrated in Tables IV and V.

TABLE IV
SAMPLE COMPOSITION OF PRINCIPALS BY RACE AND GENDER

Gender	Black	White	Sample Totals
Male	3	24	27
Female	0	1	1
Total	3	25	28

TABLE V
SAMPLE COMPOSITION OF COUNSELORS BY RACE AND GENDER

Gender	Black	White	Sample Totals
Male	11	24	35
Female	11	29	40
Total	22	53	75

Instrumentation

The initial task accomplished during this phase of the investigation was to review the racial desegregation-integration literature in search for an adequate instrument designed to analyze the perceptions of high school educators regarding the

implementation of policies and practices which enhance the achievement of racial integration in the school. The literature revealed several instruments, however, none were acceptable. Therefore, it became necessary to develop such an instrument. Two sources which were major contributors to the development of the instrument were A Handbook for Integrated Schooling,¹ and Your School's Desegregation: How Real?²

After a review of the literature, a total of 75 items were assembled. With the assistance of Dr. Glenn Snider, each of the racial integration practices and policies were evaluated to determine its relevance to the achievement of racial integration in the high school. During this evaluation, policies and practices statements were reworded for clarity, several items were deleted, and the item pool was reduced to 51 items. These items were then compiled into an instrument, and under the guidance of Dr. Glenn Snider, the instrument was administered to 26 members of a graduate class in Secondary School Administration at the University of Oklahoma. The 26 graduate students were presently employed as administrators or teachers in racially desegregated schools in Oklahoma.

Before administering the instrument to the graduate class, a discussion of the purpose of the proposed investigation was

¹Forehand and Ragosta, A Handbook for Integrated Schooling, (Princeton, N.J.: Educational Testing Services, 1976).

²Integrated Education Associates, "Your School Desegregation: How Real?" (Chicago: Integrated Education Associates, 1971).

presented by the researcher. Following the discussion, the graduate students were requested to evaluate each statement for clarity, relevance, and to identify those items which in their opinion were too controversial. The students' evaluation of the 51 items were later analyzed by the researcher and Dr. Glenn Snider. Minor changes were made in several items and six items believed to be redundant were deleted.

In an effort to further determine the content validity of the items, the instrument was submitted to evaluation by a panel of judges. (See Appendix B). The selection criteria used for the judges was based on competencies in human rights, human-race relations, and racial desegregation-integration of public schools.

The prospective judges were contacted by mail requesting their consent to serve on the panel to evaluate the items to be included in the "Status of Racial Integration Perceptual Inventory." The panel members were further requested to evaluate each item regarding the degree to which they perceived it as: (1) not important in the achievement of racial integration, (2) too controversial, (3) not stated clearly, and (4) too difficult for subjects to evaluate. The panel members were also invited to make suggestions of additional items and for improvement in the items included in the instrument. Only minor changes in several items were suggested by the judges, therefore, all 45 items were retained for the final copy of the instrument. (See Appendix A).

The final copy of the instrument which was mailed to the selected subjects included instructions and a request for necessary demographic data. The instructions requested subjects to rate each item on the basis of agreement, disagreement, and no opinion. The demographic data provided a basis for analysis of the responses.

The 45 policies and practices selected for the "Status of Racial Integration Perceptual Inventory" were constructed around the areas which were identified as critical to the achievement of genuine racial integration in the high school.

Data Collection Procedures

The instrument for collection of the data for this investigation was the "Status of Racial Integration Perceptual Inventory." This instrument was mailed to selected subjects after receiving permission to conduct this research in the selected high school. (Permission to conduct research was not granted in one urban school system until May 3, 1977). (See Appendix C). A personal letter from the researcher explaining in detail the purpose of the investigation was included with each instrument. (See Appendix C).

Within approximately two weeks after the May 19, 1977 mailing, a total of 183 subjects had returned the instrument. The returns accounted for approximately 54 percent of the selected principals, counselors, and high school classroom teachers. Telephone calls, visits to selected high schools, plus a follow-up letter increased the number of returns to 283 or 77.3 percent.

Six of the instruments were returned to the researcher incomplete or in an unusable condition. The names of these classroom teachers were removed from the list of possible subjects and six additional subjects were randomly selected to participate in the study. The new participants were selected from the same high schools, and in the same manner as those individuals who failed to complete the instrument as requested.

A final effort to increase the number of returned instruments was initiated during the month of October, 1977. Again, telephone calls, visits to the selected high schools, and follow-up letters increased the number of returned instruments to 235 for classroom teachers, 28 for high school principals, and 75 for counselors. The total number of returns was 338 or approximately 92 percent of the 366 selected subjects. The returns represented 100 percent of the classroom teachers, 93 percent of the high school principals, and 74 percent of the counselors. It was then determined that the data collection phase of the study would be terminated.

The race and gender composition of the subjects who returned the instrument was illustrated in Table VI.

TABLE VI
COMPOSITION OF RESPONDENTS BY RACE AND SEX

	Sex		Race		Total
	M	F	B	W	
Teachers	105	130	50	185	235
Principals	27	1	3	25	28

"TABLE VI - Continued."

	Sex		Race		Total
	M	F	B	W	
Counselors	35	40	21	54	75
	—	—	—	—	—
Sub-totals	167	171	74	264	
Totals	338		338		

Procedure for Analysis of Collected Data

The processing and analysis of the data was completed after the questionnaires were received from 338 or ninety-two percent of the selected subjects. In order to test the hypotheses stated in Chapter One, the data were compiled and coded. The coded data were entered on IBM cards and the chi square analysis was completed by using the SPSS (Statistical Package for the Social Sciences) digital computer program.

The chi square test for significant was employed to determine if the agreement and disagreement responses of the selected subjects to each of the 45 items varied significantly. The significance was tested at the .05 level of confidence.

The data were further analyzed to determine if a majority of the subjects perceived that the racial integration policies and practices were implemented or were not implemented in their respective school.

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Introduction

This investigation was designed to determine the perceptions of educators regarding the implementation of policies and practices which demonstrate a commitment to the achievement of genuine racial integration.

This chapter is composed of presentation, analysis, interpretation of the collected data, and testing of the hypotheses which were stated in Chapter One.

The topics selected for this chapter were: (1) profile of the selected schools, (2) profile of the responding subjects, (3) presentation and analysis of collected data, (4) summary of data analysis, and (5) responses to selected items. Within those topic areas which treat the stated hypotheses, the format has been to state each appropriate hypothesis and to follow with the analysis of the data used in its test.

Profile of the Selected High Schools

The educational institutions selected for this investigation included 30 of the largest high schools in Oklahoma which had a black student enrollment of nine percent or more during the 1976-

77 school year. According to the Oklahoma State Department of Education, the selected high schools had a total student enrollment of 29,121, which represented 15.2 percent of the total public high school enrollment of 192,052 students.¹

The combined black student enrollment of the 30 high schools was 8,611, which represented 53 percent of the 16,267 black students (Grades 9-12) enrolled in Oklahoma public high schools during the 1976-77 school year. The percent of black students enrolled in the selected high schools ranged from a low of 9.1 percent to a high of 50 percent.²

According to the Oklahoma State Department of Education, racial desegregation of black and white students was achieved in 18 of the 30 high schools after the 1969-70 school year. Seven of the selected high schools were racially desegregated during the 1965-66 school year, while the remaining five high schools were desegregated during 1967 and 1968.³

The total student enrollment was utilized to classify the high schools as large, medium-size, and small for purposes of this study. Nine of the high schools had an enrollment of 1,100 or more students and were classified as large high schools. Thirteen schools with enrollments of 550-1099 students were

¹ Oklahoma State Department of Education, Human Relations Division.

² Ibid.

³ Ibid.

classified as medium-size and the remaining 8 schools with student populations between 235-549 were classified as small schools.

A complete profile of the 30 selected high schools included in this investigation was illustrated in Table VII.

TABLE VII
PROFILE OF THE 30 SELECTED OKLAHOMA HIGH SCHOOLS

<u>Size of School</u>	<u>Number of Schools</u>
Large	9
Medium	13
Small	8
Total	30
<u>Black Student Enrollment</u>	
9-20 percent	13
21-32 percent	8
More than 32 percent	9
Total	30
<u>Year School Desegregated</u>	
1965-66	7
1966-67	2
1967-68	1
1968-69	2
1970-71	5
1971-72	13
Total	30

Profile of the Responding Educators

The total number of educators responding to the survey was 338 or 92 percent of the 366 principals, counselors, and teachers selected from the 30 high schools. Principals represented

approximately eight percent of the respondents, while teachers and counselors accounted for approximately 70 and 22 percent respectively.

The 28 principals who responded to the questionnaire included one female and three blacks. All three of the black principals were assigned to high schools with large student enrollments and in cities with a total population of more than 40,000. A majority of the 28 principals had served in their present position between four and ten years. Only one principal indicated more than twenty years in his present position.

Two of the three black principals were assigned principalships in high schools with more than a 32 percent black student enrollment. Surprisingly, the third black principal was assigned to a high school which had indicated a black student enrollment of less than 20 percent.

The profile of the responding high school counselors closely approximated that of the principals. The 75 counselors, representing 22 percent of the respondents were assigned primarily to the large and medium-size high schools. Only seven counselors indicated an assignment in a small high school, while 35 counselors were assigned to large high schools, and 33 indicated assignment in medium-size high schools.

Responding black high school counselors were most often assigned schools with black student enrollment of 32 percent or greater. No black high school counselor was assigned to any of the eight schools classified as small high schools.

The largest group of respondents were the classroom teachers. The 235 classroom teachers included 102 males and 133 females. Racially, the group included 50 black and 185 white teachers.

Further analysis of the responding classroom teachers showed that 79 percent were less than 50 years of age, while only 21 percent indicated that they were more than 50 years of age. More than 24 percent of the teachers were less than 30 years of age.

It was surprising that more than 67 percent of the responding classroom teachers had taught in their present positions for less than 10 years, while only 8 percent had taught in their present position for 20 years or more.

More than 50 percent of the teachers indicated that they had participated in educational inservice efforts which were directed by the Consultative Center for Equal Educational Opportunity, University of Oklahoma. However, nearly 49 percent of the teachers had not participated in activities of this type.

As expected, more than 90 percent of the black teachers included in this study were assigned to high schools which showed a 1976-77 black student enrollment equal to or greater than 18 percent. Several of the schools with less than 18 percent black students indicated that no black teachers were on their educational staff.

A profile of the 338 responding educators was illustrated in Table VIII.

TABLE VIII
PROFILE OF RESPONDING EDUCATORS

Characteristics	Principals	Teachers	Counselors	Total
<u>Gender</u>				
Male	27	102	35	164
Female	1	133	40	174
<u>Race</u>				
Black	3	50	22	75
White	25	185	53	263
<u>Age</u>				
Under 30	9	73	12	94
31-40	15	71	39	125
41-50	3	52	18	73
Over 50	1	39	6	46
<u>Participation in Consultative Center Activities</u>				
Yes	24	93	53	170
No	4	142	22	168
<u>Years in Present Position</u>				
Less than 3 years	9	48	12	71
4-10 years	15	103	39	159
11-20 years	3	64	18	81
Over 20 years	1	20	6	27
<u>Size of School</u>				
Small	8	23	7	38
Medium size	11	106	35	152
Large	9	106	33	148
<u>Black Student Enrollment</u>				
9%-20%	13	85	25	123
21%-32%	5	45	17	67
More than 32%	10	105	33	148

Presentation and Analysis of
Collected Data

In order to discover if the responses of the subjects showed statistically significant differences regarding the implementation of the forty-five practices and policies which appear to demonstrate a commitment to the achievement of racial integration, hypotheses H_{o1} through H_{o8} were formulated. The eight hypotheses were designed to test the responses of the subjects by each of the selected independent variables. The eight independent variables selected for this investigation were race, position, age, black student enrollment, participation and non-participation in Consultative Center for Equal Educational Opportunity activities, teaching experiences, school size, and gender.

The test for statistical significance used throughout this investigation was chi square. Table IX was utilized to report the results of the chi square analysis by independent variable and item. Each of the 45 items included in the instrument were subjected to the chi square test to determine if the responses of the subjects differed significantly. All chi square scores were measured at the .05 level of confidence.

The summary data of the chi square scores for the 45 items by independent variables was presented in Table IX. (The asterisk indicates statistically significant differences in the responses of the subjects by items).

TABLE IX
SUMMARY OF CHI SQUARE SCORES BY INDEPENDENT
VARIABLE AND ITEM

Item	Gender	Race	Age	Position	Experience	CCEEO Activities	School Size	Percent of Black Students
1	3.12	12.14*	23.28*	19.28*	10.22	9.98*	3.98	14.63*
2	1.76	5.37	22.16*	22.88*	16.52*	10.33*	20.39*	17.13*
3	0.11	3.63	22.37*	18.88*	5.36	14.52*	2.53	1.99
4	0.88	16.23*	21.49*	4.11	6.52	0.33	3.58	18.90*
5	1.89	2.89	11.00	19.45*	3.75	7.46*	8.85	16.50*
6	3.49	23.81*	10.31	18.27*	3.57	0.81	6.96	12.34*
7	0.38	2.97	5.56	2.27	3.75	1.83	10.49*	6.66
8	0.06	2.30	16.94*	8.88*	7.16	19.01*	19.06*	14.81*
9	3.62	0.92	23.89*	19.40*	7.91	19.32*	8.94	6.80
10	0.54	12.05*	20.56*	8.27	18.68	3.48	1.51	1.96
11	2.16	2.46	9.24	8.11	6.09	2.47	7.76	8.87
12	0.65	1.43	15.51*	16.63*	8.70	12.56*	6.22	2.73
13	2.82	11.16*	6.10	11.74*	16.86*	2.83	2.55	10.50*

"TABLE IX - Continued."

Item	Gender	Race	Age	Position	Experience	Activities	School Size	Percent of Black Students
14	4.78	16.70*	12.06	10.17*	7.35	1.76	3.53	8.70
15	0.74	10.65*	7.53	7.52	3.19	6.37*	6.05	1.85
16	3.07	26.92*	12.12	12.53*	6.38	6.37*	2.48	27.96*
17	1.15	15.97*	10.10	27.23*	12.19	12.51*	3.70	4.67
18	0.67	0.11	2.99	8.38	5.38	6.95*	1.33	7.28
19	1.24	7.28*	19.15*	11.04*	11.57	21.97*	4.26	4.15
20	1.47	7.17*	15.99*	12.60*	5.75	13.31*	6.58	1.31
21	2.30	15.02*	5.38	5.71	5.18	1.01	3.91	16.49*
22	2.11	15.02*	5.69	5.61	4.47	0.55	5.15	5.94
23	4.26	22.57*	8.30	4.38	6.05	3.49	0.60	10.44*
24	0.49	1.39	7.17	11.92*	14.26*	7.75*	5.41	2.38
25	1.31	15.42*	7.70	6.65	1.37	0.46	9.10	13.71*
26	0.66	36.89*	5.15	8.37	4.59	5.48	5.31	16.86*
27	2.72	6.62*	14.25*	7.80	6.04	14.15*	1.06	11.31*
28	7.38*	11.97*	5.06	27.23*	1.17	9.12*	3.72	4.51
29	3.28	10.01*	18.05*	9.15	9.72	6.43*	2.86	17.03*

"TABLE IX - Continued."

Item	Gender	Race	Age	Position	Experience	CCEEO Activities	School Size	Percent of Black Students
30	2.32	11.14*	15.20*	13.05*	5.79	6.46*	16.69*	26.17*
31	0.74	14.06*	9.36	16.14*	3.83	4.79	2.03	2.77
32	4.34*	19.79*	19.13*	9.19	12.52	2.93	5.47	9.30
33	4.99	12.26*	14.48*	7.87	11.93	3.92	4.16	14.18*
34	4.21	14.31*	11.60	11.42*	9.13	4.10	2.63	4.54
35	1.27	6.07*	27.77*	9.51*	16.24*	19.17*	5.14	12.42*
36	2.27	31.68*	11.10	6.86	11.78	5.45	12.96*	9.01
37	0.09	3.42	5.33	5.51	3.27	0.17	17.74*	3.76
38	3.60	10.77*	9.74	16.43*	5.30	3.86	4.68	2.20
39	2.92	8.40*	9.04	7.34	8.19	4.02	5.14	4.04
40	1.39	3.14	12.85*	14.43*	16.88*	3.58	1.40	9.67*
41	0.01	1.25	15.79*	7.61	11.07	0.95	9.11	20.91*
42	3.96	32.87*	19.84*	5.01	7.52	7.70*	6.49	5.10
43	0.27	0.92	2.48	5.44	11.51	0.19	7.49	7.89
44	1.01	9.77*	33.18*	17.57*	11.32	7.00*	7.49	5.36
45	6.11 *	25.42*	16.60*	13.06*	4.30	2.56	8.34	5.70

Ho₁ There is no statistically significant difference between the responses of black and white educators by item with respect to the implementation of policies and practices which appear to demonstrate a commitment to the achievement of racial integration.

The data in Table IX indicated that the responses of the 75 black and 263 white educators differed significantly on thirty-one items. The data also indicated that black and white educators did not significantly differ in their responses to fourteen of the forty-five items. Based on chi square scores of 5.99 or greater with 2 df, hypothesis Ho₁ was rejected for items 1, 4, 6, 10, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 38, 39, 42, 44, and 45. Hypothesis Ho₁ was accepted for items 2, 3, 5, 7, 8, 9, 11, 12, 18, 24, 37, 40, 41, and 43.

Ho₂ There is no statistically significant difference between the responses of principals, counselors, and teachers by items with respect to the implementation of policies and practices which appear to demonstrate a commitment to the achievement of racial integration.

The analysis of the chi square scores with 4 df and .05 level of confidence showed that principals, teachers, and counselors significantly differed in their responses to twenty-four of the forty-five items included in the instrument. It was noted that on a majority of the items in which the three groups significantly differed, principals most often indicated imple-

mentation of the policy or practice while counselors and teachers expressed the opposing view.

An examination of the forty-five chi square scores revealed that the three groups significantly differed in their responses to items 1, 2, 3, 5, 6, 8, 9, 12, 13, 14, 16, 17, 19, 20, 24, 28, 30, 31, 34, 35, 38, 40, 44, and 45. Therefore hypothesis H_{o2} was rejected for these items. The examination further revealed that the three groups did not significantly differ in their responses to items 4, 7, 10, 11, 15, 18, 21, 22, 23, 25, 26, 27, 29, 32, 33, 36, 37, 39, 41, 42, and 43. Hypothesis H_{o2} was accepted for these items.

H_{o3} There is no statistically significant difference between the responses of educators who differ in age by item with respect to the implementation of policies and practices which appear to demonstrate a commitment to the achievement of racial integration.

In order to test hypothesis H_{o3} , the 338 returned instruments were placed in one of these four age groups: below 30 years of age, 31-40 years of age, 41-50 years of age, and over 50 years of age. An analysis of the chi square scores showed that there were significant differences in the responses of the four age groups on twenty-one of the items, while the four age groups did not significantly differ in their responses to twenty-four of the items. Further analysis of the data showed that those educators over 50 years of age agreed most often that the policies or practices were implemented in the school, while the remaining

three age groups were less positive regarding implementation of the policies and practices.

Since there were statistically significant differences in the responses of the four selected age groups as measured by chi square scores of 12.59 or greater with 6 df, H_{o_3} was rejected for items 1, 2, 3, 4, 8, 9, 10, 12, 19, 20, 27, 29, 30, 32, 33, 35, 40, 41, 42, 44, and 45. Hypothesis H_{o_3} was accepted for each of the remaining twenty-four items included in the survey instrument.

H_{o_4} There is no statistically significant difference between the responses of subjects employed in high schools with black student enrollments of 9-20 percent, 21-32 percent, and more than 32 percent by item with respect to the implementation of selected policies and practices which appear to demonstrate a commitment to the achievement of racial integration.

When the survey instruments were analyzed according to percent of black students enrolled in the thirty high schools, it was discovered that a statistically significant difference in the responses of the educators occurred on items 1, 2, 4, 5, 6, 8, 13, 16, 21, 23, 25, 26, 27, 29, 30, 33, 35, 40, and 41. Hypothesis H_{o_4} was rejected for these nineteen items, while Hypothesis H_{o_4} was accepted for items 3, 7, 9, 10, 11, 12, 14, 15, 17, 18, 19, 20, 22, 24, 28, 31, 32, 34, 36, 37, 38, 39, 42, 43, 44, and 45.

H_{o_5} There is no statistically significant difference between the responses of respondents who have and have not

participated in activities directed by the Consultative Center for Equal Educational Opportunity by item with respect to the implementation of policies and practices which appear to demonstrate a commitment to the achievement of racial integration.

The demographic data showed that almost half of the 338 respondents had participated in workshops and inservice activities directed by the Consultative Center for Equal Educational Opportunity (University of Oklahoma), a federally funded organization assigned the responsibility to assist public schools in their attempt to achieve genuine racial integration.

The summary of chi square scores illustrated in Table IX indicated significant differences in the responses of educators who had and had not participated in Consultative Center activities on twenty-one of the items. No statistically significant differences in the responses were noted on twenty-four items. Therefore, Hypothesis H_{o5} was accepted for items 4, 6, 7, 10, 11, 13, 14, 21, 22, 23, 25, 26, 31, 32, 33, 34, 36, 37, 38, 39, 40, 41, 43, and 45. Hypothesis H_{o5} was rejected for items 1, 2, 3, 5, 8, 9, 12, 15, 16, 17, 18, 19, 20, 24, 27, 28, 29, 30, 35, 42, and 44.

H_{o6} There is no statistically significant difference between the responses of subjects with varying years of experience by item with respect to implementation of policies and practices which appear to demonstrate a commitment to the achievement of racial integration.

The analysis of the responses of educators with less than three years, four to ten years, eleven to twenty years, and over twenty years experience revealed statistically significant differences on only six of the items included in the survey instrument, while no statistically significant difference was indicated on thirty-nine of the items.

The chi square test, with 6 df and at the .05 level of confidence showed that responses to items 2, 10, 13, 24, 35, and 40 were significantly different. Therefore, Hypothesis Ho₆ was rejected for these six items and was accepted for the remaining thirty-nine items on which there was no statistically significant difference.

Ho₇ There is no statistically significant difference between the responses of subjects who are employed in small, medium-size, and large high schools by item with respect to the implementation of policies and practices which appear to demonstrate a commitment to the achievement of racial integration.

An examination of the summary data in Table IX showed that when the returned survey instruments were grouped according to school size, the educators differed significantly in their responses to only six of the forty-five items. Therefore, Hypothesis Ho₇ was rejected for items 2, 7, 8, 30, 36, and 37. Hypothesis Ho₇ was accepted for the remaining thirty-nine items listed on the survey instrument.

Ho₈ There is no statistically significant difference between the responses of male and female educators by item with

respect to the implementation of policies and practices which demonstrate a commitment to the achievement of racial integration.

The summary of the chi square scores in Table IX indicated that the responses of male and female educators did not differ significantly to forty-two of the forty-five items. Significant differences in responses were noted on three items.

Since a chi square score of less than 5.99 at the .05 level of confidence was shown on forty-two items, Hypothesis H_{0g} was accepted for all forty-two items. However, chi square scores of 5.99 or greater at the .05 level of confidence was shown on items 28, 32, and 45, which resulted in the rejection of H_{0g} for these items.

Summary of Data Analysis

The results of the 360 chi square test utilized to examine the responses of the subjects showed that a majority felt that more than three-fourths of the racial integration policies and practices were implemented in their high schools. However, analysis of the responses by the various independent variables indicated statistically significant differences among many of the sub-groups included in the 338 responding educators.

The analysis revealed that black and white educators statistically differed in their agreement and disagreement responses regarding implementation of policies and practices more than any of the groups studied in this investigation. These

two groups expressed statistically significant different opinions regarding implementation of thirty-one of the policies and practices, while agreeing that seven of the policies and practices were implemented and three had not been implemented. Both groups were almost equally divided in their agreement, disagreement, and no opinion responses regarding the remaining policies and practices.

A summary of all the responses showed that a majority of the black subjects felt that sixteen of the practices and policies were not implemented, while indicating that only fifteen were implemented. A majority of black educators were undecided regarding the implementation or non-implementation of fourteen policies and practices. A majority of the white subjects indicated that thirty-four of the policies and practices were implemented and only four had not been implemented in the selected high schools. More than half of the white educators were undecided regarding the implementation or non-implementation of seven of the policies and practices.

The chi square scores revealed statistically significant difference between the responses of the black and white subjects to thirty-one of the items, which resulted in the rejection of Hypothesis H_{01} for these items. Hypothesis H_{01} was accepted for fourteen items.

When the returned instruments were analyzed by position: teacher, counselor, and principal, the data indicated no statistically significant differences in the responses of the three

groups to twenty-one of the items. Statistically significant differences were discovered in the responses to twenty-four of the items.

An examination of the responses regarding the implementation of the policies and practices revealed that a majority of the twenty-eight principals perceived that thirty-six of the policies and practices were implemented in their schools, while more than half of the counselors expressed the same opinion regarding thirty-four of the policies and practices. A majority of the 235 classroom teachers were less favorable in their responses, indicating that only twenty-nine of the policies and practices were implemented.

The analysis of the responses of the teachers, counselors, and principals resulted in the acceptance of Hypothesis Ho₂ for twenty-one items and rejection of Hypothesis Ho₂ for twenty-four of the items.

Hypothesis Ho₃ was designed to examine the relationship between age levels of the subjects and the agreement and disagreement responses regarding implementation of the racial integration policies and practices. The analysis of the subject's responses showed significant differences on twenty-one of the items. Hypothesis Ho₃ was rejected for each of these twenty-one items and accepted for the remaining twenty-four items on which no statistically significant differences were revealed between the agreement and disagreement responses.

Further examination of the responses of subjects under 30, 31-40, 40-50, and over 50 years of age provided additional

information regarding implementation of the policies and practices investigated by this study. This examination showed that more than half of the subjects over the age of fifty felt that thirty-seven of the policies and practices were implemented, while a majority of the subjects under the age of fifty felt that no more than twenty-nine of the racial integration policies and practices were implemented in their schools.

The relationship between the percentage of black students enrolled in the thirty high schools and the agreement and disagreement responses regarding implementation of the racial integration policies and practices was explored through hypothesis H_{04} . The data showed that educators employed in schools with nine to twenty, twenty-one to thirty-two and more than thirty-two percent black student enrollment differed significantly in their responses to nineteen of the items, while not differing significantly in their responses to twenty-six of the items

A majority of the educators employed in schools with nine to twenty percent black student enrollment indicated that thirty of the policies and practices were implemented, while more than half of the educators in schools with more than thirty-two percent black student enrollment felt that thirty-three of the policies and practices had been implemented. Educators in schools with twenty-one to thirty-two percent black students were less optimistic. More than fifty percent of this group reacted favorably to the implementation of only twenty-seven of the policies and practices, while indicating that eight of the poli-

cies and practices were not implemented. More than half of all three groups responded indecisively regarding several of the policies and practices.

Subjects who had participated in activities sponsored by the Consultative Center for Equal Educational Opportunity (University of Oklahoma) reacted somewhat more favorable toward implementation of the policies and practices than those subjects who had not been involved in the activities of the Consultative Center. However, the data revealed that the two groups differed significantly in their agreement and disagreement responses to twenty-one of the forty-five items. Hypothesis H_{o5} was rejected for these twenty-one items and accepted for the remaining twenty-four items.

The data analysis showed that a majority of those subjects who had participated in Consultative Center activities felt that thirty-three of the policies and practices had been implemented, while more than half of those subjects who had not participated in these activities believed that only twenty-seven of the racial integration policies and practices were implemented. A majority of both groups were in agreement that two practices had not been implemented and were undecided regarding the remaining policies and practices.

The relationship between the years of experience of the subjects and their agreement and disagreement responses regarding implementation of the racial integration policies and practices was the concern of Hypothesis H_{o6} . Responding subjects with more

than twenty years of experience felt that thirty-nine of the policies and practices were implemented, while more than fifty percent of the subjects with eleven to twenty years of experience indicated implementation of thirty-five of the policies and practices. A majority of the subjects with less than eleven years of experience believed that only thirty of the policies and practices were implemented. It was noted that a majority of those subjects with less than four years of experience were indecisive regarding implementation or non-implementation of fourteen of the policies and practices.

Hypothesis H_{06} was rejected for only six items on which the four groups statistically differed in their agreement and disagreement responses.

Educators employed in schools classified as small, medium-size, and large for this investigation, indicated statistically significant differences in their agreement and disagreement responses to only six of the forty-five items. However, a detailed analysis of the responses showed that a majority of those educators in large high schools felt that they had implemented thirty-three of the policies and practices, while more than half of the educators in medium-size and small schools indicated implementation of thirty of the policies and practices. Many of the educators expressed no opinion regarding implementation of the remaining policies and practices.

The gender of the educators appeared not to be a major factor in analyzing the statistical differences between the

agreement and disagreement responses. The analysis showed that male and female respondents differed significantly in their agreement and disagreement responses to only three of the forty-five items. Further analysis of the data revealed that a majority of the females indicated implementation of thirty of the racial integration policies and practices, while a majority of the male subjects indicated implementation of thirty-six of the policies and practices. Both groups were divided almost equally in their agreement, no opinion, and disagreement responses to the remaining items.

A Report on Sixteen Items Included
in the Status of Racial Integration Instrument

An analysis of responses to each item on the "Status of Racial Integration Perceptual Inventory" was not included because of the space required for such a presentation. However, analysis of responses to sixteen items was presented because these items were regarded as most critical to the purpose of this investigation. In addition, the sixteen items were selected because they appeared to be the focal point for much of the controversy surrounding the racial desegregation-integration of our nation's public schools. The data in this section were reported in terms of the percentage of respondents who selected each of the alternative responses to the various items. The data were presented in tables which follow each of the sixteen selected items.

Item I

The community has been actively involved with the school in formulating policies and practices that promote the achievement of racial integration.

TABLE X

Characteristic	Agree	No Opinion	Disagree	Percent of Sample
<u>Race</u>				
Black	.35	.11	.54	.22
White	.55	.13	.32	.78
<u>Position</u>				
Teacher	.44	.12	.44	.70
Counselor	.59	.14	.27	.22
Principal	.82	.07	.11	.08
<u>Age</u>				
Under 30 yrs.	.35	.16	.49	.24
31-40 yrs.	.44	.10	.46	.30
41-50 yrs.	.60	.12	.28	.25
Over 50 yrs.	.67	.12	.21	.21
<u>CCEE0 Activities</u>				
Yes	.59	.09	.32	.50
No	.42	.16	.42	.50
<u>Percent of Black Students</u>				
9-20	.61	.14	.25	.38
21-32	.39	.16	.45	.19
More than 32	.47	.09	.44	.43
<u>Experience</u>				
Less than 3 yrs.	.43	.14	.43	.21
4-10 yrs.	.46	.15	.39	.47
11-20 yrs.	.61	.06	.33	.24
Over 20 yrs.	.63	.11	.26	.08
<u>School Size</u>				
Small	.63	.10	.27	.12
Medium-size	.46	.14	.40	.45
Large	.52	.11	.37	.43
<u>Gender</u>				
Female	.47	.11	.42	.51
Male	.54	.14	.32	.49
<u>Total Sample</u>				
Percent	.51	.12	.37	

Item 6

There is a high degree of cross racial acceptance and inter-racial friendship among black and white staff members.

TABLE XI

Characteristic	Agree	No Opinion	Disagree	Percent of Sample
<u>Race</u>				
Black	.34	.15	.51	.22
White	.65	.06	.29	.78
<u>Position</u>				
Teacher	.54	.10	.36	.70
Counselor	.60	.04	.36	.22
Principal	.93	.03	.04	.08
<u>Age</u>				
Under 30 yrs.	.65	.07	.28	.24
31-40 yrs.	.48	.12	.40	.30
41-50 yrs.	.59	.03	.38	.25
Over 50 yrs.	.64	.10	.26	.21
<u>CCEEO Activities</u>				
Yes	.56	.08	.36	.50
No	.60	.09	.31	.50
<u>Percent of Black Students</u>				
9-20	.67	.10	.23	.38
21-32	.47	.09	.44	.19
More than 32	.56	.06	.38	.43
<u>Experience</u>				
Less than 3 yrs.	.60	.10	.30	.21
4-10 yrs.	.61	.08	.31	.47
11-20 yrs.	.52	.07	.41	.24
Over 20 yrs.	.56	.11	.33	.08
<u>School Size</u>				
Small	.75	.10	.15	.12
Medium-size	.56	.08	.36	.45
Large	.56	.08	.36	.43
<u>Gender</u>				
Female	.55	.07	.38	.51
Male	.62	.09	.29	.49
Total Sample				
Percent	.58	.08	.34	

Item 7

Many teachers tend to expect a lower level of academic performance from black students than white students.

TABLE XII

Characteristic	Agree	No Opinion	Disagree	Percent of Sample
<u>Race</u>				
Black	.76	.05	.19	.22
White	.65	.07	.28	.78
<u>Position</u>				
Teacher	.67	.07	.26	.70
Counselor	.67	.08	.25	.22
Principal	.71	.00	.29	.08
<u>Age</u>				
Under 30 yrs.	.62	.09	.29	.24
31-40 yrs.	.73	.05	.22	.30
41-50 yrs.	.72	.05	.23	.25
Over 50 yrs.	.60	.08	.32	.21
<u>CCEE0 Activities</u>				
Yes	.70	.05	.25	.50
No	.65	.08	.27	.50
<u>Percent of Black Students</u>				
9-20	.72	.05	.23	.38
21-32	.75	.06	.19	.19
More than 32	.60	.08	.32	.43
<u>Experience</u>				
Less than 3 yrs.	.64	.10	.26	.21
4-10 yrs.	.70	.04	.26	.47
11-20 yrs.	.66	.06	.28	.24
Over 20 yrs.	.67	.11	.22	.08
<u>School Size</u>				
Small	.58	.10	.32	.12
Medium-size	.61	.07	.32	.45
Large	.77	.04	.19	.43
<u>Gender</u>				
Female	.66	.06	.28	.51
Male	.69	.07	.24	.49
<u>Total Sample</u>				
Percent	.68	.06	.26	

Item 8

Teachers generally believe that most human relations inservice is a "waste of time."

TABLE XIII

Characteristic	Agree	No Opinion	Disagree	Percent of Sample
<u>Race</u>				
Black	.66	.15	.19	.22
White	.57	.16	.27	.78
<u>Position</u>				
Teacher	.62	.17	.21	.70
Counselor	.57	.11	.32	.22
Principal	.43	.14	.43	.08
<u>Age</u>				
Under 30 yrs.	.52	.24	.24	.24
31-40 yrs.	.72	.11	.17	.30
41-50 yrs.	.60	.13	.27	.25
Over 50 yrs.	.47	.17	.36	.21
<u>CCEE0 Activities</u>				
Yes	.61	.08	.31	.50
No	.57	.24	.19	.50
<u>Percent of Black Students</u>				
9-20	.49	.20	.31	.38
21-32	.78	.08	.14	.19
More than 32	.60	.15	.25	.43
<u>Experience</u>				
Less than 3 yrs.	.51	.22	.27	.21
4-10 yrs.	.60	.16	.24	.47
11-20 yrs.	.68	.11	.21	.24
Over 20 yrs.	.47	.17	.36	.21
<u>School Size</u>				
Small	.32	.20	.48	.12
Medium-size	.67	.11	.22	.45
Large	.58	.19	.23	.43
<u>Gender</u>				
Female	.60	.16	.24	.51
Male	.58	.15	.26	.49
<u>Total Sample</u>				
Percent	.59	.16	.25	

Item 11

The principal has assumed a leadership role in the achievement of racial integration in this school.

TABLE XIV

Characteristic	Agree	No Opinion	Disagree	Percent of Sample
<u>Race</u>				
Black	.62	.10	.28	.22
White	.71	.09	.20	.78
<u>Position</u>				
Teacher	.68	.09	.23	.70
Counselor	.65	.08	.27	.22
Principal	.89	.11	.00	.08
<u>Age</u>				
Under 30 yrs.	.70	.06	.24	.24
31-40 yrs.	.71	.09	.20	.30
41-50 yrs.	.57	.13	.30	.25
Over 50 yrs.	.78	.08	.14	.21
<u>CCEEEO Activities</u>				
Yes	.69	.07	.24	.50
No	.69	.11	.20	.50
<u>Percent of Black Students</u>				
9-20	.71	.10	.19	.38
21-32	.55	.14	.31	.19
More than 32	.73	.06	.21	.43
<u>Experience</u>				
Less than 3 yrs.	.67	.09	.24	.21
4-10 yrs.	.72	.08	.20	.47
11-20 yrs.	.60	.12	.28	.24
Over 20 yrs.	.82	.07	.11	.08
<u>School Size</u>				
Small	.85	.00	.15	.12
Medium-size	.65	.10	.25	.45
Large	.69	.10	.21	.43
<u>Gender</u>				
Female	.68	.07	.25	.51
Male	.70	.11	.19	.49
Total Sample Percent	.69	.09	.22	

Item 14

Most teachers possess a positive attitude toward the achievement of racial integration.

TABLE XV

Characteristic	Agree	No Opinion	Disagree	Percent of Sample
<u>Race</u>				
Black	.38	.15	.47	.22
White	.64	.10	.26	.78
<u>Position</u>				
Teacher	.55	.12	.33	.70
Counselor	.60	.11	.29	.22
Principal	.86	.04	.10	.08
<u>Age</u>				
Under 30 yrs.	.54	.16	.30	.24
31-40 yrs.	.51	.12	.37	.30
41-50 yrs.	.59	.07	.34	.25
Over 50 yrs.	.72	.10	.18	.21
<u>CCEEEO Activities</u>				
Yes	.57	.09	.34	.50
No	.59	.14	.27	.50
<u>Percent of Black Students</u>				
9-20	.65	.12	.23	.38
21-32	.48	.08	.44	.19
More than 32	.57	.12	.31	.43
<u>Experience</u>				
Less than 3 yrs.	.56	.11	.33	.21
4-10 yrs.	.61	.08	.31	.47
11-20 yrs.	.52	.18	.30	.24
Over 20 yrs.	.71	.07	.22	.08
<u>School Size</u>				
Small	.65	.15	.20	.12
Medium-size	.56	.12	.32	.45
Large	.59	.09	.32	.43
<u>Gender</u>				
Female	.60	.07	.33	.51
Male	.57	.15	.28	.49
<u>Total Sample Percent</u>				
Percent	.58	.11	.31	

Item 16

Most educators in this school place high value on basic human and civil rights which are identified in the Bill of Rights and other basic documents.

TABLE XVI

Characteristic	Agree	No Opinion	Disagree	Percent of Sample
<u>Race</u>				
Black	.43	.26	.31	.22
White	.75	.11	.14	.78
<u>Position</u>				
Teacher	.65	.16	.19	.70
Counselor	.65	.12	.23	.22
Principal	.96	.04	.00	.08
<u>Age</u>				
Under 30 yrs.	.60	.20	.20	.24
31-40 yrs.	.62	.15	.23	.30
41-50 yrs.	.72	.09	.19	.25
Over 50 yrs.	.81	.11	.08	.21
<u>CCEEEO Activities</u>				
Yes	.68	.10	.22	.50
No	.68	.18	.14	.50
<u>Percent of Black Students</u>				
9-20	.77	.13	.10	.38
21-32	.58	.05	.37	.19
More than 32	.64	.19	.17	.43
<u>Experience</u>				
Less than 3 yrs.	.64	.16	.20	.21
4-10 yrs.	.68	.15	.17	.47
11-20 yrs.	.65	.12	.23	.24
Over 20 yrs.	.85	.11	.04	.08
<u>School Size</u>				
Small	.75	.10	.15	.12
Medium-size	.65	.14	.21	.45
Large	.69	.15	.16	.43
<u>Gender</u>				
Female	.65	.13	.22	.51
Male	.71	.15	.14	.49
<u>Total Sample Percent</u>				
Percent	.68	.14	.18	

Item 19

Teachers are encouraged to use multi-racial/multi-cultural teaching materials in their planning.

TABLE XVII

Characteristic	Agree	No Opinion	Disagree	Percent of Sample
<u>Race</u>				
Black	.43	.20	.37	.22
White	.54	.25	.21	.78
<u>Position</u>				
Teacher	.48	.25	.27	.70
Counselor	.53	.23	.24	.22
Principal	.79	.18	.03	.08
<u>Age</u>				
Under 30 yrs.	.36	.30	.34	.24
31-40 yrs.	.55	.19	.26	.30
41-50 yrs.	.48	.25	.27	.25
Over 50 yrs.	.67	.23	.10	.21
<u>CCEE0 Activities</u>				
Yes	.64	.17	.19	.50
No	.39	.30	.31	.50
<u>Percent of Black Students</u>				
9-20	.53	.23	.24	.38
21-32	.41	.31	.28	.19
More than 32	.55	.21	.24	.43
<u>Experience</u>				
Less than 3 yrs.	.37	.31	.32	.21
4-10 yrs.	.51	.23	.26	.47
11-20 yrs.	.58	.22	.20	.24
Over 20 yrs.	.70	.19	.11	.08
<u>School Size</u>				
Small	.40	.35	.25	.12
Medium-size	.51	.23	.26	.45
Large	.55	.22	.23	.43
<u>Gender</u>				
Female	.52	.22	.26	.51
Male	.51	.26	.22	.49
<u>Total Sample</u>				
Percent	.51	.24	.25	

Item 20

The school library contains books, magazines, and other materials that reflect the contributions of black Americans.

TABLE XVIII

Characteristic	Agree	No Opinion	Disagree	Percent of Sample
<u>Race</u>				
Black	.84	.08	.08	.22
White	.91	.08	.01	.78
<u>Position</u>				
Teacher	.85	.11	.04	.70
Counselor	.98	.01	.01	.22
Principal	1.00	.00	.00	.08
<u>Age</u>				
Under 30 yrs.	.82	.09	.09	.24
31-40 yrs.	.87	.11	.02	.30
41-50 yrs.	.95	.02	.03	.25
Over 50 yrs.	.92	.08	.00	.21
<u>CCEE0 Activities</u>				
Yes	.95	.03	.02	.50
No	.83	.12	.05	.50
<u>Percent of Black Students</u>				
9-20	.91	.07	.02	.38
21-32	.91	.06	.03	.19
More than 32	.87	.09	.04	.43
<u>Experience</u>				
Less than 3 yrs.	.87	.07	.06	.21
4-10 yrs.	.90	.09	.01	.24
11-20 yrs.	.90	.09	.01	.24
Over 20 yrs.	.85	.15	.00	.08
<u>School Size</u>				
Small	.98	.00	.02	.12
Medium-size	.91	.06	.03	.45
Large	.85	.11	.04	.43
<u>Gender</u>				
Female	.90	.06	.04	.51
Male	.89	.09	.02	.49
<u>Total Sample</u>				
Percent	.89	.08	.03	

Item 24

Student enrollment in upper level mathematics and science courses, such as trigonometry, geometry, chemistry and physics is reflective of the racial composition of the student body.

TABLE XIX

Characteristic	Agree	No Opinion	Disagree	Percent of Sample
<u>Race</u>				
Black	.16	.23	.61	.22
White	.22	.23	.55	.78
<u>Position</u>				
Teacher	.20	.27	.53	.70
Counselor	.23	.14	.63	.22
Principal	.25	.04	.71	.08
<u>Age</u>				
Under 30 yrs.	.16	.29	.55	.24
31-40 yrs.	.16	.24	.60	.30
41-50 yrs.	.26	.18	.56	.25
Over 50 yrs.	.28	.21	.51	.21
<u>CCEEEO Activities</u>				
Yes	.24	.17	.59	.50
No	.18	.29	.53	.50
<u>Percent of Black Students</u>				
9-20	.22	.26	.52	.38
21-32	.17	.20	.63	.19
More than 32	.22	.20	.58	.43
<u>Experience</u>				
Less than 3 yrs.	.19	.28	.53	.21
4-10 yrs.	.18	.18	.64	.47
11-20 yrs.	.27	.31	.42	.24
Over 20 yrs.	.26	.11	.63	.08
<u>School Size</u>				
Small	.22	.30	.48	.12
Medium-size	.24	.24	.52	.45
Large	.18	.19	.63	.43
<u>Gender</u>				
Female	.22	.24	.54	.51
Male	.20	.22	.58	.49
<u>Total Sample Percent</u>				
Percent	.21	.23	.56	

Item 27

One of the primary objectives of the school's curriculum is to prepare all students for a productive life in a pluralistic society.

TABLE XX

Characteristic	Agree	No Opinion	Disagree	Percent of Sample
<u>Race</u>				
Black	.72	.09	.19	.22
White	.84	.07	.09	.78
<u>Position</u>				
Teacher	.79	.08	.13	.70
Counselor	.81	.09	.10	.22
Principal	1.00	.00	.00	.08
<u>Age</u>				
Under 30 yrs.	.79	.11	.10	.24
31-40 yrs.	.78	.09	.13	.30
41-50 yrs.	.76	.06	.18	.25
Over 50 yrs.	.94	.03	.03	.21
<u>CCEEO Activities</u>				
Yes	.82	.03	.15	.50
No	.81	.12	.07	.50
<u>Percent of Black Students</u>				
9-20	.86	.05	.09	.38
21-32	.67	.13	.20	.19
More than 32	.84	.07	.09	.43
<u>Experience</u>				
Less than 3 yrs.	.79	.07	.14	.21
4-10 yrs.	.80	.09	.11	.47
11-20 yrs.	.82	.06	.12	.24
Over 20 yrs.	.96	.00	.04	.09
<u>School Size</u>				
Small	.83	.07	.10	.12
Medium-size	.82	.06	.12	.45
Large	.80	.09	.11	.43
<u>Gender</u>				
Female	.79	.07	.14	.51
Male	.84	.08	.08	.49
<u>Total Sample</u>				
Percent	.81	.08	.11	

Item 33

Student participation in the school band and vocal music groups reflect the racial make-up of the student body.

TABLE XXI

Characteristic	Agree	No Opinion	Disagree	Percent of Sample
<u>Race</u>				
Black	.50	.08	.42	.22
White	.70	.08	.22	.78
<u>Position</u>				
Teacher	.65	.09	.26	.70
Counselor	.62	.05	.33	.22
Principal	.86	.03	.11	.08
<u>Age</u>				
Under 30 yrs.	.60	.15	.25	.24
31-40 yrs.	.60	.10	.30	.30
41-50 yrs.	.67	.04	.29	.25
Over 50 yrs.	.78	.03	.19	.21
<u>CCEE0 Activities</u>				
Yes	.66	.05	.29	.50
No	.66	.11	.23	.50
<u>Percent of Black Students</u>				
9-20	.75	.09	.16	.38
21-32	.53	.09	.38	.19
More than 32	.63	.06	.31	.43
<u>Experience</u>				
Less than 3 yrs.	.63	.16	.21	.21
4-10 yrs.	.64	.06	.30	.47
11-20 yrs.	.66	.06	.28	.25
Over 20 yrs.	.82	.07	.11	.08
<u>School Size</u>				
Small	.75	.10	.15	.12
Medium-size	.67	.07	.26	.45
Large	.62	.09	.29	.43
<u>Gender</u>				
Female	.61	.07	.32	.51
Male	.70	.09	.21	.49
<u>Total Sample Percent</u>				
Percent	.66	.08	.26	

Item 35

Leadership training with an emphasis on human and civil rights is provided for student leaders and other interested students.

TABLE XXII

Characteristic	Agree	No Opinion	Disagree	Percent of Sample
<u>Race</u>				
Black	.47	.15	.38	.22
White	.54	.22	.24	.78
<u>Position</u>				
Teacher	.50	.24	.26	.70
Counselor	.59	.09	.32	.22
Principal	.64	.14	.22	.08
<u>Age</u>				
Under 30 yrs.	.48	.32	.20	.24
31-40 yrs.	.51	.16	.33	.30
41-50 yrs.	.43	.18	.39	.25
Over 50 yrs.	.72	.15	.13	.21
<u>CCEEO Activities</u>				
Yes	.57	.11	.32	.50
No	.49	.29	.22	.50
<u>Percent of Black Students</u>				
9-20	.48	.26	.26	.38
21-32	.52	.09	.39	.19
More than 32	.58	.19	.23	.43
<u>Experience</u>				
Less than 3 yrs.	.61	.22	.17	.21
4-10 yrs.	.46	.22	.32	.47
11-20 yrs.	.49	.21	.30	.24
Over 20 yrs.	.81	.04	.15	.08
<u>School Size</u>				
Small	.43	.20	.37	.12
Medium-size	.55	.17	.28	.45
Large	.54	.23	.23	.43
<u>Gender</u>				
Female	.50	.22	.28	.51
Male	.56	.18	.26	.49
<u>Total Sample</u>				
Percent	.53	.20	.27	

Item 36

Black students are selected or elected as school cheerleaders without specific quota provisions.

TABLE XXIII

Characteristic	Agree	No Opinion	Disagree	Percent of Sample
<u>Race</u>				
Black	.34	.21	.45	.22
White	.69	.12	.19	.78
<u>Position</u>				
Teacher	.59	.17	.24	.70
Counselor	.63	.12	.25	.22
Principal	.79	.00	.21	.08
<u>Age</u>				
Under 30 yrs.	.66	.13	.21	.24
31-40 yrs.	.52	.14	.34	.30
41-50 yrs.	.63	.12	.25	.25
Over 50 yrs.	.67	.19	.14	.21
<u>CCEEEO Activities</u>				
Yes	.55	.16	.29	.50
No	.68	.12	.20	.50
<u>Percent of Black Students</u>				
9-20	.70	.12	.18	.38
21-32	.58	.09	.33	.19
More than 32	.56	.18	.26	.43
<u>Experience</u>				
Less than 3 yrs.	.62	.21	.17	.21
4-10 yrs.	.46	.22	.32	.47
11-20 yrs.	.49	.21	.30	.24
Over 20 yrs.	.81	.04	.15	.08
<u>School Size</u>				
Small	.88	.05	.07	.12
Medium-size	.59	.15	.26	.45
Large	.57	.16	.27	.43
<u>Gender</u>				
Female	.58	.15	.27	.51
Male	.65	.14	.21	.49
<u>Total Sample Percent</u>				
Percent	.62	.14	.24	

Item 43

The school's disciplinary code provides students and/or parents the right to appeal disciplinary decisions to higher school authorities.

TABLE XXIV

Characteristic	Agree	No Opinion	Disagree	Percent of Sample
<u>Race</u>				
Black	.92	.04	.04	.22
White	.95	.02	.03	.78
<u>Position</u>				
Teacher	.92	.04	.04	.70
Counselor	.97	.00	.03	.22
Principal	1.00	.00	.00	.08
<u>Age</u>				
Under 30 yrs.	.93	.02	.05	.24
31-40 yrs.	.94	.03	.03	.30
41-50 yrs.	.97	.01	.02	.25
Over 50 yrs.	.93	.04	.03	.21
<u>CCEEEO Activities</u>				
Yes	.95	.02	.03	.50
No	.94	.03	.03	.50
<u>Percent of Black Students</u>				
9-20	.91	.05	.04	.38
21-32	.95	.00	.05	.19
More than 32	.97	.01	.02	.43
<u>Experience</u>				
Less than 3 yrs.	.89	.04	.07	.21
4-10 yrs.	.98	.01	.01	.47
11-20 yrs.	.93	.03	.04	.24
Over 20 yrs.	.89	.07	.04	.08
<u>School Size</u>				
Small	.85	.07	.08	.12
Medium-size	.06	.01	.03	.45
Large	.94	.03	.03	.43
<u>Gender</u>				
Female	.05	.02	.03	.51
Male	.93	.03	.04	.49
<u>Total Sample Percent</u>				
Percent	.94	.03	.03	

Item 45

The school has moved beyond racial desegregation and effectively achieved racial integration.

TABLE XXV

Characteristic	Agree	No Opinion	Disagree	Percent of Sample
<u>Race</u>				
Black	.23	.18	.59	.22
White	.54	.16	.30	.78
<u>Position</u>				
Teacher	.45	.17	.38	.70
Counselor	.43	.14	.43	.22
Principal	.78	.11	.11	.08
<u>Age</u>				
Under 30 yrs.	.51	.18	.31	.24
31-40 yrs.	.37	.23	.40	.30
41-50 yrs.	.46	.08	.46	.25
Over 50 yrs.	.60	.14	.26	.21
<u>CCEE Activities</u>				
Yes	.46	.14	.40	.50
No	.49	.18	.33	.50
<u>Percent of Black Students</u>				
9-20	.51	.19	.30	.38
21-32	.41	.15	.44	.19
More than 32	.47	.13	.40	.43
<u>Experience</u>				
Less than 3 yrs.	.53	.17	.30	.21
4-10 yrs.	.46	.15	.39	.47
11-20 yrs.	.42	.18	.40	.24
Over 20 yrs.	.59	.11	.30	.08
<u>School Size</u>				
Small	.60	.22	.18	.12
Medium-size	.43	.16	.41	.45
Large	.49	.14	.37	.43
<u>Gender</u>				
Female	.44	.13	.43	.51
Male	.50	.19	.31	.49
<u>Total Sample</u>				
Percent	.47	.16	.37	

Interpretation of Responses to Selected Items

The responses of the 338 educators to selected items from the Status of Racial Integration Perceptual Inventory provided significant revelations regarding the implementation of those policies and practices which are consistent with the achievement of racial integration in Oklahoma high schools. For example, on item 1:

The community has been actively involved with the school in formulating policies and practices that promote the achievement of racial integration.

The responses of all 338 subjects indicated that more than fifty percent agreed with this statement, another twelve percent had no opinion, and thirty-seven percent disagreed. However, analysis of the responses by the several selected independent variables showed significant disagreement regarding implementation of this practice in the selected high schools.

More than half of the black subjects felt that the community had not been actively involved with the school in formulating racial integration policies and practices, while more than half of the white subjects felt that the community had been actively involved.

The negative reaction of the black educators may be indicative of the absence of black individuals as school board members and in other critical decision-making positions. It was noted that only two of the school districts included in this study had black members on the school board. The lack of meaningful in-

volvement in the decision-making process may create a feeling of powerlessness and a belief that those in positions of power are committed to maintaining the status quo.

The belief that those individuals in positions of power are committed to maintaining the status quo often leads to the development of apathy within the powerless group. This investigation revealed that almost half of the black subjects felt that many black parents were apathetic regarding the school's ability to achieve effective racial integration.

Further analysis of the responses by the independent variable, percent of black students, revealed that as the percent of black students enrollment increased, the percent of subjects indicating disagreement with item one also increased. It is suggested that this finding indicated increased demands for meaningful involvement in the decision-making process created by greater numbers of black citizens in the community.

Another interesting disclosure was the response to item 6:

There is a high degree of cross-racial acceptance and interracial friendship among black and white staff members.

Nearly sixty percent of the subjects agreed with this item, while thirty-four percent disagreed, and eight percent expressed no opinion.

However, the data revealed that the black respondents were the only group in which a majority of the subjects felt that there was not a high degree of cross-racial acceptance and interracial friendships among black and white staff members. This finding is

especially important, since it is generally accepted that staff members are role models for students and that racial integration must initially occur among this group if racial integration is to be successfully achieved within the student body.

It was also discovered that almost all of the high school principals believed that there was a high degree of cross-racial acceptance and interracial friendship among their black and white staff members. A majority of the teachers and counselors expressed the same belief as their principals. However, approximately thirty-six percent of both groups disagreed. Were principals less perceptive than teachers and counselors, and more inclined to overlook the lack of cross-racial acceptance and interracial friendship among staff members?

It is evident from these responses that most of the white educators, especially the twenty-five principals included in this study, were not sensitive to the lack of positive racial interaction among black and white staff members.

Responses to item 7 revealed that most classroom teachers did not expect black students to achieve at the same level of academic performance as white students. More than two-thirds of the subjects agreed with the following statement, while less than one-third disagreed.

Many teachers tend to expect a lower level of academic performance from black students than from white students.

It is suggested that differences in academic performance exist among all students regardless of race, color, or sex. However, when classroom teacher perceive that they must lower their acade-

mic expectations for a racial group, or any other group, the achievement level of the group is likely to meet those expectations.

It was interesting to note that almost three-fourths of the twenty eight principals included in this study were aware that teachers in their building had lower academic expectations for black students than for white students.

The responding subjects indicated that most of the human relations inservice education efforts had been a waste of classroom teacher's time. Sixty-two percent of the responding classroom teachers replied in the affirmative to item 8 which stated:

Teachers generally believe that most human relations inservice is a "waste of time."

Further analysis of the responses to item 8 showed that only thirty-one percent of those subjects who have participated in Consultative Center for Equal Educational Opportunity (University of Oklahoma) activities felt that these efforts were contributive, while only nineteen percent of those educators who had not participated in Consultative Center for Equal Educational Opportunity activities felt this way. Almost sixty percent of all educators felt that human relations inservice was a waste of their time.

These findings may indicate that the efforts of the Consultative Center for Equal Educational Opportunity and other similar organization that provide inservice education in the area of desegregation-integration have not been perceived by most

educators as worthwhile efforts which were contributive to the achievement of effective racial integration and equal educational opportunity.

Almost seventy percent of the educators agreed with item 11, which was stated in this way:

The principal has assumed a leadership role in the achievement of racial integration in this school.

An examination of the responses by the independent variable, position, showed that almost all of the principals felt that they had assumed a leadership role in the achievement of racial integration in their schools. A majority of the teachers and counselors expressed agreement with their principals. However, it was surprising that more than one-fifth of both groups indicated that their principals had not assumed leadership in the achievement of racial integration.

More than twenty-seven percent of the counselors responded negatively regarding their principals leadership in achieving racial integration. The responses of this group were of great importance because of the counselors close working relationship with their principals, students, and parents. In many of these relationships, the high school counselor becomes involved with many of the decisions and practices of principals regarding racial integration.

Approximately one-third of all respondents believed that teachers in their schools did not have a positive attitude toward the achievement of racial integration, according to the analysis of the responses to item 14.

Most teachers possess a positive attitude toward the achievement of racial integration.

Only fifty-eight percent of the 338 educators agreed with this statement. Further analysis of the responses by race showed that sixty-four percent of the white subjects felt that most teachers possessed a positive attitude toward the achievement of racial integration, while only thirty-eight percent of the black subjects felt this way.

It was discovered that almost half of the black subjects were of the opinion that most teachers in their schools were negative toward the achievement of racial integration. This was significant because these persons were those who were on the receiving end of white reaction toward them.

In response to item 16, nearly seventy percent of all educators indicated agreement with the following statement:

Most educators in this school place high value on basic human and civil rights which are identified in the Bill of Rights and other basic documents.

Again, black educators were less positive than white educators regarding implementation of this practice. Less than one-half of the black subjects agreed with the statement, while three-fourths of the white subjects agreed.

It was noted that item 14, which explored the attitude of teachers toward the achievement of racial integration was closely associated with item 16, which examined the value that educators place on human and civil rights. It was further noted that only half of the educators agreed with the statement in item 14, while more than three-fourths of the educators agreed with the state-

ment in Item 16. Many apparently did not equate racial integration with human rights. This data suggested that almost one-fourth of the subjects did not perceive that educators in their school felt that the achievement of racial integration and equality of educational opportunity is a basic civil right of all students, guaranteed by the United States Constitution.

Almost all of the principals indicated that they felt that they had assumed a leadership role in the achievement of racial integration, however, only three-fourths of the principals indicated agreement with item 19, which was stated in this way:

Teachers are encouraged to use multi-racial/multi-cultural teaching materials in their planning.

More than two-thirds of the teachers included in this study believed that their principals had provided leadership in achieving racial integration, however, less than one-half of the teachers indicated that teachers in their building had been encouraged to use multi-racial/multi-cultural teaching materials in their planning.

It was evident that most teachers have not been encouraged to use multi-racial/multi-cultural materials in their teaching and many administrators have not encouraged the classroom teachers under their supervision to develop a multi-racial/multi-cultural approach in their teaching.

Many principals may believe that encouraging teachers to use multi-racial materials had been achieved when those materials were purchased and placed in the library for teacher utilization. All twenty-eight principals responded affirmatively to the statement

regarding the presence of materials in their schools that reflect the contributions of black Americans. Item 20 was stated in this manner:

The school library contains books, magazines and other materials that reflect the contributions of black Americans.

Almost ninety percent of all subjects indicated that their libraries contained materials reflective of the contributions of black Americans, while ten percent indicated disagreement or no opinion.

Responses to item 24 indicated that some classroom racial resegregation had occurred in most of the racially desegregated schools selected for this study. Nearly sixty percent of all respondents disagreed with the statement in item 24, only twenty percent agreed, and twenty percent were undecided.

Student enrollment in upper level mathematics and science courses, such as trigonometry, geometry, chemistry, and physics is reflective of the racial composition of the student body.

A greater percent of principals disagreed with the statement in item 24 than any of the groups investigated. This finding suggested that a majority of the high school principals were aware of the classroom racial resegregation that had occurred in their racially desegregated schools.

An overwhelming majority of all subjects felt that the school should prepare students for a productive life in a pluralistic society. This finding was especially apparent from the responses to item 27 which stated:

One of the primary objectives of the school's curriculum is to prepare all students for a productive life in a pluralistic society.

The overwhelming positive responses to this statement, more than eighty percent of all subjects, indicated that educators were aware of the necessity of preparing students for a productive life in a pluralistic society. However, the data previously analyzed indicated that most teachers were not encouraged to utilize multi-racial/multi-cultural materials which would enhance the achievement of this worthwhile objective.

Responses to item 33 revealed that nearly two-thirds of all subjects were of the opinion that minority participation in the school's major musical groups were reflective of the racial make-up of the student body. Item 33 stated:

Student participation in the school band and other music groups reflect the racial make-up of the student body.

An examination of the responses to item 33 by race revealed that more than seventy percent of the white educators agreed with the statement, while only fifty percent of the black educators agreed. Thus, fifty percent of the black educators disagreed with item 33, apparently feeling that black students were not participants percentage-wise.

The negative response of the black subjects regarding the lack of black participation in musical groups may be attributed to the establishment of new musical groups after the school districts desegregated. These new groups called 'A' band, 'B' band, select choir, or concert choir generally represent the school in

public appearances and generally do not reflect the racial composition of the study body. The criteria for preparation and selection to these groups may eliminate many minority group members. It is also suggested that many of the positive responses of the white educators was indicative of token involvement of black students in the school's musical groups.

In regard to preparing students for a more effective leadership role in human and civil rights, only fifty-three percent of the educators reported that this type of training was provided. This practice was examined through item 35:

Leadership training with an emphasis on human and civil rights is provided for student leaders and other interested students.

It was interesting to note that in those schools which were classified as small schools, thirty-seven percent of the educators indicated that no leadership training with an emphasis on human and civil rights was provided for students. In the medium-size and large schools, a majority of the educators were of the opinion that this type of training was provided.

Responses to item 36 revealed that almost two-thirds of the educators believed that black students were selected as cheerleaders without quota provisions. However, black educators were not in agreement with the majority regarding this practice, which was stated in this way:

Black students are selected or elected as school cheerleaders without specific quota provisions.

Based on the responses, it was evident that black subjects felt that black students were not selected or elected cheerleaders

without quota provisions. Almost fifty percent of the black respondents indicated disagreement with item 36, while only one-third agreed.

Students and/or parents were provided the right to appeal disciplinary decisions to higher school authorities. Ninety-four percent of the respondents agreed with the following practice as stated in item 43.

The school's disciplinary code provides students and/or parents the right to appeal disciplinary decisions to higher school authorities.

The updating and re-evaluation of most school disciplinary codes was probably a direct result of the many recent definitive Supreme Court decisions regarding student rights.

Item 45 was an all encompassing statement regarding the status of racial integration in the thirty selected high schools. Item 45 was stated in this manner:

The school has moved beyond racial desegregation and effectively achieved racial integration.

The responses of the total sample revealed that only forty-seven percent of all the subjects expressed the belief that their schools had effectively achieved racial integration. Thirty-seven percent disagreed, while sixteen percent were undecided.

Examination of the responses to item 45 by each of the eight independent variables provided additional insight regarding the status of racial integration in the selected high schools.

The analysis of the responses by race showed that a majority of the white educators believed that racial integration had been

achieved, while sixty percent of the black educators felt that racial integration had not been achieved. Only one-fourth of the black educators felt that racial integration had been effectively achieved in their schools.

It was concluded that the vast difference in the responses of black and white educators indicated that many black and white Americans utilized completely different criteria in their determination of the goals and objectives of racial integration. It was also suggested that the two racial groups utilized completely different criteria in determining the achievement of these goals and objectives.

Principals, teachers, and counselors indicated significant differences in their responses regarding the status of racial integration. Almost eighty percent of the principals were of the opinion that racial integration had been achieved in their schools, while less than fifty percent of their teachers and counselors expressed this belief.

Based on these responses, it was concluded that teachers and counselors may be more aware of the total educational environment than principals. The implementation of policies and practices may be discussed in staff meetings, but the actual implementation of most practices and policies were dependent on the behavior of the teachers, counselors, and students.

As expected, a large percent of the responding educators over the age of fifty felt that racial integration had been achieved in their respective high schools. Most of these educators

were involved with the initial desegregation efforts in their school, and probably felt that token involvement of black students in school activities represented the achievement of racial integration.

Subjects who had participated and had not participated in Consultative Center for Equal Educational Opportunity activities did not differ significantly in their responses. Less than fifty percent of both groups indicated that racial integration had been achieved in their school, while almost forty percent of both groups felt that racial integration had not been achieved. The remaining educators were undecided.

The findings of this study indicated that a majority of those educators in schools with nine to twenty percent black students felt that they had effectively achieved racial integration, while less than half of the educators in those schools with more than twenty-one percent black students were of the opinion that racial integration had not been achieved.

The data revealed that educators with over twenty years experience were more likely to believe that racial integration had been achieved in their schools. It was noted that almost sixty percent of the educators with eleven to twenty years of experience were less optimistic regarding the achievement of racial integration than any of the remaining three groups.

It was difficult to explain the responses of more than fifty-three percent of the educators with less than three years of experience who felt that racial integration had been achieved in

their schools. Perhaps these young educators had more positive interaction with both minority and majority students and perceived that this atmosphere was prevalent throughout the school.

It was not surprising that a greater percentage of educators in small schools indicated that they had effectively achieved racial integration. Almost two-thirds of the educators in small schools felt that they had effectively achieved racial integration, while less than half of the educators in medium-size and large schools were of this opinion.

The large number of students as well as the increased diversity of the student body and parents would seem to increase the complexities associated with the achievement of racial integration in most medium-size and large high schools.

Analysis of the responses by gender revealed that forty-four percent of the female educators felt that racial integration had been achieved in their schools, while fifty percent of the male educators were of the same opinion. The percent of female educators who indicated that their schools had not achieved racial integration was forty-three percent, twelve percentage points greater than the percent of males who felt this way. Analysis of the responses revealed no statistically significant differences between the responses of the two groups.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The problem of this study was to analyze the perceptions of high school educators regarding the implementation of policies and practices which demonstrate a commitment to the achievement of racial integration. Further, the effort was designed to determine if the subjects differed significantly in their agreement and disagreement responses regarding the implementation of the forty-five policies and practices which appear to demonstrate a commitment to the achievement of genuine racial integration.

Educators who participated in this study were selected from 30 of the largest high schools in Oklahoma. Each selected school had a black student enrollment of at least nine percent.

The study was an attempt to determine if there were significant differences between the responses regarding the implementation of policies and practices which demonstrate a commitment to the achievement of racial integration by these subject groups: (1) between male and female, (2) between black and white educators, (3) between educators who were under 30, 31-40, 41-50, and over 50 years of age, (4) between participants and non-participants in CCEEO activities, (5) between educators employed in

small, medium-size, and large high schools, (6) between teachers, counselors, and principals, and (8) between schools indicating 9-20 percent, 21-32 percent, and more than 32 percent black student enrollment.

The study tested eight hypotheses:

Ho₁ There is no statistically significant difference between the responses of black and white educators by item with respect to the implementation of selected policies and practices which demonstrate a commitment to the achievement of racial integration.

Ho₂ There is no statistically significant difference between the responses of principals, counselors, and teachers by item with respect to the implementation of selected policies and practices which demonstrate a commitment to the achievement of racial integration.

Ho₃ There is no statistically significant difference between the responses of educators who differ in age by item with respect to the implementation of selected policies and practices which demonstrate a commitment to the achievement of racial integration.

Ho₄ There is no statistically significant difference between the responses of subjects employed in high schools with black student enrollments of 9-20 percent, 21-32 percent, and more than 32 percent by item with respect to the implementation of selected policies and practices which demonstrate a commitment to the achievement of racial integration.

Ho₅ There is no statistically significant difference between the responses of subjects who have and have not participated in activities directed by the Consultative Center for Equal Educational Opportunity by item with respect to the implementation of selected policies and practices which demonstrate a commitment to the achievement of racial integration.

Ho₆ There is no statistically significant difference between the responses of subjects with varying years of experience by item with respect to the implementation of selected policies and practices which demonstrate a commitment to the achievement of racial integration.

Ho₇ There is no statistically significant difference between the responses of subjects who are employed in small, medium-size, and large high schools by item with respect to the implementation of selected policies and practices which demonstrate a commitment to the achievement of racial integration.

Ho₈ There is no statistically significant difference between the responses of male and female educators by item with respect to the implementation of selected policies and practices which demonstrate a commitment to the achievement of racial integration.

The total sample included 338 educators, including 28 high school principals, 75 high school counselors assigned to the 30 high schools, and a stratified random sample of 235 classroom teachers. The composition of the 75 black educators included 3 principals, 22 counselors, and 50 classroom teachers. The 264

white educators included 25 principals, 53 counselors, and 185 classroom teachers. The gender composition of the total sample was 171 females, and 167 males.

The instrument used in collecting the data was The Status of Racial Integration Perceptual Inventory which was developed after an intensive review of the literature. Part I of the instrument was developed to gather biographical data on each respondent. Part II of the instrument was designed to obtain information regarding the implementation of policies and practices which appear to demonstrate a commitment to the achievement of racial integration.

The instrument in its preliminary form was administered to twenty-six graduate students of School Administration at the University of Oklahoma. All graduate students were practicing administrators in racially desegregated schools. Analysis of the responses of the graduate students provided a basis for restructuring and elimination of items.

To achieve content validity, the instrument was submitted to a panel of twelve judges who were knowledgeable in the area of secondary administration and teaching, human relations, and racial desegregation-integration.

The final form of the instrument was submitted by mail to 366 educators in 30 Oklahoma high schools. When the data collection process was terminated, 338 educators or approximately 92 percent of the total sample had returned completed instruments.

Major Findings

The chi square test at the .05 level of confidence was used to test the hypotheses which were stated in Chapter One. The results of the chi square test of the responses by the independent variable race revealed a score of 5.99 or greater with 2 df on thirty-one of the forty-five items. The data showed that black and white subjects statistically differed in their responses to thirty-one items, while no statistically significant difference in the responses was revealed on fourteen items.

Further analysis of the responses by race showed that a majority of the white educators felt that thirty-four of the policies and practices were implemented, while four were not implemented. White educators were undecided regarding the implementation of seven of the policies and practices. More than one-half of the black educators expressed the opinion that only fifteen of the policies and practices were implemented, while indicating that sixteen of the policies and practices were not implemented. Black educators were undecided regarding implementation of fourteen of the policies and practices.

The analysis revealed statistically significant differences between the responses of principals, teachers, and counselors to twenty-four of the forty-five items. Additional analysis of the responses by position showed that a majority of the principals indicated that thirty-six of the policies and practices were implemented, while a majority of the counselors were of the opinion

that thirty-four of the policies and practices were implemented in the selected schools. A majority of the 235 classroom teachers indicated that only twenty-nine of the practices and policies were implemented.

An examination of the responses by the four age level groups, indicated statistically significant differences between the responses of those educators under 30, 31-40, 41-50, and over fifty years of age to twenty-one of the items. Further examination of the responses revealed that more than half of the subjects over 50 felt that thirty-seven of the practices and policies were implemented, while a majority of those subjects under the age of fifty indicated implementation of only twenty-nine of the policies and practices.

Educators in schools with varying percentages of black students indicated statistically significant differences between their responses to nineteen of the forty-five items. Further analysis of the responses revealed that a majority of the educators in schools with more than thirty-two percent black students felt that thirty-three of the policies and practices were implemented, while more than half of the educators in schools with nine to twenty percent black students indicated implementation of thirty of the policies and practices, and more than fifty percent of the educators in schools with twenty-one to thirty-two percent black students indicated implementation of twenty-seven of the policies and practices.

Twenty-one of the forty-five items showed statistically significant differences when the responses of educators who had

participated and had not participated in Consultative Center for Equal Educational Opportunity (University of Oklahoma) activities were analyzed. Additional analysis showed that half of those educators who had participated in CCEEO activities felt that thirty-three of the policies and practices were implemented, while a majority of those educators who had not participated in CCEEO activities indicated implementation of only twenty-seven of the policies and practices.

The analysis of the responses by years of experience revealed statistically significant differences on six items. Additional analysis revealed that more than half of those educators with more than twenty years of experience felt that thirty-nine of the policies and practices were implemented, while a majority of the subjects with less experience indicated implementation of less than thirty-nine of the policies and practices.

The data showed that educators employed in small, medium-size, and large high schools indicated statistically significant differences in their responses to only six of the forty-five items. The data also revealed that educators in large schools were of the opinion that thirty-three of the policies and practices were implemented, while a majority of the educators in those schools classified as small and medium-size indicated implementation of thirty of the forty-five policies and practices.

Statistical significant differences in the responses of male and female subjects was discovered on only three of the forty-five items. However, further analysis of the responses by gender re-

vealed that a majority of the female educators felt that thirty of the policies and practices were implemented, while more than half of the male educators were of the opinion that thirty-six of the policies and practices were implemented.

On the basis of the information obtained through the statistical analysis of the collected data, Hypothesis Ho_1 through Ho_8 was accepted or rejected for each of the forty-five items.

Ho_1 There is no statistical significant difference between the responses of black and white educators by item with respect to the implementation of policies and practices which appear to demonstrate a commitment to the achievement of racial integration.

Based on chi square scores of less than 5.99 with 2 df, Hypothesis Ho_1 was accepted for items 2, 3, 5, 7, 8, 9, 11, 12, 18, 24, 37, 40, 41, and 43. Hypothesis Ho_1 was rejected for items 1, 4, 6, 10, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 38, 39, 42, 44, and 45.

Ho_2 There is no statistically significant difference between the responses of principals, teachers, and counselors by item with respect to the implementation of policies and practices which appear to demonstrate a commitment to the achievement of racial integration.

Based on chi square scores of 9.49 with 4 df, Hypothesis Ho_2 was accepted for items 4, 7, 10, 11, 15, 18, 21, 22, 23, 25, 26,

27, 29, 32, 33, 36, 37, 39, 41, 42, and 43. Hypothesis Ho_2 was rejected for items 1, 2, 3, 5, 6, 8, 9, 12, 13, 14, 16, 17, 19, 20, 24, 28, 30, 31, 34, 35, 38, 40, and 45.

Ho_3 There is no statistically significant difference between the responses of educators of varying age by item with respect to the implementation of policies and practices which appear to demonstrate a commitment to the achievement of racial integration.

The analysis of the chi square scores less than 12.59, and with 6 df resulted in acceptance of Ho_3 for twenty-four items, including items 5, 6, 7, 11, 13, 14, 15, 16, 17, 18, 21, 22, 23, 24, 25, 26, 28, 31, 34, 36, 37, 38, 39, and 43. Hypothesis Ho_3 was rejected for items 1, 2, 3, 4, 8, 9, 10, 12, 19, 20, 27, 29, 30, 32, 33, 35, 40, 41, 42, 44, and 45.

Ho_4 There is no statistically significant difference between the responses of educators who are employed in high schools with black student enrollments of 9-20 percent, 21-32 percent, and more than 32 percent by item with respect to the implementation of policies and practices which appear to demonstrate a commitment to the achievement of racial integration.

The analysis of the responses by percent of black students showed that a statistically significant difference existed on items 1, 2, 4, 5, 6, 8, 13, 16, 21, 23, 25, 26, 27, 29, 30, 33,

35, 40, and 41. Hypothesis Ho_4 was rejected for each of these items. Hypothesis Ho_4 was accepted for items 3, 7, 9, 10, 11, 12, 14, 15, 17, 18, 19, 20, 22, 24, 28, 31, 32, 34, 36, 37, 38, 39, 42, 43, 44, and 45.

Ho_5 There is no statistically significant difference between the responses of subjects who have and have not participated in activities directed by the Consultative Center for Equal Educational Opportunity by item with respect to the implementation of policies and practices which appear to demonstrate a commitment to the achievement of racial integration.

The statistical analysis of the responses indicated chi square scores of less than 5.99 with 2 df for items 4, 6, 7, 10, 11, 13, 14, 21, 22, 23, 25, 26, 31, 32, 33, 34, 36, 37, 38, 39, 40, 41, 43, and 45. Therefore, Hypothesis Ho_5 was accepted for these items. Hypothesis Ho_5 was rejected for items 1, 2, 3, 5, 8, 9, 12, 15, 16, 17, 18, 19, 20, 24, 27, 28, 29, 30, 35, 42, and 44.

Ho_6 There is no statistically significant difference between the responses of subjects with varying years of experience by item with respect to the implementation of policies and practices which appear to demonstrate a commitment to the achievement of racial integration.

The data revealed that four age groups showed statistically significant differences in their responses to items 2, 10, 13,

24, 35, and 40. Therefore, Hypothesis Ho_6 was rejected for these items. Hypothesis Ho_6 was accepted for the remaining thirty-nine items.

Ho_7 There is no statistically significant difference between the responses of educators who are employed in small, medium-size, and large schools by items with respect to the implementation of policies and practices which appear to demonstrate a commitment to the achievement of racial integration.

The analysis of responses revealed statistically significant differences on only six items, therefore, Hypothesis Ho_7 was rejected for items 2, 7, 8, 30, 36, and 37. Hypothesis Ho_7 was accepted for the remaining thirty-nine items.

Ho_8 There is no statistically significant difference between the responses of male and female educators by item with respect to the implementation of policies and practices which appear to demonstrate a commitment to the achievement of racial integration.

Based on the chi square scores of 5.99 or greater with 2 df Hypothesis Ho_8 was rejected for items 28, 32, and 45. Hypothesis Ho_8 was accepted for the remaining forty-two items.

The responses of the educators to specific items were revealing. For example: sixty-five percent of the white respondents were of the opinion that there was a high degree of cross-racial acceptance and interracial friendships among black and

white staff members. However, almost fifty-two percent of the black educators thought this was not so.

Seventy-six percent of the black respondents agreed that many teachers tend to expect a lower level of academic performance from black students than from white students. Approximately sixty-five percent of the white respondents agreed with this item.

Only thirty-three percent of the total sample indicated that the education staff in their school had discussed the distinction between racial desegregation and racial integration.

Approximately eighteen percent of the respondents perceived that educators in their schools placed little value on those basic human and civil rights which are identified in our Bill of Rights and other basic documents.

Fifty-three percent of the black educators responding to the instrument did not think that teachers placed emphasis on selecting those textbooks which present the contributions of black Americans. Only twenty-five percent of the total sample indicated agreement with this practice.

Only twenty-one percent of the 338 responding educators indicated that black student enrollment in upper level mathematics and science courses reflected the racial composition of the school.

Only twenty-three percent of the black subjects felt that their high schools had effectively achieved racial integration, while fifty-four percent of the white subjects indicated that racial integration had been achieved.

Ninety-three percent of the 28 high school principals generally agreed that there was a high degree of cross-racial acceptance

and interracial friendships among their black and white staff members, however, only fifty-four percent of the teachers and sixty percent of the counselors agreed.

Approximately sixty-five percent of the teachers and counselors indicated that their principals had assumed a leadership role in the achievement of racial integration, while eighty-nine percent of the principals believed they were providing leadership in this area.

Only sixty percent of the principals agreed that students in their schools were provided the opportunity to discuss controversial issues freely in their classrooms.

Seventy-nine percent of the high school principals were of the opinion that racial integration had been achieved in their schools, while only forty-three percent of the counselors and forty-five percent of the teachers agree with their principals.

Conclusions

1) It was concluded from the findings of this investigation that school administrators, teachers, and counselors must seek effective solutions to certain "second generation" desegregation problems that may jeopardize the goals of racial integration. These problems included classroom resegregation, lack of black teachers and administrators, low participation by black students in co-curriculum activities, and the absence of multi-cultural education for all students.

2) It was concluded that successful implementation of those policies and practices which appear to enhance the achievement of

racial integration is dependent on shared decision-making and shared leadership. Teachers, counselors, principals, students, and parents must become more actively involved in the total school environment if racial integration is to be achieved.

3) It was concluded that school administrators, teachers, counselors, parents, and students must continually discuss, evaluate, and monitor those policies and practices which were implemented to achieve genuine racial integration.

4) It was concluded that most educators do not fully comprehend the goals and objectives of genuine racial integration. It was further concluded that educators in each school, black and white, who are sympathetic and knowledgeable concerning racial desegregation-integration should seek to assist other educators less knowledgeable and sympathetic.

5) It was concluded that many educators, black and white, were not committed to the achievement of the goals and objectives of racial integration in their schools.

6) It was concluded that most of the white educators in the thirty selected Oklahoma high schools felt that racial integration had been effectively achieved in their schools, while more than one-half of black educators felt that this was not true.

7) It was concluded that most black educators used criteria different from those used by white educators in judging whether or not the selected racial integration policies and practices had been implemented, which led also to the conclusion that many white educators may be insensitive to the more subtle evidence of racial discrimination.

This study strongly indicated that much work remains to be done before black educators feel that genuine racial integration is successfully achieved.

Recommendations

As a result of this investigation, the following recommendations were presented:

1. It is recommended that those organizations designed to provide assistance in aiding schools in achieving racial integration consider several courses of action designed to eliminate the disparity between the perceptions of educators regarding the implementation of policies and practices which demonstrate a commitment to the achievement of racial integration.
 - a. The entire educational staff of each school should be involved in an assessment of the current status of racial integration in their school.
 - b. Teachers and counselors must be involved with principals in the process of implementing policies, procedures, and school practices and assessing their success.
 - c. The Title IV Desegregation Center and State Department of Education Units, in collaboration with public school educators should develop a definitive list of policies and practices

which demonstrate a commitment to the achievement of racial integration and provide suggestions for determining their success.

2. It is recommended that inservice efforts focus directly on the problems inherent in the school's attempt to achieve racial integration, and that faculty and student committees be formed to assist in planning inservice education efforts.
3. It is recommended that educators involve parents and other community individuals in their effort to achieve racial integration.
4. It is recommended that some effort be exerted by educators to develop a truly multi-racial/multi-cultural curriculum in all school courses and activities.
5. It is recommended that further research be conducted to determine the status of integration of Chicano and Native American students in our schools.
6. Finally, it is recommended that research be conducted to determine the perceptions of students and parents regarding the success of policies and practices aimed at achieving racial integration.

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APPENDIXES

APPENDIX A

SURVEY INSTRUMENT

STATUS OF RACIAL INTEGRATION PERCEPTUAL INVENTORY

PURPOSE OF THE INVENTORY

The purpose of this inventory is to determine the perceptions of educators regarding the extent to which the racially desegregated high school has achieved effective racial integration, thereby increasing access to equal educational opportunity for all students.

For the purpose of this inventory, a racially desegregated school and a racially integrated school will be defined in this manner:

A Racially Desegregated School: a school attended by both black and white students.

A Racially Integrated School: a desegregated school in which students and the educational staff develop positive intergroup relationships and cross-racial acceptance, coupled with school policies and practices which appear to be contributive in fostering equal educational opportunity for all students.

NOTE: PLEASE DO NOT SIGN YOUR NAME ON THIS INVENTORY. ALL DATA COLLECTED BY USE OF THIS INSTRUMENT WILL BE REPORTED IN GENERAL TERMS. YOU OR YOUR SCHOOL WILL NOT BE IDENTIFIED WITH THE INFORMATION YOU SUBMIT.

PART I

INSTRUCTIONS: Please respond to each of the following items. The requested biographical information will provide a basis for analysis of your responses to the "Status of Racial Integration Perceptual Inventory."

1. Sex: Female ☐ Male ☐
2. Race: Native American ☐; Black American ☐; White American ☐; Spanish American ☐; Oriental American ☐
3. Age: Under 30 ☐; 31-40 ☐; 41-50 ☐; Over 50 ☐

4. Present position: Teacher ☐; Counselor ☐; Principal ☐
5. Number of years in present position:
 Less than 3 years ☐; 4-10 years ☐; 11-20 years ☐; Over 20 years ☐
6. Have you attended workshops or inservice programs sponsored by the University of Oklahoma Consultative Center for Equal Educational Opportunity?

Yes ☐No ☐PART II

INSTRUCTIONS: On the following pages is a list of items that educators and sociologists have identified as being consistent with the achievement of effective racial integration in the public school. You are requested to respond to each item, keeping in mind that the only correct response is your honest perception regarding your agreement, no opinion (unaware of local policy or practice), or disagreement that the policy or practice has been implemented in your school.

Indicate your response by circling number 1 through 3 in the appropriate column following each statement.

USE THIS CODE

1. Agree (A)
2. No Opinion (NO)
3. Disagree (DA)

Agree	No Opinion	Disagree
(A)	(NO)	(DA)
1	②	3

EXAMPLE: Teachers feel free to deal with racial issues in the classroom.

	Agree (A)	No Opinion (NO)	Disagree (DA)
1. The community has been actively involved with the school in formulating policies and practices that promote the achievement of racial integration.	1	2	3
2. White and black parents have been involved in efforts aimed at improving parent-teacher relationships.	1	2	3
3. Black parents appear to be apathetic regarding the school's effort to achieve racial integration.	1	2	3
4. Community activities and organizations provide support for student interracial friendships and cross-racial acceptance.	1	2	3
5. Black staff members placed in leadership positions are perceived by teachers as having important influence in the school.	1	2	3
6. There is a high degree of cross-racial acceptance and interracial friendships among black and white staff members.	1	2	3
7. Many teachers tend to expect a lower level of academic performance from black students than from white students.	1	2	3
8. Teachers generally believe that most human relations inservice training programs are a "waste of their time."	1	2	3
9. Human relations inservice efforts have been held for all instructional staff.	1	2	3
10. Classroom teachers appear to be interested in increasing their understanding of black history and culture.	1	2	3
11. The principal has assumed a leadership role in the achievement of racial integration in this school.	1	2	3

	Agree (A)	No Opinion (NO)	Disagree (DA)
12. The educational staff has discussed the distinction between racial desegregation and racial integration.	1	2	3
13. Generally, teachers believe that the emphasis placed on achieving racial integration <u>is not</u> necessary.	1	2	3
14. Most teachers possess a positive attitude toward the achievement of racial integration.	1	2	3
15. Social activities are held periodically for all members of the school staff.	1	2	3
16. Most educators in this school place high value on basic human and civil rights which are identified in the Bill of Rights and other basic documents.	1	2	3
17. Counselors appear to possess sensitivity to the unique problems and needs of black students.	1	2	3
18. The principal encourages teachers to develop student interracial understanding and cross-racial acceptance.	1	2	3
19. Teachers are encouraged to use multi-racial/multi-cultural teaching materials in their instruction.	1	2	3
20. The school library contains books, magazines, and other materials that reflect the contributions of black Americans.	1	2	3
21. In the selection of textbooks, teachers place emphasis on those textbooks that present the contributions of black Americans.	1	2	3
22. Students are provided the opportunity to discuss controversial racial issues freely in their classrooms.	1	2	3

	Agree (A)	No Opinion (NO)	Disagree (DA)
23. Opportunities are provided in the classroom for all students to study the contributions of black Americans.	1	2	3
24. Student enrollment in upper level mathematics and science courses, such as trigonometry, geometry, chemistry and physics, is reflective of the racial composition of the student body.	1	2	3
25. Classroom bulletin boards, pictures, and other school decor are indicative of the racial make-up of this society.	1	2	3
26. In school assemblies and public appearances, the school band and chorus includes music identifiable with the black culture.	1	2	3
27. One of the primary objectives of the school's curriculum is to prepare all students for a productive life in a pluralistic society.	1	2	3
28. The constitutions and by-laws of school clubs and organizations have been examined for possible discriminatory statements and requirements.	1	2	3
29. Specific plans have been developed to increase black student participation in those school activities in which few or no black students are involved.	1	2	3
30. Specific plans have been formulated to increase white student participation in those school activities in which few or no white students are involved.	1	2	3
31. Black students are elected to school leadership positions in the student council on more than a token basis.	1	2	3
32. The school is making an effort to increase the academic achievement of black students in this school.	1	2	3

	Agree (A)	No Opinion (NO)	Disagree (DA)
33. Student participation in the school band and vocal music groups reflect the racial make-up of the student body.	1	2	3
34. The school paper promotes cross-racial acceptance through editorials and coverage of school events.	1	2	3
35. Leadership training with an emphasis on human and civil rights is provided for student leaders and other interested students.	1	2	3
36. Black students are selected or elected as school cheerleaders <u>without</u> specific quota provisions.	1	2	3
37. Black females have been elected to positions such as football, band and/or all school queen.	1	2	3
38. High priority is placed on selecting both black and white students to serve as office assistants, teacher assistants or similar positions.	1	2	3
39. Students <u>are not</u> denied the opportunity to participate in extra-classroom activities because of their inability to pay fees or charges.	1	2	3
40. In school elections between black and white candidates, black and white students generally appear to vote along racial lines.	1	2	3
41. The school has an active student human relations committee concerned with improving race relations.	1	2	3
42. Participants in class plays, all school plays and school musical productions reflect the racial make-up of the student body.	1	2	3

	Agree	No Opinion	Disagree
	(A)	(NO)	(DA)
43. The school's disciplinary code provides students and/or parents the right to appeal disciplinary decisions to higher school authorities.	1	2	3
44. The student council has assumed an active leadership role in promoting cross-racial acceptance in this school	1	2	3
45. This school has moved beyond racial desegregation and effectively achieved racial integration.	1	2	3

APPENDIX B

PANEL OF JUDGES

PANEL OF JUDGES

Ms. Iris Bruce, Coordinator
Elementary and Secondary Counseling
Oklahoma State Department of Education
Oklahoma City, Oklahoma

Dr. Ira Eyster, Associate Director
Southwest Center for Human Relations Studies
University of Oklahoma
Norman, Oklahoma

Dr. Donald Hall, Director
Southwest Center for Human Relations Studies
University of Oklahoma
Norman, Oklahoma

Ms. Carole Hardeman, Developmental Specialist
Southwest Center for Human Relations Studies
University of Oklahoma
Norman, Oklahoma

Dr. George Henderson
Golman Professor of Education
University of Oklahoma
Norman, Oklahoma

Mr. Ed. Kelson
State Director of Emergency School Aid Act
United States Office of Education
Region VI
Dallas, Texas

Dr. Gerald Kidd
Professor of Education
University of Oklahoma
Norman, Oklahoma

Dr. James Mosley, Director
Cooperative Extension Services
Langston University
Langston, Oklahoma

Ms. Patricia Nicholson
Emergency School Aid Act Activity Director
Oklahoma City Public Schools
Oklahoma City, Oklahoma

Dr. Jack Parker
Professor of Education
University of Oklahoma
Norman, Oklahoma

Dr. Melvin Todd
Special Assistant to the Chencellor
Oklahoma State Regents for Higher Education
Oklahoma City, Oklahoma

Dr. Bill Waltman
College of Education
University of Arkansas
Fayetteville, Arkansas

APPENDIX C
CORRESPONDENCE RELATED TO THE STUDY

The purpose of this letter is to request that you serve as a member of a panel of judges to validate an inventory which will be used to collect data for an investigation of the perceptions of high school educators regarding the status of racial integration in their school. The inventory will constitute a fundamental element in my doctoral research under the direction of Dr. Glenn Snider, University of Oklahoma.

You were selected to serve as a member of this panel of judges because of your knowledge and experience with the racial desegregation-integration process in Oklahoma public schools. Your effort will make a valuable contribution to this investigation.

Specifically, I am seeking your evaluation of the applicability of the statements in assessing high school educators' (principals, counselors, and teachers) perceptual responses regarding the implementation of those policies and practices which have been identified by the literature as fostering effective racial integration. Instructions are included with the instrument.

In making your evaluation, I solicit any suggestions or recommendations which might improve the instrument.

Thank you for your assistance and cooperation.

Sincerely,

James E. Christian

JC:pmp
Enclosure

May 19, 1977

Dear Educator:

You have been selected from a list of 1,763 educators (in 35 high schools) to participate in a doctoral research effort investigating the perceptions of educators regarding the status of racial integration in selected Oklahoma high schools. A secondary purpose of this investigation is to obtain dependable data which may assist organizations and agencies such as the Consultative Center for Equal Educational Opportunity and State Department of Education, Human Relations Division, in providing improved services to Oklahoma educators.

We recognize that this is a busy time of the school year for you, but if education is to be improved, the ideas and opinions of counselors and classroom teachers must be considered an integral part of the decision-making process. It is for this reason that we request your participation in this investigation by completing the enclosed questionnaire and data sheet. Only 15-20 minutes of your time is required to complete the questionnaire and data sheet.

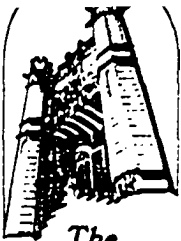
Your identity or the identity of the high school in which you teach are not necessary for this research effort. This effort is not concerned with a particular school, principal, teacher, or counselor, but with an entire sample of educators. The findings will be reported in such a way that it will be impossible for anyone to identify any individual or any individual school. All data will be treated in a professional manner. For these reasons, your responses can be absolutely candid.

We greatly appreciate your cooperation and humbly request that you complete and return the questionnaire at your earliest convenience.

Sincerely,

James Christian

JC:pmp
Enclosure



165

The
University of Oklahoma

820 Van Vleet Oval Norman, Oklahoma 73019

College of Education

25 May 1977

Dear Educator:

The purpose of this note is to indicate my wholehearted approval and support of the study being done by James Christian entitled, "A Study of the Perceptions of Public School Educators Regarding the Status of Racial Integration in Selected Oklahoma High Schools."

No effective effort has yet been conducted to discover the degree to which genuine racial integration has occurred in the schools of Oklahoma. After many years of school desegregation it seems appropriate to discover if possible, the success of our efforts in moving towards genuine integration of the races in our schools. I, therefore, regard Mr. Christians' study as extremely important.

Sincerely,

Glenn R. Snider

Regents Professor of Education

GRS:cac

August 29, 1977

Dear Educator:

During the last few days of the 1976-77 school year, I requested your assistance in a doctoral research investigation. I am sure that the many responsibilities associated with the school closing as well as other demands were great. I am also aware that the opening of the 1977-78 school year has been demanding, however, I am again requesting your assistance in my research effort.

Please take a few minutes to complete and return the enclosed inventory at your earliest convenience. Remember, your identity, nor the identity of your school IS NOT necessary for this investigation. All research data will be treated in a professional manner.

I am counting on you to aid me in this effort. If you have any questions regarding this investigation, please call me collect at 405/325-1814 (office) or 405/329-2709 (home).

May you have a very successful 1977-78 school year.

Sincerely,

James Christian

JC:pmp
Enclosure

April 15, 1977

Ms. Maxine Wood
Department of Research and Statistics
Oklahoma City Public Schools
900 N. Klein
Oklahoma City, OK 73106

Dear Ms. Wood:

Enclosed are four completed copies of the "Research Application To Oklahoma City Public Schools," and copies of the instrument to be used in collection of the data. If additional information is needed, please contact me at (405) 325-1841.

Thank you for all the courtesies extended to me during my recent visit to your office.

Sincerely,

James Christian

JC:pmp
Enclosure

Oklahoma City Public Schools

900 North Klein

Oklahoma City, Oklahoma 73106

May 3, 1977

Mr. James E. Christian
825 Bilox, #A
Norman, Oklahoma 73069

Dear Mr. Christian:

I am happy to inform you that the Research Screening Committee has approved your request to contact a study in the Oklahoma City Public Schools.

Please feel free to contact this office if we can be of any further service to you. Good luck on your study.

Sincerely,

Maxie Wood

Maxie Wood,
Senior Research Associate

MW:pj