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CORRELATES OF JOB SATISFACTION OF BLACK SUPERINTENDENTS

by
Freddie McClain

A dissertation submitted in partial fulfillment
of the requirement for the degree of
Doctor of Philosophy
(Education)
in The University of Michigan
1974

Doctoral Committee:

Assistant Professor Charles D. Moody, Chairman
Professor Finley Carpenter
Professor Alvin D. Loving, Sr.
Professor Tony Tripodi
Associate Professor Russell E. Wilson

ACKNOWLEDGMENT

"A man who says
he is in the
light, and hates
his brother....
Is in the darkness still"

I John

To disclose my inner feelings of sincere gratitude to those individuals who have contributed to my personal and professional growth, that have in many ways helped in a silent manner to make this study a reality, is beyond the realm of this acknowledgment. Nevertheless, there are those who played a major part in seeing that this study was completed for which I would like to express my deepest appreciation.

Special thanks goes to my committee chairman, Dr. Charles Moody, for all that he has done for and meant to me during the inception and finalization of this study. Dr. Moody has been a friend, a mentor, a critic, an advisor; it would be impossible to describe all of the ways in which he has helped me move toward the goals that have become important to me.

A debt is owed also to the other members of the committee --- Drs. Alvin D. Loving, Finley Carpenter, Russell E. Wilson, and Tony Tripodi --- who have been

willing to struggle with a tight schedule, an esoteric methodology, an unusual style of writing and who have all taken an active part in the study from early consultation to final editing. Words are hardly adequate to thank them.

This writer gratefully acknowledges his indebtedness to the administrators of the National Alliance of Black School Superintendents for helpful suggestions and providing the availability of useful information. Recognition is also extended to all the black school superintendents who cooperated in responding and assisting me in this study.

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endeavorment --- and who kept the light of hope from extinguishing while the torch at times seemed indeed feeble. And so it is with my most profound and loving thanks that I dedicate this study to:

MY MOTHER AND FATHER

TABLE OF CONTENTS

		Page
ACKNOWLEDGEMENTS		ii
LIST OF TABLES		vii
LIST OF APPENDICES		viii
CHAPTER I.	INTRODUCTION	1
	Need for the Study	9
	Statement of the Problem	10
	Statement of Delimitations	11
	Statement of Hypotheses	12
CHAPTER II.	REVIEW OF THE LITERATURE	13
	Introduction	13
	Summary	17
	Aspects and Variables Which May Effect Job Satisfaction	17
	Summary	30
CHAPTER III.	PROCEDURE	31
	Introduction	31
	Data Gathering Technique	31
	Directory of Public Elementary and Secondary Schools in Selected Districts	33
	Total Number of Student Population in Selected School Districts	36
CHAPTER IV.	FINDINGS	44
	Introduction	44
	Frequency and Measurement of Job Satisfaction	58
	Hypotheses	66
	Hypothesis I	68
	Hypothesis II	71
	Hypothesis III	74
	Hypothesis IV	78

TABLE OF CONTENTS (CONTINUED)

		Page
CHAPTER IV.	(continued)	
	Job Satisfaction and Academic Preparation	82
	Job Satisfaction and Age	85
	Job Satisfaction and Superintendents/ Community Income	86
CHAPTER V.	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	90
	Summary	90
	Procedure	92
	Findings	93
	Conclusions	96
	Recommendations	97
APPENDICES		101
BIBLIOGRAPHY		124

LIST OF TABLES

TABLE		Page
I.	TOTAL NUMBER OF STUDENT POPULATION IN SELECTED SCHOOL DISTRICTS (WITH RACIAL AND ETHNIC COMPOSITION).....	46
II.	PROFILE OF SUPERINTENDENTS PREFERENCE OF SCHOOL DISTRICT.....	47
III.	DEMOGRAPHIC PROFILE.....	52
IV.	PROFILE OF SUPERINTENDENTS BACKGROUND.....	59
V.	MEASUREMENT OF JOB SATISFACTION.....	64
VI.	JOB SATISFACTION AND AVERAGE INCOME OF COMMUNITY.....	70
VII.	JOB SATISFACTION AND TOTAL STUDENT POPULATION.....	72
VIII.	JOB SATISFACTION AND PERCENTAGE OF MINORITY STUDENTS.....	76
IX.	JOB SATISFACTION AND PERCENTAGE OF MINORITY POPULATION IN PARTICULAR SCHOOL DISTRICT.....	80
X.	JOB SATISFACTION AND ACADEMIC PREPARATION...	82
XI.	HIGH AGE GROUP SATISFACTION SCALE.....	84
XII.	LOW AGE GROUP SATISFACTION SCALE.....	84
XIII.	AGE RANGE AND MID-POINT SCALE.....	85
VX.	JOB SATISFACTION AND MID-POINT CATEGORY SCALE.....	85
XV.	SUPERINTENDENT/COMMUNITY INCOME SCALE.....	87
XVI.	SUPERINTENDENT/COMMUNITY TABLE.....	87
XVII.	AVERAGE SATISFACTION SCORE.....	87

LIST OF APPENDICES

APPENDIX		Page
A	THE NATIONAL ALLIANCE OF BLACK SCHOOL SUPERINTENDENTS ROSTER.....	102
B	INTRODUCTION LETTER SENT TO SUPERINTENDENTS.	106
C	FOLLOW-UP LETTER SENT TO SUPERINTENDENTS....	107
D	LETTER RECEIVED FRON NABSE PRESIDENT.....	108
E	QUESTIONNAIRE AND INSTRUMENT.....	109
F	NABSS CONFERENCE SCHEDULE.....	112
G	LIST OF CONFEREES AND CONSULTANTS.....	113
H	HISTORICAL SKETCH OF NABSS.....	120
I	MAP DEPICTING THE GEOGRAPHIC LOCATION OF TOTAL NUMBER OF BLACK SUPERINTENDENTS IN SCHOOL DISTRICTS IN THE UNITED STATES.....	122
J	LETTER RECEIVED FROM BLACK SCHOOL SUPERINTENDENT.....	123

CHAPTER I

THE PROBLEM

Introduction

The year 1964 was the year of civil rights and the year of education, the year in which both turned a corner to become in new ways a part of the American Concensus. For civil rights, there took place in 1964 a nationwide protest of conscience aimed at bringing the Negro equality of opportunity on all fronts - education, jobs, housing, public accomodations, the voting booth. For education, it was the year of sweeping national legislation affecting medical education, occupational education, and higher education --- symbolic of a growing, widespread recognition that, in a democratic, technological society, education is the only wellspring.[1]

Inevitably, 1964 was viewed as the year in which civil rights and education coalesced. Two of the great revolutions of our time are now as one: It will be primarily through education that the black man can enter

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[1]Lawrence E. Dennis, "Equalizing Educational Opportunities in Colleges and Universities", Phi Delta Kappan, 45: 401 (May, 1964).

the mainstream of American life and it would be the primary task of the existing educational facilities and educators to bring the black man into the mainstream of American education.

Within the American social structure, the school is recognized as functioning as the principal "social elevator" for social mobility and group upgrading.[2] Landis and Landis, writing for the American adolescents, makes the statement that "the American school system is the greatest help in enabling us to move in an upward direction."[3] Frankly, education for all is the American boast. The ideal of universal education is to lift the entire society to a new level of achievement and enjoyment.

The importance of education as a sociological, economical, and political force for upward mobility is widely recognized. Blacks have been recognizing the potential possibilities of education and are making greater efforts to become educated.

Over previous years however, more black men and women have filtered into the professional career of education

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[2]W. Lloyd Warner, Robert J. Havighurst, and Martin B. Loeb, Who Shall be Educated? pp. 56-57, 1944.

[3]Paul H. Landis and Judson T. Landis, Social Living, p. 92, 1949.

than to any other professional field. It has offered them a relatively broad avenue to self-fulfillment, economic advancement and middle-class respectability.[4] In 1969, it was estimated that half of all black college graduates entered into the field of education. The National Education Association (NEA) reported that there are more than 170,000 black teachers in the United States, or about 8 1/2% of the total instructional force.[5]

Inescapably, the sociological, economical, and political opportunities may provide the means for the blacks to gain control of their own education, and in turn, control of their own destiny.

As the tool of education became a necessity in which blacks could seek and find a "way out," they were regretfully denied top administrative school positions. White school officials have contended that black educators do not have the necessary "skills or training" to perform an effective and efficient job of administering a school or school district. Although the National Education Association says it has no data on the number of black

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[4]Bernard Watson, "The Elusive Black Educator: How to Find, Hire, and Keep Him", School Management, p. 56, (March 1969).

[5]Ibid.

school administrators, officials estimate the proportion of blacks in administration to be "well under" the 8 1/2% figure for black teachers.

Consequently, most black administrators have spent their whole careers as assistant or acting principals, without further advancement, despite their experience and ability. "Negro administrators haven't been promoted in any appreciable number", asserts Dr. Steven Wright, president of the United Negro College Fund, "so if you make the stipulation that a person must have experience at the superintendent or principal level, the number of prospects is obviously limited."[6]

H. J. Smith, former graduate student of Kent State University, vividly recalls a conversation with his educational administration professor, about the possibility of obtaining a position as a school superintendent. Below is his professor's remark:

> "Frankly speaking, you might as well forget about being appointed a school superintendent. As far as I know outside of eleven Southern States,

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[6]Bernard Watson, "The Elusive Black Educator: How to Find, Hire, and Keep Him", School Management, p. 64 (March, 1969)

> there is one Negro superintendent of schools in the United States. He is in Lincoln Heights, an Ohio community of about 8,000 persons of whom 98 percent are Negro. You can consider yourself lucky if you get a principalship in a large city. Yes, I would say your best opportunities are in the large cities, if they are any place. I am sure you do understand there is no doubt in my mind about your being highly qualified capable. Your leadership ability has been commended internationally, you are academically well prepared, and you are a successful teacher, but you are a Negro!"[7]

In 1970, a white superintendent spoke to the American Association of School Administrators about the lack of black school administrators. In his speech, Gregory Coffin focused on the shortage of black school administrators. It was palpably clear the administrators, Mr. Coffin had in mind were those below the level of superintendent. He blamed the shortage of lower echelon administrators on public school superintendents, on college administrators, on college professors, on school board members, and on the predominantly white, middle-class power structure in communities.[8]

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[7]C. F. Smith, "Do You Want Me? A qualified Negro Administrator", Phi Delta Kappan, 45: 406 (May, 1964).

[8]Charles D. Moody, Sr., Black Superintendents in Public School Districts: Trends and Conditions, A dissertation submitted to the Graduate School of Education, Northwestern University, p.3, (June, 1971).

These common concerns of blacks and whites have caused the traditional need for competent administrators to become one of the utmost urgency for black educational leadership.[9]

The pool from which to select potential and qualified black school administrators or even superintendents, has been rising rapidly since 1969. In fact, black teachers and administrators --- because they are black --- could well turn out to be the hottest item on the school personnel market.[10]

The recent trend for the upsurge of black administrators has resulted from a variety of factors. One factor which attributes to this trend has been the sharp increase in the percentage of blacks in our major cities. Another major factor was that all blacks and whites from different socioeconomic backgrounds and varying political and educational positions have been demanding

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[9]Albert Abraham Ward, The American Association of School Administrators and the Development of Black Educational Leaders, A dissertation submitted to the Graduate School of Education, University of Michigan, p. 2, (1972).

[10]Bernard Watson, "The Elusive Black Educator: How to Find, Hire, and Keep Him", School Management, p. 56, (May, 1969).

more black administrators at levels above the building principal.

Dr. Charles D. Moody, Sr.,[11] Ph.D. graduate of Northwestern University, completed a dissertation study entitled, Black Superintendents in Public School Districts: Trends and Conditions. This study along with the persistent efforts of Dr. Moody, engendered profound interest from black school administrators who in turn, consolidated their energies to formulate the National Alliance of Black School Superintendents (NABSS).

Early dialogue sessions of the organization led to the identification of over forty school systems which had black superintendents. Many of these superintendents combined their efforts to identify problems and situations which seemed to be unique to school systems which were centers of large percentages of ethnic minority, and especially, black youth.

Identification of problems common to these systems led to a consensus among the involved superintendents that the combined efforts of an alliance was necessary in order

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[11] Charles D. Moody, Sr., Black Superintendents in Public School Districts: Trends and Conditions, A dissertation submitted to the Graduate School of Education, Northwestern University, p. 3, (June, 1971).

to systematically address the plethora of problems which face public school administrators who find themselves assuming the responsibilities for building effective and successful public school agencies.[12]

It is with this concern and the emergence of black superintendents that has brought about rising awareness of the job satisfaction of the black superintendent and the factors that bear upon it.

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[12]The National Alliance of Black Superintendents, Getting It Together, 1972.

Need for the Study

It can be predicted that most of the potential educational administrators will be thrust into a school system whereby particular factors can positively or negatively effect their job satisfaction, and in turn, affect the operation of the total school system.

Since there has not been substantial literature on black school superintendents the evidence, of course, relating to this subject is limited and incomplete. It is believed that this study will add significantly to the limited body of knowledge available on the black school superintendent.

Secondly, because the superintendent provides important leadership in the school system it has been assumed that the level of his job satisfaction is a logical correlate to the effectiveness of that leadership. Since there is such little information about black school superintendents and their job satisfaction it seems urgent at this time that we assemble relevant information concerning the job satisfaction of this group.

This study will attempt to identify four major variables which may be related to job satisfaction. These variables are: (1) Average income of the community (2) total number of students within the particular school district (3) total percentage of minority students,

(4) and total percentage of minority resident population in the given school district.

Statement of the Problem

The efficiency of the American public educational system is dependent to a great extent upon the local superintendent of public schools. In turn, whether large or small, these public schools are responsible for the education of the community.

The superintendents of local public schools are called upon to furnish the leadership, the guidance, the administrative and supervisory diplomacy and/or ability vitally needed in the varied educational undertakings of public schools. Since public education is such a vital undertaking, the work of these superintendents in operating the school systems deserves a closer scrutiny to the particular factors that may affect their job satisfaction, and in turn, their efficiency in administering a school system.

Therefore, the central aim of this study is to gather and analyze data in order to deal with the following questions:

(a). Is there a significant relationship between the average income of the community within the school district

and a measure of job satisfaction of of the black superintendent?

(b). Is there a significant relationship between the total number of students that compose the population of the school district and a measure of job satisfaction of the superintendent?

(c). Is there a significant relationship between the number of minorities in the student body and a measure of job satisfaction of the superintendent?

(d). Is there a significant relationship between the total number of minority resident population within the community and job satisfaction of the superintendent?

Statement of Delimitations

The limitation of this study relates to the fact that it is most probable that the four main aforementioned variables relating to job satisfaction of the black school superintendent are not exhaustive. There are probably many other variables that are involved and can effect the job satisfaction of a black superintendent but this study will attempt to focus its main concern upon these four

variables. Other possible variables will be considered but the main focus is upon the four variables mentioned.

Therefore, the first limitation of this study is that it is not a complete investigation of all possible variables that may relate to job satisfaction. Secondly, it would be circumscribed only to those particular school districts which are administered by black school superintendents identified and communicated with prior to July 1, 1973.

Statement of the Hypotheses

It is hypothesized that the four variables aforementioned may be significantly related because:

(1). "The higher the average income level of a given community the greater the probability that job satisfaction increases."

(2). "The higher the total student population the greater the probability that job satisfaction decreases."

(3). "The higher the percentage of minority students the greater the probability that job satisfaction increases."

(4). "The greater the percentage of minority population in the particular school district, the greater the probability that job satisfaction increases."

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

It has been said that the most difficult thing about being a black superintendent is not being black, but getting the job in the first place. It stands to reason why there are only a few black superintendents in the United States today. Many school boards and administrators are still reluctant to hire a black superintendent. Evidence relating to this fact is enumerated in an article written by a former black superintendent who cites that:

> School boards and administrators responsible for hiring continually seek to involve black and other minority group educators in decision-making, as consultants, lower-echelon administrators or principals. But so far, the vast majority of boards, when confronted with the choice of hiring a black or white superintendent --- all other factors being equal have ruled in favor of the latter. They justify their action with many reasons --- "We couldn't find any one who was qualified", or the "board was convinced

that the other man was the best choice."[13]

Another article, "The Elusive Black Educator", cites how the black administrator in education is a rare ingredient. Newark, New Jersey is mentioned as an example where the nonwhite school was reported at 78% of the total; yet in 1969, there was only one black administrator at the principal level.[14]

Few studies have attempted to deal candidly with the issue of achieving administrative placement for black educators, especially in the upper echelon, such as principal and superintendent. One particular study by Max Rosenberg, cites six different reasons for hiring and having administrative placement for black educators:

(1). The need for equal representation in administrative ranks.

(2). The importance to all children to see blacks as leaders and models.

(3). The opportunity and need to achieve full mobilization of manpower in educational administration.

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[13]Edward B. Fort, "A Black Superintendent Talks About Being A Black Superintendent", School Management, pp. 102-107, (May, 1969).

[14]Bernard Watson, "The Elusive Black Educator: How to Find, Hire, and Keep Him", School Management, pp. 54-85, (March 1969).

(4). The need to replace many white administrators who have low expectation levels for black children.

(5). The need to bring to the educational arena those who have the dedication and understanding that will make significant differences in the lives of black children and youth.

(6). The need to make up for past discriminatory practices.[15]

Nevertheless, when given administrative placement in the upper echelon level, such as principal or superintendent, the black educator is usually troubled by administrative, political, and/or financial problems. Evidence relating to this fact is eloquently cited by Charles Moody who has completed a dissertation on this particular subject. Moody indicated that certain conditions would need to exist in school systems prior to the appointment of a black superintendent. The data presented in his study reinforced the concept that black educators have not achieved equality of education.

Therefore, all of Moody's hypotheses were supported

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[15]Max Rosenberg, "Proferential Promotions for Negro Educators, The Pros and the Cons", Education Summary, (July 1, 1969).

in that:

(1). There is a decline in the financial conditions of the school system manifesting itself in a deficit prior to the appointment of a black superintendent.

(2). There is an increase in the amount of Title I funds received by the school districts.

(3). The non-white student population was in the majority at the time of appointment of the black superintendent.

(4). The non-white population of the community is in the majority or projections indicate it soon will be.

(5). There is a majority non-white school board at the time of the appointment of a black superintendent.

(6). The non-white teaching staff increased significantly prior to the appointment of the black superintendent.

(7). There is a significant increase in the percentage of black administrators.[16]

Moody's data also support the conclusion that black superintendents are appointed to school systems that have predominantly non-white students and community populations.

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[16] Charles D. Moody, Sr., Black Superintendents in Public School Districts: Trends and Conditions, Dissertation, Northwestern University, (June 1971).

This "boundry-line", if allowed to continue, limits the number of school districts that may appoint black superintendents. These lines have to be broken if equality of opportunity is to become a reality. Finally, Moody goes on to conclude that black superintendents do not get the kinds of districts which can provide them with the time and resources to develop the kinds of immediate and long range programs relevant to the school community.[17]

Summary. The aformentioned articles and studies have indicated the discriminatory practices in the hiring of black educators in top administrative school position, such as principal and/or superintendent. The school boards intention to not hire a black superintendent, because of lack of qualifications", is an invalid excuse. Nevertheless, data presented reinforced the concept that black educators have not achieved equality of education because conditions will have to exist in school systems prior to the appointment of a black superintendent.

Aspects and Variables Which May Effect Job Satisfaction

The purpose of this section is to indicate other

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[17]Ibid, p. 25

possible variables and aspects of the job which might be an important factor in the job satisfaction of the black superintendent.

From a previous Nation's Schools survey it was revealed that the five major problems that superintendents face were:

(1). School Finance
(2). Curriculum Development
(3). Personnel Problems (adequate staffing, negotiations, etc.)
(4). School-Community Public Relations
(5). Adequate facilities

It seems that all the troubles stirring society today are jarring the equilibrium of the superintendent. He finds that the militant elements and changing attitudes towards discipline in the United States today are disrupting the life of the schools.[18]

Also mentioned as among the most pressing problems affecting superintendents job satisfaction were: no time to think, no long-range planning, resistance to change by the community, community expectations for exceeding anyone's physical capacities, community pressure groups,

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[18]Russell J. Huff, "How Superintendents See Themselves", Nations Schools, 84, pp. 35-39, (Nov. 1969).

the growing gap between the school, the home and the church, keeping the professional staff updated, the lack of clear goals for public education, etc.

J. C. Worthy investigated and concluded that the increasing size and complexity of schools present additional problems.[19] Researchers have found a negative relationship between size of an organization or organizational unit and worker job satisfaction. Worthy cited two trends in industry that are contributing to the deterioration of administrator-employer relationship and consequently increased job satisfaction. These trends are the increasing size of the administrative unit and the increasing complexity of organizational structure.

S. A. Romine summarized the change in the school administrators role as having been brought up by growing centralism in education, increasing innovation and specialization, the emergence of a new breed of teachers and pupils, and the increase in size and complexity of schools.[20]

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[19] J. C. Worthy, "Organizational Structure and Employee Morale", America Sociological Review, 15, p. 196, (1950).

[20] S. A. Romine, "Current Influences Changing the Principal's Role", The North Central Association Quarterly, 42, (Fall, 1967).

A wide array of social forces bears upon the secondary school today in a fashion that strongly effects the job satisfaction of the superintendent. H. Moody indicated that school administrators face a job situation that has undergone considerable change:

> Teachers today are better educated, more opinionated, and probably less conventional. Students are better educated, more opinionated, more concerned about vital affairs, more rebellious in many instances, and certainly less prone to heed counsel and advise of adults, particularly parents. Schools are larger in size and population, adding to the complexity of communication and depersonalization of relationships. Outside groups apply far more intense pressures than at any time in recent history; thus special-interest groups are tending to disrupt the smoother, more professional flow of the educational process. The three R's of yesteryear have been replaced in some unfortunate areas by resentment, revolt, and riot. Some schools require police patrol of corridors, dining rooms, and grounds, and others have been closed temporarily

> because of the inability of people to get along. Often causes of turmoil are trivial and petty, with groups or individuals trying to usurp the duties of personnel elected and employed to administer the school.[21]

F. English's investigation amplified the situation by gathering and analyzing the actual effect of current pressures upon the role of the school administrator:

> Extraordinary pressures buffeting the educational systems today have cast the school administrator into troubled waters, with the distinct possibility that given the present trends it will become little more than a figurehead in the future. Some of these trends are teacher boycotts, urban riots, the demands of minority groups equal educational opportunities, the explosion of knowledge, the insatiable appetite of the educational system for technical expertise and specialization, and the paralysis of large city school systems in dealing with these issues.[22]

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[21] H. Moody, "Plight of the Principal", Clearing House, 42, p. 543, (1968).

[22] F. English, "The Ailing Principalship", Phi Delta Kappan, 50, pp. 158-159, (1968).

School Management in its study of the superintendent sent out a four page questionnaire to various superintendents and concluded that:

> Despite all the talk about the impossible demands that communities make on school administrators, more than 50% of superintendents surveyed agree that the community demands are "difficult" but not impossible. Surprisingly, student militancy is at the bottom of the totem pole of obstacles that superintendents say prevent them from achieving their objectives and in turn, fulfillment of one's job satisfaction.[23]

From a study of secondary school principals in New York City, which included a series of study seminars with administrators, Vidich and McReynolds concluded that:

> The high school administrator of the past, at least from the prespective of the present, was dignified, erudite, and a slightly distant figure, autonomous in authority and respected both inside and outside of the school. In both respects the school administrator of today feels cheated. Within the school

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[23] V. A. Adams and J. E. Doherty, "A New Kind of Superintendent", School Management, 14, pp. 28-35, (F. 1970).

> his freedom of action has been narrowed by the teacher's union and the increasing bureaucratization of the school system. Outside the school he feels subject to continuing attacks from many critics including disrespectful, and sometimes openly hostile, attacks from members of the community.[24]

An article written by A. Malcom for the New York Times relates the harassments faced by superintendents today. Superintendents are assailed by angry telephone callers, denounced by board members, involved in racial incidents, and confounded by deficit budgets.[25]

E. Fort, recent black superintendent of Inkster, Michigan, implies that:

> Some black teachers makes it very tough for a black principal or superintendent. They are so used to working for whites that they don't have much confidence in a black boss. Perhaps this is the

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[24] A. J. Vidich and C. W. McReynolds, High School Principals' Study Seminar, Final Report prepared for the United States Department of Health, Education and Welfare, Office of Education, Bureau of Research, p. 9, (1969).

[25] Andrew Malcom, "School Heads in U.S. Beset by Disruptions", New York Times, Section 1, p.1, (April 4, 1971).

> penalty the black administrator must pay for 300 years of taking a back seat. There is no doubt that the greatest amounts of flak the black leader has to endure comes from his own race --- not only black co-workers, but also black parents.[26]

Fort also emphasized that the black educator is a sought-after commodity. But the irony of the situation is that, in many cases, he finds himself placed in an untenable or near impossible situation. In one large urban area, for example:

> Following a series of student riots, the white principal of the high school resigned. Parents demanded community control of the schools. Vandalism broke out and the neighborhood was in turmoil. Immediately, the board promoted a black professional to the position of principal, hoping this, in itself, would cool the situation. In effect, the board was asking a a black administrator to bring out

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[26] Edward B. Fort, "A Black Superintendent Talks About Being a Black Superintendent", School Management, p. 104, (May, 1969).

> of chaos which had taken years
> to evolve.[27]

Bear in mind that this comment also helps substantiate Charles Moody's study in that it depicts how a black administrator or even superintendent is thrusted into a position whereby the situation is completely out of control. This in fact, explains the dissatisfaction that may manifest in his position when confronted with a situation that is out of hand.

The National Alliance of Black School Superintendents set as its goal the systematic observation of public school systems composed of large percentages of ethnic minority youth with all of the problems inherent in their structures and will attempt to analyze and apply shared knowledge to the eradication of these problems --- whatever they may be --- which stand as obstructions to quality education for all children, particularly minority children. However, in reference to the black superintendent, the NABSS notes that black chief school officers are of fairly recent vintage:

> Until recently the horizons of any qualified ambitious, black professional educator ended

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[27] Ibid, p. 105.

> at the level of principal or assistant to the chief school officer. With the mass migration of whites from the northern cities to the suburbs, the mass immigration of southern blacks to northern cities, together with the reenfranchisement of black people in some southern cities and counties some competent black educators are finding themselves with broader responsibilities and greater horizons for the education of large numbers of children attending the public schools of these United States.[28]

This rationale for the appointment of black educators to administrative positions in schools seems to be that since the public school systems by and large, are failing anyway and since these systems are serving minorities primarily, there can be no harm in allowing black administrators to run the school systems. The major dilemma of black school administrators is that for the most part, the previous administrations have been unsuccessful; and the incoming black chief school officer inherits an

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[28] The National Alliance of Black School Syperintendents, Getting it Together, 1972.

unresponsive system marked by hostile and sometimes uncooperative subordinates, hostile teachers' union, huge budget deficits, and a plethora of other problems. An understatement might be that the black chief school officer has the deck stacked against him before he ever signs his contract.

Researchers have investigated and concluded that job satisfaction can be thought of as composed of intrinsic factors which are related to the job itself. Examples of intrinsic factors of work include the degree of routine involved, how creative the job permits the worker to be, whether it offers challenge, the degree of difficulty, and whether the job gives the worker a sense of accomplishment. Research conducted by Rosenfeld concluded that education is positively correlated with an orientation toward intrinsic aspects of the job satisfaction.[29] It is useful to describe job satisfaction as being associated with intrinsic factors because administrators who are high on the occupational status scale, such as the superintendent, are more interested in the intrinsic, or content, aspects of their jobs and will tend to measure

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[29] M. Rosenfeld, "The Intrinsic and Extrinsic Aspects of Work and its Morale and Demographic Correlates", Dissertation Abstracts, 26, 7441, Purdue University, (1969).

their satisfaction in terms of these factors.

Prior to 1960, any research dealing with managerial job satisfaction was negligible. It was assumed that managers were assured of satisfaction on the job because they had a higher salary, greater autonomy, enjoyed more freedom, and were able to exercise greater authority than their non-managerial counterparts. Job satisfaction studies in education reflected this phenomenon, and studies of the work attitudes of school administrators and even superintendents before 1960 are almost nonexistent.

However, in relation to intrinsic factors related to the job satisfaction, Gross and Napior investigated and found that most demographic and personal characteristics were not significantly related to the intrinsic job satisfaction of school administrators. No significant relationship was found between satisfaction and the age of the school administrator, amount to administrative experience, or the extent of their formal education.[30]

Gross and Napior also experimented with a set of "school variables" and found no significant relationship

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[30] N. Gross and D. S. Napior, The Job and Career Satisfactions of Men School Principals, (Cambridge Mass., Harvard University, National Principalship Study, pp. 4-19, (1960).

between the school administrators satisfaction and the size or level of the school administered, its geographic location, or the socioeconomic composition to its student body.[31]

Role playing is also of significance in determining the amount of satisfaction that one displays and receives in his particular job. Conflict and confusion in one's role in a particular situation can lead to greater dissatisfaction than adaptation to variety of situations.

A recent article written in 1970 by T. J. Miller indicates that:

> Many superintendents seem to be experiencing an identity crisis today, as they attempt to develop a new concept of their role. But he also feels that real progress is being made. There is greater awareness of the need for intellectual dexterity, a greater enthusiasm for wearing many hats: politician, public relations man, management expert, consultant to the board, change agent, community leader, etc.[32]

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[31] Ibid, pp. 2-14

[32] T. J. Miller, "Anatomy of the New Superintendent", School Management, 14, pp. 37-40, (F. 1970).

What T. J. Miller is alluding to is the fact that in order for the superintendent to survive in the school district which he is entrusted to maintain and provide leadership and guidance, he must assume various roles for various situations. In turn, his job satisfaction to a large degree, will depend upon how well he performs each role.

Summary.

Inequality of opportunity for the black superintendent and aspiring black school administrators have always been difficult. This explains the reason why there are so few black superintendents in the United States today. Nevertheless, when given the position as superintendent, the school system which the superintendent is to administer is usually enmeshed in political, administrative, and financial difficulties.

It has been revealed that a variety of factors influences the job satisfaction of the superintendent --- from school finance, personnel problems, size and complexity school system, student dissent, community involvement, and a wide array of social forces.

All these factors taken into consideration in justifying the influences that bears upon the job satisfaction of the black superintendent, and in turn, the operationalization of the school system.

CHAPTER III

PROCEDURE

Introduction

The procedure used in gathering and analyzing the data was not a simple and easy chore. Serious consideration regarding information to be sought, data gathering technique, and analysis of the data were the initial factors in the accomplishment of this study. Incidentally, it was decided that the intent of the writer is to give a descriptive analysis rather than a statistical analysis. Therefore, the data gathered in this study will not be analyzed by using detailed statistical concepts.

Data Gathering Technique

In preparation for the information-gathering procedures, arrangement had to be made as to the method of approaches or contacting those individuals from whom the information would be obtained. These procedures were as followed:

(1). Arrangements were provided by the National Alliance of Black School Superintendents, providing a mailing list of the superintendents and their school districts (Appendix A).

(2). Letters (Appendix B and C) mailed to

each superintendent explaining the purpose and significance of the study and delineating the kinds of information needed.

(3). Arrangements made by the project director of the National Alliance of Black School Superintendents, to attend conferences (Appendix D) and to interview several staff members. Documents were also provided in understanding the organizational patterns and functions of the association.

(4). Arrange personal interviews with some of the superintendents.

(5). Mailed a three page, twenty-one item instrument (Appendix E) to each of the superintendents.

(6). A follow-up telephone call a month later to ascertain if the superintendents had received the instrument and whether or not they understood all of the questions.

(7). Worked closely with and advised by Dr. Charles D. Moody, Sr., committee chairman and recording secretary for the National Alliance of Black School Superintendents.

The interviews with members of the National Alliance of Black Superintendents assisted in substantiating the facts of the collected data and the collection of additional documents pertaining to the organization.

These additional documents include:

(1). Convention schedule (Appendix F).

(2). List of conferees and consultants (Appendix G).

(3). Historical sketch of the organization (Appendix H).

(4). Map showing the geographic location of school districts in the United States which have black school superintendents (Appendix I).

The Directory of Public Elementary and Secondary Schools in Selected Districts,[33] provided the data in regards to the total number of student population in the selected school districts, with respect to racial and ethnic composition (Table 1). As depicted in Table I, racial and ethnic composition includes American Indian, Blacks, Oriental, Spanish Americans, and Whites. The total figures given for the aforementioned groups are broken down into total number and percentages, including figures for total number of minorities and total number of students for the particular school district.

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[33] Directory of Public Elementary and Secondary Schools in Selected Districts, U.S. Department of Health, Education, and Welfare/Office for Civil Rights, 1973.

A job satisfaction scale of one to ten (Appendix E) was devised in order to obtain all of the satisfaction scores for the variables. Subsequently a scatter gram will be employed in terms of understanding the correlation between job satisfaction and the other variables; average income of residents, total student population, total minority student population, and total minority resident population of the selected school districts. The scatter gram is necessary in ascertaining whether or not the relationships will be linear or curvilinear in regards to positive or negative correlation. Identical procedure for each hypothesis will be utilized.

The writer will examine in less detail other possible variables other than the aforementioned ones which may have some association to the job satisfaction of the superintendent. These "other" variables; academic preparation or degrees, age, and superintendents income will be reviewed with the major inquiry in mind, to determine the possible factors which may have some effect upon the job satisfaction of the black superintendent.

In response, thirty-six (81.8%) of the forty-four superintendents responded and returned the questionnaire within the first two months. The remaining eight (18.2%) superintendents responded only after a follow-up telephone

call was made. The writer speculates that the questionnaires were mailed during that part of the summer month when superintendents were busy formulating and implementing new policies for the coming school year and/or vacationing that part of the month. This may partially explain or justify the delay in receiving some of the questionnaires.

All forty-four (100%) of the superintendents indicated that they would be interested in receiving a summary of the results. From personal interviews and telephone conversations, all the superintendents seemed impressed with the study and believed that it would be of value to the educational administration profession. One superintendent (Appendix J), who was particularly interested in this study was quite enlightened to see this study being attempted.

TABLE I

TOTAL NUMBER OF STUDENT POPULATION IN SELECTED SCHOOL DISTRICTS
(With Racial and Ethnic Composition)

	American Indians	Blacks	Orientals	Spanish Americans	Total Minorities	Whites	Total Number Students
ALABAMA							
Green County	0	7500	0	0	7500	314	7814
	0.0	94.8	0.0	0.0	94.1	5.9	100.0
Macon County	0	4998	0	0	4998	276	5274
	0.0	94.8	0.0	0.0	94.8	5.2	100.0
ARIZONA							
School District 66	398	3399	36	4601	8038	2558	10994
	3.6	31.8	0.3	41.9	77.6	22.4	100.0
ARKANSAS							
Wabbaseka School District	0	606	0	0	606	51	647
	0.0	92.2	0.0	0.0	92.2	7.8	100.0
Linwood School District	0	324	0	0	324	14	338
	0.0	95.9	0.0	0.0	93.1	6.9	100.0
East Side School District	0	190	0	0	190	14	338
	0.0	93.1	0.0	0.0	93.1	6.9	100.0

TOTAL NUMBER OF STUDENT POPULATION IN SELECTED SCHOOL DISTRICTS
(With Racial and Ethnic Composition)

	American Indians	Blacks	Orientals	Spanish Americans	Total Minorities	Whites	Total Number Students
ARKANSAS							
Walker School District	0	1102	0	0	1102	2039	3141
	0.0	35.1	0.0	0.0	35.1	64.9	100.0
Oak Grove School District	0	875	2	0	877	211	1088
	0.0	78.4	0.2	0.0	80.6	19.4	100.0
CALIFORNIA							
Compton Unified School District	69	33486	105	4605	38265	2099	40364
	0.2	83.0	0.3	11.4	94.3	5.2	100.0
Oakland School District	365	50999	3743	5940	60682	6983	67665
	0.5	75.1	5.5	8.8	89.2	10.8	100.0
Sacramento City School District	54	8012	4206	6450	18722	33496	52218
	0.2	15.3	8.1	12.4	35.9	64.1	100.0
Del Paso Heights School Districts	1	500	4	430	934	120	1054
	0.1	50.0	0.4	41.0	91.4	8.6	100.0

TABLE I - Continued

TOTAL NUMBER OF STUDENT POPULATION IN SELECTED SCHOOL DISTRICTS
(With Racial and Ethnic Composition)

	American Indians	Blacks	Orientals	Spanish Americans	Total Minorities	Whites	Total Number Students
DELAWARE							
Wilmington School District	0	12001	0	286	12247	2880	15178
	0.0	85.1	0.0	2.8	87.9	12.1	100.0
DISTRICT OF COLUMBIA							
District of Columbia School District	7	137502	612	713	138834	6496	145330
	0.0	94.6	0.4	0.5	95.5	4.5	100.0
GEORGIA							
Hancock County School District	0	2400	0	0	2400	119	2519
	0.0	95.3	0.0	0.0	95.3	4.7	100.0
ILLINOIS							
Lovejoy School District	0	787	0	25	812	0	812
	0.0	96.9	0.0	3.1	100.0	0.0	100.0
West Harvey School District	1	2811	1	34	2847	261	3108
	0.0	90.4	0.0	1.1	91.6	8.4	100.0

TABLE I - Continued

TOTAL NUMBER OF STUDENT POPULATION IN SELECTED SCHOOL DISTRICTS
(With Racial and Ethnic Composition)

	American Indians	Blacks	Orientals	Spanish Americans	Total Minorities	Whites	Total Number Students
ILLINOIS							
Evanston School District	1	2587	163	82	2833	7620	10453
	0.0	24.7	1.6	0.8	27.1	72.9	100.0
East St. Louis School District	0	18137	0	0	18137	4947	23084
	0.0	78.6	0.0	0.0	78.6	21.4	100.0
Pembroke School District	0	1140	0	0	1140	17	1157
	0.0	98.5	0.0	0.0	98.5	1.5	100.0
East Chicago Hgts. School District	9	3710	11	638	4368	515	4883
	0.2	76.5	0.2	12.9	89.9	10.2	100.0
MARYLAND							
Baltimore City School District	0	129220	0	0	129220	63238	192458
	0.0	67.1	0.0	0.0	67.1	32.9	100.0
MASSACHUSETTS							
Cambridge School District	8	1466	133	278	1885	8323	10208
	0.1	14.4	1.3	2.7	18.5	81.5	100.0

TABLE I - Continued

TOTAL NUMBER OF STUDENT POPULATION IN SELECTED SCHOOL DISTRICTS
(With Racial and Ethnic Composition)

	American Indians	Blacks	Orientals	Spanish Americans	Total Minorities	Whites	Total Number Students
MICHIGAN							
Ecorse School District	2	2135	9	237	2383	1815	4198
	0.0	50.9	0.2	5.6	56.8	43.2	100.0
Highland Park School District	9	6556	23	14	6602	1106	7708
	0.1	85.1	0.3	0.2	85.7	14.3	100.0
Muskegon Hgts. School District	9	3013	0	28	3050	719	3769
	0.2	79.9	0.0	0.7	80.9	19.1	100.0
Inkster School District	0	3995	5	2	4002	309	4311
	0.0	90.2	0.1	0.0	90.3	9.7	100.0
MISSOURI							
St. Louis School District	48	83988	115	228	84379	26854	111233
	0.0	75.6	0.1	0.2	75.9	24.1	100.0
Kinlock School District	0	1245	0	0	1245	0	1245
	0.0	100.0	0.0	0.0	100.0	0.0	100.0

TABLE I - Continued

TOTAL NUMBER OF STUDENT POPULATION IN SELECTED SCHOOL DISTRICTS
(With Racial and Ethnic Composition)

	American Indians	Blacks	Orientals	Spanish Americans	Total Minorities	Whites	Total Number Students
NEW JERSEY							
Plainfield School District	8	6630	43	247	6928	2632	9560
	0.1	69.4	0.4	2.6	72.5	27.5	100.0
Essex County School District	9	3084	43	46	3182	1090	4272
	0.2	72.2	1.0	1.1	74.5	25.5	100.0
New Brunswick School District	0	3000	43	669	3712	3059	6771
	0.0	44.3	0.6	9.9	54.8	45.2	100.0
East Orange School District	2	10258	64	57	10381	1598	11979
	0.0	85.6	0.5	0.5	86.7	13.3	100.0
NEW YORK							
Roosevelt School District	4	3702	3	98	3807	267	4074
	0.1	90.8	0.1	2.4	93.4	6.6	100.0
New York City School District 13	9	8323	134	280	8327	1466	10212
	0.1	81.5	1.3	2.7	81.5	18.5	100.0

TABLE I - Continued

TOTAL NUMBER OF STUDENT POPULATION IN SELECTED SCHOOL DISTRICTS
(With Racial and Ethnic Composition)

	American Indians	Blacks	Orientals	Spanish Americans	Total Minorities	Whites	Total Number Students
OHIO							
Jefferson Township School District	2	1921	2	0	1925	763	2688
	0.1	71.5	0.1	0.0	71.6	28.4	100.0
Youngstown School District	6	11066	20	832	11924	13173	25097
	0.0	44.1	0.1	3.3	47.5	52.5	100.0
OKLAHOMA							
Boley School District	7	384	0	0	391	40	431
	1.6	89.1	0.0	0.0	90.7	9.3	100.0
C.G. Woodson School District	0	172	0	0	172	0	172
	0.0	100.0	0.0	0.0	100.0	0.0	100.0
Taft School District	42	290	0	0	332	120	452
	9.3	64.2	0.0	0.0	73.5	26.5	100.0
SOUTH CAROLINA							
Jasper County	0	2112	0	0	2112	921	3303
	0.0	69.9	0.0	0.0	69.9	30.4	100.0

TABLE I - Continued

TOTAL NUMBER OF STUDENT POPULATION IN SELECTED SCHOOL DISTRICTS
(With Racial and Ethnic Composition)

	American Indians	Blacks	Orientals	Spanish Americans	Total Minorities	Whites	Total Number Students
SOUTH CAROLINA							
St. Paul School District	28	27059	87	80	27254	30156	57410
	0.0	47.1	0.2	0.1	47.5	52.5	100.0
Clarendon School District	0	2100	0	0	2100	15	2115
	0.0	99.3	0.0	0.0	99.3	0.7	100.0
VIRGINIA							
Fairfax School District	8	6630	43	247	6928	2632	9560
	0.2	69.4	0.4	2.6	72.5	27.5	100.0

TABLE I - Continued

CHAPTER IV

FINDINGS

Introduction

The mailing list of superintendents provided by the National Alliance of Black School Superintendents along with the twenty-one item instrument (which includes the Profile of Superintendents Preference of School Districts, Table II; Demographic Profile, Table III; and Profile of Superintendents Background, Table IV) served as the basis for analyzing and reporting the data. The analysis of the data which was discussed in Chapter III, will also be concerned with other possible variables which may and can have some effect upon the job satisfaction of the black school superintendent. These other possible variables are: (1) Academic Preparation or Degrees, (2) Age, (3) and Superintendents Income.

Table II, Profile of Superintendents Preference of School District, included the superintendents code number (to maintain anonymity), overall job satisfaction, and preference of school district. Table III covers the whole demographic profile of the school districts. This includes median income of residents, total resident population, total minority resident population, total student population, and minority resident population, total student population, and

total number and percentage of white and minority population. Table IV provides the Profile of the Superintendents Background, which includes his present age, sex, marital status, teaching and administrative experience, academic preparation, total years served as superintendent, and estimation of current salary.

Investigation of Table III reveals that the lowest median income for any particular school district is $3,000. Closer investigation disclose that five school district exist with the aforementioned median income. The highest median income for any particular school district is $15,000 while nine school districts exist with a median income of $10,000 or more. The total resident population bracket shows that the smallest number of residents in any particular school district is around 170 residents and the largest number to be 950,000 residents. Of the total resident population, the total minority population bracket discloses that the smallest number of minority residents in any particular school district is 10 and the largest number of minority residents to be 450,000.

The smallest total student population in any particular school district is 172 students and the largest being 192,458 students. The data also reveal that the smallest

number of white student population in any particular school district is 0 students, while the smallest minority student population is 324 students. It is also evident that there are three school districts with 0 white students. Nevertheless, the largest white total student population in any particular school district is 63,238 students, while the largest total minority student population is 129,220 students.

The school districts mentioned represents over one million students, k-1 to k-12, with nearly 85% of them being ethnic minority individuals.[34] These students are located in approximately 1,500 buildings in schools throughout the United States (Appendix 1). The school districts are located in 18 states and range from the smallest district with approximately 172 students in one building to the largest district which approximately 200,000 students are housed in 400 buildings.

It is apparent from the profile of superintendents' background (Table IV) that all of the black school superintendents are male. However, since August of 1973, one black woman superintendent has been selected to administer

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[34]The National Alliance of Black School Superintendents, Getting it Together, February, 1973

TABLE II

PROFILE OF SUPERINTENDENTS PREFERENCE OF SCHOOL DISTRICT

Superintendents Code Number	Overall Job Satisfaction	Small School District	Large School District	Small Student Population	Large Student Population	Integrated School Enrollment	Segregated School Enrollment	High Income School District	Low Income School District
1	5	Y	N	N	N	Y	N	N	Y
2	8	Y	Y	Y	N	Y	Y	Y	Y
3	8	Y	Y	Y	Y	Y	Y	Y	Y
4	8	Y	N	Y	N	Y	N	Y	N
5	9	Y	N	Y	N	Y	N	N	Y
6	7	Y	N	Y	N	Y	N	Y	N
7	9	Y	Y	Y	Y	Y	N	Y	Y
8	4	N	Y	N	Y	Y	N	N	Y
9	8	Y	Y	Y	Y	Y	Y	Y	Y
10	9	N	Y	N	Y	Y	N	Y	Y

TABLE II - Continued

PROFILE OF SUPERINTENDENTS PREFERENCE OF SCHOOL DISTRICTS

Superintendents Code Number	Overall Job Satisfaction	Small School District	Large School District	Small Student Population	Large Student Population	Integrated School Enrollment	Segregated School Enrollment	High Income School District	Low Income School District
11	10	N	Y	N	Y	Y	N	Y	N
12	8	N	Y	N	Y	Y	N	Y	N
13	8	Y	N	Y	N	N	N	Y	N
14	8	Y	Y	Y	Y	Y	Y	Y	Y
15	7	N	Y	N	Y	Y	N	Y	N
16	8	Y	N	Y	N	Y	N	Y	N
17	7	Y	N	Y	N	Y	N	Y	N
18	8	Y	N	Y	N	Y	N	N	Y
19	10	Y	Y	Y	Y	Y	N	Y	Y

TABLE II - Continued

PROFILE OF SUPERINTENDENTS PREFERENCE OF SCHOOL DISTRICTS

Superintendents Code Number	Overall Job Satisfaction	Small School District	Large School District	Small Student Population	Large Student Population	Integrated School Enrollment	Segregated School Enrollment	High Income School District	Low Income School District
20	8	N	Y	N	Y	Y	N	N	Y
21	6	N	Y	N	Y	Y	N	Y	N
22	7	N	Y	N	Y	Y	N	Y	Y
23	6	N	Y	N	Y	Y	N	Y	N
24	6	Y	N	Y	N	Y	N	Y	N
25	6	Y	N	Y	N	Y	N	Y	N
26	8	Y	N	Y	N	Y	N	Y	N
27	8	Y	N	Y	N	Y	N	Y	Y
28	7	N	Y	N	Y	Y	N	Y	N
29	8	Y	N	Y	N	N	Y	N	Y

TABLE II - Continued

PROFILE OF SUPERINTENDENTS PREFERENCE
OF SCHOOL DISTRICTS

Superintendents Code Number	Overall Job Satisfaction	Small School District	Large School District	Small Student Population	Large Student Population	Integrated School Enrollment	Segregated School Enrollment	High Income School District	Low Income School District
30	6	Y	N	Y	N	Y	N	Y	N
31	8	N	Y	N	Y	Y	N	Y	N
32	8	Y	N	Y	N	N	Y	N	Y
33	7	Y	Y	Y	Y	Y	N	Y	Y
34	5	N	Y	Y	Y	Y	Y	Y	Y
35	6	Y	N	Y	N	Y	N	N	Y
36	6	Y	N	Y	N	Y	N	N	Y
37	8	N	Y	N	Y	Y	N	Y	N
38	9	Y	N	Y	N	Y	N	Y	N
39	6	Y	N	Y	N	Y	N	N	Y

TABLE II - Continued

PROFILE OF SUPERINTENDENTS PREFERENCE
OF SCHOOL DISTRICTS

Superintendents Code Number	Overall Job Satisfaction	Small School District	Large School District	Small Student Population	Large Student Population	Integrated School Enrollment	Segregated School Enrollment	High Income School District	Low Income School District
40	7	Y	N	Y	N	Y	N	N	Y
41	8	Y	Y	Y	Y	Y	N	Y	Y
42	8	Y	N	Y	N	Y	N	Y	N
43	8	Y	N	Y	N	Y	N	Y	N
44	8	Y	N	Y	N	Y	N	Y	N

TABLE III

DEMOGRAPHIC PROFILE

Superintendents Code Number	Overall Job Satisfaction	Median Income of Residents in School District	Total Resident Population in School District	Total Minority Population in School District	(%) Percentage of Minority Population	Total Student Population in School District	Total White Student Population in School District	(%) Percentage of White Student Population	Total Minority Student Population in School District	(%) Percentage of Minority Student Population
1	5	3000	13,000	10,920	84	7814	314	64	7500	94
2	8	3800	28,000	24,000	86	5274	276	5	4998	95
3	8	9000	50,000	15,000	30	10,994	2558	22	8038	75
4	8	3000	1200	1080	90	657	51	8	606	92
5	9	4000	1100	8000	73	338	14	4	324	96
6	7	3000	1400	1150	82	204	14	7	190	93
7	9	3000	500	10	2	3141	2039	65	1102	35
8	4	3500	170	160	94	1088	211	19	877	81
9	8	10,000	500,000	250,000	50	40,364	2099	5	38,265	95
10	9	10,000	350,000	175,000	50	67,665	6983	11	60,682	89

TABLE III - Continued

DEMOGRAPHIC PROFILE

Superintendents Code Number	Overall Job Satisfaction	Median Income of Residents in School District	Total Resident Population in School District	Total Minority Population in School District	(%) Percentage of Minority Population	Total Student Population in School District	Total White Student Population in School District	(%) Percentage of White Student Population	Total Minority Student Population in School District	(%) Percentage of Minority Student Population
11	10	11,737	50,000	15,000	30	52218	33,496	64	18,722	36
12	8	4000	7000	6000	86	1054	120	9	934	91
13	8	6400	78,000	37,000	47	15178	2880	12	12,247	88
14	8	4000	7000	6000	86	145330	6496	5	138,834	95
15	7	4000	10,000	8000	80	2519	119	5	2400	95
16	8	4000	2000	2000	100	812	0	0	812	100
17	7	5000	6500	6175	95	3108	261	8	2847	92
18	8	12,000	90,000	11,000	12	10453	7620	72	2833	28
19	10	7500	8000	7900	99	23084	4947	21	18,137	75
20	8	7000	15,000	14,700	98	1157	17	2	1140	98

TABLE III - Continued

DEMOGRAPHIC PROFILE

Superintendents Code Number	Overall Job Satisfaction	Median Income of Residents in School District	Total Resident Population in School District	Total Minority Population in School District	(%) Percentage of Minority Population	Total Student Population in School District	Total White Student Population in School District	(%) Percentage of White Student Population	Total Minority Student Population in School District	(%) Percentage of Minority Student Population
21	6	5000	8200	5740	70	4883	515	10	4368	90
22	7	6000	900,000	450000	50	192458	63,238	33	129220	67
23	6	7500	9500	3800	40	10,208	8323	82	1885	18
24	6	8000	1750	700	40	4198	1815	43	2382	57
25	6	7000	35,000	21,000	60	7708	1106	14	6602	86
26	8	10000	17,000	8500	50	3769	719	19	3050	81
27	8	11250	20,000	18,000	90	4311	309	12	4002	88
28	7	9000	625,000	281250	45	111233	26,854	24	84,379	76
29	8	6000	10,000	9900	99	1245	0	0	1245	100
30	6	8000	50,000	11,500	23	9560	2632	28	6928	72

TABLE III - Continued

DEMOGRAPHIC PROFILE

Superintendents Code Number	Overall Job Satisfaction	Median Income of Residents in School District	Total Resident Population in School District	Total Minority Population in School District	(%) Percentage of Minority Population	Total Student Population in School District	Total White Student Population in School District	(%) Percentage of White Student Population	Total Minority Student Population in School District	(%) Percentage of Minority Student Population
31	8	8500	950,000	350,000	37	4272	1090	25	3182	75
32	8	8000	45,000	11,250	25	6771	3059	45	3712	55
33	7	10000	75,000	39,000	52	11979	1598	13	10,381	87
34	5	11000	15,000	1950	13	4074	267	7	3807	93
35	6	6000	15,000	10,500	70	10212	1466	18	8327	82
36	6	15000	4000	2600	65	2688	763	28	1925	72
37	8	7000	140,000	49,000	35	25097	13,173	53	11,924	47
38	9	3000	1500	1490	99	431	40	9	391	91
39	6	4500	1100	1100	100	172	0	0	172	100
40	7	5000	1000	8500	85	452	120	27	332	73

TABLE III - Continued

DEMOGRAPHIC PROFILE

Superintendents Code Number	Overall Job Satisfaction	Median Income of Residents in School District	Total Resident Population in School District	Total Minority Population in School District	(%) Percentage of Minority Population	Total Student Population in School District	Total White Student Population in School District	(%) Percentage of White Student Population	Total Minority Student Population in School District	(%) Percentage of Minority Student Population
41	8	3000	12,000	8400	70	3303	921	30	2112	70
42	8	6000	6000	4800	80	57410	30,156	53	27,254	47
43	8	3000	4000	2000	50	2115	15	0.7	2100	99
44	8	8000	17,000	15,600	85	9560	2632	28	6928	72

the Washington, D.C. schools.

The present age of the superintendents ranges from thirty-five years or younger to sixty years or older. There also seems to be a wide range of years in administrative experience for some of the black school superintendents. Administrative experience ranges from 1 year to 42 years. The superintendent with the one year administrative experience shows to have 3 years of teaching experience and between the age of 35-39 years. The superintendent who served 42 years in administrative work also has 3 years of teaching experience but is in the 60 years or older category.

Response to the inquiry of total years served in a superintendent position (Table IV) indicates that the years ranged from 1 year to between 6-10 years. Only six superintendents reported that this was their first year as superintendent, while only one superintendent reported that he had served between 6-10 years as superintendent. Almost half (21) of the superintendents reported that they have had between 3-5 years of superintendent experience. Surprisingly, the superintendent with the 6-10 years superintendent experience is between the age of 40-44 years, while the superintendents in the 3-5

years experience bracket are between the ages of 40-59 years.

Estimation of current salary (Table IV) ranged from $10,000 or below to $30,000 or more. Two superintendents indicated that they were receiving an annual salary of $10,000 or below, while fifteen superintendents indicated that they were receiving $30,000 or more. Of these fifteen superintendents, ten of them reportedly have their Ph.D. or doctorate degree while the remaining five claiming to have only a master's degree. Five superintendents who are reportedly receiving between $11,000-15,000 have master's degrees, while nine superintendents with salaries between $16,000-20,000 all have master's degrees. Eight superintendents, four with master degrees and four with doctorate degrees reportedly are receiving between $21,000-24,000 while five superintendents, three with master's and two with doctorate degrees are reportedly receiving between $25,000-29,000.

Frequency and Measurement of Job Satisfaction

A measurement of job satisfaction scale was devised to give the writer a general perspective of the satisfaction score and its frequency. Table V demonstrates quite vividly the job satisfaction score for each black school

TABLE IV

PROFILE OF SUPERINTENDENTS BACKGROUND

Superintendents Code Number	Present Age	Sex	Marital Status	Teaching Experience	Administrative Experience	Academic Preparation	Total Years Served in a Superintendent Position	Estimation of Current Salary
1	45-49	M	M	5	16	M	3-5	16-20
2	45-49	M	M	2	22	M	3-5	21-24
3	35-39	M	M	4	11	D	3-5	30+
4	35-39	M	M	6	1	M	1-2	11-15
5	45-49	M	M	2	20	M	3-5	11-15
6	45-49	M	M	5	14	M	1-2	11-15
7	45-49	M	M	7	8	M	1-2	-0
8	45-49	M	M	0	24	M	3-5	-10
9	45-49	M	M	9	11	D	3-5	30+
10	50-54	M	M	10	15	D	3-5	30+

TABLE IV - Continued

PROFILE OF SUPERINTENDENTS BACKGROUND

Superintendents Code Number	Present Age	Sex	Marital Status	Teaching Experience	Administrative Experience	Academic Preparation	Total Years Served in a Superintendent Position	Estimation of Current Salary
11	40-44	M	M	6	10	D	3-5	30+
12	40-44	M	M	10	15	D	1	21-24
13	60+	M	M	5	26	D	1-2	30+
14	40-44	M	M	10	15	D	1	21-24
15	45-49	M	M	5	15	M	1	16-20
16	55-59	M	M	6	21	M	3-5	16-20
17	45-49	M	M	8	13	M	1-2	21-24
18	50-54	M	M	11	13	M	3-5	30+
19	60+	M	M	3	42	D	10	30+
20	45-49	M	M	7	15	M	3-5	16-20

TABLE IV - Continued

PROFILE OF SUPERINTENDENTS BACKGROUND

Superintendents Code Number	Present Age	Sex	Marital Status	Teaching Experience	Administrative Experience	Academic Preparation	Total Years Served in a Superintendent Position	Estimation of Current Salary
21	35-39	M	M	5	8	M	1-2	16-20
22	40-45	M	M	5	10	D	1-2	30+
23	45-49	M	M	7	20	M	1-2	21-24
24	55-59	M	M	19	17	M	3-5	25-29
25	35-39	M	M	5	7	D	1-2	30+
26	45-49	M	M	17	4	D	3-5	21-24
27	40-44	M	M	6	7	D	1-2	25-29
28	40-44	M	M	3	20	M	3-5	30+
29	-35	M	M	3	8	M	1	21-24
30	45-49	M	M	8	9	M	3-5	30+

TABLE IV - Continued

PROFILE OF SUPERINTENDENTS BACKGROUND

Superintendents Code Number	Present Age	Sex	Marital Status	Teaching Experience	Administrative Experience	Academic Preparation	Total Years Served in a Superintendent Position	Estimation of Current Salary
31	50-54	M	M	14	9	D	3-5	30+
32	-35	M	M	0	9	M	1-2	30+
33	40-44	M	M	4	18	D	1	30+
34	45-49	M	M	15	7	M	3-5	30+
35	40-44	M	M	10	6	D	3-5	25-29
36	40-44	M	M	6	11	D	6-10	21-24
37	35-39	M	M	7	7	M	1-2	25-29
38	60+	M.	M	22	17	M	1	11-15
39	40-44	M	M	5	13	M	1-2	16-20
40	45-49	M	M	8	20	M	1-2	16-20

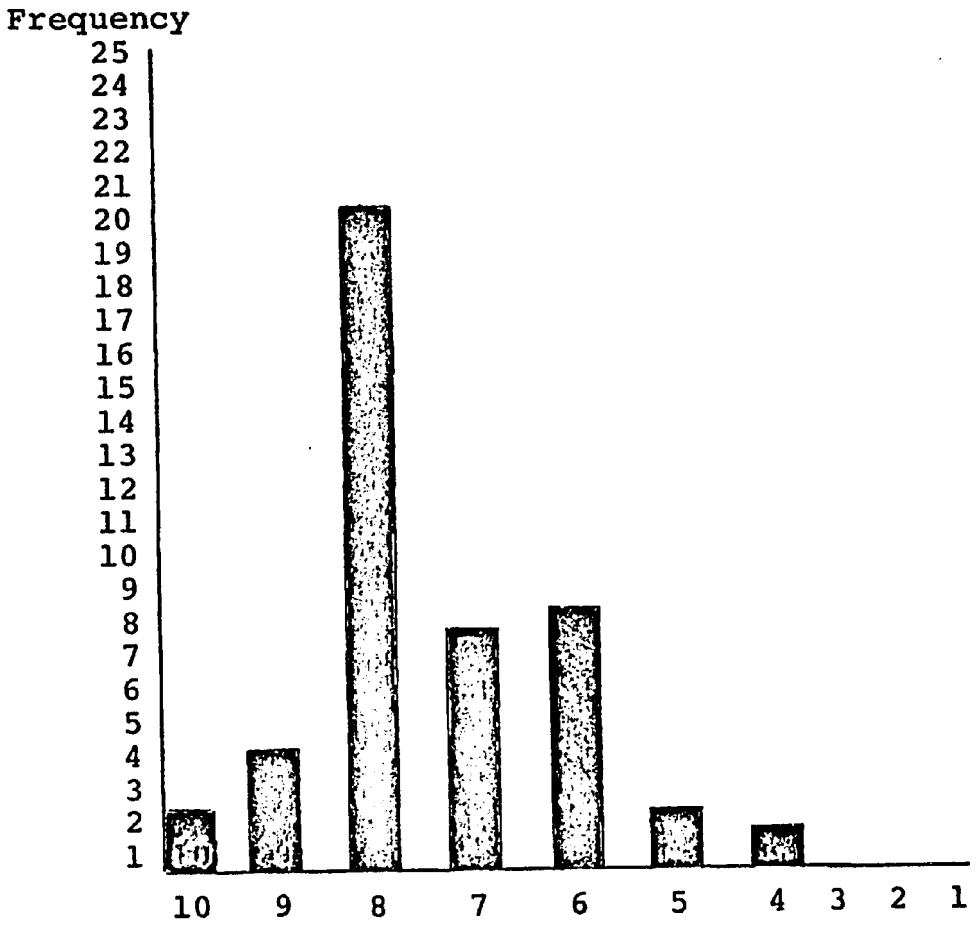
TABLE IV - Continued

PROFILE OF SUPERINTENDENTS BACKGROUND

Superintendents Code Number	Present Age	Sex	Marital Status	Teaching Experience	Administrative Experience	Academic Preparation	Total Years Served in a Superintendent Position	Estimation of Current Salary
41	40-44	M	M	13	10	M	3-5	16-20
42	40-44	M	M	18	5	M	1-2	16-20
43	45-49	M	M	0	24	M	3-5	11-15
44	50-54	M	M	6	25	M	3-5	25-29

TABLE V

MEASUREMENT OF JOB SATISFACTION



superintendent along with the frequency of that particular score. For purpose of practicality, the writer has attempted to categorize and rate the job satisfadtion scores into three brackets: Low (1-4), Average (5-7), and High (8-10). As shown in the high satisfaction bracket (8-10), two superintendents scored 10 in job satisfaction, four superintendents scored 9, and twenty superintendents scored 8 in job satisfaction. In the average satisfaction bracket (5-7), seven superintendents scored 7 in job satisfaction, eight superintendents scored 6, while two superintendents scored 5 in job satisfaction. Finally, in the low satisfaction bracket(1-4), one superintendent scored 4 in job satisfaction while no scores were reported for 1,2, and 3. The most frequently occuring score in the frequency distribution is measured in the 8 score category.

Hypotheses

In response to the four hypotheses cited earlier, the writer has attempted to analyze them accordingly and investigated other possible variables which might have some effect upon the job satisfaction of the black school superintendent. The four hypotheses cited earlier in the study for investigation are:

(1). The higher the average income level of a given community the greater the probability that job satisfaction increases."

(2). "The higher the total student population the greater the probability that job satisfaction decreases."

(3). "The higher the percentage of minority students the greater the probability that job satisfaction increases."

(4). "The higher the percentage of minority population in the particular school district, the greater the probability that job satisfaction increases."

The other possible variables under investigation which may and can have some effect upon the job satisfaction of the black school superintendents are: (1) Academic preparation or degrees, (2) Age, (3) and Superintendents income.

To depict graphically the relationship (correlation) between the variables of job satisfaction and average income of residents, total student population, total

Hypotheses

minority student population, and total minority population of the particular school district a graph referred to as a scatter gram has been employed. In drawing this diagram the writer selects job satisfaction to be represented on the vertical axis. This same procedure will be employed for the other variables which are charted on the following graphs. Average income of community, total student population, total percentage of minority students, and total percentage of minority residents within the community will be represented on the horizontal axis (as shown on one of the graphs in Table VI). Notice in this particular diagram as with some of the other diagrams that the range of job satisfaction on the vertical axis is scored in a series of 1 (lowest) to 10 (highest), while the range of scores of the other variables is shown along the horizontal axis (the lowest score being placed on the left hand side). As mentioned earlier in the chapter, job satisfaction has been categorized and rated into low (1-4), average (5-7), and high (8-10) brackets. These categories become essential in determining whether a superintendent is low, average, or high in his job satisfaction.

HYPOTHESIS I

1. "The higher the average income level of a given community the greater the probability that job satisfaction increases."

As previously mentioned in the introduction, an instrument referred to as a scatter gram has been utilized to determine whether a strong correlation exists between average income of community and job satisfaction of the superintendent. Table VI has been plotted, computed, and analyzed in providing the given information.

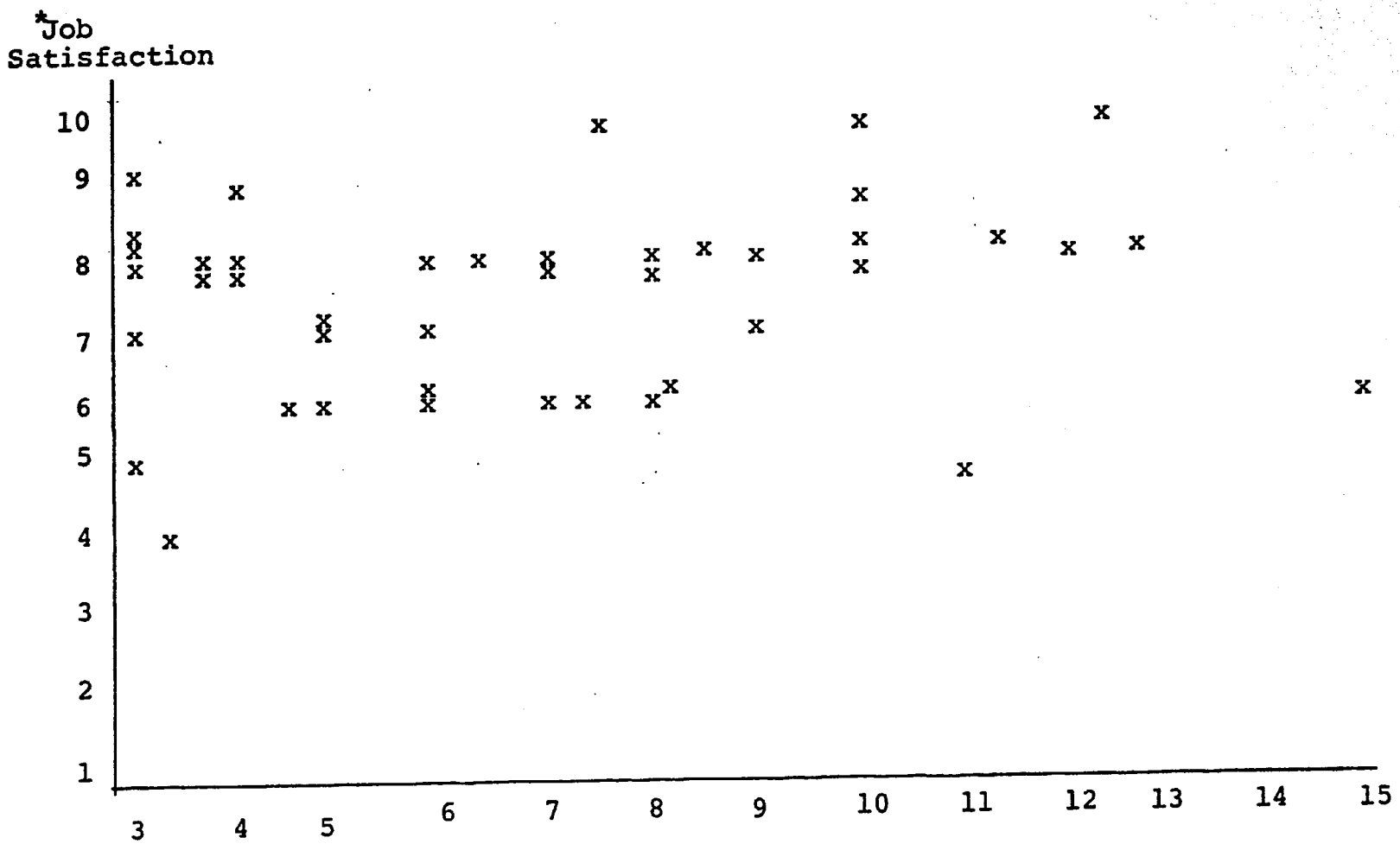
The critical correlation coefficient (data which discloses strong association or relationship0 between the two variables (average income of community and job satisvaction) is computed as $r = 0.2973$ at $oC = 0.05$. In order to sustain relative strengths of association between the two variables the correlation coefficient must be equal to or greater than the critical coefficient value (0.2973). The computation indicates that the correlation coefficient for the two variables fall approximately at $r_1 = 0.1106$ (as shown on Table VI). This information indicates that a very small positive relationship exist at this coefficient is larger than zero. However, the data does not indicate any statistical significance, as the correlation coefficient is not equal to or greater than the critical coefficient

value. Therefore, hypothesis one is not valid or supported.

Regardless that the data do not support the first hypothesis (Table I) the information provided presents some very interesting data in that it does not support the theory that black school superintendents always prefer working in affluent communities or school districts. Judging from the data, nineteen (43.2%) superintendents work in low income communities ($5,000 and below), sixteen (36.4%) superintendents work in median income communities ($5,001-9,999), and nine (20.4%) superintendents work in high income communities ($10,000-15,000).

It is gathered from the data that a school district rich or poor has no effect upon the job satisfaction of a black school superintendent as previously suspected. It can also be pointed out that the majority of the superintendents are receiving a better than average salary in comparison to what the average income of the community is receiving. Cross tabulation between superintendents salary and community income will be discussed further in the chapter.

TABLE VI
JOB SATISFACTION AND AVERAGE INCOME OF COMMUNITY



(Income is represented in $1000.00)

Correlation Coefficient $r_1 = 0.1106$

*Job Satisfaction will be categorized and rated as the following: Low 1-4; Average 5-7; High 8-10.

HYPOTHESIS II

2. "The higher the total student population the greater the probability that job satisfaction decreases."

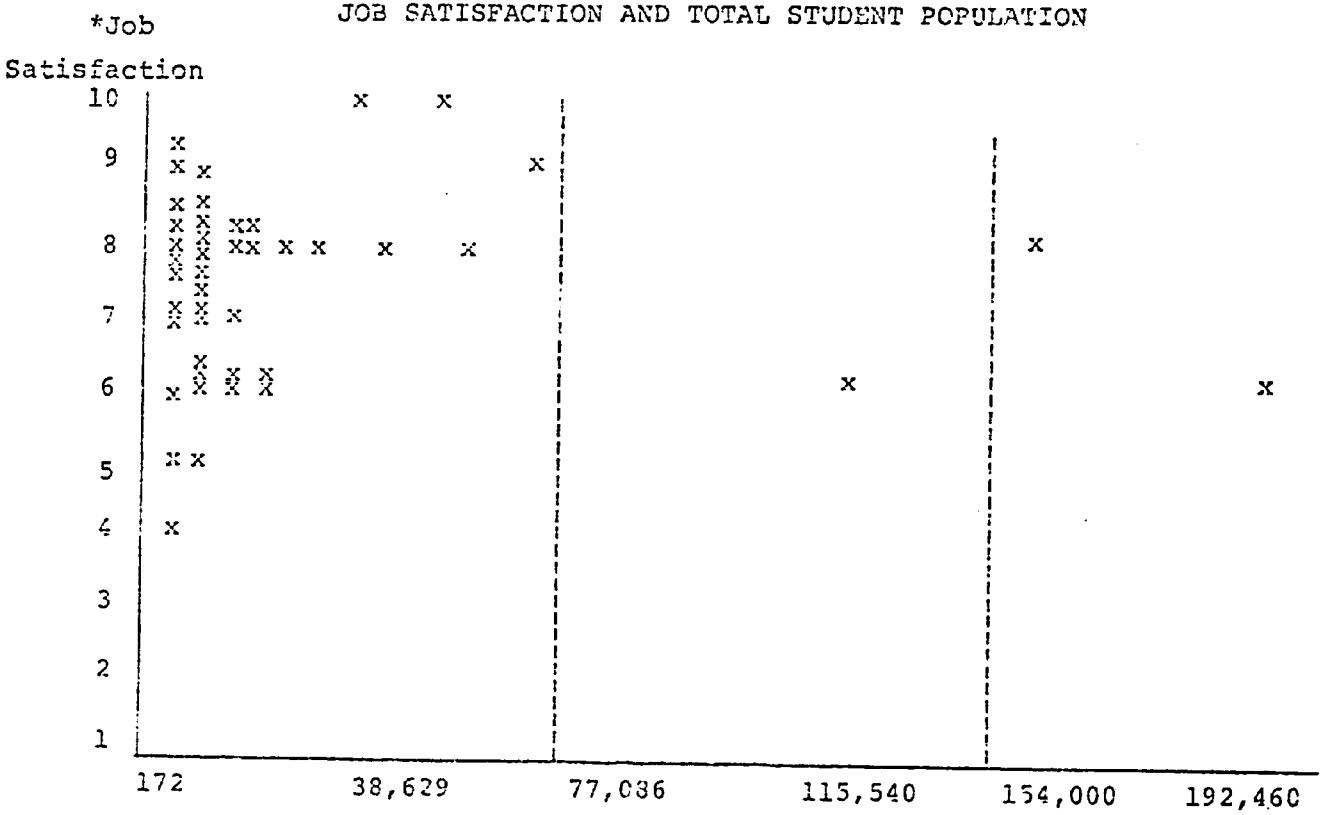
The correlation coefficient between total student population and job satisfaction (Table VII) is computed as $r_2 = 0.720$. Similar to the first hypothesis, the result of the statistical figure for the second hypothesis documents a weak tie or association between total student population and job satisfaction. This information is substantiated by the fact that the correlation coefficient is not equal to or greater than the critical coefficient value of 0.2973. Therefore, hypothesis two is not valid or supported.

Scrunity of Table VII reveals that the smallest total student population in one particular school district is approximately 172 students with the largest district having 192,458 students. However, as depicted in Table VII, the majority of the school districts (41 or 93.2%) tended to fall between the range of 172 students to 38,629 students with only one (2.3%) school district in the 77,086 to 115,540 population range and two (2.3%) school districts in the 154,000 to 192,460 population range.

Of those black superintendents in the 172 to 38,629 student population districts, only one reported to be in the

TABLE VII

JOB SATISFACTION AND TOTAL STUDENT POPULATION



Correlation Coefficient $r_2 = 0.0720$

*Job satisfaction will be categorized and rate as the following: Low 1-4; Average 5-7; High 8-10.

low satisfaction bracket (1-4), while sixteen reported to the average satisfaction bracket (5-7) and twenty-five in the high satisfaction bracket (8-10). The lone superintendent in the 77,086 to 115,540 student population district reported to be in the average satisfaction bracket (5-7), while one of the two superintendents in the 154,000 to 192,460 student population district reported to be either in the average (5-7) or high (8-10) satisfaction bracket.

HYPOTHESIS III

3. "The higher the percentage of minority students the greater the probability that job satisfaction increases."

The correlation coefficient between percentage of minority students and job satisfaction (Table VIII) is computed as $r_3 = 0.0463$. The result of this statistical figure documents that there is no relationship or statistical significance between the two variables since the correlation coefficient is not equal to or greater than the critical coefficient value (0.2973). Therefore, hypothesis three is not valid or supported.

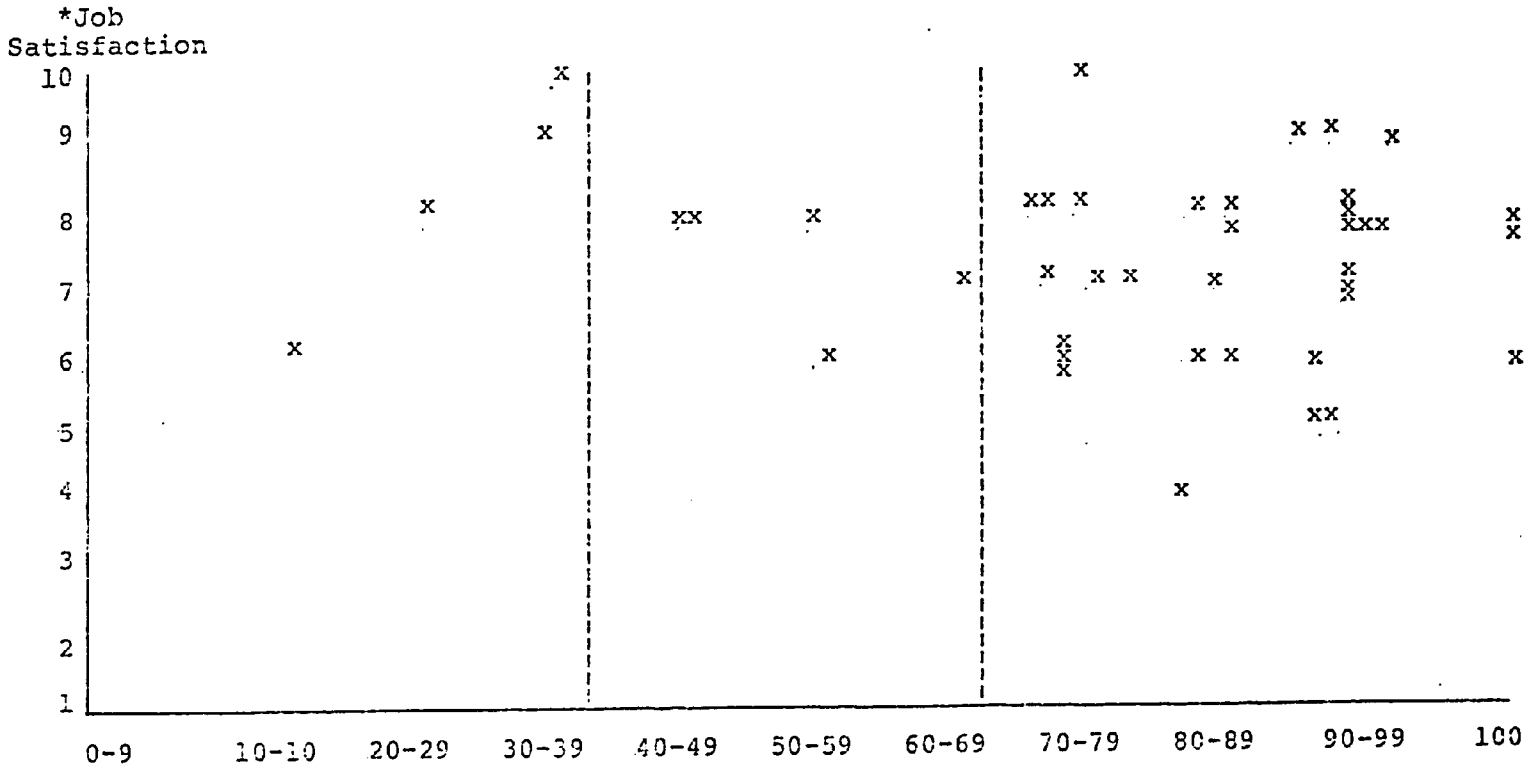
Examination of the third hypothesis (Table VIII) reveals interesting information, despite the invalidity of the hypothesis. Careful review of Table VIII depicts broken vertical lines existing within the graph indicating categories of low, average, and high percentage. These categories represent total percentage of minority students within the school districts which black school superintendents administer. Zero to 39% of minority students within the school district is represented in the low percentage category, 40% to 69% of minority students within the school district is represented in the average percentage category, and 70% to 100% of minority students is represented in the

high percentage category. Further examination of the graph reveals that four (9.2%) superintendents work in school districts with low minority student population, five (11.3%) superintendents work in school districts with average minority student population, and thirty-five (79.5%) superintendents work in high minority student population.

Table VIII makes it quite evident that the majority of black school superintendents work in school districts with high percentage (70-100%) of minority students. Contrary to public opinion, Table II documents that forty-one out of the forty-four superintendents prefer an integrated school enrollment. However, when questioned whether they would prefer a segregated school enrollment, thirty-seven superintendents responded unfavorably while seven superintendents responded favorably. It is assumed that the reason for the inconsistency of forty-one superintendents responding favorably to an integrated school enrollment and thirty-seven superintendents responding unfavorably to a segregated school enrollment lay in the fact that four superintendents did not have any preference working in an integrated or segregated school system. Further analysis of the graph indicates that even though the majority of black school superintendents work in school districts which are primarily non-white, the job satisfaction score of these superintendents

TABLE VIII

JOB SATISFACTION AND PERCENTAGE OF MINORITY STUDENTS



Correlation Coefficient $r_3 = 0.0463$

*Job satisfaction will be categorized and rated as the following: Low 1-4; Average 5-7; High 8-10.

for those particular school districts ranges from average (5-7) to high (8-10).

HYPOTHESIS IV

4. "The greater the percentage of minority population in the particular school district, the greater the probability that job satisfaction increases."

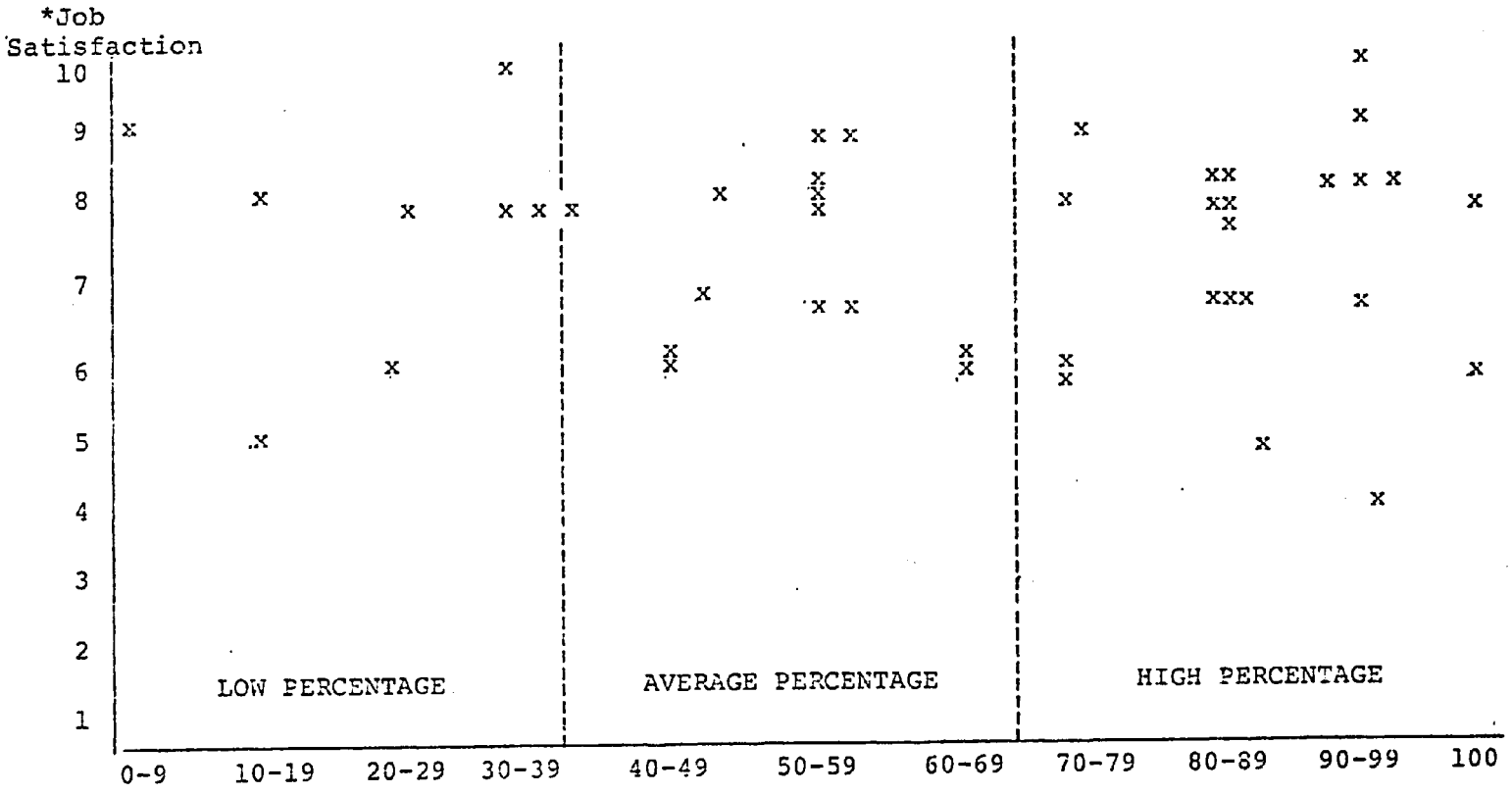
As with the other aforementioned variables, the critical correlation coefficient between percentage of minority population in the particular school district and job satisfaction of the superintendent is 0.2973. However, the correlation coefficient between percentage of minority population and job satisfaction is computed as $r_4 = 0.0181$. Similar to the other three hypothesis, the computer documents a weak association of the four hypothesis since the correlation coefficient presented is not equal to or greater than the critical coefficient value (o.2973). Therefore, hypothesis four is not valid or supported.

The evidence revealed from the final hypothesis (Table IX) points out some very interesting facts, However, similar to Table VIII, Table IX manifest the same broken verticle lines existing within the graph indicating categories of low, average, and high percentages of minority population in the particular school district. As with Table VIII, zero to 39% is represented in the low category, 40 to 69% represented in the average category, and 70 to 100% represented in the high percentage category.

According to the graph, nine (20.4%) superintendents work in school districts that have a low minority population in their selected school district, thirteen (29.5%) superintendents work in school districts that have an average minority population, and twenty-two (50%) superintendents work in school districts with a high minority population. Furthermore, Table III shows the existence of five school districts which are 99% to 100% minority or non-white.

TABLE IX

JOB SATISFACTION AND PERCENTAGE OF MINORITY POPULATION IN PARTICULAR SCHOOL DISTRICTS



Percentage of Minority Population in Particular School District
Correlation Coefficient $r_4 = 0.0181$

*Job satisfaction will be categorized and rated as the following: Low 1-4; Average 5-7; High 8-10.

In reference to whether or not academic degrees or preparation has any effect upon the black school superintendents job satisfaction, a graph (Table X) has been devised in charting out this particular information. The graph has been sectioned into two parts, one for the master's degree level and the other for the Ph.D. The satisfaction scores are listed adjacent to the master's degree section along with the low, median, and high satisfaction score range. The superintendents are plotted in one of the two sections according to their academic degree level and according to their job satisfaction score range.

Results of Table X disclose that of the total forty-four superintendents, twenty-eight (63.6%) have a master's degree while sixteen (36.4%) superintendents have their doctorate degrees. Table X also illustrates that thirteen (29.5%) superintendents who have a master's degree are median (5-7) to low (4-below) in job satisfaction, while fifteen (34.1%) superintendents who have a master's degree are high (8-10) in job satisfaction. On the Ph.D. or doctorate level, four (9.2%) superintendents are median (5-7) to low (4-below in job satisfaction, while twelve (27.2% superintendents are high (8-10) in job satisfaction.

TABLE X

JOB SATISFACTION AND ACADEMIC PREPARATION

Job Satisfaction		Master's Degree	Ph.D. Degree
High	8-10	~~IIII~~ ~~IIII~~ ~~IIII~~ (15)	~~IIII~~ ~~IIII~~ II (12)
Median	5-7	~~IIII~~ ~~IIII~~ II (12)	~~IIII~~ (4)
Low	4-below	I (I)	0 (0)
Total Superintendents		28	16

Job Satisfaction and Age

In determining whether age has any bearing on the job satisfaction of the black school superintendent, a scale (Tables XI, XII, XIII, and VX) has been designed to help plot out this information. The estimation of the superintendent's age has been devised so that it will coincide with the constructed mid-point age in order that this information can be easily plotted proportionally on Table XIII; Once the mid-point age has been determined the result will be made to coincide with the job satisfaction score (Table II) of the superintendent in order that it can be plotted in Table VX Table VX is designed to categorize and rate the superintendents according to the given age range: Low (32-42 years), Average (47 years), and High (52-62 years).

Tables XI and XII are designed to determine the overall job satisfaction in the low age and high age category once that information is computed. The frequency count multiplied and divided into the satisfaction score for the aforementioned age category.

Table XII indicates that twenty (43.2%) superintendents are in the low age category (32-42 years), sixteen 36.4%) in the average age category (47 years), and eight (20.4%) in the high age category (52-62 years). However, in terms of total superintendents in one particular mid-point age category, there is a definite perspective that more superintendents lie in the forty-five to forty-nine year age bracket (36.4%).

After analyzing and running a frequency count on Tables XI and XII, it was concluded that superintendents in the high age group (52-62) are generally(8.1)satisfied while superintendents in the low age group (32-42 years) are (7.5) slightly less satisfied.

TABLE XI

HIGH AGE GROUP (BETWEEN 52-62 YEARS
SATISFACTION SCALE

Satisfaction	f	fx
10	1	10
9	1	9
8	5	40
7	0	0
6	1	6
Total	8	65

$\frac{fx - f = 8.1}{\text{Job Satisfaction Score}}$

TABLE XII

LOW AGE GROUP (BETWEEN 32-42 YEARS)
SATISFACTION SCALE

Satisfaction	f	fx
10	1	10
9	2	18
8	10	80
7	2	14
6	5	30
Total	20	152

$\frac{fx - f = 7.6}{\text{Job Satisfaction Score}}$

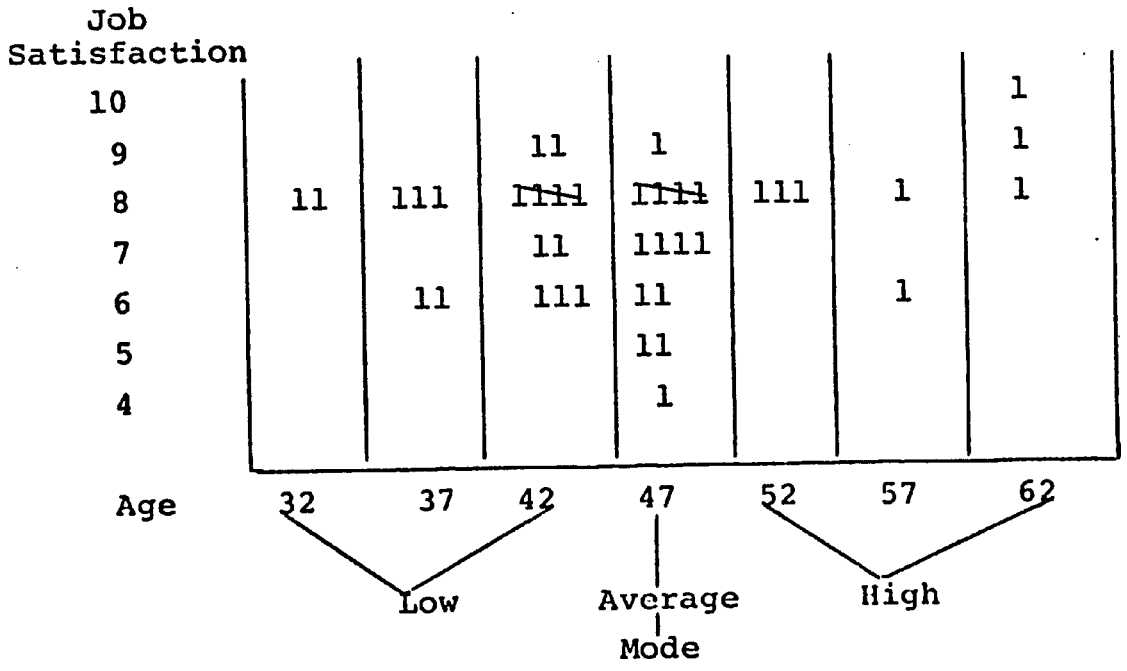
TABLE XIII

AGE RANGE AND MID-POINT SCALE

Age Range	Mid-Point
60+	62
55-59	57
50-54	52
45-49	47
40-44	42
35-39	37
-39	32

TABLE VX

JOB SATISFACTION AND MID-POINT CATEGORY SCALE



Job Satisfaction and Superintendents/Community Income

Tables XV, XVI, and XVII are utilized in order to determine whether the superintendents income along with the community income have any bearing or effect upon the job satisfaction of the superintendent. Table XV depicts the superintendents income along with the community income and categorizes them according to the designated income bracket. The superintendents income have been ranged accordingly: Low ($15,001 and below), Median ($16,000-29,999), and High ($30,000). The community income is also ranged accordingly: Low ($5,000 and below), Median ($5,001 - 9,999), and High ($10,000 - 15,000).

Table XVI indicates a cross tabulation between superintendent and community income with the results shown in the low, median, or high income bracket. As shown, more than nine (20.4%) superintendents in the high income bracket ($30,000) work in a high income ($10,000 - 15,000) community. On the median income level of the superintendents, it is shown that eleven (25%) superintendents fall within the median income bracket ($16,000 - 29,999) and work in a low income ($5,000 and below) community, while seven (15.9%) superintendents in the median income bracket work in a median income community. Furthermore, three (6.8%) superintendents in the median income bracket work in a high income community. Finally, in the low income level of

TABLE XV

Superintendents Income	
High	$30,000
Median	$16,000-29,999
Low	$15,000-below

Community Income	
High	$10,000-15,000
Median	$5,001-9,999
Low	$5,000-below

TABLE XVI

COMMUNITY INCOME

Superintendents Income	Low	Median	High
High		~~1111~~ 1111	~~1111~~ 1
Median	~~1111~~ ~~1111~~	~~1111~~ 11	111
Low	~~1111~~ 111		

TABLE XVII

H.H.+ Job Satis.	M.M.+ Job Satis.	L.L.+ Job Satis.	H.M.+ Job Satis.	M.L.+ Job Satis.	M.H.+ Job Satis.
8	8	8	8	5	8
9	6	9	8	8	8
10	6	7	10	8	6
8	8	9	7	8	7.3
7	6	4	6	7	
5	8	9	7	8	
7.8	8	8	6	7	
	7.1	7.7	8	6	
			8	6	
			7.6	7	
				8	
				7	

the superintendents it is shown that eight (18.2%) superintendents fall within the low income bracket ($15,000 and below) and work in a low income community. In conclusion, Table XVI indicates that nineteen (43.2%) superintendents work in low income districts, sixteen (36.4%) work in median income districts, and nine (20.4%) work in high income districts. The data also surprisingly reveal that all the superintendents are getting a salary income far above the average income of the community regardless of which community the superintendent is working in.

Table XVII reflects the job satisfaction score of each superintendent in his specific salary income and community income bracket. Cross tabulation of superintendents and community income along with overall job satisfaction (Table II) are employed in providing the percentages. According to Table XVII, superintendents in the High-Median (high salary and median community income) bracket are generally 7.6 on the satisfaction scale, while superintendents in the High-High (high salary and high commumity income) bracket are 7.8 on the satisfaction scale. Superintendents in the Median-Low (median salary and low community income) bracket are 7 on the

satisfaction scale, while superintendents in the Median-Median (median salary and median community income) bracket are 7.1 on the satisfaction scale. Superintendents in the Median-High (median salary and high community income) bracket are 7.3 on the satisfaction scale. Finally, superintendents in the Low-Low (low salary and low community income) bracket are 7.7 on the satisfaction scale.

From the data gathered it can be concluded that black school superintendents would not mind working in any school district rich or poor, black or white. However, the income of black superintendents in most instances exceeded the average income of the community.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to summarize the study under investigation, present its major conclusions, and hopefully draw out recommendations for future practice and/or study.

SUMMARY

This study relates to the fact that within our educational system few black school superintendents are employed in the administrative context of education. It stands as reason why there is limited literature and research attempted on the black superintendent.

This study focuses primarily upon the job satisfaction of the black superintendent and possible variables which may affect and influence his job satisfaction. The variables under investigation are: (1) average income of community, (2) total student population, (3) percentage of minority students, (4) percentage of minority population within the school district, (5) academic preparation, (6) age and (7) cross tabulation of superintendent/community income.

(A). Is there a significant relationship

between the average income of the community within the school district and measure of job satisfaction of the black school superintendent?

(B). Is there a significant relationship between the total number of students that compose the population of the school district and measure of job satisfaction of the black school superintendent?

(C). Is there a significant relationship between the proportion number of minorities of the student body and measure of job satisfaction of the black school superintendent?

(D). Is there a significant relationship between the total number of minority resident population within the community and job satisfaction of the black school superintendent?

In order to relate the questions aforementioned a statement of hypotheses were developed. The following hypotheses tested for this study are:

(1). The higher the average income of a given community, the greater the probability that job satisfaction increases.

(2). The higher the total student population, the greater the probability

that job satisfaction decreases.

(3). The higher the percentage of minority students, the greater the probability that job satisfaction increases.

(4). The greater the percentage of minority resident population in the particular school district, the greater the probability that job satisfaction increases.

Procedure

The subjects for this study consisted of forty-four male black school superintendents, selected primarily on the bases of their existence in school systems throughout the United States. The procedures utilized in preparation for the information gathering process were as followed:

(1). Arrangements made by the National Alliance of Black School Superintendents in providing the current mailing list of all black school superintendents and their school districts (Appendix A).

(2). Letters (Appendix B and C) mailed to each superintendent explaining the purpose and significance of the study and delineating the kinds of information needed.

(3). Arrangements made by the project

director of the National Alliance of Black School Superintendents in attending conferences (Appendix D) and interviewing staff members.

(4). Arrangement of interviews with superintendents.

(5). Development of a twenty-one item instrument (Appendix E) and forwarding them to the superintendents.

(6). Follow-up telephone calls.

(7). Worked closely with and advised by Dr. Charles D. Moody, Sr., committee chairman and recording secretary for the National Alliance of Black School Superintendents.

A measurement of job satisfaction scale was devised to give the writer a general perspective of the satisfaction score and its frequency. Subsequently the job satisfaction scores were categorized and rated into three brackets: Low (1-4), Average (5-7), and High (8-10). These categories of scores became essential in determining whether a superintendent is low, average, or high in job satisfaction.

A scatter gram have been employed to depict graphically the relationship between the variables of job satisfaction and average income of residents, total student population, total minority student population,

and total percentage of minority residents within the school district. Job satisfaction is to be represented on the vertical axis of the scatter gram while the other variables; average income of community, total student population, total percentage of minority students, and total percentage of minority residents within the school district are to be represented on the horizontal axis.

All of the data were analyzed with computer assistance even though it was decided that a descriptive analysis rather than a statistical analysis will be utilized.

Findings

In response to the questionnaire, thirty-six (81.8%) of the forty-four superintendents responded and returned the questionnaire within the first two months after it was mailed. The remaining eight (18.2%) superintendents responded only after a follow-up telephone call was attempted. All forty-four (100%) of the superintendents indicated that they would like to receive a summary of the results and believed that this study would be of some value to the educational administrative profession.

The age of the superintendents ranged from thirty to sixty-five years with administrative experience of one

to forty-two years. Total number of years as superintendents ranged from one year to ten years with the total average being three years. Estimation of salary ranged from $10,000 or below to $30,000 or more. Sixteen superintendents have their Ph.D. or doctorate degrees while twenty-eight have Master degrees.

The school districts in which these superintendents serve represents over one million students, k-1 to k-12, with nearly 85% of them being ethnic minority individuals. These students are located in approximately 1,500 buildings in schools throughout the United States. The school districts are located in 18 states and range from the smallest district with approximately 172 students in one building to the largest district which has close to 200,000 students housed in 400 buildings.

Findings of the four hypotheses reveals that the critical correlation coefficient for the hypotheses is computed to r = 0.2973 at oC = 0.05. In order to sustain relative strengths of association between the variables the correlation coefficient must be equal to or greater than the critical coefficient value (0.2973).

Results of hypothesis one (average income of community and job satisfaction) was computed at $r_1 = 0.1106$.

Subsequently, results of hypothesis two (total student population and job satisfaction was computed at $r_2 = 0.0720$. Results of hypothesis three (percentage of minority students and job satisfaction) was computed at $r_3 = 0.0463$. And finally, results of hypothesis four (percentage of minority resident population and job satisfaction) was computed at $r_4 = 0.0181$. In summary, the four hypotheses with which this study was concerned, namely,

(1). The higher the average income of a given community, the greater the probability that job satisfaction increases.

(2). The higher the total student population, the greater the probability that job satisfaction decreases.

(3). The higher the percentage of minority students the greater the probability that job satisfaction increases.

(4). The greater the percentage of minority resident population in the particular school district, the greater the probability that job satisfaction increases.

was rejected on the basis that the correlation coefficient of the four hypotheses did not indicate any statistical significance which was equal to or greater than the critical coefficient value of 0.2973.

CONCLUSIONS

Based on the data:

(1). Hypothesis I - revealed a very small positive relationship ($r_1 = 0.1106$) but was not strong enough to indicate any statistical significance. There is strong evidence that a school district rich or poor has no affect upon the job satisfaction of the black school superintendents as previously suspected.

(2). Hypothesis II - suggested no significant value ($r_2 = 0.0720$) between total student population and job satisfaction. Contrary to public opinion and/or popular belief, there is strong evidence that district size whether small or large has no direct affect upon the job satisfaction of the black school superintendent.

(3). Hypothesis III - suggested no significant value ($r_3 = 0.0463$) between percentage of minority students and job satisfaction. Analysis also discloses that the school's minority population is not indicative of the community minority population.

(4). Hypothesis IV - suggested no significant value ($r_4 = 0.0181$) between percentage of minority resident population and job satisfaction. There is strong evidence that the percentage of minority resident population has no direct affect upon the job satisfaction of the black school

superintendent as previously suspected.

No significant values were found for the analysis measuring the relationship between the superintendents academic preparation and job satisfaction, although fifteen superintendents who have Master degrees scored high (8-10) in job satisfaction along with twelve superintendents who have Ph.D's or doctorate degrees.

Superintendents age and job satisfaction demonstrates that a significant relationship exist. These results suggest that superintendents in the high age group (52-62 years) are generally more satisfied (8.2) than superintendents in the low age group (7.6).

The general pattern of relationships between superintendents salary or income cross tabulation with community income, along with job satisfaction, indicates that the black superintendents salary far exceeds the total average income of the community school district from which they serve.

RECOMMENDATIONS

Based on the findings of this study this investigator would like to make a number of recommendations regarding black school superintendents, their job satisfaction, and their future in American public education.

These include the following:

1. The pool from which to select potential black school superintendents is relatively small, and it is going to take some concerted effort, on the part of both colleges and school districts, to change this. It is recommended that blacks now serving in the superintendency develop workshops and laboratory settings for the training of aspiring black administrators for the position of superintendent. This training will hopefully provide a sound basis on which aspiring black administrators will accept the appointment of school superintendent.
2. Because of the school districts blacks are inheriting, it is recommended that black school superintendents develop skills in the identification and selection of public school personnel who are sensitive to the needs and problems of those districts. It is also recommended that black superintendents develop in-service and staff development programs in their particular

districts to sensitize and retrain existing personnel.

3. It was shown in the study that neither the size or racial composition of the district have much influence on the job satisfaction of the superintendent. However, job satisfaction was influenced by the quality of the relationship between the school district and the community, as well as the confidence that the community district had in their superintendent. Therefore, it is recommended that black superintendents develop sound programs for school community relations.
4. Since there is very little literature and research on the job satisfaction of black superintendents, it is recommended that black superintendents continue to meet on a regular basis to share some of the factors that contribute to their job satisfaction. During these meetings the superintendent may share innovative programs and techniques.

APPENDICES

APPENDIX A

THE NATIONAL ALLIANCE OF BLACK SCHOOL SUPERINTENDENTS ROSTER

OFFICERS (1972-1973)

Mr. Ulysses Byas, President
Dr. Edward B. Fort, Vice President
Mr. Joseph E. Hill, Treasurer
Dr. Charles D. Moody, Sr., Recording Secretary
Dr. Alonzo Crim, Corresponding Secretary

PROJECT DIRECTOR: Dr. MeHarry H. Lewis
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Wabbaseka, Arkansas 72175

Mr. Peter F. Daniels
Linwood School District
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Mr. Peter G. Faison
East Side School District
Menifee, Arkansas 72107

Mr. W. B. Moss
Walker School District
Magnolia, Arkansas 71753

Mr. Mitchell Roland
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Sparta, Georgia 31087

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Lovejoy, Illinois 62051

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Evanston, Illinois 60201

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155th Place and Hoyne
Harvey, Illinois 60426

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School District 189
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East Chicago Heights, Illinois 60411

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Baltimore, Maryland 21218

MASSACHUSETTS:

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Cambridge, Massachusetts

MICHIGAN:

Mr. James Johnson
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Summerton, South Carolina

Mr. J. L. Brockington
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VIRGINIA:

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Fairfax Public Schools
District # 1
Fairfax, Virginia 22030

APPENDIX B

July 1, 1973

Dear

As a doctoral student at the University of Michigan, I will be doing a dissertation study which will focus upon questions dealing with job satisfaction of black superintendents such as:

1. What factors contribute most to the job satisfactions of the black school superintendents?

2. Is there any relationship between the median income of the community within the school district and the job satisfaction of the black superintendent?

3. Is there a probability that the greater the percentage of minority students within the school district the greater the probability that the job satisfaction of the black superintendent decreases or increases?

Dr. Charles Moody, Secretary of the National Alliance of Black School Superintendents has suggested that you, as a black superintendent, might be particularly interested in participating in this study.

In a few days you will receive a questionnaire on the subject of the black school superintendents job satisfaction. I think that you will find it interesting, and it will require only a few minutes to complete and place in the mail. Of course, all responses will be held in strictest confidence and the identification of the respondents and their responses will be separated immediately upon receipt of the completed questionnaires.

I hope that you will find it possible to complete the questionnaire and return it as soon as it is practical. I look forward to meeting and talking to you at some time in the near future.

Sincerely,

Freddie McClain

APPENDIX C

July 27, 1973

Dear

As I indicated in my recent letter, I am a doctoral student at the University of Michigan interested in questions related to job satisfactions of black school superintendents.

I hope that you will take a few minutes of your time to complete the questionnaire that is enclosed, and mail it in the self-addressed envelope that is provided.

Again, all responses will be held in the strictest confidence in order to remain anonymous to the readers. The number on the questionnaire is for statistical identification purposes only, and it will be discarded before any responses are read.

Results of the study will be forewarded to you provided you have indicated so on the questionnaire form located on the final page. I do plan to provide a general summary of the results to the National Alliance of Black School Superintendents for possible publication.

Thank you for your time, effort, and consideration.

Sincerely,

Freddie McClain

APPENDIX D

NABSE

COMMUNIQUE

THE NATIONAL ALLIANCE OF BLACK SCHOOL EDUCATORS

Ulysses Byas, President
Meharry Lewis, Project Director

MACON COUNTY BOARD OF EDUCATION·P.O. BOX 90·TUSKEGEE, ALABAMA 36083·PH. (205) 727-1600

June 13, 1973

TO: Prospective Minority Chief and Associate Public School Administrators

FROM: Ulysses Byas, NABSE President

RE: NABSE Workshop/Conference (July 10-11, 1973)

Dear Fellow Educators:

The National Alliance of Black School Educators is actively interested in developing a cadre of minority educators who will be able to assume chief administrative and other top-level positions in school systems throughout the country. As you know, the number of school districts whose ethnic ratios are shifting to major percentages of ethnic minority students is steadily increasing and School Boards are actively and openly searching for Black Administrators at all levels.

The enclosed brochure describes a two day workshop/conference designed to assist those minority persons who may be actively seeking, have sought, or plan to seek top-level administrative positions in public school systems. At the moment, "top-level" refers to positions as Superintendent, and Assistant, Deputy, or Associate Superintendents. As you will note, the conference/workshop: is limited to 100 participants; does not pay travel, lodging and other incidental expenses beyond one nights lodging cost and $25.00 cash stipend toward actual expenses.

Your name has been recommended to us as an individual who might be interested in participating in such a workshop. If so, please fill out the attached application form and mail it immediately. The absolute deadline for considering applications is June 30, 1973.

APPENDIX E

INSTRUCTIONS

Please place the mark "X" at that point on the scale below which best indicates the degree of overall satisfaction pertaining to those variables listed on the bottom of this page.

---

1 2 3 4 5 6 7 8 9 10

INSTRUCTIONS

Please place a "Y" beside that item which best describe the particular district which you would find conducive to your liking and would feel comfortable working in. Please place an "N" beside an item if it does not describe the district which you would find conducive or comfortable working in. If you cannot decide, please place a "?" beside that particular item(s). Try not to leave any items blank.

_____ Small School District
_____ Large School District
_____ Small Student Population
_____ Large Student Population
_____ Integrated Student Population
_____ Segregated Student Population
_____ High Income School District
_____ Low Income School District

In finalizing the analysis of responses, it would be most beneficial to have the following information.

As with all responses to this questionnaire, all names of the respondents will be removed before any responses are plotted. Thus, anonymity will be preserved.

Please check the following items that best applies to your present position.

---

1. Present Age

_____Under 35
_____35-39
_____40-44
_____45-49
_____50-54
_____55-59
_____Over 60 years of age

2. Sex

_____Male
_____Female

3. Marital Status

_____Married
_____Single
_____Divorced

4. Academic Preparation

_____Bachelor
_____Bachelor & Master
_____Ph.D

5. Years of Working Experiences

_____Teaching
_____Administrative

6. Current Annual Salary

_____Under $10,000
_____$11,000-15,000
_____$16,000-20,000
_____$21,000-24,000
_____$25,000-29,000
_____$30,000 or more

7. Total number of years in a Superintendent's position

_____First Year As Superintendent
_____1-2 years
_____3-5 years
_____6-10 years
_____10 or more years

8. What do you estimate for the following listed below

(A). Median Income of residents in your school district _____

(B). Total Population of residents within your school district _____

(C). Total minority population of residents within your school district _____

This concludes the questionnaire. Please mail in the enclosed envelope. If you are interested in receiving a summary of the results, please so indicate on the questionnaire below.

I am interested in receiving a summary of the results.

_____Yes

_____No

The NABSS Hospitality Suites were made possible through the courtesies of the following companies:

ATLANTIC CITY CONVENTION-

The Writing Instrument
Corporation of America
910 N. Orange Drive
Los Angeles,
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The Ladera Professional
Center, Box 577
Palo Alto, California 94302

NABSS

invites you

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Atlantic City -
February 24 - 27, 1973

San Francisco -
March 17 - 21, 1973

The National Alliance of
Black School Superintendents

A non-profit educational organization

APPENDIX G

THE NATIONAL ALLIANCE OF BLACK SCHOOL EDUCATORS

NABSE

Conference Workshop

"THE EMERGING ETHNIC MINORITY EDUCATIONAL ADMINISTRATOR?"

LIST OF CONFEREES AND CONSULTANTS

A Workshop/Conference for Prospective Minority Chief Public School Administrators and Minority Individuals Seeking Other Top-Level Public School Administrative Positions.

JULY 10-11, 1973
(10:00 A.M.)

THE ATLANTA AMERICAN HOTEL
160 SPRING STREET, N.W.
ATLANTA, GEORGIA 30303

THE NATIONAL ALLIANCE OF BLACK SCHOOL EDUCATORS
CONFERENCE/WORKSHOP

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William C. Young
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Commissioner, U.S.O.E.
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Georgia Association of Educators
Atlanta, Georgia

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Fort Valley State College
Fort Valley, Georgia

Dr. Charles Townsel, Superintendent
Del Paso Heights School District
Sacramento, California

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Jackson, Mississippi

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Alabama Education Association
Montgomery, Alabama

Mr. W.E. Solomon, Associate Executive Secretary
The South Carolina Education Association
Columbia, South Carolina

Dr. Horace E. Tate, Associate Executive Secretary
Gerogia Association of Educators
Atlanta, Georgia

APPENDIX II

THE NATIONAL ALLIANCE OF BLACK SCHOOL SUPERINTENDENTS

(HISTORICAL SKETCH)

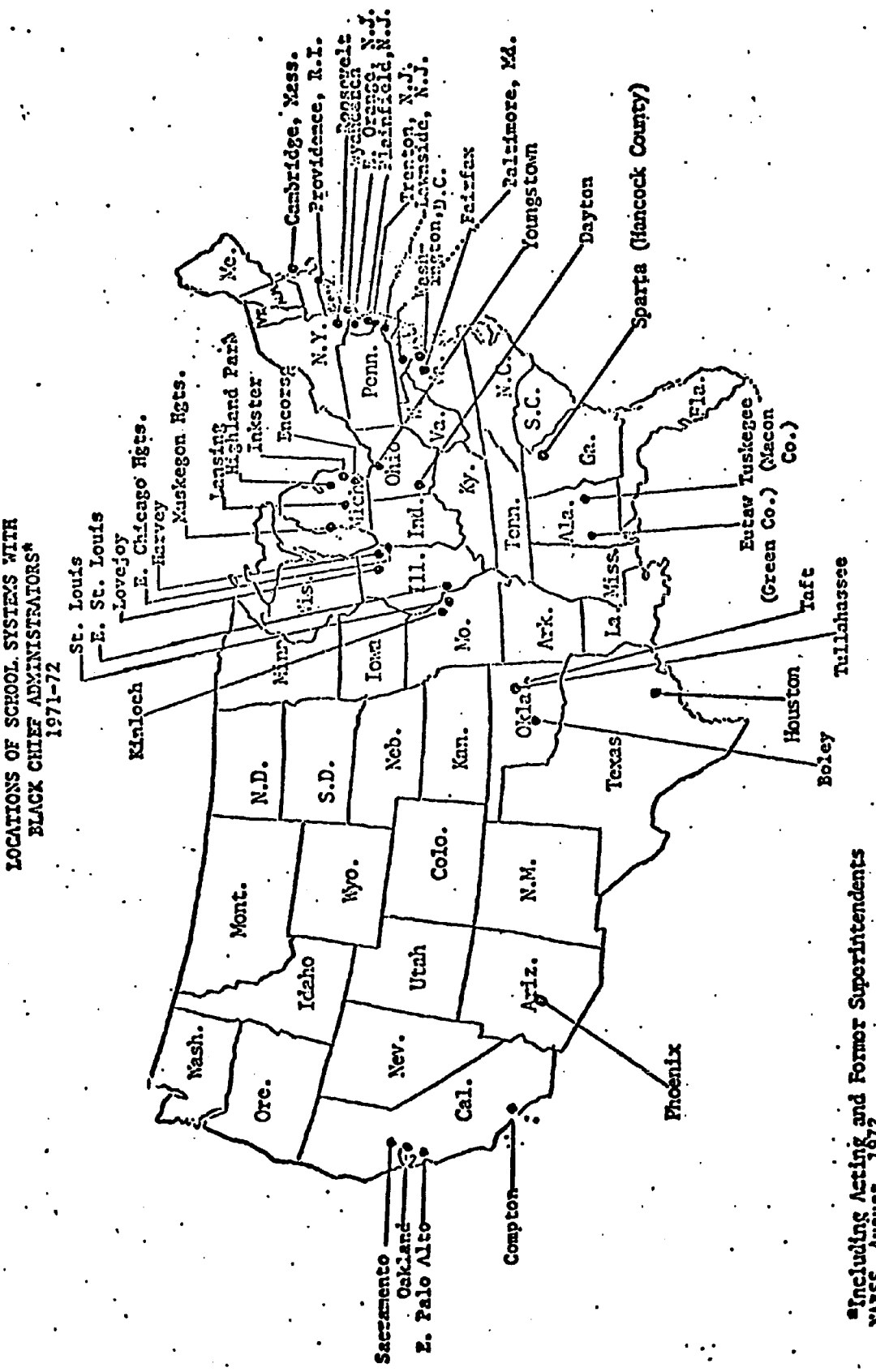
The National alliance of Black School Educators (NABSE) saw its beginning with the early efforts of Dr. Charles D. Moody, Sr. to complete a dissertation study in October, 1970 at Northwestern University of school systems headed by black chief administrators. The Proposed study led to a request to the Metropolitan Applied Research Center of New York City for support which was received and which sponsored the initial dialogue between black superintendents who then occupied chief administrative positions in public school districts throughout the United States. The first of these dialogue sessions was held in Chicago, November 19-21, 1970. At least four other meetings were held in Chicago, Las Vegas, and Miami which led to the formal draft of bylaws for the National Alliance of Black School Superintendents establishing it as a national non-profit educational organization.

The early dialogue sessions identified over thirty-five school systems which had black superintendents. Many of these superintendents combined their efforts in identifying problems and situations which seemed to be unique to school systems which were centers of large percentages of ethnic minority, and especially black, youth. Identification of problems common to these systems led to a consensus among the involved superintendents that the combined efforts of an alliance was necessary in order to systematically address the plethora of problems which face black public school educators who are assuming the responsibility for building effective and successful public school agencies in school districts which are composed largely of black students.

In 1972 NABSS was able to secure a grant through the Office of Special Concerns: Office of African-American Affairs of the U.S. Office of Education which funded an in-depth research study of its member systems. That project led to the formal drafting and submission of additional proposals which enable NABSS to further its educational objectives in assisting school districts which are in need of the kinds of expertise that black superintendents are able to provide to active chief public school officers, as well as to future and novice black educators.

On April 21, 1973, that National Alliance of Black School Superintendents was officially reorganized and became the National Alliance of Black School Educators (NABSE). This reorganization led to an organizational expansion to include other level black school educators.

APPENDIX I



*Including Acting and Former Superintendents
NABSS, August, 1972

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Charles H. Durant, III
Superintendent of Schools

APPENDIX J

August 7, 1973

Mr. Freddie McClain
2402 Little House, Markley
University of Michigan
Ann Arbor, Michigan 48104

Dear Mr. McClain:

Upon my return from vacation I want to acknowledge receipt of your July correspondence requesting my participation in your doctoral dissertation.

I think your topic is one that is timely and of value to the educational administration profession. You may count on my cooperation in completing and returning the questionnaire when it arrives.

Sincerely,

Charles H. Durant, III/ckc

Superintendent of Schools

CHDIII/ckc

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