THE POSITIONS, ROLES, AND PERCEPTIONS OF BLACK ELECTED PUBLIC SCHOOL BOARD MEMBERS IN MISSISSIPPI

DISSERTATION

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By

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The problem of this study is that of discerning the board positions, the roles, and the perceptions of Black elected public school board members in Mississippi as perceptions relate to racial discrimination, interpersonal relationships, and primary education interests.

The population of thirty-six was identified in *National Roster of Black Elected Officials*, 1975, and a fifty-two item questionnaire was applied which produced substantive and demographic data. The data were analyzed and reported by frequency distribution of scores and by percentages from proportion by items.

Chapter I deals with the statement of the problem, background and significance of the study, and the procedures for collection and the analysis of data. Chapter II discusses related literature; Chapter III discusses the procedures for collection and analysis of data; Chapter IV presents and analyzes the data; and Chapter V gives the summary, findings, conclusions, recommendations, and implications.
The findings are summarized reflecting the perceptions of the respondents relative to substantive and demographic data concerning themselves and their school systems.

Communities, student bodies, and teaching staff are predominantly Black; superintendents are predominantly white. Most school boards have only one Black on the board; only 15 per cent of respondents are women; and respondents range in age from under thirty to over sixty. Most have served on the boards since 1970. Racial imbalance on boards influenced most to run for election. Most respondents visit schools in their systems, but not for reasons specifically related to instruction or student discipline.

Twenty-eight per cent formerly held specific offices, and currently 47 per cent hold offices.

Superintendents do not prefer to work with non-Blacks, do not encourage their election to chairmanships, but do divulge board matters more often to non-Black members than to Black members. Fellow non-Black members do not ignore the opinions, nor act condescendingly toward respondents. Respondents do not receive suggestions from non-Black patrons as often as from Blacks, and both races do not desire racial balance on the boards.

Fifty per cent of the respondents felt that non-Black teachers influence decisions of non-Black members more than Black teachers. Black members understand the educational needs of Black students better than do non-Black members.
Fifty per cent perceived that Black members are more concerned for needs of Black students than are non-Black members.

Black members attend PTA more than any other education-related activity. More than 50 per cent have or have had children in the school system. Less than 50 per cent of the respondents felt that non-Blacks are more concerned with instruction than other board matters, and over 50 per cent agree that non-Black members do not relegate instruction to second place.

Non-Black members are not more suited for professional negotiations than are Black members.

Major problems in education as perceived ranged from "racism" to "finances." Major contributions to education in Mississippi in the last five years as perceived ranged from "court decisions" to "election of Blacks to education positions."

General conclusions are that less racial discrimination exists in school systems with Blacks represented on school boards; however, some racism is still perceived by Black board members.

Recommendations are as follows. Studies might be conducted to determine the cause of continuing racial imbalances on school boards, the cause for perceptions of continuing racism, and to delineate the techniques which have contributed to lessened racial discrimination.
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CHAPTER I

INTRODUCTION

Many Whites in Mississippi believe that great strides have been taken in eliminating racial discrimination in education. School systems have been desegregated as a result of court orders, and students and faculties have been transferred to achieve the desegregation of a formerly dual school system.

Blacks, however, differentiate between "integration" and "desegregation," though the courts do not (18, p. 565). They are still highly sensitive to racial prejudice and discrimination on the part of Whites; and utilizing their slowly emerging electoral power, Blacks are helping to evolve a system of quality education.

Great changes have occurred in the political milieu, with the South having more Blacks elected to office than any other region (16, p. xiv), and the Blacks have not so quietly (2, February 3, 1972) gained thirty-six seats through election on school boards in Mississippi after the desegregation of schools.

After six years, it seemed appropriate to review elected Black members' positions on the boards, to assess their roles, and their perceptions regarding such as racial...
discrimination of peers, discrimination by superintendents, and their relationships with Black students, teachers, and patrons.

This study will be beneficial in candidly reflecting the perceptions, regardless of their positive or negative qualities, of Black elected school board members. To the extent that it attracts the attention of the white community and the white peers on the boards and to the extent that it initiates dialogue for the improvement of education between satisfied Whites and discontented Blacks, it will be beneficial.

Statement of the Problem

The problem of this study is to discern the official board positions, the roles, and the perceptions of Black elected public school board members in Mississippi as they relate to interpersonal relationships, discrimination, and primary educational interests.

Purposes of the Study

The following purposes were formulated for the study:

1. To determine the roles, official board positions, and areas of influence of the Black school board members.

2. To discern the Black board members' perceptions relative to race discrimination in the school system.

3. To determine the principal education interests and concerns of Black board members.
4. To determine the Black board members' perceptions regarding their interpersonal relationships with Black students, teachers, and patrons.

5. To determine the demographic data of the Black board members.

In order to achieve these purposes, the study explored the following questions:

1.1. Are Blacks represented on school boards in proportion to the race ratios of the system? of the community?

1.2. Do Black board members perceive their roles as anything other than policy makers; i.e., do they assume roles of administrators?

1.3. What percentage of Black board members is or has been a chairman or any officer of the board?

1.4. Are Black board members asked more often than non-Black members by the superintendent to help solve discipline problems of students?

2.1. Is racial discrimination levied against Black board members by fellow board members?

2.2. Do superintendents discriminate against Black board members?

2.3. Are Black board members less likely to receive suggestions from non-Black patrons than from Black patrons?

2.4. Does the presence of Blacks on the board lessen racial discrimination in the school system?
2.5. Do both races of school patrons desire that the school boards be racially balanced?

2.6. Do demands of non-Black teachers influence decisions of non-Black board members more than demands of Black teachers?

2.7. Do Black board members feel that matters were previously administered without racial discrimination?

3.1. Do Black board members understand the educational needs of Black students better than non-Black members?

3.2. Does the presence of Blacks on school boards afford more concern for the needs of Black students and more understanding of their educational needs?

3.3. What are the principal education-related activities other than board meetings in which Black board members engage?

3.4. Is the concern for improved instructional programs delineated by race of board members?

4. Does the presence of Blacks on school boards promote more accessibility to, understanding of, concern for, and less discrimination toward minority students, teachers, and patrons?

5.1. What is the predominant age group of Blacks elected to school boards?

5.2. Did the fact that a racial imbalance existed on the school boards influence Black members' decisions to run for election to the board?
5.3. Do Black board members feel that non-Black board members are more suited to serve as negotiators for the purpose of bargaining with teachers than Black members?

5.4. What percentage of Black board members are women?

Background and Significance of the Study

The Woods-Strickland case (18, p. 565) made the school board responsible as a unit for its actions. This precludes board schisms in proportion to the danger that such schisms levy on individual members. Therefore, it is imperative that board members perceive each other with clarity that reduces the occurrences of false assumptions. Such assumptions could result in actions threatening to board unity and thus the legal safety of individual members.

Quality education is the hope of desegregated schools. But until Blacks and Whites examine their perceptions, enter into dialogue concerning them, and act upon what has been revealed, actions based upon subtle or overt prejudices on both sides can impede progress toward quality education.

Therefore, it seemed appropriate to conduct a study of Black elected school board members in Mississippi in an attempt to clarify their positions, roles, and perceptions
six years after court-ordered desegregation of schools in Mississippi.

Prior to 1970, Black school board members were a rarity in Mississippi. Black electoral power was nonexistent prior to the Voting Rights Act in 1965 and is currently only slightly apparent. Appointments of Blacks to school boards were hardly considered, and furious struggles occurred, some resulting in boycotts by Blacks of white merchants (2, March 23, 1974) before such appointments were eventually begun.

Three years after the Voting Rights Act of 1965 at a School Board Seminar held in Warrenton, Virginia, for newly elected Black members of southern school boards, the only participant from Mississippi described a preschool program in his district as "one of the best to hit Mississippi since the coming of Christ" (15, p. 16). Another participant corrected, "I'm sorry, He didn't go to Mississippi" (15, p. 16).

That remark reflects the feelings of many Mississippi Blacks who since the Reconstruction period have been denied the vote and thus electoral power which gives them a voice in their government.

Though the Voting Rights Act was passed by Congress in an attempt to insure that the political system works for Blacks, many subterfuges were used in the state to stymie Black voting. Intimidation by registrars, threat of loss
of livelihood, and outright violence dissuaded Blacks from registering (20).

The power structure also redistricted twenty-seven out of the state's eighty-two counties which required re-registration of voters. Needless to say, the necessity of re-registration hindered the drive for voter registration of the Blacks, especially since the twenty-seven counties comprised one-third of all of Mississippi's Black voters (20).

Nevertheless, through the efforts of Black citizens and the presence of federal examiners, over 300,000 Black voters registered and promoted Charles Evers as the first Black candidate for governor since Reconstruction.

Thus, the road was paved for the election of Black board members. As of the 1975 elections, there were thirty-six elected Black school board members in Mississippi (16, pp. 133-134).

In November of 1970, the first election after schools were desegregated by court order in Jackson, Mississippi, Blacks had school board candidates in thirteen counties and won seven seats, three of which were defeats of Whites (10, November 5, 1970).

After these "victories," the battle lines were drawn, not only at the polls, but in the chamber of the city councils. Though Blacks could now use electoral power, school board seats still had to be gained through
appointments by incumbent members of the white political power structure. In February of 1971, in the face of severe opposition, the mayor in Jackson "hoped" to appoint a Black to fill the first vacancy to occur after the schools were desegregated approximately a year before (10, February 10, 1971). He, in fact, did appoint a Black male to the position, the first Black ever to become a board member in the history of the Jackson Public Schools (6, p. 247).

By June, Blacks in Greenwood, Mississippi, were citing Jackson as an example of granting a voice to the Black constituency by appointing a Black school board member, and they made requests for a similar voice in light of the fact that 60 per cent of the school population was Black "and had no voice at all" (7). By November, 1971, the first Black was appointed to the board (9, November 21, 1971).

In January, 1972, members of the Bi-Racial Committee in West Point, Mississippi, appeared before the mayor at the council meeting to urge the appointment of a Black to the school board (21, January 12, 1972). In June, a Black was appointed (21, June 14, 1972). In February, 1972, the Pass Christian Council failed to appoint a Black (2, February 3, 1972), and a boycott of white merchants by Blacks ensued. A white board member resigned, hoping the problem would be solved by the appointment of a Black. The first Black in the School system's history was appointed in his
place, thus ending the boycott (2, April 6, 1972). Gulfport, Mississippi, appointed its first Black board member in March, 1974 (2, March 23, 1974); Picayune, its first Black in February, 1975 (17); and Yazoo City, its second Black to the school board (23).

As can be discerned, small inroads were being made by Blacks via the appointment route, but the battle still was engaged. As late as February, 1976, a group in Long Beach, Mississippi, demanded a Black school board appointment and called for the Department of Health, Education, and Welfare to investigate alleged racial inequities in the city's school system (3).

However, the hope of the future for Black electoral power was reflected in headlines in the Clarion Ledger the day after the elections in November, 1975. BLACK'S CONTROL OF GOVERNMENT GROWING, headlined a story which cited that "Tuesday's general election gave Mississippi Blacks control of the government of two Mississippi River counties" (9, November 6, 1975). The two counties are Claiborn, which is 74.9 per cent Black, and Jefferson, which is 75.3 per cent Black. These are two of twenty-five counties which are over 50 per cent Black out of eighty-two counties in Mississippi (4, p. 20).

Though the above headline seems pathetic in light of the fact that twenty-five counties are predominately Black and that thirty-seven of the remaining counties have 25 per
cent to 50 per cent population Black (4, p. 20), advances have been made by Blacks to gain a voice in their local governments.

Though many Blacks feel that it is really nothing to boast about, progress is being made in the continuing battle for electoral power. "The South has more Black elected officials than the rest of the country combined. The total of 1,913 Black elected officials for the region represents an increase of 304 (or 19 per cent) over the number in 1974" (16, p. xiv).

In total elected officials, Mississippi with 192 trailed only Louisiana with 237 and North Carolina with 194. In school elections, Mississippi with 39 trailed Louisiana with 80, Arkansas with 65, and North Carolina with 46.

The above account of the emergence of the Black board members reveals somewhat the extent of discrimination. Though discrimination is lessening, it is still a menace to the Black school students.

Reems Barber of the Delta Ministry is quoted: "Only when you control the mechanism (of government) can you tamper with it to make it work for the people" (9, November 6, 1975).

Nearly six years after court-ordered desegregation was effected in Mississippi, years during which Blacks have fought valiantly for a voice in their local governments,
it seemed that the time had arrived to question Black school board members in Mississippi to determine their perceptions pertaining to discrimination, racial prejudices, and pertaining to the positions and roles which they have assumed as board members.

Additionally, it was feasible that this study would benefit other states as they experienced desegregation processes.

Definition of Terms

Public school board--A legally designated group who are policy makers for local public schools.

Black--Members of the Negro race in Mississippi. The word "Black" will be capitalized to indicate race as is the word "Negro."

Black elected school board members--Black members elected by popular vote to public office. These may include those appointed to fill vacancies on elected bodies.

Position--The official rank on a school board.

Role--An assumed administrative function or assigned function related to the position.

Perceptions--Observations, discernments, concepts, insights, awarenesses of elements of environment, capacities for comprehension.
Basic Assumptions

It was assumed that elected officials reflected the support of the electorate rather than a given power structure which appoints officials; therefore, elected officials conceivably answered more candidly relative to perceptions of discrimination and racial prejudice than their appointed peers.

A further assumption was that the validation process would result in the inclusion of obtained questions pertinent to the study.

Limitations

This study was limited to public school board officials elected in Mississippi between school desegregation in 1970, and the November, 1976, elections; and no inclusion of or comparison with members of other states was made.

The population of this study included only those names of Black elected school board members in Mississippi appearing in National Roster of Black Elected Officials. The latest issue of the Roster was published in 1975 after the general elections and contained the updated list of newly elected Black officials.

The executive secretary of the Mississippi School Board Association suggested that the Roster be used as the population source since it is a complete updated,
authoritative nationwide guide to Black elected office holders.

Since it is a policy of the Mississippi School Board Association not to list names according to race nor, indeed, to make any lists of names of members available and since it was strongly advised by a Political Science instructor at Jackson State University, a principally Black university in Jackson, it was deemed most suitable to use the Roster for population identification.

Procedures of Collecting Data

A survey was made of literature pertinent to Mississippi School Boards, Black voter registration, Black elected officials, Black school board members.

An examination was made of means of identifying the population of the study. The following was the procedure pursued:

1. Contacted the Executive Secretary of the Mississippi School Board Association and requested names of Black elected school board members.

2. Requested lists of such names from files of a Political Science instructor at Jackson State University.

3. Examined records for the names of such Black school board officials.

The Black elected public school members in Mississippi comprised the population studied.
Two introductory letters, one from the researcher and one of support from the Executive Secretary of the Mississippi School Board Association, and a two-part questionnaire was sent to each member of the population. A stamped, self-addressed envelope was included with the questionnaire. Follow-up correspondence was used to gain an adequate number of returns.

It was determined that a 70 per cent return would approach a sufficient number to generalize results to the population.

The Survey Instrument

A two-part questionnaire was administered to the population (see Appendix). The first twenty-seven questions elicited background information which informed relative to positions. The last twenty-five questions related to the perceptions and roles of the correspondents.

Content validity for the instrument was established by submitting it to a panel of Black appointed public school board members who are peers of the population, to one Black ex-school board member, to one Black assistant superintendent, and to one white superintendent. Each was invited to suggest additional questions pertinent to the study.

A cover letter of instruction and one of request for cooperation from the Executive Secretary of the Mississippi
School Board Association and a stamped, self-addressed envelope was included with the submitted instrument.

Procedures for Analysis of Data

Data provided by the survey instrument was compiled and reported for each questionnaire item by frequency distribution of scores for each of the two sections of the questionnaire and by percentages from proportions by items.
CHAPTER BIBLIOGRAPHY


17. *Picayune Item* (MS), February 9, 1975.


CHAPTER II

A REVIEW OF RELATED LITERATURE

Introduction

Though the Voting Rights Act was five years old when, in 1970, federal court orders desegregated public schools in Mississippi, electoral power had not emerged sufficiently among Blacks to change the fact that virtually all public school boards were composed of Whites.

Blacks simply had no voice in the governance of their schools. When the schools had been "all Black" under the "equal but separate," white boards made policy affecting them; and even when desegregation occurred, the battle for representation on the board became a fierce and continuing one.

After five years of Black struggle for representation in education policy making, by the 1975 elections there were only thirty-six elected Black public school board members in Mississippi (13, pp. 133-134).

Literature relating to roles and influence, to perceptions relative to interpersonal and public relations, to principal education interests, and to demographic data of board members, especially as it relates to minority groups, will be reviewed chronologically in an attempt to afford a
background out of which is emerging a more democratic approach to education policy making. Additionally, the review will attempt to provide a basis for examination of positions on boards, emerging roles, and perceptions of Black public school board members in Mississippi.

In 1932, Claude Arnett justified the need for his study of Social Beliefs and Attitudes of Board Members by pointing out that George C. Counts, who at that time had conducted the most comprehensive study to date, had indicated the need for research into the prejudices and philosophies of school board members in order to more fully understand those persons to whom were delegated by the electorate the chief authority of control of public education (1, p. 2).

In the 1932 study, Arnett had responses from 1,076 board members from forty-five participating states. No indication of the race of respondents was given. In the part of the study which dealt with social beliefs and attitudes of school board members for the country as a whole, data revealed that the "feeling" of the board members under study was "there are no serious or far-reaching defects in our practice of democracy, our wisdom and justice as a nation . . . " (1, p. 62). Further, they are more in favor of segregation and sterilization of the "unfit than they are of giving birth control information" (1, p. 63). They are convinced that the educational opportunities offered
reflect that people are loyal to the principle of equality for all (1, p. 63).

Though no study of race was made in the Arnett study, findings relative to "boards of education as a hindrance to the education of the laboring classes" revealed that American boards are made up principally of persons belonging to the privileged social and economic classes. It is revealed that members feel that laborers generally receive fair pay, proper treatment, proportional rewards, and just treatment by employers. Further, they believe that the curricula in schools are well suited to various social and economic levels of students (1, p. 227).

In the section of the study dealing with boards of education as a retarding influence in educational progress, Arnett reported that board members were generally content with schools as they were and that board members were probably more interested in instilling in students the social inheritance of the past rather than attempting "to prepare them to meet intelligently and tolerantly the complex problems of the future" (1, p. 230).

Maurice Thomas prefaced the compiled papers delivered at the 1950 School Board Institute with the statement that how well public schools serve society and youth is dependent upon understanding and insight of those serving as members of boards of education. He further stated that the opinions of members of boards of education are paramount
factors in shaping the attitudes of people toward education (18, p. 1).

In his lecture, "Public Education's Greatest Potential," Thomas stated that no group, including boards of education, can call itself democratic, democracy being a "fetish" of American people, unless it lives and practices the precepts which it describes.

It is pertinent to the current study to record the first tenet of democratic philosophy outlined in 1950 by Thomas as it applied then (and now) to education. Democracy requires "a respect for each personality regardless of race, color, creed, economic or social status" (18, p. 2).

In Daniel Davies' and Elwood Prestwood's study, 285 boards in forty-eight states were polled to secure practical school board procedures. The authors stated that studies revealed that it takes fifty years for a "good practice" to be adopted by all schools. In order to determine what comprises "good" educational practices and what is the quickest way to determine such practices, respondents listed "visit to schools outside the district" first on the list, and listed attending state, county, and national school board conventions, third, fifth, and seventh, respectively, as means of gaining insight into good educational practices. Other practices among the first seven dealt with studying material such as staff reports and school board journals (5, pp. 40-41).
The three top practices for gaining information about one's area school were in order of listing: staff members' present oral reports, written reports made available, board members visit schools of the district; seventh on the list was board members presented with tickets of admission to extracurricular events (5, pp. 57-58).

The two top practices listed under "Contact with Community" were as follows: board confers with lay advisory committee and board seeks help of parent-teacher association (5, p. 75).

After detailing statements relative to the importance of the school board members' responsibilities, Davies and Fred Hosier stated idealistically in 1954 as summarized below what is so acutely necessary today: it is only reasonable that every board member in the nation will develop a broad grasp of the significance of his job and will see himself and his board in a total setting. They further stated that the board member must gain a perspective which will give him direction and guide his decisions "even while seemingly bogged down by the detailed problems of his local situation" (4, p. 6).

Davies and Hosier listed characteristics of the job, one of which, in 1954, was idealistic, but proved nationally inapplicable. The authors listed as one characteristic "the board represents the local community" (4, p. 7).
A justification of the intent of the authors' statement is given in a section on the role of the board members when they state that the member represents the community as a whole, not a ward or section of the school district. "He must rise above the limited neighborhood thinking and learn to grasp districtwide needs and their relations, in turn, to those on the state and national scene" (4, p. 11).

Davies and Hosler stated that the proper function of the board lies in the realm of educational statesmanship, in the realm of charting the course of American education, in approving policies which will aid education and lies not in the administering of details which are to be delegated to the superintendent (4, p. 14).

In concluding remarks about being in touch with the community, Davies and Hosler made prophetic statements concerning the necessity that board members must gain input from all of the segments of their community and act upon it. "Unless . . . the school board(s) . . . take care of their own local educational problems, either the state or federal government will step in and do it for them" (4, p. 47).

Ward Reeder maintained that most students of school administration believe that school board members should be elected by popular vote on a "nonpartisan" basis because it allows the electorate to express themselves concerning school matters. Though excellent board members have been
appointed, Reeder expressed the belief that appointed board members might possibly reflect in their decisions the special interests of those responsible for their selection (14, p. 8).

Reeder suggested that the only platform of school board candidates should be the "sincere promise supported by his record that he will always work for the best educational interest of all the children of the community" (14, p. 11).

Reeder stated that to increase his knowledge of progressive school practices, the board member should attend all meetings, do his share of board work as efficiently as possible, read appropriate materials dealing with school administration, visit schools in his own and other communities, ensure that formal annual reports on the educational activities of the system be compiled and filed, attend school board conferences and conventions, and attend local teachers' meetings (14, pp. 6-7).

Reeder advocated three "proper duties of the school board: (1) to adopt policies for the system, (2) to provide adequate means for executing them, (3) to see that they are efficiently executed" (14, p. 19). He further stated that the execution of policies should be relegated to employed staff (14, p. 19).

Charles Reeves stated several arguments for the election of board members and for the appointive method of selection. He felt that elective school boards are
favored because people take more interest in school issues if they are put before them for decision making at election time, because election is more democratic than appointment, because elective members are responsible only to electorates and are free from influence of appointing power structure, because election more often than not protects schools from local politics of special interest groups, and because election is generally preferred to the appointive method (15, pp. 87-88).

Reeves included the following as arguments for appointive methods of selecting board members. It is often easier to secure better members by appointment since many of those who would accept appointment would never run for office; the appointing authority can hold appointees fully responsible to the people for board action; appointments usually result in overlapping terms of people deeply committed to education and allows continuous, productive work free from political influence and campaigning; and lastly, appointive members are not compelled to keep campaign promises that might have been made out of zeal rather than sound educational knowledge (15, pp. 89-90).

Pertinent to the current study, Reeves listed one characteristic, one quality of a good board member which acquires intensified meaning: "Act with sincerity and without prejudice in the interests of the people of the school district and be willing to subordinate personal, political
and religious interests to the good of the larger group" (15, p. 103).

In a summary of selected ethical principles for school boards which follows, Reeves projected principles which, if demanded by electorates and education and practiced in their broadest sense by board members, could have eliminated much of the current disquietude in education in the South. Regarding relationships with the community, Reeves states that school boards should represent all the people in the community and make decisions on the basis of which ones will result in the most good for all rather than for a particular group (15, p. 326).

Concerning board members' attitudes and conduct, Reeves suggested that they do not represent or identify with any faction nor accept any dictation from any faction in the community (15, p. 332). Regarding colleagues, Reeves maintained that each should recognize the integrity of the others and should refrain from impugning their motives (15, p. 332). The author stated that board members should not have pet schemes to the exclusion of others, but should have well rounded interests in all facets of school work (15, p. 333). He further projected that the board member should not allow personal interests to dictate in policy making decisions (15, p. 334).

In summarizing the ethical stance of a board member regarding relationship with the executive officer, Reeves
urged the member to differentiate between legislative functions which require approval by the board and executive action which requires administration by the superintendent (15, p. 335).

_Boardmanship_, by Maynard Bemis, Keith Goldhammer, and J. R. Kent, presented a guide for California school boards. The guide contains elements of boardmanship which have universal applicability. The authors reiterated other writers in emphasizing that a board represents the entire community, not special interest groups or power structures (2, p. 7).

The authors projected qualities of teamwork that are pertinent to the current study. Two principal characteristics of teamwork are open-minded approaches to independent thinking free of prejudice and a deep sense of loyalty to associates which promotes group decisions cooperatively reached (2, p. 8).

Policy making and evaluation are the major functions of board members as projected by the authors, and administration of policies are delegated to the superintendent (2, p. 95).

The Midwest Administration Center, located at the University of Chicago, was one of eight centers of the Cooperative Program in Educational Administration and was financed by the W. K. Kellogg Foundation in its research on school boards. The monograph, _School Board Studies_, by Maurice Stapley lists some highlights of the study.
The 1957 study revealed that "the factor most closely related to effective performance as a school board member is the amount of the person's formal education. The most desirable member is one with more than four years of college" (16, p. 1). Further, he should be a member of a profession, have a minimum tenure of four years, and be under sixty years old (16, p. 2).

The report indicated that attributes of ineffectiveness as a board member were failure to accept board unity and to subordinate personal interests, and an attempt to seek personal favors for self, family, or friends at the expense of proper school government (16, p. 2).

The report stated that appointed school board members were judged to be more effective than those elected and that members with four to six years of service were definitely more effective than those with less (16, p. 2).

Sex, age, and parenthood have little or no relationship to effectiveness of board members, the report maintained (16, p. 3).

The data reported by Neal Gross in Who Runs Our Schools were drawn from interviews with nearly half the superintendents and their school boards in Massachusetts during 1952-1953. The interviewees were a randomly selected sample from all superintendents and board members in Massachusetts in 1952 (7, p. 3).
During the study when superintendents were asked what obstacles the boards projected in keeping them from functioning effectively, one out of five stated school boards' constricts the major obstacle and that the two things that were most inhibiting were the members' "interpretation of their position as a political patronage" (7, p. 12) and their lack of concern for educational problems (they were more interested in keeping costs down) (7, p. 13).

When superintendents were asked who placed pressure to give more emphasis to the three R's in the school program, 38 per cent answered parents, 23 per cent, school boards' members (not the board, but individual members); 19 per cent mentioned "old line" families or the conservative community element, and 15 per cent mentioned teachers as applying pressure in the area of curriculum (7, p. 71).

When surveyed to determine why board members ran for election, 80 per cent of the board members and 64 per cent of the superintendents gave "felt it to be my civic duty" while 26 per cent of the board members and 29 per cent of the superintendents believe board members ran because "a certain group in the community felt that they should be represented on the school board" (7, p. 73). Except for the category "other," those were the leading reasons given. Of course, less discrepancy between perceptions of board members and superintendents is reflected in the second category cited above. The author chose to accept what
the superintendents said concerning board members' motives for running for office because "he is describing someone else's motives, while board members are describing their own; thus he is more objective" (7, p. 75).

The study revealed that the superintendents and the board members did not agree upon the crucial problem of differentiation between policy making and administration of policies (7, p. 125).

Edward Tuttle summarized his listing of qualities of the educational statesmanship to be desired in board members in stating that members must have an unqualified belief in the system of universal education of every child, youth, and adult, regardless of whoever he may be. Each must be educated to reach his fullest potentiality for worthy citizenship (19, p. 20).

The author stated succinctly that boards of education are policy making bodies and that properly functioning boards do not administer the schools, but delegate administration to the superintendents and their staffs (19, p. 23).

Of eleven leadership areas listed in 1963 by the author one year before the precipitous court ruling on desegregation, the first advocated working for harmony and a "team spirit," and (pertinent to this study) tenth and eleventh advocated being alert to conditions and influences which precipitate crises and working unceasingly to advance
quality and effective local educational programs as answers to those who advocate national control of education (19, p. 29).

The leading stumbling block to school board effectiveness, according to Tuttle, is partisanship whatever it describes to an individual.

James B. Conant, in listing ten problems facing education in America in 1964, gave tenth place to "segregated schools" (3, p. 26). He commented upon this problem by stating that it is a political one which the establishment has never "dared tackle" (3, p. 27). He further stated that laymen and college professors must be brought into the picture when seeking a solution to the problem (3, p. 27).

Conant is the first author studied in this review of related literature to directly address the problem of segregated schools in education. He devoted eleven pages to the discussion and initiated his examination of the problem by stating that those concerned with shaping educational policies have either ignored the subject of Negro education or accepted completely segregated schools. He further stated that until recently no state official has even admitted the existence of such a problem.

Conant stated that "we have talked about the public education system and how it responds to and is conditioned
by all types of groups and social classes except the Negro" (3, p. 39).

Conant cited others' and his own silence when a study of comprehensive high schools was undertaken in 1957 and it was evident that the schools were "comprehensive only in so far as white youth were concerned" (3, pp. 39-40). The author further cited the lack of reference to the segregation problem in *Cardinal Principles* and *Education for All American Youth*.

Conant projected as a solution to the segregation problem that "the state by legislative resolution . . . should declare that the public schools as far as possible should be comprehensive schools" (3, p. 43). He discussed several possibilities for accomplishing comprehensive schools, one of which was "redrawing district lines to insure a mixed population," and in the same sentence he labeled the approach as "perhaps too radical to be practical" (3, p. 43). Ironically, this was the very technique used to desegregate most schools in Mississippi five years later.

In summarizing his discussion on segregated schools, Conant stated "superficially an educational issue seems at stake when in reality it is a deep-seated pattern of racial discrimination as expressed in housing and unemployment" (3, p. 47).

Ironically, Conant was correct, however, in recognizing the issue's resolution would begin within education.
Robert Johnson and William Hartman in 1964 listed the top three of ten guides to good public relations as (1) become a good listener, (2) obtain information on both sides, and (3) recognize that you are serving every citizen in your community, not just the power structure (8, p. 16). The authors further delineated between the roles of the board and of the superintendent: the board establishes policies; the superintendent administers the policies (8, p. 17).

The first of twenty-six unfavorable practices listed by the authors was unwillingness to represent all the people in the school district, and third listed was the desire to assume administrative duties rightfully belonging to the superintendent (8, p. 25).

Johnson and Hartman indicated that the trend in 1964 was toward election over appointment of board members and stated that selection by election has proved "highly satisfactory" (8, p. 55).

In summarizing the public relations aspects of school boards, the authors indicated that boards spend as much time on curriculum as on ordinary business activities, and they concluded by stating that "the board of education must never play favorites among the community" (8, p. 108).

Keith Goldhammer maintained that the school board relates to the community in four dominant ways: as a pulse of the community, either as broadly interpreted or
narrowly so as it pertains to certain groups of individuals who supported their selection for specific purposes to be accomplished; as a court of higher appeals for citizens who feel aggrieved by decisions of certain of the professional staff; and as promoters of the educational function as it relates to providing quality education (6, pp. 16-19).

After citing the results of research on role delineations between the board and superintendent, Goldhammer concluded that the issue cannot be clearly delineated for all school boards in all situations. Local definitions must be clarified by the board and superintendent which can mutually accommodate the general assumption that the board generates policies and the superintendent executes the policies (6, p. 52).

Goldhammer referred to a study made by Leonard Garmere in 1962, which analyzed reasons why individuals became board members. Thirty-three per cent indicated "a service interest; 29.4 per cent indicated both service interest and self-interest; 26.6 per cent showed only a self-interest, while 11 per cent were classified as neutral and became members only because they were asked to serve" (6, pp. 87-88).

Prominent among the ways in which the board can be made to function better in order to serve a more demanding public are these suggestions by Goldhammer, which in retrospect seem prophetic: (1) a broader perspective of what
constitutes the school district must be established; (2) there needs to be broader public participation in school affairs; and (3) additional citizens' groups within the community should be incorporated within the decision-making structure of the school board (6, pp. 105-106).

Martin Luther King described the 1965 Voting Rights Act as legislation designed to put the ballot effectively into the hands of the Southern Negro "after a century of denial by terror and evasion" (10, p. 1). Then the author described events occurring only one year later that belied the realization of the spirit of the Voting Rights Act. There were riots in Chicago and Watts, and civil rights workers had been murdered in several Southern communities (10, p. 2). King emphasized that the Act One Phase of the civil rights revolution ended and a new phase began. The decade ending in the Voting Rights Act, for most white Americans, had produced struggles to treat the Negro with a degree of decency—not of equality (10, p. 3). The realization of equality was to be the bitter struggle in the next phase of civil rights. With the emergence of this demand, many white supporters disappeared. "To stay murder is not the same as to ordain brotherhood" (10, p. 4).

However, the argument that the Negro has made no progress is a fallacy, believed King. He stated that the increases in segregated schools and expanded slums are
found largely in the north. He stated that substantial progress has occurred in the South. King pointed out that though the South was the stronghold of racism, that now the entire edifice of segregation has been profoundly shaken (10, p. 14).

As evidence of the progress of the Negro movement toward equality, King stated that Negro voter registration has increased by at least 100 per cent in every Southern state (10, p. 14). He further maintained that the old-line segregationist gubernatorial candidate is giving way to the new breed who openly welcomes the Negro vote. This phenomenon occurred at the end of one decade of struggle after ten decades of virtually total disenfranchisement (10, p. 15).

Mississippi was cited as, in 1967, not having made marked electoral advances; yet King called attention to the fact that even then Negroes in protest marched across the state to the capitol where ten years before they would have stepped into the gutter to leave the sidewalk for a white man (10, p. 15).

Regarding education, King stated that in 1967, genuine school desegregation was still a nightmare for white Americans, and points out that at that time school desegregation was 90 per cent unimplemented across America. He stated that legislation was evaded and that historic Supreme Court decisions made no history (10, p. 10).
A nonviolent man, King stated that the cause of a demonstration is the existence of some form of exploitation or oppression that makes it necessary for men of courage to protest as a demonstrator. He gave as an example demonstrations against *de facto* segregation. These demonstrations are based upon the fact that Negro children's minds are crippled by inadequate education. The author felt it is better to shed a little blood in demonstrations than to continue to lose thousands of children's minds to education which graduates them reading on sixth-grade level, if, indeed, they do not drop out of school before they gain such a minimum of skills (10, pp. 55-56).

In light of the oppressions of Negroes, King stated his amazement that even in the ghetto 99 per cent of the Negroes have never "thrown a Molotov cocktail or lit a match to comply with the admonition, 'Burn, baby, burn' " (10, p. 113); and even more amazing, they have maintained hope in hopeless conditions (10, p. 113).

In King's projections for education programs, first he stated flatly that American schools do not know how or what to teach (10, p. 193). He believed that the road to effective education lies in helping teachers acquire more effective teaching methods (10, p. 194). He felt that parents should become more involved in schools and should not leave educational objectives for their children totally in the hands of professionals (10, pp. 194-195).
King believed that to be successful, schools must be infused with a mission to rapidly improve school performance of Negroes and other poor children (10, p. 195).

King recommended and discussed at length the use of educational parks. He believed that quality education for all is most likely to come through educational parks which will afford integration of students from a large area and which will allow Negro students to escape from ghetto schools (10, p. 195).

King stated that Negroes have

. . . irrevocably undermined the foundations of Southern segregation. . . . They have now accumulated the strength to change the quality and substance of their demands. From issues of personal dignity they are now advancing to programs that impinge upon the basic system of social and economic control (10, p. 17).

It is interesting to note that even in his futuristic thinking, King's emphasis in this discussion of education was upon the integration of Black and of white children in educational parks--physical plants, as it were--rather than upon electoral power directed toward integrating educational decision and policy making bodies--boards of education--those bodies which shape the educational destiny of every child in the nation.

A management policy report prepared by Education U.S.A., in 1970, for school administrators and school board members indicates that the accent is on increased communication between school boards and the public. More school boards
across the nation are encouraging increased public participation at board meetings; they are attempting to streamline agendas in order to accommodate the growing participation (17, p. 15).

One superintendent cites controversy as the spark that engenders interest by the public in board meetings (17, p. 15). Surveys revealed the same controversial problems gaining attention from coast to coast; "civil rights, innovations, school boundary changes, sex education and busing" (17, p. 13) are cited as areas that cause confrontations between boards and the public.

One superintendent indicated that when issues arise, they reflect the conflicts of today's society. He added (seemingly almost wistfully) that in the past, educators called people apathetic who did not accept the thesis "that schools are the main arenas of social change" (17, p. 14).

The report closes with a statement about the emerging role for board members by Ben Brodensky, editor-in-chief of Croft Educational Services, New London, Connecticut. "I propose that we grasp at the role of serving as a friendly court for humanizing our educational relations with staff, parents, and students. Let's open our doors and agendas for this purpose" (17, p. 40).

In the search for related literature, George Vincent's unpublished dissertation is the only work discovered that is a direct study of Black school board members in Mississippi.
Written in 1974, the study was undertaken to answer the following questions:

(1) What are the social and economic characteristics of those black elected or appointed school board members in Mississippi? (2) What group aided black school board members seeking office? (3) What social and economic characteristics are evident among white board members as compared to black board members in Mississippi school districts (20, p. 118)?

In a summary of findings of data, Vincent stated that 86.5 per cent of Black school board members in Mississippi were males with a median age of 51.33 years. Completing college were 62.1 per cent; 32.4 per cent engaged in past graduate study. Median income of Black members was between eight and twelve thousand dollars a year. Respondents favored busing, but 37.8 per cent did not believe that racially mixed schools have positive effects upon education (20, pp. 74, 121). Perceived obstacles to the improvement of education were the white superintendent, the white community, and the white teachers (20, pp. 73-74).

The "overriding" motivational factor that led to candidacy for school board positions was found to be "the desire to improve conditions for their race" (20, p. 121).

Vincent's study revealed that contrary to popular belief Black school board members' candidacies were sponsored by NAACP, 40.5 per cent of assistance came from volunteer campaign workers, 21.6 per cent from religious organizations, and only 13.5 per cent from civic and social organizations (20, p. 121).
Regarding implementing social change, Black respondents agreed that schools with a majority of Black students should be staffed with a ratio of 50:50 Black and white teachers (20, p. 122).

Regarding race relations and the quality of education, respondents felt race relations were good, and they were satisfied with the quality of education (20, p. 122).

The respondents overwhelmingly were satisfied with decisions made by their boards and felt that the future of education in Mississippi is good (20, p. 122).

Linda Kunder stated that surveys indicated that the average new boardsman's training was sadly lacking. Little more orientation was provided than a conference with the superintendent, visits to a few schools, and the reading of material provided (11, p. 1).

Among rationale for orientation programs for new board members, a principal one is that society generally and education problems specifically are becoming more complex; therefore, it follows that the role of the board member becomes more complex. The author pointed out that in recent years problems such as integration, professional negotiations, and unrest among students, faculty, and community have expanded areas of concern for board members' considerations.

In structuring orientation programs, teaching leadership skills is a priority item of the trainer (11, p. 3).
Further, each new board member should recognize areas of responsibilities and should be committed to the execution of such responsibilities. Of ten duties listed in a New Jersey orientation for school board members, the first two given priorities were (1) the board member represents all the people in the school district; and (2) the board member gives his primary allegiance to children and to an effective educational program (11, p. 4).

In statements concerning conduct as a board member, the author gave priority to board unity and to teamwork (11, p. 5).

Synthesis of Related Research

On the subject of elective versus appointive means of selecting school board members, Thomas (18, p. 34) and Reeder (14, p. 8) stated that election is preferred over appointments because it is generally accepted that this method produces board members responsible to the electorates rather than to the power structure which might not reflect the wishes of the community.

Reeves (15, pp. 87-90) gave valid arguments for both techniques of selections, and Johnson and Hartman (8, p. 55) stated that the trend in 1964 was "toward selection by election." Stapley (16, p. 2) was the exception in stating that appointed officials are more effective.
Arnett (1, p. 63), Davies and Hosler (4, pp. 9, 11), Thomas (18, pp. 5, 15), Reeder (14, p. 11), Reeves (4, pp. 103, 326), Bemis (2, p. 7), Tuttle (19, p. 20), and Kunder (11, p. 4) projected the proposition that a priority of any board is to work in the interest of the entire district and to strive for the best education for all children. Johnson and Hartman specifically stated that boards "must not play favorites among the community" (8, p. 108). Thomas stated that respect for all, regardless of such as race, creed, color, and religion, must be exhibited by boards of education (18, p. 2).

Stapley (16, p. 2) and Kunder (11, p. 5) advocated board unity as necessary for boards of education, and Bemis (2, p. 7) and Tuttle emphasized teamwork and team spirit as leadership priorities (19, p. 29).

Only Arnett concluded that the curriculum of the day was "well suited to all" (1, p. 230).

Arnett (1, p. 227) and Stapley (16, pp. 1, 2) stated that the most effective board members are from the privileged class. Stapley suggested that a minimum of a bachelor's degree is the appropriate educational level of board members (16, p. 1). Vincent's study bears out that Black board members in Mississippi are from a class more privileged than most Blacks in Mississippi (20, pp. 74, 121).
Davies and Prestwood (5, pp. 40-41) and Reeder (4, pp. 6-7) listed three good practices for board members to follow to become well informed: visit schools, attend conferences, and study education material.

Davies and Hosier (4, p. 14), Reeder (14, p. 19), Reeves (15), Bemis (2, p. 95), Tuttle (19, p. 23), and Johnson and Hartman (8, p. 17) agreed that the board of education is a policy making body and that they should delegate the execution of board policy to the superintendent and his specialists.

Gross' (7, p. 125) research data showed that superintendents and boards did not agree upon differentiations between policy making and administration in some instances. Superintendents felt that in some instances boards attempted to become administrators, thus usurping the superintendents' roles.

Goldhammer (6, p. 52) stated that delineation of roles depend upon local interpretations and definitions, though he generally accepts the stance that boards are policy generating bodies and superintendents are the executors of board policy.

Davis and Hosier (4, p. 47), Davies and Prestwood (5, p. 75), Thomas (9, p. 5), and Johnson and Hartman (8, p. 16) agreed that boards of education must become more astute in listening to public needs and in soliciting public support. Goldhammer (6, pp. 105-106) suggested that more community
groups should participate in advisory roles and have more voice in decision making in education.

Martin Luther King (10, pp. 94-95) insisted that parents must no longer leave the education of their children totally in the hands of professionals.

Conant (3, pp. 26, 43) and King (10, pp. 10, 55-56, 193-195) spoke out against segregated schools. Conant (3) suggested as a solution to the problem the institution of true comprehensive schools, and King suggested educational parks as a means of desegregation.

In reporting the results of research data relative to major obstacles in improving education, Gross (7) in 1958 indicated that superintendents view boards of education as major obstacles (no mention of race was made regarding respondents, all of whom came from Massachusetts). The 1974 study by Vincent dealt with Black school board members in Mississippi, and they cited white superintendents, white teachers, and the white community as major obstacles to improving education in Mississippi.

As to why board members sought board positions, Goldhammer's (6, pp. 87-88) research revealed that 33 per cent indicated a "service interest," 29.4 per cent indicated both "service interest and self-interest," and 26.6 per cent showed only a self-interest, while 11 per cent were classified as neutral. Vincent (20, p. 21), in reporting reasons Blacks sought board positions, revealed that the
primary reason given was to improve the condition of their race.
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CHAPTER III

PROCEDURES OF THE STUDY

This chapter discusses the procedures of the study. The topics included are the description of the subjects and the method of their selection, the procedure for collection of data, the description of the instrument, and the procedures for analyzation and treatment of data.

Description and Selection of the Subjects

Black elected public school board members in Mississippi comprised the population studied.

There are approximately 161 districts, 93 of which have elected school boards (3, p. 125). The population of this study included only the thirty-six Black elected school board members in Mississippi. Their names are listed in National Roster of Black Elected Officials. This roster was published in 1975 after the general election and contains the latest list of the elected Black officials.

A request was made to the Executive Secretary of the Mississippi School Board Association for a list of Black elected school board members. A policy exists which forbids making lists of names of school board members available. However, the Executive Secretary suggested that the Roster
be used as the population source since it is a complete updated, authoritative nationwide guide to Black elected office holders. Additionally, its use was strongly advised by a Political Science instructor at Jackson State University, a principally Black university in Jackson; therefore, it was deemed most suitable to use the Roster for population identification.

Procedures for Collection of Data

Two introductory letters, one from the researcher and one from the Executive Secretary of the Mississippi School Board Association, a two-part questionnaire, and a stamped, self-addressed envelope were sent to thirty-six Black elected public school board members. Two follow-up mailings resulted in a return of twenty-six replies.

Description of the Instrument

The survey instrument was designed with twenty-seven questions pertaining to demographic data, twenty Likert-type questions which ascertained perceptions, and five open-end questions.

Likert-type Scale: Likert-type questions were utilized as a measure of Black board members' perceptions relative to such areas as race discrimination, principal education interests, roles, and interpersonal relations. Each participant was asked to indicate his perceptions by checking the
appropriate answer from five possible answers ranging from "strongly agree" to "strongly disagree."

Content Validity: Content validity for the instrument was established by submitting it to a panel of Black appointed public school board members who are peers of those board members in the study. Each participant indicated the validity of each question by checking a scale ranging from "highly acceptable" to "highly unacceptable." Also, each participant was invited to submit additional questions relative to the study.

The panel adjudged the questions submitted as acceptable relative to the study and submitted five open-end questions which were added to the questionnaire.

Procedures for Analyzing and Treatment of Data

Data provided by the survey instrument were compiled and reported for each item of the questionnaire by frequency distribution of scores and by percentages from proportions by items. All calculations were prepared at the North Texas State University Computing Center using standard computer programs.
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CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

This chapter analyzes the data obtained from responses to questionnaires returned from twenty-six of the population of thirty-six Black elected public school board members in Mississippi. The analyses describe substantive and demographic data relative to the positions, roles, and perceptions of the respondents. Data received from the twenty-six Black school board members are presented in this chapter following the format of purposes and questions outlined in Chapter I.

All five major purposes are analyzed in relation to the questionnaire item responses relative to projected questions outlined under each purpose. Frequency distribution of scores by items and percentages from proportions by items on the questionnaire are the methods of analysis utilized.

Results derived from the treatment of data are presented in appropriate tables, and all are described in the related narrative.

A few items of the questionnaire relate to more than one purpose and will occur appropriately grouped, tabled,
and described under any purposes to which they relate. Items from the Likert-type questions will be indicated by 1a, 2a, etc. to avoid confusion with items of similar number assignment in the first part of the questionnaire. The last five questions (21-25) are open-end questions and do not lend themselves to tabling. These will be treated in a summarized narrative.

Not all respondents marked all answers; therefore, frequencies will not always total twenty-six.

Analysis of Data

Purpose 1: To determine the roles, official board positions, and areas of influence of the Black school board members.

Question 1: Are Blacks represented on school boards in proportion to the race ratios of the systems? of the communities?

Table I presents the percentage of elected Blacks, as indicated by respondents, serving on school boards in Mississippi. Seven, or 26.92 per cent, of the respondents indicated that only one Black served on the board; three, or 11.54 per cent, indicated that two served on the board; five, or 19.23 per cent, indicated that three served on the board; five, or 19.23 per cent, indicated that four served on the board; and six, or 23.08 per cent, indicated that over four served on the board.
TABLE I
NUMBER OF BLACKS SERVING ON THE BOARD
BY FREQUENCY AND PER CENT

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<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. What is the number of Blacks on your school board, including yourself?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. One</td>
<td>7</td>
<td>26.92</td>
</tr>
<tr>
<td>b. Two</td>
<td>3</td>
<td>11.54</td>
</tr>
<tr>
<td>c. Three</td>
<td>5</td>
<td>19.23</td>
</tr>
<tr>
<td>d. Four</td>
<td>5</td>
<td>19.23</td>
</tr>
<tr>
<td>e. Over four</td>
<td>6</td>
<td>23.08</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.00</td>
</tr>
</tbody>
</table>

In Mississippi there are approximately 161 school districts. Ninety-three of the school boards are elected (1, p. 125). Responses to item seven of the questionnaire "... what is the number of board members on your board?" revealed that only one respondent, or 3.85 per cent, of the twenty-six indicated that the board was comprised of three members, while twenty-five, or 96.15 per cent, indicated that their boards were comprised of five members. Therefore, of the ninety-three school boards comprised principally of five members, only thirty-six Blacks are serving on the board; and of the twenty-six respondents, the
largest single number indicated that only one Black served on the board, i.e., the board was 20 per cent Black, while the next single largest number indicated that four or more served on the board, or that the board was 100 per cent Black.

Questionnaire items three, four, and five dealt with the percentage of Blacks--students, teachers, and community--in school districts of the respondents. Twenty-four answered these items; and in response, it was indicated that of the students, 89.5 per cent were Black, of the teachers, 81.8 per cent were Black, and there was 69.9 per cent Blacks in the communities.

Thus, the largest number of respondents indicated that generally Blacks are not represented on school boards in proportion to the race ratios of the systems and the communities.

As indicated in Table II, the majority of respondents agreed that a racial imbalance exists on the board. Of the twenty-four responding to item 7a "... a racial imbalance exists on your board," five, or 20.83 per cent, "strongly agree"; ten, or 41.67 per cent, "agree"; four, or 16.67 per cent, were "undecided"; two, or 8.33 per cent, "disagree"; while three, or 12.50 per cent, "strongly disagree."

Several questionnaire items related to length of school board terms, regularity of board meetings, years of service of respondents on boards, and respondents'
TABLE II
PERCEPTIONS THAT A RACIAL IMBALANCE EXISTS ON SCHOOL BOARD BY FREQUENCY AND PER CENT

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>7a. A racial imbalance exists on your board.</td>
<td>5</td>
<td>SA* 20.83</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>A 41.67</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>U 16.67</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>D 8.33</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>SD 12.50</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.00</td>
</tr>
</tbody>
</table>

*SA = strongly agree; A = agree; U = undecided; D = disagree; SD = strongly disagree. These symbols will be used throughout.

attendance at local, state, and national school board meetings.

Item eight asked respondents to state length of term of school board members. Of twenty-five responding, one, or 4.00 per cent, indicated two years; one, or 4.00 per cent, indicated three years; two, or 8.00 per cent, indicated four years, while twenty-one, or 84.00 per cent, indicated five years, revealing that the largest number served five-year terms.

Item nine asked respondents to indicate the years which they served including this year. Table III shows
that six served one year, five served two years, three served three years, two served four years, two served six years, one served seven years, and two served eight years.

**TABLE III**

YEARS OF SERVICE INDICATED BY RESPONDENTS

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Years</th>
<th>Total Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>&quot;Other&quot;* = 5 years</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>&quot;Other&quot; = 15 years</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td>&quot;Other&quot; = 6 years</td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>&quot;Other&quot; = 10 years</td>
<td>2</td>
</tr>
<tr>
<td>18</td>
<td>&quot;Other&quot; = 6 years</td>
<td>1</td>
</tr>
<tr>
<td>19</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>21</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>22</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>23</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>24</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>25</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>26</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

*Some marked "Other" category and wrote in the total number of years served without indicating which years.*
Five respondents did not indicate which years they served, but wrote in the total years served in the "other" category. One of the "other" respondents served five years, two served six years, one served ten years, and one served fifteen years.

Only two current Black school board members were serving prior to 1969-1970, the school year during which the major desegregation of schools occurred in Mississippi. A slight upward trend after 1970 in the election of Black school board members is indicated on the Table III.

Item sixteen asked how often do regular board meetings occur in the systems. Twenty-three, or 88.46 per cent, responded that they occur once a month; two, or 7.69 per cent, responded that they occur twice a month; while one, or 3.85 per cent, indicated "other." Thus, the largest number of boards meet regularly once a month.

Item seventeen asked how often the respondents attended regular board meetings. Of twenty-five responding, twenty-two, or 88.00 per cent, indicated that they attended 100.00 per cent of the time; two, or 8.00 per cent, indicated attendance 75.00 per cent of the time; and one indicated attendance 25.00 per cent of the time. One declined to respond. Thus, by far the largest number attended 100.00 per cent of the times of regular board meetings which generally occurred once a month.
Item eighteen on the questionnaire asked how often State Board Association meetings occurred each year. Only twenty-one of the respondents answered this question. Nine, or 42.86 per cent, indicated that the association met once a year; seven, or 33.33 per cent, indicated twice a year meetings; three, or 14.29 per cent, indicated meetings occurring three times a year; and two, or 9.52 per cent, indicated meetings occurring four times a year.

Item nineteen asked respondents to indicate how many of the regular State School Board Association meetings they attended last year. Eleven, or 42.31 per cent, indicated that they attended none; seven, or 26.92 per cent, indicated that they attended one meeting; three, or 11.54 per cent, indicated that they attended two meetings; two, or 7.69 per cent, indicated that they attended three meetings; while three, or 11.54 per cent, indicated that they attended four or more meetings of the State School Board Association. The largest number of the twenty-six respondents indicated that they did not attend a regular State School Board Association meeting last year.

Item twenty asked respondents to indicate the number of National School Board meetings that they had ever attended. Of the twenty-five responding, nineteen, or 76.00 per cent, indicated that they had attended none; two, or 8.00 per cent, indicated attendance once; one, or 4.00 per cent indicated they had attended two meetings;
one, or 4.00 per cent, indicated they had attended three meetings; one, or 4.00 per cent, indicated they had attended four meetings; and one, or 4.00 per cent, indicated they had attended five meetings. Thus, the largest number, nineteen, had never attended a National School Board meeting.

**Question 2:** Do Black board members perceive their roles as anything other than policy makers; i.e., do they assume roles of administrators?

Item twenty-two asked, "How often do you visit schools in your district?" Eleven, or 42.30 per cent, indicated that they visited often; fourteen, or 53.85 per cent, indicated that they visit occasionally; while one, or 3.85 per cent, indicated that visits were made rarely. The largest number of the twenty-six respondents visit only occasionally; approximately 40.00 per cent visit often.

Item twenty-three asked what levels of schools were visited. Of the twenty-five responding, only one, or 4.00 per cent, indicated visits to secondary schools exclusively; while twenty-four, or 96.00 per cent, indicated that they visited both elementary and secondary levels.

Item twenty-four asked if respondents attended extra-curricular events. Twenty-three, or 88.46 per cent, answered "Yes," while three, or 11.54 per cent, answered "No."

When questions were further narrowed to specify reasons for visits to school, the following was noted. Item
twenty-five asked, "Do you visit the schools for purposes specifically related to instruction?" Table IV shows that twelve, or 48.00 per cent, answered "Yes," while thirteen, or 52.00 per cent, answered "No." One declined to answer.

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you visit schools for purposes specifically related to instruction?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Yes</td>
<td>12</td>
<td>48.00</td>
</tr>
<tr>
<td>b. No</td>
<td>13</td>
<td>52.00</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Item twenty-six asked, "Do you visit for purposes specifically related to discipline problems?" Table V shows that eleven, or 42.31 per cent, answered "Yes," while fifteen, or 57.69 per cent, "No." Item twenty-seven asked, "Do you visit for purposes specifically related to discipline problems only when the discipline problems involve Black students?" Table VI shows that three, or 11.54 per cent, answered "Yes," while twenty-three, or 88.46 per cent, answered "No." The data indicate that fewer than one-half visit schools for purposes related to instruction and to
### TABLE V

**VISITS TO SCHOOLS FOR PURPOSES SPECIFICALLY RELATED TO DISCIPLINE PROBLEMS BY FREQUENCY AND PER CENT**

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. Do you visit schools for purposes specifically related to discipline problems?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Yes</td>
<td>11</td>
<td>42.31</td>
</tr>
<tr>
<td>b. No</td>
<td>15</td>
<td>57.69</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.00</td>
</tr>
</tbody>
</table>

### TABLE VI

**VISITS TO SCHOOLS FOR PURPOSES SPECIFICALLY RELATED TO DISCIPLINE PROBLEMS ONLY WHEN THE DISCIPLINE PROBLEMS INVOLVE BLACK STUDENTS BY FREQUENCY AND PER CENT**

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. Do you visit for purposes specifically related to discipline problems only when the discipline problems involve Black students?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Yes</td>
<td>3</td>
<td>11.54</td>
</tr>
<tr>
<td>b. No</td>
<td>23</td>
<td>88.46</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.00</td>
</tr>
</tbody>
</table>
discipline, and only 11.54 per cent visit for purposes related to discipline involving only Black students.

Question 3: What percentage of Black board members is or has been a chairman or any officer of the board?

Table VII presents data showing the percentage of Black school board members now serving as any officer of the board. Of the twenty-one responding, ten, or 47.62 per cent, indicated that they are currently serving as an officer. Eleven, or 52.38 per cent, indicated that they hold no office.

Table VIII shows the percentage having held office before. Of the twenty-one responding, four, or 19.05 per cent, have held the office of president/chairman; one, or
### TABLE VIII

**OFFICE(S) PREVIOUSLY HELD AS A SCHOOL BOARD MEMBER**  
**BY FREQUENCY AND PER CENT**

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. What office(s) have you held as a school board member?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. President/chairman</td>
<td>4</td>
<td>19.05</td>
</tr>
<tr>
<td>b. Vice-president/chairman</td>
<td>1</td>
<td>4.76</td>
</tr>
<tr>
<td>c. Secretary</td>
<td>1</td>
<td>4.76</td>
</tr>
<tr>
<td>d. Other</td>
<td>2</td>
<td>9.52</td>
</tr>
</tbody>
</table>

**Total**                                           | 8*        | 38.09    |

*These numbers reflect the frequency and per cent of respondents holding office, not the number responding to the question.

4.76 per cent, have held the office of vice-president/chairman; one, or 4.76 per cent, has been secretary; two, or 9.52 per cent, indicated the "other" category.

Whereas 28.00 per cent formerly held specified offices, currently 47.62 per cent are officers, which shows a rise in Black board members becoming officers of the board.

**Question 4:** Are Black board members asked by the superintendent more often than non-Black members to help solve discipline problems of students?
Table IX shows the respondents' perceptions relative to the statement, "... superintendents ask Black school board members more often than non-Blacks for help and advice in relation to school discipline problems." Of the twenty-five who responded, three, or 12.00 per cent, "strongly agree" with the statement; six, or 24.00 per cent, "agree"; five, or 20.00 per cent, are "undecided"; seven, or 28.00 per cent, "disagree"; and four, or 16.00 per cent, "strongly disagree."

Thirty-six per cent perceived that the superintendents asked Blacks more often than non-Blacks for help in relation

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>20a. In your district, do you feel that the superintendent asks Black school board members for help and advice relative to school discipline problems more often than he asks non-Black members?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>SA 12.00</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>A 24.00</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>U 20.00</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>D 28.00</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>SD 16.00</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.00</td>
</tr>
</tbody>
</table>
to school discipline problems; the largest group, 44.00 per cent, perceived that superintendents do not ask them more often for help, while the smallest number remained undecided.

Purpose 2: To discern the Black board members' perceptions relative to race discrimination in the school systems.

Question 1: Is racial discrimination levied against Black board members by fellow board members?

Table X shows the perceptions of twenty-two respondents relative to the statement, "The opinions of Black board members are frequently ignored by non-Black members." Of twenty-two who responded, one, or 4.55 per cent,

TABLE X
OPINIONS THAT BLACK BOARD MEMBERS ARE FREQUENTLY IGNORED BY NON-BLACK BOARD MEMBERS BY FREQUENCY AND PER CENT

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>5a. The opinions of Black board members are frequently ignored by non-Black members.</td>
<td>1</td>
<td>SA 4.55</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>A 31.81</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>U 4.55</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>D 40.91</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>SD 18.18</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100.00</td>
</tr>
</tbody>
</table>
"strongly agree"; seven, or 31.81 per cent, "agree"; one, or 4.55 per cent, was "undecided"; nine, or 40.91 per cent, "disagree"; while four, or 18.18 per cent, "strongly disagree." The largest percentage, 59.09 per cent, reacted negatively toward the statement, while approximately one-third feel that Black board members are frequently ignored by non-Black members.

Table XI indicates the perceptions of twenty-four respondents regarding the statement, "Non-Black board members act condescendingly toward Black members on the board."

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>15a. Non-Black board members act condescendingly toward Black members on the board.</td>
<td>2</td>
<td>SA 8.34</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>A 12.50</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>U 20.83</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>D 37.50</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>SD 20.83</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Two, or 8.34 per cent, "strongly agree"; three, or 12.50 per cent, "agree"; five, or 20.83 per cent, were "undecided";
nine, or 37.50 per cent, "disagree"; while five, or 20.83 per cent, "strongly disagree." Again, the largest percentage disagreed, some strongly, that Black board members are treated condescendingly by non-Black members.

**Question 2: Do superintendents discriminate against Black board members?**

Item six in the questionnaire asks, "Is your superintendent Black or non-Black?" Of the twenty-six respondents, eleven, or 42.31 per cent, stated that their superintendent is Black; while fifteen, or 57.69 per cent, indicated that their superintendent is white. Thus, over 50.00 per cent of the superintendents of Black board members in the study are non-Black.

Table XII indicates the perceptions of Black board members regarding the statement, "Superintendents divulge more information concerning school board matters to non-Black board members than to Black members." Of twenty-four respondents, six, or 25.00 per cent, "strongly agree"; six, or 25.00 per cent, "agree"; four, or 16.67 per cent, were "undecided"; three, or 12.50 per cent, "disagree"; while five, or 20.83 per cent, "strongly disagree." Thus, 50.00 per cent agree, some strongly, with the statement, while one-third disagrees, some strongly.

Table XIII indicates the perceptions of Black board members regarding the statement, "Superintendents encourage the election of a non-Black as president/chairman of the
### TABLE XII

**PERCEPTIONS THAT SUPERINTENDENTS DIVULGE MORE INFORMATION CONCERNING SCHOOL MATTERS TO NON-BLACK BOARD MEMBERS THAN TO BLACK BOARD MEMBERS BY FREQUENCY AND PER CENT**

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a.  Superintendents divulge more information concerning school matters to non-Black board members than to Black members.</td>
<td>6</td>
<td>SA 25.00</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>A 25.00</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>U 16.67</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>D 12.50</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>SD 20.83</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

### TABLE XIII

**PERCEPTIONS THAT SUPERINTENDENTS ENCOURAGE THE ELECTION OF A NON-BLACK AS A PRESIDENT/CHAIRMAN OF THE BOARD BY FREQUENCY AND PER CENT**

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a.  Superintendents encourage the election of a non-Black as a president/chairman of the board.</td>
<td>6</td>
<td>SA 27.27</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>A 4.55</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>U 22.73</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>D 31.82</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>SD 13.63</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>
board." Of the twenty-two who responded, six, or 27.27 per cent, "strongly agreed"; one, or 4.55 per cent, "agreed"; five, or 22.73 per cent, were "undecided"; seven, or 31.82 per cent, "disagreed"; while three, or 13.63 per cent, "strongly disagreed." Slightly under one-third agreed with the statement, most of them strongly, while almost half of those responding disagreed with the statement, a few strongly.

Table XIV reflects the perceptions of the respondents to the statement, "Superintendents prefer to work with non-Black board members." Of twenty-three who responded, three,

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>6a. Superintendents prefer to work with non-Black board members.</td>
<td>3</td>
<td>SA 13.04</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>A 26.09</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>U 13.04</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>D 26.09</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>SD 21.74</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>
or 13.04 per cent, "strongly agreed"; six, or 26.09 per cent, "agreed"; three, or 13.04 per cent, were "undecided"; six, or 26.09 per cent, "disagreed"; while five, or 21.74 per cent, "strongly disagreed." Approximately 39.00 per cent agreed with the statement, some strongly, while approximately 47.00 per cent disagreed, some strongly.

Question 3: Are Black board members less likely to receive suggestions from non-Black patrons than from Black patrons?

Table XV presents data that indicate perceptions regarding whether or not Black board members are less likely to receive input and suggestions from non-Black patrons than from Black patrons. Of twenty-five who responded,

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Black board members are less likely to receive input and suggestions from non-Black patrons than from Black patrons.</td>
<td>7</td>
<td>SA 28.00</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>A 32.00</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>U 16.00</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>D 16.00</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>SD 8.00</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.00</td>
</tr>
</tbody>
</table>
seven, or 28.00 per cent, "strongly agree"; eight, or 32.00 per cent, "agree"; four, or 16.00 per cent, are "undecided"; four, or 16.00 per cent, "disagree"; while two, or 8.00 per cent, "strongly disagree." The responses indicated that 60.00 per cent agree that Black board members are less likely to receive suggestions from non-Black patrons than from Black patrons.

Question 4: Does the presence of Blacks on the board lessen racial discrimination in the school system?

Tables XVI and XVII present perceptions of Black board members relative to "lessened" or "no" discrimination in the administration of school matters since Blacks.

TABLE XVI

PERCEPTIONS THAT SCHOOL BOARD MATTERS IN DISTRICTS ARE ADMINISTERED WITH LESS RACIAL DISCRIMINATION SINCE BLACK REPRESENTATION ON THE BOARD BY FREQUENCY AND PER CENT

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>17a. School board matters in my district are administered with less racial discrimination since Black representation on the board.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>SA 30.43</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>A 47.83</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>U 8.70</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>D 4.34</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>SD 8.70</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100.00</td>
</tr>
</tbody>
</table>
are represented on the board. Table XVI shows that of the twenty-three responding, over 77.00 per cent agree, some strongly, that school matters are administered with less discrimination since Black representation. Seven, or 30.43 per cent, "strongly agree" that there is less discrimination; eleven, or 47.83 per cent, "agree"; two, or 8.70 per cent, are "undecided"; one, or 4.34 per cent, "disagree"; while two, or 8.70 per cent, "strongly disagree."

Table XVII indicates that 64.00 per cent agree, some strongly, that no racial discrimination exists in the administration of school matters since Blacks are represented on the board. Of twenty-five responding, three, or 12.00 per

### TABLE XVII

PERCEPTIONS THAT SCHOOL BOARD MATTERS IN DISTRICTS ARE ADMINISTERED WITH NO RACIAL DISCRIMINATION SINCE BLACK REPRESENTATION ON THE BOARD BY FREQUENCY AND PER CENT

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>18a. School board matters in my district are administered with no racial discrimination since Black representation on the board.</td>
<td>3</td>
<td>SA 12.00</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>A 52.00</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>U 4.00</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>D 20.00</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>SD 12.00</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.00</td>
</tr>
</tbody>
</table>
cent, "strongly agree"; thirteen, or 52.00 per cent, "agree"; one, or 4.00 per cent, was "undecided"; five, or 20.00 per cent, "disagree"; while three, or 12.00 per cent, "strongly disagree." A majority of Black board members agree, some strongly, that less or no racial discrimination currently exists in the administration of school matters.

Question 5: Do both races of school patrons desire that the school boards be racially balanced?

Table XVIII indicates perceptions of Black board members regarding the question, "Do both races of school patrons desire that the board be racially balanced?"

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>9a. Both races of school patrons desire that the board be racially balanced.</td>
<td>4</td>
<td>SA 16.00</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>A 28.00</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>U 8.00</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>D 36.00</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>SD 12.00</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.00</td>
</tr>
</tbody>
</table>

TABLE XVIII

PERCEPTIONS THAT BOTH RACES OF SCHOOL PATRONS DESIRE THAT THE BOARD BE RACIALLY BALANCED BY FREQUENCY AND PER CENT
twenty-five responding, four, or 16.00 per cent, "strongly agree"; seven, or 28.00 per cent, "agree"; two, or 8.00 per cent, were "undecided"; nine, or 36.00 per cent, "disagree"; while three, or 12.00 per cent, "strongly disagree." Forty-eight per cent disagree, some strongly, that both races of school patrons desire that the board be racially balanced.

Question 6: Do demands of non-Black teachers influence decisions of non-Black board members more than demands of Black teachers?

Table XIX presents perceptions of Black board members regarding the statement, "Demands of non-Black teachers influence decisions of non-Black board members more than

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>14a. Demands of non-Black teachers influence decisions of non-Black board members more than demands of Black teachers.</td>
<td>1</td>
<td>SA 4.16</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>A 37.50</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>U 16.67</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>D 25.00</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>SD 16.67</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.00</td>
</tr>
</tbody>
</table>
demands of Black teachers." Of the twenty-four responding, one, or 4.16 per cent, "strongly agree"; nine, or 37.50 per cent, "agree"; four, or 16.67 per cent, were "undecided"; six, or 25.00 per cent, "disagree"; while four, or 16.67 per cent, "strongly agree." Of those having an opinion, perceptions were almost evenly divided between agreement and disagreement, while almost 17.00 per cent remained undecided.

Question 7: Do Black board members feel that matters were never administered with racial discrimination in their systems?

Table XX presents perceptions of Black board members relative to the statement, "School board matters were never administered with racial discrimination in my system."

**TABLE XX**

PERCEPTIONS THAT SCHOOL BOARD MATTERS WERE NEVER ADMINISTERED WITH RACIAL DISCRIMINATION IN BLACK MEMBERS' SYSTEMS BY FREQUENCY AND PER CENT

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>19a. School board matters were never administered with racial discrimination in my system.</td>
<td>2</td>
<td>SA 8.00</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>A 16.00</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>U 20.00</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>D 36.00</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>SD 20.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>
administered with racial discrimination in my system." Of the twenty-five responding, two, or 8.00 per cent, "strongly agree"; four, or 16.00 per cent, "agree"; five, or 20.00 per cent, were "undecided"; nine, or 36.00 per cent, "disagree"; while five, or 20.00 per cent, "strongly disagree."

In systems located in communities which are predominantly Black with schools comprised predominantly of Black students and teachers, but which are administered predominantly by white superintendents, 24.00 per cent agreed, some strongly, that school matters were never administered with racial discrimination, while 20.00 per cent remained undecided. Approximately half of the respondents disagreed that school matters were never administered with discrimination.

**Purpose 3:** To determine the principal education interests and concerns of Black board members.

**Question 1:** Do Black board members understand the educational needs of Black students better than non-Black members?

Table XXI indicates that 72.00 per cent of the twenty-five who responded perceived that Black board members understand educational needs of Black children better than non-Black members. Of the twenty-five who responded, ten, or 40.00 per cent, "strongly agree"; eight, or 32.00 per cent, "agree"; two, or 8.00 per cent, were "undecided"; three, or 12.00 per cent, "disagree"; while two, or 8.00 per cent, "strongly disagree." Thus, the largest number
TABLE XXI

PERCEPTIONS THAT BLACK BOARD MEMBERS UNDERSTAND THE EDUCATIONAL NEEDS OF BLACK CHILDREN MORE THAN DO NON-BLACK MEMBERS BY FREQUENCY AND PER CENT

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>11a. Black board members understand the educational needs of Black children more than non-Black members do.</td>
<td>10</td>
<td>SA 40.00</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>A 32.00</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>U 8.00</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>D 12.00</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>SD 8.00</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.00</td>
</tr>
</tbody>
</table>

agree, some strongly, that Black board members understand better than non-Black members the educational needs of Black children.

Question 2: Does the presence of Blacks on the school boards afford more concern for the needs of Black students and more understanding of their educational needs?

Table XXI indicated that 72.00 per cent of the respondents perceived that Black board members understand the educational needs of Black children better than non-Black members do.

Table XXII indicates that exactly the same number of Black board members agree as those who disagree that Black
board members are more concerned about needs of Black children than are non-Blacks. Of twenty-four responding,

TABLE XXII

PERCEPTIONS THAT BLACK BOARD MEMBERS ARE MORE CONCERNED ABOUT NEEDS OF BLACK CHILDREN THAN ARE NON-BLACK MEMBERS BY FREQUENCY AND PER CENT

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>12a. Black board members are more concerned about needs of Black children than are non-Black members.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>SA 29.17</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>A 16.67</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>U 8.32</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>D 29.17</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>SD 16.67</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.00</td>
</tr>
</tbody>
</table>

seven, or 29.17 per cent, "strongly agree"; four, or 16.67 per cent, "agree"; two, or 8.32 per cent, were "undecided"; seven, or 29.17 per cent, "disagree"; while four, or 16.67 per cent, "strongly disagree."

While 72.00 per cent of the respondents felt that Black board members understand the educational needs of Black children better than non-Black members, the respondents who had opinions were evenly divided as to whether Black board members are more concerned about needs of Black children than are white board members.
Item thirteen on the questionnaire asked if Black board members currently had children in schools in the system, and item fourteen asked respondents if they had ever had children in the school system. Of the twenty-six respondents, fourteen, or 53.85 per cent, currently have children in the system; and twelve, or 70.59 per cent, of seventeen responding to item fourteen indicated that they had previously had children enrolled in the school system. Thus, more than 50.00 per cent currently, and approximately 70.00 per cent in the past, have had children in the school system. This would indicate that the respondents have had experience with the system beyond their roles as school board members.

Question 3: What are the principal education related activities other than board meetings in which Black board members engage?

Table XXIII indicates by frequency and per cent by subitem the principal education related activities other than board meetings in which Black board members engage at least once a year. Twenty-two, or 84.62 per cent, attended Parent-Teacher Association meetings; two, or 7.69 per cent, attended American Association of School Administrators conferences; fifteen, or 57.69 per cent, attended athletic events; one, or 3.85 per cent, attended the conference, Association of Supervision and Curriculum Development; eleven, or 42.31 per cent, attended plays/recitals; four,
TABLE XXIII

EDUCATION RELATED MEETINGS ATTENDED WHICH ARE NOT LOCAL OR STATE BOARD MEETINGS BY FREQUENCY AND PER CENT

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Check the education related meetings which are not state or local board meetings which you attend at least once a year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. PTA</td>
<td>22</td>
<td>84.62</td>
</tr>
<tr>
<td>b. AASA</td>
<td>2</td>
<td>7.69</td>
</tr>
<tr>
<td>c. Athletic events</td>
<td>15</td>
<td>57.69</td>
</tr>
<tr>
<td>d. ASCD</td>
<td>1</td>
<td>3.85</td>
</tr>
<tr>
<td>e. Plays/recitals</td>
<td>11</td>
<td>42.31</td>
</tr>
<tr>
<td>f. Other</td>
<td>4</td>
<td>15.38</td>
</tr>
</tbody>
</table>

or 15.38 per cent, indicated the "other" category. The largest number attended PTA; the second largest number attended athletic events; the third largest number attended plays/recitals; while the two smallest groups which specified events attended national conferences.

Question 4: Is the concern for improved instructional programs delineated by race of board members?

Table XXIV shows perceptions of Black board members relative to the statement, "Black board members are more concerned with matters of instruction than they are in
other matters, such as budget and construction." Of the twenty-four who responded, three, or 12.50 per cent,

**TABLE XXIV**

PERCEPTIONS THAT BLACK BOARD MEMBERS ARE MORE CONCERNED WITH MATTERS OF INSTRUCTION THAN THEY ARE IN OTHER MATTERS, SUCH AS BUDGET AND CONSTRUCTION, BY FREQUENCY AND PER CENT

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>10a. Black board members are more concerned with matters of instruc-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tion than they are in other matters, such as budget and construction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SA 12.50</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>A 33.33</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>U 4.17</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>D 41.67</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>SD 8.33</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.00</td>
</tr>
</tbody>
</table>

"strongly agree"; eight, or 33.33 per cent, "agree"; one, or 4.17 per cent, was "undecided"; ten, or 41.67 per cent, "disagree"; while two, or 8.33 per cent, "strongly disagree." Approximately 45.00 per cent agreed, some strongly, with the statement; while approximately 50.00 per cent disagreed, some strongly, that Black board members are more concerned with instruction than other board matters.

Table XXV shows perceptions of respondents relative to the statement that non-Black board members are more
concerned with purchasing, school construction, and finance matters, tending to relegate instructional matter to second place. Of twenty-four who responded, two, or 8.33 per cent,

TABLE XXV

PERCEPTIONS THAT NON-BLACK BOARD MEMBERS ARE MORE CONCERNED WITH PURCHASING, SCHOOL CONSTRUCTION, AND FINANCE MATTERS, TENDING TO RELEGATE INSTRUCTIONAL MATTERS TO SECOND PLACE BY FREQUENCY AND PER CENT

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>16a. Non-Black board members are more concerned with purchasing, school construction, and finance matters, tending to relegate instructional matters to second place.</td>
<td>2</td>
<td>SA 8.33</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>A 8.33</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>U 25.00</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>D 37.50</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>SD 20.84</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.00</td>
</tr>
</tbody>
</table>

"strongly agree"; two, or 8.33 per cent, "agree"; six, or 25.00 per cent, were "undecided"; nine, or 37.50 per cent, "disagree"; while five, or 20.84 per cent, "strongly disagree." A majority disagreed, some strongly, that non-Blacks make instructional matters a second-place concern, while approximately 17.00 per cent agreed with the statement.

Tables XXIV and XXV indicate that while approximately 45.00 per cent of the respondents believe that Black board
members are more concerned with instructional matters than other board matters, approximately 58.00 per cent believe that white board members do not relegate instructional matters to second place.

**Purpose 4:** To determine Black board members' perceptions regarding their interpersonal relationships with Black students, teachers, and patrons.

**Question:** Does the presence of Blacks on school boards promote more accessibility to understanding of, concern for, and less discrimination toward minority students, teachers, and patrons?

Table XXVI indicates respondents' perceptions regarding the statement that Black board members are more accessible

### TABLE XXVI

**PERCEPTIONS THAT BLACK BOARD MEMBERS ARE MORE ACCESSIBLE TO BLACK COMMUNITY PATRONS AND HAVE BETTER RAPPORT WITH BLACK STUDENTS AND TEACHERS THAN DO NON-BLACK MEMBERS BY FREQUENCY AND PER CENT**

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Black board members are more accessible to Black community patrons and have better rapport with Black students and teachers than do non-Black members.</td>
<td>10</td>
<td>SA 43.48</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>A 30.43</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>U 4.35</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>D 17.39</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>SD 4.35</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100.00</td>
</tr>
</tbody>
</table>
to Black community patrons and have better rapport with Black students and teachers than do non-Black members.

Of twenty-three who responded, ten, or 43.48 per cent, "strongly agree"; seven, or 30.43 per cent, "agree"; one, or 4.34 per cent, was "undecided"; four, or 17.39 per cent, "disagree"; while one, or 4.35 per cent, "strongly disagree." Approximately 74.00 per cent agree, the majority strongly, that Black board members are more accessible than non-Black members to patrons and have better rapport with minority students and teachers.

Tables XXI and XXII indicated that 72.00 per cent of the respondents perceived that Black board members understand the educational needs of Black children better than non-Black members, and the respondents who indicated opinions were evenly divided as to whether Black board members were more concerned about needs of Black children than white board members. On the whole, data indicate respondents perceive that the presence of Black school board members promote more accessibility to Black patrons, more understanding of needs of Black children, and less discrimination toward minority teachers and students; but respondents who indicated opinions were evenly divided as to whether Black members were more concerned for needs of Black children than were non-Black members.

**Purpose 5:** To determine demographic data of the Black board members.
Question 1: What are the predominant age groups of Blacks elected to school boards?

Table XXVII shows data that indicate the predominant age groups of respondents. Of the twenty-six, two, or 7.69 per cent, are between 20-29 years old; seven, or 26.92 per cent, between 30-39 years; seven, or 26.92 per cent, between 40-49 years; seven, or 26.92 per cent, between 50-59 years; and three, or 11.55 per cent, over sixty years of age. Twenty-one respondents are between thirty and sixty years of age, while two are under thirty, and three older than sixty.

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is your age interval?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. 20-29 years</td>
<td>2</td>
<td>7.69</td>
</tr>
<tr>
<td>b. 30-39 years</td>
<td>7</td>
<td>26.92</td>
</tr>
<tr>
<td>c. 40-49 years</td>
<td>7</td>
<td>26.92</td>
</tr>
<tr>
<td>d. 50-59 years</td>
<td>7</td>
<td>26.92</td>
</tr>
<tr>
<td>e. Over 60</td>
<td>3</td>
<td>11.55</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.00</td>
</tr>
</tbody>
</table>
Question 2: Did the fact that a racial imbalance existed on the school boards influence Black members' decisions to run for election to the board?

Table XXVIII indicates responses to the question of whether a fact that a racial imbalance existed on the school boards influenced Black members' decisions to run for election to the board. Of the twenty-three who responded, eight,

TABLE XXVIII
RACIAL IMBALANCES EXISTING ON SCHOOL BOARDS INFLUENCED DECISIONS TO RUN FOR ELECTION TO SCHOOL BOARDS BY FREQUENCY AND PER CENT

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>8a. A fact that a racial imbalance existed in your school board membership was an influencing factor in your decision to run for election to the school board.</td>
<td>8</td>
<td>SA 34.78</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>A 21.74</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>U 4.35</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>D 26.09</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>SD 13.04</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100.00</td>
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</tbody>
</table>

or 34.78 per cent, "strongly agree"; five, or 21.74 per cent, "agree"; one, or 4.35 per cent, was "undecided"; six, or 26.09 per cent "disagree"; while three, or 13.04 per cent, "strongly disagree." Approximately 39.00 per cent disagree, while 56.00 per cent agree, many strongly, that
existing racial imbalances on school boards influenced their decisions to run for election to the board.

Question 3: Do Black board members feel that non-Black board members are more suited to serve as negotiators for the purpose of bargaining with teachers than Black members?

Table XXIX indicates respondents' perceptions regarding the statement that they feel non-Black board members are more suited to serve as negotiators for the purpose of bargaining with teachers. Of the twenty-two who responded,

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
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<tr>
<td>13a. Non-Black board members are more suited to serve as negotiators for the purpose of bargaining with teachers.</td>
<td>1</td>
<td>SA 4.55</td>
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<td></td>
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<td>A 22.73</td>
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<tr>
<td></td>
<td>4</td>
<td>SD 18.18</td>
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<td><strong>Total</strong></td>
<td>22</td>
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one, or 4.55 per cent, "strongly agree"; five, or 22.73 per cent, "agree"; six, or 27.27 per cent, were "undecided";
six, or 22.72 per cent, "disagree"; while four, or 18.18 per cent, "strongly disagree." Undecided were 27.27 per cent, while approximately 27.00 per cent agreed. The largest number, approximately 45.00 per cent, disagreed, some strongly, that non-Black board members are more suited to negotiation with teachers than Black board members.

Question 2: What percentage of Black board members are women?

Table XXX gives added demographic data relative to the twenty-six respondents. Of the twenty-six Black elected

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>2. What is your sex?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Male</td>
<td>22</td>
<td>84.62</td>
</tr>
<tr>
<td>b. Female</td>
<td>4</td>
<td>15.38</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.00</td>
</tr>
</tbody>
</table>

public school board members, twenty-two, or 84.62 per cent, are male, and four, or 15.38 per cent, are female.

In addition to those questionnaire items tabled and analyzed, there were five open-end questions. Following,
each question is presented, and under each is listed the comments as they were written by respondents. Three respondents declined to answer any of the five, and not all answered all five of the questions.

Item 21: Please name the major problem which you, as a board member, have encountered in education.

Lack of finance; racism

Getting parents to become involved

Student discipline and attendance, plus finance

The undermining of my decisions in a derogatory way with my constituents by non-Blacks to construe a meaning opposite from my views.

Not enough members on the board

Being accepted by the non-Black members on the board and administration; this, however, has improved tremendously over the years.

Lack of interest in the Black community and not enough material and equipment to work with

Pupil punishment

The lack of repairing the physical plant

Firing teachers

Budget

The small support or little power that school administrators are given by federal and local government

Finance problems and segregation

Black parents and teachers not understanding the total education process

Some discipline problems
My attempt to get white board members to vote for policies that would upgrade predominately Black institutions

Getting parents to understand

Item 22: Please name your major contribution, as a board member, to education.

To open the door for communication in the Black community

Upgrading it in our system

Upgrade schools to accreditation

Upgrading salaries and mediocre representation of non-whites in positions that ordinarily would have been occupied by non-Blacks

The effort to bring about homogenous relationships between the races

Improve the quality of education and the importance of extracurricular events

Long service

Do a follow-up study report on graduating class in their first year in college

Perfect attendance at board meetings; overhead walkway between buildings

Try to see that both races are treated equally

Contribution of time and effort to the whole program with deep concern

Expanding curriculum

My time and service to teachers and school officials to discuss facts we feel would upgrade education in the system.

Six years of devoted service

Advice to students and teachers
To show that even with Blacks working together with non-Blacks we can have a better school system

By providing new programs that existed but were not sponsored by the previous white-controlled board of education

Going to state meetings and bringing reports

Item 23: What do you consider to be the major obstacle to achieving quality education in Mississippi?

Understanding

Dedicated teachers; trying to understand the why and why not of student and parent reaction

Finance and racism

Non-Black control that has interest far away from quality education for non-whites

Lack of extracurricular activities

There must be no racism against minority to achieve this goal; if we are to have quality education, we must love thy brother.

The absence of Compulsory Attendance State Law

More qualified teachers in the state

The lack of everyone being concerned about educating the whole child

Crowded conditions in the classrooms; teacher load too large

Lack of adequate funds

Money

Higher educators are not concerned about most people in the low education bracket.

Finance and segregation

Communications are very poor.

An up-to-date library
The basic curriculum . . . are not preparing students to work in the community they live in. More harmony must exist between the races if we are to have excellence in education.

Item 24: What do you consider to be the major contribution in the last five years to improving the quality of education in Mississippi?

The title programs given by the U.S.

Better and more federal financial assistance to the district

Increase in teachers' salaries

Court decisions

Integration which brought about a merger of the races and thereby enhanced the education of all.

I don't feel there has been a big major change too much in Mississippi. Yes, we go to school with whites now, but who gets the benefits from it, the white man. And the Blacks suffer from it.

Integration

The integrated program, along with everyone working together

Better prepared teachers

The election of minorities to educational positions

Improved teacher salaries

Integration of public schools and of higher learning

Better schools, better teachers. Desegregation

The improving of the teacher's ability to do a better job as a dedicated teacher

Federal funds

Having better teachers
Keeping an up-to-date library, warm rooms, number one gym and band hall, band equipment

An attempt to bring teacher pay up to Southeastern average

Item 25: Please add any comments which you wish to offer.

I hope this will be of help to you. Things are looking better in the field of education. But we must continue to work for programs in education in our district plus in our state.

Mississippi does not allocate enough money in education to provide the necessary programs needed to produce quality education. We need human development.

Teachers teaching in public schools and their own children attending private schools. This seems unfair.
BIBLIOGRAPHY


CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

Summary

Prior to the court-ordered desegregation of public schools in Mississippi, few Blacks were elected to school boards. Since the desegregation effort beginning in 1970, Blacks have begun to gain a voice in local government through slowly emerging electoral power. Currently, there are thirty-six Blacks elected to public school boards in Mississippi. This study attempted to discern the board positions and roles of Black members and to discern their perceptions relative to racial discrimination.

The study was limited to responses from the thirty-six Black elected public school board members in Mississippi. A questionnaire requesting demographic and substantive data was submitted for validation to a panel of appointed Black school board members, peers of the group to be studied. After modification, the questionnaire was mailed to the thirty-six Black elected school board members. Two follow-up letters subsequently were mailed. Following the last letter, the required percentage was obtained. A response
of 70 per cent was required, and a return of twenty-six questionnaires met this requirement.

Data from responses were tabulated by computer showing frequencies and percentages from proportion by item.

The following section of this chapter contains the summary of major findings of the study grouped under the five original purposes stated in Chapter I. The subsequent sections include conclusions, recommendations, and implications.

Findings

As related to Purpose 1: To determine the roles, official board positions, and areas of influence of the Black school board members.

Question 1: Are Blacks represented on school boards in proportion to race ratios of the school system and community?

Respondents indicated that their communities, student bodies, and teaching staffs are predominantly Black. The largest number of school boards represented by respondents are five-member boards with five-year terms, and the largest percentage of boards have only one Black on the board. Generally, Blacks are not represented on school boards in race ratio to the schools and the communities, and the largest number of respondents agreed that a racial imbalance exists on the board.
When respondents were asked the number of years of their service, it was found that service ranged from one year to fifteen years.

The largest number of local school boards meet once a month, and the largest percentage of respondents attend board meetings 100 per cent of the time.

There was a discrepancy in indication of how often State School Board Associations met; answers ranged from one to four times a year. The largest percentage of respondents did not attend the State Association meeting.

Question 2: Do Black board members perceive their roles as anything other than policy makers?

The largest number of respondents indicated that their visits to schools varied from occasionally to often; they also visited extracurricular events. Ninety-six per cent of them visited both elementary and secondary schools. When asked if their visits specifically related to instruction and discipline of students, especially if the discipline involved only Black students, over one-half of the respondents answered "No."

Question 3: What percentage of Black board members is or has been a chairman or any officer of the board?

Twenty-eight per cent of the respondents formerly held specified offices, while approximately 47 per cent currently hold an office on the board.
Question 4: Are Black board members asked by the superintendent more often than non-Black members to help solve discipline problems of students?

While some remained undecided, 26 per cent perceived that the superintendents asked Blacks more often than non-Blacks for help in solving discipline problems. The largest group, 44 per cent, felt that he did not.

As related to Purpose 2: To discern the Black board members' perceptions relative to race discrimination in the school systems.

Question 1: Is racial discrimination levied against Black board members by fellow board members?

Approximately one-third of the respondents felt that non-Black board members frequently ignored the opinions of Black members, while over 50 per cent did not feel that non-Blacks ignored their opinions.

Also, the largest percentage of the respondents agreed that Black board members are not treated condescendingly by non-Black members.

Question 2: Do superintendents discriminate against Black board members?

Of those indicating an opinion, 50 per cent of the respondents agreed that the predominantly white school superintendents divulge more school board matters to non-Blacks than to Blacks.
Of those indicating an opinion, approximately 45 per cent agreed that the superintendents do not encourage the election of a non-Black as chairman of the board.

Of those indicating opinions, the largest percentage, approximately 47 per cent, agreed that the superintendents did not prefer to work with non-Black board members.

**Question 3:** Are Black board members less likely to receive suggestions from non-Black patrons than from Black patrons?

Over 50 per cent of the respondents agree that Black board members are less likely to receive suggestions from non-Black patrons than from Black patrons.

**Question 4:** Does the presence of Blacks on the board lessen racial discrimination in the school system?

Seventy-seven per cent of those who responded agreed that school matters are administered with less racial discrimination since Blacks are represented on the board, while 64 per cent agree that now no racial discrimination exists in the administration of school matters.

**Question 5:** Do both races of school patrons desire that the school boards be racially balanced?

Approximately 48 per cent agree that both races of school patrons do not desire that school boards be racially balanced.
Question 6: Do demands of non-Black teachers influence decisions of non-Black board members more than demands of Black teachers?

Of those having an opinion, perceptions were almost evenly divided between agreement and disagreement that demands of non-Black teachers influence decisions of non-Black board members more than demands of Black teachers.

Question 7: Do Black board members feel that matters were never administered with racial discrimination in their systems?

Of those indicating opinions, 24 per cent agreed that school matters were never administered with racial discrimination in their school districts, while approximately one-half of the respondents agreed that there had been discrimination.

As related to Purpose 3: To determine the principal education interests and concerns of Black board members.

Question 1: Do Black board members understand educational needs of Black students better than non-Black members?

The largest percentage agree that Black board members understand the educational needs of Black students better than non-Black members.

Question 2: Does the presence of Blacks on the school boards afford more concern for the needs of Black students and more understanding of their educational needs?
The largest percentage of respondents felt that Black board members understand the educational needs of Black students better than non-Black members. Exactly the same number agreed as those who disagreed that Black board members are more concerned than non-Black members about the needs of Black children.

In addition to the consideration of race, related, perhaps, to Black board members' better understanding of the needs of Black children, is the fact that over one-half of the Black board members responding have or have had children attending the schools in the system.

Question 3: What are the principal education related activities other than board meetings in which Black board members engage at least once a year?

The largest number indicated attendance at PTA, the second largest number attended athletic events, the third largest number attended plays/recitals, while the two smallest groups attended national conferences.

Question 4: Is the concern for improved instructional programs delineated by race of board members?

Only 45 per cent of the respondents agreed that Black board members are more concerned with matters of instruction than with other board matters, while over 50 per cent believed that non-Black board members do not relegate instruction to second place in board matters.
As related to Purpose 4: To determine Black board members' perceptions regarding their interpersonal relationships with Black students, teachers, and patrons.

Question: Does the presence of Blacks on the school board promote more accessibility to, concern for, and less discrimination toward minority patrons, students, and teachers?

On the whole, respondents indicated that the presence of Blacks on the school board promoted more accessibility to Black patrons, more understanding of the needs of Black children, and less discrimination toward teachers and students; but respondents who indicated opinions were evenly divided as to whether Black members were more concerned for the needs of Black students than were non-Black members.

As related to Purpose 5: To determine demographic data of the Black board members.

Question 1: What are the predominant age groups of Blacks elected to school boards?

Twenty-one respondents are between thirty and sixty years of age, all evenly divided among three ten-year periods, while two are under thirty, and three are older than sixty.

Question 2: Did the fact that a racial imbalance existed on the school boards influence Black members' decisions to run for election to the board?
Approximately 56 per cent of the respondents agreed that existing racial imbalances on school boards influenced their decisions to run for election.

**Question 3:** Do Black board members feel that non-Black members are more suited to serve as negotiators for the purpose of bargaining with teachers than Black members?

The largest percentage agreed that non-Black board members are not more suited for negotiation for the purpose of bargaining with teachers than are Black members.

**Question 4:** What percentage of Black board members are women?

The largest percentage of Black board members are male. Approximately 15 per cent are female.

As related to open-end questions.

**Item 21:** Please name the major problems which you, as a board member, have encountered in education.

Following is an abbreviated list of respondents' answers.

Lack of finances
Racism
Uninvolved parents
Student discipline and attendance
Undermining of Blacks' decisions
Inadequate number of board members
Unacceptance by non-Black board members and administrators
Lack of interest of Black community
Inadequate supply of materials and equipment
Pupil punishment
Lack of repairing physical plant
Firing teachers
Lack of federal support
Segregation
Lack of understanding of total education process by Black teachers and parents
Lack of white board members' support to upgrade predominantly Black schools

Item 22: Please name your major contribution, as a board member, to education.

An abbreviated list of responses follows.
Open communication in the Black community
Upgrading [education] in our system
Upgrade schools for accreditation
Upgrading salaries and mediocre representation of nonwhites
Bring about better race relations
Improve the quality of education and extracurricular events
Long service
A follow-up study of graduates during first year in college
Perfect attendance at board meetings and overhead walkways between buildings
Attempting to see that races are treated equally
Contribution of time and effort
Expanding curriculum
Advice to students and teachers
Attending state meetings

Item 23: What do you consider to be the major obstacle to achieving quality education in Mississippi?

An abbreviated list of responses follows.
Dedicated teachers [lack of]
Finances
Racism
Non-Black control of education
Lack of extracurricular activities
Absence of compulsory school laws
More qualified teachers [lack of]
Lack of concern about educating the whole child
Crowded conditions in classrooms; teacher load too large
Segregation
Poor communications
Up-to-date library [lack of]
Basic curriculum inadequately preparing students for local employment

Item 24: What do you consider to be the major contribution in the last five years to improving the quality of education in Mississippi?

An abbreviated list of responses follows.
Federal financial support
Increased teachers' salaries
Court decisions
Integration
Better prepared teachers
Election of minorities to educational positions
Keeping up-to-date library, gym, band hall, and band equipment

Item 25: Please add any comments you wish to offer.

The following abbreviated responses were given.

Things are looking better in education, but we must continue to work for programs in education, locally and statewide.

Mississippi does not allocate enough money for quality education programs. We need human development.

One respondent felt it unfair that teachers in public schools sent their own children to private schools.

Conclusions
1. There is a racial imbalance on school boards relative to race ratios in the communities, student bodies, and teaching staffs.

2. Black board members' visits to schools varied from occasionally to often, and their visits are not specifically related to instruction or student discipline.

3. Of the respondents, nearly one-half of Black school board members are officers of the board.

4. Superintendents do not ask Black board members more often than non-Black members to help in solving student discipline problems.
5. Black board members' opinions are not ignored by non-Black members, nor do non-Black members treat Black members condescendingly.

6. Superintendents of respondents are predominantly white.

7. Superintendents divulge more school board matters to non-Black members than to Black members.

8. Superintendents do not encourage the election of non-Black members to chairmanship of the board.

9. Superintendents do not prefer to work with non-Black board members.

10. Black board members are less likely to receive input and suggestions from non-Black patrons than from Black patrons.

11. Formerly, school board matters had been administered with racial discrimination.

12. School matters are administered with less and in many instances no racial discrimination since Black representation on the board.

13. Both races of school patrons do not desire that the school boards be racially balanced.

14. One-half of the Black school board members believe that non-Black teachers influence decisions of non-Black school board members more than Black teachers.

15. Black school board members understand educational needs of Black students better than non-Black members.
16. Black school board members are evenly divided in their belief that Black members are more concerned than are non-Black members for the needs of Black students.

17. Of education related activities attended, the largest number of Black board members attend PTA.

18. Black board members are not more concerned about instruction than other board matters.

19. Non-Black board members do not relegate instruction to second place in board matters.

20. The presence of Blacks on school boards promote more accessibility to patrons, more understanding of the needs of Black students, and less discrimination towards Black students and teachers.

21. The majority of Black school board members are between thirty and sixty years of age, all evenly divided into groups of three ten-year periods.

22. Racial imbalances on school boards influenced half of the respondents to run for school board election.

23. Non-Blacks are not more suited than Black members to serve as negotiators with teachers.

24. The largest percentage of Black board members are male.

25. There were approximately seventeen separate major problems which Black board members have encountered in education ranging from racism to lack of adequate financing.
26. There were approximately fourteen separate major contributions to education by Black board members ranging from opening communication for better race relations to upgrading schools for accreditation.

27. Black board members listed approximately thirteen separate major obstacles to achieving quality education in Mississippi. They ranged from racism to absence of compulsory school laws.

28. There were approximately eight separate major contributions to education in Mississippi within the last five years. They ranged from federal court decisions and federal financial support to the election of minorities to education positions.

29. Though educational matters have improved in Mississippi, work on education matters must continue locally and statewide.

30. Generally, there is less racial discrimination in school systems represented by the Black board members in the study; however, some racism is still perceived by Blacks.

**Recommendations**

1. Studies might be conducted to determine the reason that a racial imbalance exists on school boards in predominantly Black communities having predominantly Black student bodies and teaching staffs.
2. There is a need for better communication systems between Black and non-Black board members and both races of school patrons. The use of workshops, seminars, and advisory committees relative to communication techniques involving patrons and board members could establish better communication systems.

3. Studies might be conducted to delineate specific techniques that have lessened racial discrimination in school matters in Mississippi, and these techniques could be made available to other regions experiencing racial problems.

4. Research could be conducted relative to any or all of the major problems and obstacles in education encountered by Black board members. For example, a poll could be conducted to identify the single major problem and/or obstacle, and research could be conducted to discover the reasons for their existence, and possibly solutions or resolutions could be offered.

5. Studies could be made to identify the single most effective contribution to improving the quality of education in Mississippi in the last five years, and research could be conducted to determine how it was effective, whom it most affected, and to what extent cost effectiveness was achieved. For example, research could be conducted to ascertain effectiveness of federal financial assistance to education.
6. Research could be attempted to determine to what extent public school personnel have their own children attending private schools, and an attempt could be made to discern their reasons for sending their children to private schools while they teach in public schools.

7. Comparison studies could be conducted between elected and appointed Black school board members in Mississippi relative to their roles and perceptions.

8. Studies could be conducted to determine white school board members' perceptions concerning racial prejudice.

9. Comparative studies of Black and white boardmanship could be conducted.

10. Comparative studies could be made between integrated school boards in Mississippi and in other states.

Implications

1. Two reasons might account for the racial imbalance on school boards, especially in predominantly Black communities. One reason could be that a white power structure dominates elections either because of a higher percentage of white voter registration, because of apathy on the part of Black voters, or because neither Black nor white voters polarize. Another reason could be that there are fewer qualified Blacks willing to run for election.
2. It seems obvious that racism in education still exists to a noticeable extent. Although racial discrimination seems to have lessened in school matters, the fact that Black board members are less likely to receive suggestions from non-Black patrons, the fact that both races of patrons do not desire a racially balanced board, and the fact that several Black board members listed racism as an obstacle to education indicate that racism is still a problem in education in Mississippi, and work to eliminate it must continue.

3. On school boards that are charged to serve the total community, still one-half of the Black board members believe that white teachers influence white board members' decisions more than Black teachers; the same number of Black members feel that Black board members are more concerned for the needs of Black students than are the white members. This implies that concerns of non-Black members for Black teachers and students are not equal to their concerns for non-Blacks as perceived by 50 per cent of the Black board members.

4. It is possible that because Black board members generally do not attend state and national conferences, they are more likely to be less well informed about current educational processes than those who do attend such conferences.
5. Since the presence of Blacks on the board has seemed to lessen racial discrimination relating to education matters, it is possible that more racially balanced boards would tend to eliminate racial discrimination which was cited by some to be a continuing problem in education in Mississippi.

6. Since federal financial assistance was listed by several as being a major contribution to education in Mississippi during the last five years, it seems that a widespread use of federal funds should be sought and utilized. Implications are that increased financial support supplies personnel and materials that increase education effectiveness; thus, more federal support should be sought and utilized.
APPENDIX A

CORRESPONDENCE USED FOR VALIDATION OF QUESTIONNAIRE
Dear Board Member:

Mildred Hust is a Mississippi school administrator who is conducting a study on Positions, Roles and Perception of Elected, Black School Board Members in Mississippi.

It is my belief that such a study is of value and that such a study will make more visible the contributions of Black education leaders.

In order to pursue the study, Ms. Hust needs your cooperation in determining the appropriateness of questions to be asked elected Black board members.

If you will complete the enclosed papers, your assistance will be greatly appreciated.

Sincerely,

John Hartman
1721 Teasley Lane
Number 149
Denton, Texas 76201

September 23, 1976

James R. Johnson
P. O. Box 3277
Jackson, Mississippi 39207

Dear Mr. Johnson:

I need your help.

I am a Mississippi educator on leave for doctoral studies at North Texas State University, Denton, Texas. I shall conduct a study on Positions, Roles and Perceptions of Elected Black School Board Members in Mississippi.

Before administering questions to those who will help me in the study, I need your advice in determining which of the enclosed questions are appropriate.

Would you take a few minutes and mark the space in the column at the right of each question that indicates the degree of acceptability of the question.

Please send the marked questionnaire in the enclosed self-addressed envelope by return mail if possible.

I appreciate so very much your help.

Sincerely,

Mildred Hust

Enclosures (2)
APPENDIX B

CORRESPONDENCE MAILED WITH QUESTIONNAIRE
Dear Board Member:

Mildred Hust is a Mississippi school administrator who is conducting a study on Positions, Roles and Perception of Elected, Black School Board Members in Mississippi.

It is my belief that such a study is of value and that such a study will make more visible the contributions of Black education leaders.

In order to pursue the study, Ms. Hust needs your cooperation in completing the enclosed questions.

Your assistance will be greatly appreciated.

Sincerely,

John Hartman

BANKERS TRUST PLAZA BUILDING - P. O. BOX 1801
JACKSON, MISSISSIPPI 39205 - (601) 948-1210
1721 Teasley Lane  
Number 149  
Denton, Texas 76201  

December 1, 1976  

Mr. David L. Anderson  
P.O. Box 113  
Mound Bayou, Mississippi 38762  

Dear Mr. Anderson:

I am a Mississippi school administrator studying at North Texas State University in Denton, Texas. My doctoral research will investigate the positions, roles and perceptions of Black elected public school board members in Mississippi. 

Although some progress has been made, it is a fact that the desegregation of school boards is a continuing struggle in many communities. It is also a fact that when a Black attains a school board position, problems relating to racial discrimination in education are not automatically solved. 

It is believed that five years after desegregation the study of positions, roles and perceptions of elected Black board members will reveal facts that will become the basis for dialogue. It is hoped that the dialogue will result in a more unified approach to providing quality education to all children. 

Will you take a few minutes to complete the enclosed questionnaire? Even if your term ended November 4, 1976, please complete the forms. The returned questionnaire will be treated absolutely confidentially. No identification is requested. 

Since there are still so few elected Black school board members in Mississippi, I very much need your help in this study. I will be so grateful if you will please return the questionnaire in the enclosed envelope at your earliest convenience. 

Sincerely,

Mildred Hust  

MH:hn  

Enclosures (4)
APPENDIX C

FOLLOW-UP LETTER
December 15, 1976

Mr. David L. Anderson
P.O. Box 113
Mound Bayou, Mississippi 38762

Dear Mr. Anderson:

Approximately two weeks ago, I sought your cooperation in my study of the positions, roles and perceptions of Black, elected public school board members. Not all that I invited to participate have returned completed questionnaires.

Because all information is treated absolutely confidentially, I have no way of knowing who has not returned the questionnaire.

If you have returned the questionnaire, please disregard this follow-up request; however, if you have not responded, would you please help me by completing the enclosed questionnaire. I would appreciate it so very much.

Sincerely,

Mildred Hust

Mildred Hust

MH:hn

Enclosures (2)
APPENDIX D

SECOND FOLLOW-UP LETTER
1721 Teasley Lane  
Number 149  
Denton, Texas 76201  

January 3, 1977  

Mr. David L. Anderson  
P.O. Box 113  
Mound Bayou, Mississippi 38762  

Dear Mr. Anderson:  

Previously I invited all elected Black school board members to participate in a study of their positions, roles and perceptions by completing a questionnaire which I mailed to them.  

Not all of the questionnaires have been returned, and since there are so few elected Black school board members, it is imperative that all return the questionnaire in order to have a valid study.  

If you have returned the completed questionnaire, I thank you heartily. If not, would you please contribute to this study by returning the completed questionnaire in the envelope provided?  

I very much need your help and appreciate your time and effort.  

Sincerely,  

Mildred Hust  

Mildred Hust  

MH:hn  

Enclosures (2)
These questionnaires are prepared to assess Black school board members' positions on the board and their perceptions concerning their roles in education.

After reading each item, please check the blank under the appropriate number at the right which reflects the degree of acceptability of the item.
1. What is your age interval?
a. 20-29  b. 30-39  c. 40-49  d. 50-59  e. over 60

2. What is your sex?
a. male  b. female

3. What is the student racial composition in your school district?
a. % Black  b. % non-Black

4. What is the teacher racial composition in your school district?
a. % Black  b. % non-Black

5. What is the community racial composition of your school district?
a. % Black  b. % non-Black

6. Is your school superintendent Black or non-Black?
a. Black  b. non-Black

7. What is the number of board members on your school board, including yourself?
a. 3  b. 4  c. 5  d. 6  e. 7  f. 8  g. 9  h. 10  i. other (please specify)

8. What is the length of term that school board members serve in your district?
a. one year  b. two years  c. three years  d. four years  e. other

9. How many years have you served as a school board member including this year? (Check each year you have served.)
a. 76-77  b. 75-76  c. 74-75  d. 73-74  e. 72-73  f. 71-72  g. 70-71  h. 69-70  i. other

10. Are you now serving as an officer of the board?
a. president/chairman  b. vice-president/chairman  c. secretary  d. other (specify)
11. What office or offices have you held as a school board member?
   a. __ president
   b. __ vice-president/chairman
   c. __ secretary
   d. __ other (specify)

12. What is the number of Blacks, including yourself, who are serving on the school board?
   a. __ one
   b. __ two
   c. __ three
   d. __ four
   e. __ over four

13. Do you have children attending school in your school district now?
   a. __ yes
   b. __ no

14. If not, have you had children attending school in your school district in the past?
   a. __ yes
   b. __ no

15. What is your highest level of schooling? (check the one nearest your level)
   a. __ elementary school
   b. __ high school
   c. __ 1-3 years college
   d. __ B.S., B.A., etc. degree
   e. __ Masters degree
   f. __ Doctors degree
   g. __ other degree

16. How often are the regular school board meetings in your district?
   a. __ once a month
   b. __ twice a month
   c. __ other (specify)

17. How often do you attend regular board meetings?
   a. __ 100% of time
   b. __ 75%
   c. __ 50%
   d. __ 25%

18. How often does your state school board association regularly meet each year?
   a. __ once
   b. __ twice
   c. __ three times
   d. __ four times
   e. __ other (specify)
19. How many of the regular meetings of your state school board association did you attend last year?
   a. none       d. three
   b. one        e. four or more
   c. two

20. Have you ever attended a National School Board Association meeting?
   a. none       f. five
   b. one        g. six
   c. two        h. seven
   d. three      i. eight
   e. four       j. nine

21. Check the education related meetings which are not state or local board meetings which you attend at least once a year.
   a. PTA
   b. AASA
   c. athletic events
   d. ASCD
   e. plays/recitals, etc.
   f. other (specify)

22. How often do you visit schools in your district?
   a. often
   b. occasionally
   c. rarely

23. When you visit a school in your district which levels do you visit?
   a. only elementary
   b. only secondary
   c. both

24. Do you attend extracurricular events such as athletic events and recitals?
   a. yes       b. no

25. Do you visit the schools for purposes specifically related to instruction?
   a. yes       b. no

26. Do you visit for purposes specifically related to discipline problems?
   a. yes       b. no

27. Do you visit for purposes specifically related to discipline problems only when the discipline problems involve Black students?
   a. yes       b. no
28. In your district, does the superintendent ask Black school board members for help and advice relative to school discipline problems more often than he asks non-Black board members?
   a. yes  b. no
Please check the answer which most nearly expresses how you feel.
SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, SD = Strongly Disagree

1. Superintendents divulge more information concerning school matters to non-Black board members than to Black board members.
SA_____ A_____ U_____ D_____ SD_____

2. Black board members are more accessible to Black community patrons and have better rapport with Black students and teachers than do non-Black board members.
SA_____ A_____ U_____ D_____ SD_____

3. Black board members are less likely to receive input and suggestions from non-Black patrons than from Black patrons.
SA_____ A_____ U_____ D_____ SD_____

4. Superintendents encourage the election of a non-Black as a president/chairman of the board.
SA_____ A_____ U_____ D_____ SD_____

5. The opinions of Black board members are frequently ignored by non-Black board members.
SA_____ A_____ U_____ D_____ SD_____

6. Superintendents prefer to work with non-Black board members.
SA_____ A_____ U_____ D_____ SD_____

7. A racial imbalance exists on your board.
SA_____ A_____ U_____ D_____ SD_____

8. A fact that a racial imbalance existed in your school board membership was an influencing factor in your decision to run for election to the school board.
SA_____ A_____ U_____ D_____ SD_____

9. Both races of your school patrons desire that the school board be racially balanced.
SA_____ A_____ U_____ D_____ SD_____

10. Black board members are more concerned with matters of instruction than they are in other matters, such as budget and construction.
SA_____ A_____ U_____ D_____ SD_____
11. Black board members understand the educational needs of Black children more than non-Black board members do.
SA________ U________ D________ SD______

12. Black board members are more concerned about needs of Black children than are non-Black members.
SA________ U________ D________ SD______

13. Non-Black board members are more suited to serve as negotiators for the purpose of bargaining with teachers.
SA________ U________ D________ SD______

14. Demands of non-Black teachers influence decisions of non-Black board members more than demands of Black teachers.
SA________ U________ D________ SD______

15. Non-Black members act condescendingly toward Black members on the board.
SA________ U________ D________ SD______

16. Non-Black board members are more concerned with purchasing, school construction and finance matters, tending to relegate instructional matters to second place.
SA________ U________ D________ SD______

17. School board matters in my district are administered with less racial discrimination since Black representation is on the board.
SA________ U________ D________ SD______

18. School board matters in my district are administered with no racial discrimination since Black representation is on the board.
SA________ U________ D________ SD______

19. School board matters were never administered with racial discrimination in my school district.
SA________ U________ D________ SD______
APPENDIX F

QUESTIONNAIRE FOR THE STUDY
These questionnaires are prepared to assess Black school board members' positions on the board, their roles and their perceptions concerning education in Mississippi.

Even if your term ended with the November, 1976 election, please complete the questionnaires.

After reading each item, please check the correct answer.

1. What is your age interval?
   a. 20-29 b. 30-39 c. 40-49 d. 50-59 e. over 60 (specify age)

2. What is your sex?
   a. Male b. Female

3. What percent of students in your school district is Black?
   ______ % Black

4. What percent of teachers in your school district is Black?
   ______ % Black

5. What percent of your community is Black?
   ______ % Black

6. Is your school superintendent Black or non-Black?
   a. Black b. Non-Black

7. What is the number of board members on your school board, including yourself?
   a. 3 b. 4 c. 5 d. 6 e. 7 f. 8 g. 9 h. 10 i. other (please specify)

8. What is the length of term that school board members serve in your district:
   a. one year b. two years c. three years d. four years e. other (specify)

9. How many years have you served as a school board member including this year?
   (Check each year you have served.)

10. Are you now serving as an officer of the board?
    a. president/chairman b. vice-president/chairman c. secretary d. other (please specify)

11. What office or offices have you held as a school board member?
    a. president/chairman b. vice-president/chairman c. secretary d. other (specify)

12. What is the number of Blacks, including yourself, serving on the school board?
    a. one b. two c. three d. four e. over four

13. Do you have children attending school in your school district now?
    a. yes b. no

14. If not, have you had children attending school in your school district in the past?
    a. yes b. no

15. What is your highest level of schooling? (Check the level you were in or completed.)
    a. elementary school b. high school c. 1-3 years college d. B.S., B.A., etc. degree e. Masters degree f. Doctors degree g. other degree (specify)
16. How often are the regular school board meetings in your district?
   a. once a month   b. twice a month   c. other (specify)

17. How often do you attend regular board meetings? (Check the most nearly correct answer)
   a. 100% of time   b. 75%   c. 50%   d. 25%

18. How often does your state school board association regularly meet each year?
   a. once   b. twice   c. three times   d. four times
   e. other (specify)

19. How many of the regular meetings of your state school board association did you attend last year?
   a. none   b. one   c. two   d. three
   e. four or more

20. Check the number of National School Board Association meetings you have ever attended.
   a. none   b. one   c. two   d. three   e. four
   f. five   g. six   h. seven   i. eight   j. nine

21. Check the education related meetings which are not state or local board meetings which you attend at least once a year.
   a. PTA (Parent-Teacher Association)
   b. AASA (American Association of School Administrators)
   c. athletic events
   d. ASCD (Association of Supervision and Curriculum Development)
   e. plays/recitals, etc.
   f. other (specify)

22. How often do you visit schools in your district?
   a. often   b. occasionally   c. rarely

23. When you visit a school in your district which levels do you visit?
   a. only elementary   b. only secondary   c. both

24. Do you attend extracurricular events such as athletic events and recitals?
   a. yes   b. no

25. Do you visit the schools for purposes specifically related to instruction?
   a. yes   b. no

26. Do you visit for purposes specifically related to discipline problems?
   a. yes   b. no

27. Do you visit for purposes specifically related to discipline problems only when the discipline problems involve Black students?
   a. yes   b. no

Please check the answer which most nearly expresses what you think, what you feel is the case.

SA = Strongly Agree   A = Agree   U = Undecided   D = Disagree
SD = Strongly Disagree

1. Superintendents divulge more information concerning school matters to non-Black board members than to Black board members?
SA   A   U   D   SD

2. Black board members are more accessible to Black community patrons and have better rapport with Black students and teachers than do non-Black board members.
SA   A   U   D   SD
3. Black board members are less likely to receive input and suggestions from non-
Black patrons than from Black patrons.
SA______ A______ U______ D______ SD______

4. Superintendents encourage the election of a non-Black as a president/chairman
of the board.
SA______ A______ U______ D______ SD______

5. The opinions of Black board members are frequently ignored by non-Black board
members.
SA______ A______ U______ D______ SD______

6. Superintendents prefer to work with non-Black board members.
SA______ A______ U______ D______ SD______

7. A racial imbalance exists on your board.
SA______ A______ U______ D______ SD______

8. A fact that a racial imbalance existed in your school board membership was an
influencing factor in your decision to run for election to the school board.
SA______ A______ U______ D______ SD______

9. Both races of your school patrons desire that the school board be racially
balanced.
SA______ A______ U______ D______ SD______

10. Black board members are more concerned with matters of instruction than they are
in other matters, such as budget and construction.
SA______ A______ U______ D______ SD______

11. Black board members understand the educational needs of Black children more than
non-Black board members do.
SA______ A______ U______ D______ SD______

12. Black board members are more concerned about needs of Black children than are
non-Black members.
SA______ A______ U______ D______ SD______

13. Non-Black board members are more suited to serve as negotiators for the purpose
of bargaining with teachers.
SA______ A______ U______ D______ SD______

14. Demands of non-Black teachers influence decisions of non-Black board members
more than demands of Black teachers.
SA______ A______ U______ D______ SD______

15. Non-Black members act condescendingly toward Black members on the board.
SA______ A______ U______ D______ SD______

16. Non-Black board members are more concerned with purchasing, school construction
and finance matters, tending to relegate instructional matters to second place.
SA______ A______ U______ D______ SD______

17. School board matters in my district are administered with less racial discrim-
ination since Black representation is on the board.
SA______ A______ U______ D______ SD______

18. School board matters in my district are administered with no racial discrimina-
tion since Black representation is on the board.
SA______ A______ U______ D______ SD______

19. School board matters were never administered with racial discrimination in my
school district.
SA______ A______ U______ D______ SD______
20. In your district, do you feel that the superintendent asks Black school board members for help and advice relative to school discipline problems more often than he asks non-Black board members?
SA_____ A_____ U_____ D_____ SD_____ 

21. Please name the major problem which you, as a board member, have encountered in education.

22. Please name your major contribution as a board member to education.

23. What do you consider to be the major obstacle to achieving quality education in Mississippi?

24. What do you consider to be the major contribution in the last five years to improving the quality of education in Mississippi?

25. Please add any comments which you wish to offer.
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