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ANALYSIS OF SELECTED DEMOGRAPHIC CHARACTERISTICS.

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THE BLACK EDUCATORS IN MICHIGAN PUBLIC SCHOOLS:
ANALYSIS OF SELECTED DEMOGRAPHIC
CHARACTERISTICS

By

Peter A. Dual

A THESIS

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ABSTRACT

THE BLACK EDUCATORS IN MICHIGAN PUBLIC SCHOOLS: ANALYSIS OF SELECTED DEMOGRAPHIC CHARACTERISTICS

By

Peter A. Dual

The purposes of this study were to; (1) describe the Black educator in Michigan Public Schools using selected demographic characteristics; and (2) to compare Black educators to all other educators in the State of Michigan using the same characteristics. The data are examined over three school years; 1968-69, 1969-70 and 1970-71.

The population used in this study consisted of all public school educators (K-12) in the State of Michigan: teachers, principals, assistant principals, counselors, librarians, school social workers, psychologists, superintendents, consultants, coordinators, supervisors, directors, speech therapists and diagnosticians serving K-12 school activities.

The instrument used as a basis for this study was the Michigan Public School Personnel Register, 1968-69, 1969-70 and 1970-71. The register was developed by the Michigan Department of Education with the assistance of individual school districts throughout the State of Michigan.

Salary: There was a higher proportion of Black than Non-Black educators in the salary ranges of \$11,000-\$15,999 and \$26,000+

Preparation: A lower proportion of Black than Non-Black educators in Michigan Public schools were prepared by in-state institutions.

--27.97% of all Black educators in Michigan Public schools have been prepared by one state institution of higher education.

--50.88% of all Black educators in Michigan Public schools were prepared by out-of-state institutions, while 18.68% of all Non-Black educators were prepared out-of-state.

Degree: A slightly higher proportion of Black than Non-Black educators held Bachelors and Masters degrees, while a lower proportion of Black than Non-Black educators were represented in all other degree categories.

Teaching Majors: A higher proportion of Black than Non-Black educators majored in Business Education, Home Economics, Health and Physical Education, Special Education. Black educators were under-represented in all other majors.

Teaching Minors:

A higher proportion of Black than Non-Black educators minored in Special Education.

Assignment Level:

A higher proportion of Black than Non-Black educators were assigned to the level of all grades, Elementary, Junior High and Central Administration; while there was a smaller proportion of Black than Non-Black educators assigned to the level of Senior High and a combined category of Junior and Senior High.

Frequency distributions were generated to obtain mean frequency counts and associated percentages for each characteristic selected for observation. Subsequent descriptions and comparisons of Black educators were made by establishing group proportions for each cell pertinent to a variable of interest.

The present study, being descriptive in nature for a total population, provides data necessary to contrast the two sub-populations (Black educators and Non-Black educators) on the following demographic characteristics: race, sex, age, location by county, salary, institution of preparation (in-state or out-of state), degree status, teaching major, teaching minor, assignment level, experience, certification, teaching assignment, administrative assignment, administrative experience and administrative degree status.

Following are summary statements of the findings in each area mentioned above:

Race: Black educators in total--of three years represent 21,136 observations which accounts for 7.05% of all educators in Michigan Public Schools 1968-71.

Sex: There is a relatively larger proportion of Black females to males than Non-Black females to males.

Age: Black educators were proportionately higher in the age categories of 28-51.

Location: The majority of Black educators were generally located in Wayne County. A relatively higher proportion of Black than Non-Black educators were also located in the counties of Genesee, Lake and Saginaw. Approximately 49 counties record a complete deficit of Black educators.

Experience: There was a higher proportion of Black than Non-Black educators with 1-15 years experience, while there was a lower proportion of Black than Non-Black educators in all other categories.

Certification: There was a higher proportion of Black than Non-Black educators reported in the certificate categories of Certificate not required; Elementary Provisional; Elementary Permanent; Secondary Provisional and Substitute Permit for full-time personnel. There was a smaller proportion of Black than Non-Black educators in all other categories.

Teaching Assignment: There was a higher proportion of Black than Non-Black educators assigned to the areas of Science; Business Education; Music; Home Economics; Health and Physical Education; Miscellaneous; and Special Education. There was a lower proportion of Black than Non-Black educators in all other categories.

Administrative Assignment: There was a higher proportion of Black than Non-Black administrators with the assignments of Plant and Facilities; Employed Personnel; Secondary Assistant Principal; Elementary Assistant Principal; Coordinator of Subject Area; Elementary Supervisor and Secondary Supervisor. There was a lower proportion of Black than Non-Black administrators in all other assignments.

Administrative Experience: There was a higher proportion of Black than Non-Black administrators in the experience categories of 1-15 years while there was a lower proportion of Black than Non-Black administrators in all other categories.

Administrative Degree Status: There was a higher proportion of Black than Non-Black administrators holding Bachelors and Masters degrees; while there was a lower proportion of Black than Non-Black educators in all other degree categories.

PREFACE

"America can't rest until we have one definition of man."

. . . . Jesse Jackson

Public schools and their administrators must assert boldly that education must dare to challenge and change society toward social justice as the basis for democratic stability.

There remains the disturbing question--a most relevant question probably too painful for educators themselves to ask--whether the selection process involved in training and promoting educators and administrators for our public schools emphasizes qualities of passivity, conformity, caution, smoothness, and superficial affability rather than boldness, creativity, substance, and the ability to demand and obtain those things which are essential for solid and effective public education for all children. If the former is true and if we are dependent upon the present educational establishment, then all hopes for the imperative reforms which must be made so that city public schools can return to a level of innovation and excellence are reduced to a minimum, if not totally eliminated.*

Dr. Kenneth B. Clark

*Taken from the article "Alternative Public School Systems," Harvard Educational Review, Vol. 38, No. 1 (Winter 1968), p. 100.

DEDICATION

Dedicated to my beloved . . . Toni. Mom, Dad, Lloyd, Pat
and Jermaine. Without them achievements would not have been possible.

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Appreciation is extended to Dr. Charles Blackman, my doctoral committee chairman, for his facilitation and guidance throughout my doctoral program.

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CHAPTER I

INTRODUCTION

Educational institutions, organizations and government agencies have stated concern in the past few years about the achievement of equal educational opportunity. Subsequent research and literature have focused on students by race, but less attention has focused on the racial composition of public school staffs.

The research of Coleman, Moynihan and Jenks has produced dissonance towards race relations in education as well as among the general public. An influential segment of the public appears to have oversimplified the conclusions of their research to reinforce the status quo. They tend to observe only that the studies continually highlight the inferiority of minority groups in comparison to the majority and negates the consequential effects of processes (desegregation) and environment (educators, materials, facilities and resources) on achievement of equality of educational opportunity.

Thus, leaders of minority groups and white liberal leaders emphasize evidence of inequality on the one hand, while influential members of the majority group cite counter evidence on the other. The conservative majority, wishing to maintain control, simply accepts information which supports the present situation. Others sincerely seeking objectivity are confused as to how or what to think and feel regarding racial issues.

The above perspective is nothing new, but it is necessary to understand it before attempting to view the "American Dream" of Equal Educational Opportunity as a multidimensional goal.

In dealing with the problems of achieving equal educational opportunity one must be very aware of all that might hinder or help the realization of such a goal. Some of these things are: a) the segregation or desegregation of students and faculty, kindergarten through certification, b) the integration and relevancy of curriculum materials, facilities, and other resources, and c) the admission, initial preparation, graduation, employment, promotion and professional development of Black Educators.

Considering a, b, or c of the above individually will only provide a partial fulfillment, for it is the combination of all of the above aspects that creates a necessary condition for achievement of equal educational opportunity implied by such authors and researchers as: Dyer, Katz, Pettigrew, Wilson, Bowles, Clark, Cohen, Day, Ayers, Sullivan, Kohl, Coleman, Moynihan, Fantini, Green, Lezotte and McMillian.¹

Concern for seeking solutions to the problem of equality of educational opportunity must be shared by all persons who participate in the process of education under the leadership of the state board of education.

Pursuant with the goal of equality of educational opportunity, consideration must be given to the monitoring of Black and other minority group educators as these relate to: a) quality education for a multi-ethnic society, b) keeping our educational profession "open" as a career choice, and c) seeking to make our educational profession representative of the world in which we live.

¹See references for detailed listing.

Growth of the Black professional educator population is a necessary condition for reaching the goal of educational opportunity for students.

Perhaps, because educational administrators have often erroneously believed that surveys of teaching staff to determine racial composition are contrary to fair employment practices, legislation or provisions of civil rights statutes, relatively little accurate information seems to be available concerning staff deployment by race, although many educators assume a positive value for students who have teachers from a variety of racial and cultural backgrounds.¹

Each state must carefully consider the degree to which equality of educational opportunity of public school students and staff has been achieved in order to establish the present pathology of segregation.

Studies of Racial make-up and distribution within and across the states would; (1) serve as bases for evaluating local efforts to solve inequities of educational opportunity and employment; and 2) contribute information useful to other public institutions and their constituents. Teacher education institutions, in particular, would find such studies useful for such factual reports would permit them to establish more effective affirmative action programs for the recruitment of minority students and staff, thus increasing the supply of certified minority educators. Colleges of education, the life line of professional education, are responsible for aiding state boards of education and other educational associations in identifying racial voids that must be filled in order to strengthen the profession as well as enhancing other related educational service offered to the public.

¹Della-Dora, Delmo, Racism and Education: A Review of selected literature related to segregation, discrimination and other aspects of racism in education, Michigan - Ohio Regional Educational Laboratory, 1969, p. 29.

The quest for equal educational opportunity calls for the development of an effective system for evaluating and describing public school personnel. This statement on evaluation must consider the assumptions on which this study was based: a) the Black educator is important as a necessary condition not only to Black schools, but predominantly to white institutions, and his role will be especially critical within the next ten years; b) the supply of Black educators is extremely limited because of the historic lack of opportunity for both training and placement--a situation now compounded, ironically, with the current competition for competent Blacks; c) the Black educator must possess skills to cope not only with the normal duties assigned, but also with the special demands placed on him because of his blackness.

Finally, a quotation from W. E. B. Dubois indicates that the situation of Blacks has not changed drastically in fifty-eight years:

The immediate program of the American Negro means nothing unless it is mediate to his great ideal and the ultimate ends of his development

Only the publication of the truth repeatedly, incisively and uncompromisingly can secure that change in public opinion which will correct these awful lies. . . .

We must watch with grave suspicion the attempt of those who, under the guise of vocational training, should foster ignorance and menial service of the Negro for another generation.¹

Purpose of the Study

The purpose of this study is to: (1) describe the Black educator in Michigan Public Schools using selected demographic characteristics; and (2) compare Black educators to all other educators in

¹Dubois, W. E. B., "The Immediate Program of the American Negro," The Crisis, April, 1919 (Vol. IX), pp. 310-312.

the state of Michigan using these same characteristics. These data are examined over three school years; 1968-69, 1969-70 and 1970-71, to establish consistency and reliability of any trends; (3) provide data to be used as a baseline to measure progress, from year to year, toward the goal of equality of educational opportunity and employment for minority teachers in the State of Michigan; and (4) provide data to be available for persons planning programs in teacher education, for employers of teachers, career counselors, recruitment personnel and others interested in making the educational profession more representative of the population.

Need for the Study

The need for research on educational populations stratified by race has recently intensified because of increased conflicts between individuals and institutions over the issues of integration, segregation, desegregation and other alternatives affecting student bodies and educational staff.

Subsequent needs in order of priority are;

1. the economic conditions of our school systems, changes in the balance of supply and demand for teachers and critical desegregation proposals make it likely that many minority educators will be released or transferred from their present jobs. This study adds to previous information contributed by studies, surveys, and reports¹ that attempt to determine the extent of "displacement" and its effects on the Black educators population due to new financial or desegregation programs.

¹(a) Michigan Education Association, "The Effect of Pink Slipping on the Employment of Minorities" from the Division of Minority Affairs, May 25, 1971. (b) National Education Association, Report of the Task Force on Human Rights, 1968, pp. 47-55. (c) National Education Association, Faculty Desegregation, 1966. (d) Door, Robin, "Black Students, Teachers, Pushed Out of Public Education," National Education Press, Radio and Television Relations, Washington, D.C., April 24, 1972. (e) Bosma, Boyd, "Racial Discrimination Against Teachers," Integrated Education: A Report on Race and Schools, 1972, Vol. X, No. 11, pp. 59-62.

2. The Michigan State Board of Education and Civil Rights Commission emphasize the importance of democratic personnel practices in achieving integration:

Staff integration is a necessary objective to be considered by administrators in recruiting, assigning and promoting personnel. Fair employment practices, are not only required by law, they are educationally sound.¹

They further state that;

data must be collected to show existing racial composition of student bodies and personnel in all public schools as a base line against which future progress can be measured.²

This study not only fulfills the latter commitment but data are also presented that can be used to determine the extent to which segregation of professional public school personnel has occurred in Michigan.

3. Colleges and universities are reducing the enrollment in teacher education programs as a result of the supply and demand status of teachers. Data and recommendations from this study are available to the college and university admission committees to be used in planning their selection criteria. Although the number of Blacks on college campuses has doubled since 1965, due to a lack of opportunity in past years and the intensified "benign neglect" of Blacks in education today there are relatively few Blacks on college campuses.³

In efforts to cut education enrollments colleges and universities need to consider that, depending upon the criteria used for selection there is the possibility that a disproportionate number of Blacks and other minorities would suffer the most from intensified selection by colleges of education. If the demand for minority educators remains or even increases, steps must be taken to assure that the supply of Black and other minority professionals does not decrease disproportionately.

¹Joint Statement: Michigan State Board of Education and Michigan Civil Rights Commission, April 23, 1966, p. 2.

²Ibid., p. 2.

³As of 1970 the Census Bureau reports that approximately 350,000-492,000 Black students are attending white American colleges. This included graduates and part-time students. These figures could large but is dwarfed by 8,000,000 which is the size of the national student body. (Moore, Gilbert, "The Dot and the Elephant," Change, April, 1972, p. 33). According to Mr. Fred Crossland who oversees the Ford Foundation

4. The emphasis on career education recognizes the unique diversity of each individual and aims to develop a person's potential to the fullest. Career counseling is a prerequisite for career selection.

Information and data from this study focus upon; a) an effort to present potential (Black and other minority) teacher education candidates with a demographic picture of the Black educator's occupational status in the State of Michigan. This picture perhaps will influence career choice and job location. (b) Encourage the development of a set of alternative academic areas of specialization where the number of Black educators are an extreme deficit.

This study contributes to previous research by: 1) presenting a distribution of a racial population according to selected demographic variables and, 2) presenting a distribution of what differences, if any, exist between two populations of educators.

Limitation of the Study

The limitation of the above contributions is that it is not intended that through the description of differences between two populations it would be possible to draw any conclusions as to why the differences exist. However, inferences may be drawn which would pose questions for further study.

doctoral program, only three percent of those receiving baccalaureates are Black. (Howard, William, "Blacks and Professional Schools: A Report," Change, February, 1972, p. 13.) Approximately 2,000 of all persons holding doctoral degrees are Black. (Stables, Robert E., "The Black Scholar in Academe," Change, November, 1972, p. 42.) A year (1972) ago 54.1 percent of white high school graduates and 47.1 percent of Blacks went to college. This year (1973) the percentage of Blacks increased only slightly, to 47.6 percent, but the percentage of whites dropped to 49.4 percent. (The Chronicle of Higher Education, "College-Going Gap Narrows Between Blacks, Whites," Vol. vii, No. 27, April 9, 1973).

Research Questions

The following questions were developed to provide a structure for gathering data by which Black educators could be described and compared with Non-Black educators.

In the description and comparison of Black educators with Non-Black educators in Michigan public schools for the years 1968-71:

1. Will there be a difference in the distribution of Black educators and Non-Black educators when compared on the characteristic of sex?
2. Will there be a difference in the distributions of Black educators and Non-Black educators when compared on the characteristic of age?
3. Will there be a difference in the distributions of Black educators and Non-Black educators classified by county?
4. Will there be a difference in the distributions of Black educators and Non-Black educators when compared on the characteristic of salary?
5. Will there be a difference in the percentages of Black educators and Non-Black educators prepared in out-of-state institutions?
6. Will there be a difference in the percentage of Black educators and Non-Black educators holding advanced degrees?
7. Will there be a difference in the distribution of teaching majors between Black educators and Non-Black educators?
8. Will there be a difference in the distribution of teaching minors between Black educators and Non-Black educators?
9. Will there be a difference in the distribution of Black educators and Non-Black educators assigned by teaching level (i.e., junior high, senior high, elementary) or administration?
10. Will there be a difference in the distribution of Black educators and Non-Black educators when compared on the characteristic of experience?
11. Will there be a difference in the distribution of certificates between Black educators and Non-Black educators?
12. Will there be a difference in the distribution of teaching assignments between Black educators and Non-Black educators?
13. Will there be a difference in the administrative level assignments of Black administrators and Non-Black administrators?

14. Will there be a difference in the distribution of Black administrators and Non-Black administrators when compared on the characteristic of experience?
15. Will there be a difference in the distribution of degrees held by Black administrators and Non-Black administrators?

Definition of Terms

There are several terms used in this study which have specific meaning. For purposes of clarification they are defined here.

Demographic Characteristics: Specific personal characteristics of an individual, (i.e., sex, age, income, geographic location, etc.).

Equal Educational Opportunity: Equal access to educational opportunities and employment without regard to race, color, creed or national origin or socio-economic background.

Equality of Educational Opportunity: Refers to the full development of human resources in a democratic society for the purpose of providing equal opportunities at all levels of school and related activity without regard to race, color, creed or national origin.

Michigan Public School Professional Personnel Register: A register completed annually by local and intermediate school districts for the Michigan Department of Education. It identifies, by name, all professional personnel employed by a school district. Other information includes; sex, race, type of certificate, majors, minors, location, experience, salary, highest degree held, teaching assignment and level of that assignment.

Public School Educators: Negro, Spanish sur-named, Indian, Oriental, and Caucasian; teachers, principals, assistant principals,

counselors, librarians, school social workers, psychologists, superintendents, consultants, coordinators, supervisors, directors, speech therapists and diagnosticians, each related to K-12 school activities.

Black Educators: Negro; teachers, principals, assistant principals, counselors, librarians, school social workers, psychologists, superintendents, consultants, coordinators, supervisors, directors, speech therapists and diagnosticians each related to K-12 school activities.

Non-Black Educators: Spanish sur-named, Indian, Oriental, and Caucasian; teachers, principals, assistant principals, counselors, librarians, school social workers, psychologist, superintendents, consultants, coordinators, supervisors, directors, speech therapists and diagnosticians, each related to K-12 school activities.

Professional Personnel: Public School Educators.

Organization of the Study

The study is organized into five chapters, followed by appendices.

The statement of the problem and need for the study were discussed in Chapter I.

Chapter II includes a summarization of the theory and research related to this study. This chapter contains relevant reports, investigations and studies upon which the present study is based.

In Chapter III the methodology and procedures of the study are described. Information is included on the coding and statistical procedures used in the data analysis. The research data and results of the analysis of the data are presented in Chapter IV. The answers to the research questions will appear in this chapter.

Chapter V includes a discussion of the data with summary and recommendations. Implications and other considerations are included in this chapter.

CHAPTER II

REVIEW OF THE LITERATURE

Related research has been structured in five areas to provide a perspective on factors affecting the Black professional educator. The categories are as follows: (1) Racial census reports on public school personnel in Michigan public schools. (2) Studies and reports that concern the status of public school educators in the State of Michigan, exclusive of race. (3) National and local reports and the effect that displacement factors have on Black students and teachers. (4) Reports on some major issues affecting the Black public school population: staff desegregation, equal educational opportunity, the educational goals of the State of Michigan, and the attitudes of Black students on education. (5) Studies on the supply and demand of educators.

Resources examined in an attempt for background material for the study included: Encyclopedia of Educational Research, The Educational Index, The Review of Educational Research, Dissertations, Dissertation Abstracts, Educational Documents Index (ERIC), and NEA Research Bulletins. Other sources contacted were: The Michigan Department of Education, Michigan Education Association and the Michigan Civil Rights Commission.

Public School Racial Census Reports

A review of two related racial-ethnic studies on professional personnel issued by the Michigan Department of Education¹ have indicated that:

1. The data collected on the racial-ethnic composition of student bodies and personnel in Michigan Public Schools were to be used to measure progress toward the goal of equality of educational opportunity in Michigan.
2. There has been very little variation in the racial-ethnic composition of professional staff in Michigan Public Schools when compared with the previous years' study, (1968-69 compared with 1969-70).
3. Persistent racial isolation in Michigan schools presents a serious barrier to the quality of educational opportunity² through limited or completely absent opportunities to interact with those of differing racial and ethnic backgrounds.

The usefulness of these two racially delineated studies is limited because the racial distribution of professional staff appears only as a total number and percentage comparison while the remainder of the studies contain a racial distribution of the student population. As an example see Tables 1 and 2 below:

TABLE 1.--Preliminary Analysis of the 1968-69 School Racial Census:
Professional Staff

Percentage*	Total	Race
8.4%	8,158	Black
91.0	88,255	White
0.3	309	Spanish Surname
0.2	148	Oriental
0.1	139	American Indian

*Of total population

¹Michigan Department of Education, The Preliminary Analysis of the 1968-69 School Racial Census, 1969; b) Michigan Department of Education, the School Racial-Ethnic Census, 1969-70.

²Ibid., 1970, p. 2.

TABLE 2.--School Racial-Ethnic Census 1969-70: Professional Staff

Percentage *	Total	Race
7.8%	7,684	Black
91.7	89,551	White
0.2	207	Spanish Surname
0.2	153	Oriental
0.1	50	American Indian

*Of total population

Nevertheless, several other studies have attempted to define the state of affairs regarding Blacks in Michigan Public Schools. On December 13, 1971 the Michigan Education Association's human relations staff¹ produced data charts established from the Michigan Department of Education racial census data on Michigan teachers and students which indicated the following:

1. Rankings of the percentages of minority student population in Michigan districts containing at least one school with more than 50 percent minority student population during 1970-71.
2. Ranking of minority teachers in Michigan districts containing at least one school with more than 50 percent minority student population in 1970-71.
3. Ranking of the percentage changes needed in staff make-up to balance minority student population in Michigan districts with at least one school with more than 50 percent minority student population during 1970-71.
4. Minority staff members needed to achieve balance between minority students and minority staff members in Michigan districts with at least one school with more than 50 percent minority student population during 1970-71.²

The data in this study indicated that, out of 38 school districts containing at least one school with more than a 50 percent minority

¹Michigan Education Association, The Racial Census Data of Michigan Teachers and Students: Rankings, Department of Human Relations, (January, 1972), (see Appendix B for Tables 35-38 of this contribution).

²Ibid., p. 1.

student population, 34 school districts had a deficit in minority student/teacher ratio, ranging from a low of three in River Rouge, to a high of 2,520 in Detroit. Four school districts in the state of Michigan containing at least one school with more than 50 percent minority student population met or exceeded the minority student/teacher ratio. These school districts were Roseville, Clintondale, Romulus and Ferndale.¹ If the data for the current study were examined with student-teacher racial ratios in mind, results might indicate similar findings when comparisons are made for teachers by race county-by-county.

Status Reports on Public School Educators

In contrast, Professional Personnel in Michigan Public Schools, 1969, by the Michigan Department of Education, excludes race but includes the following sections:

1. Overview by selected data, which is a short synopsis of county teacher profiles and assignment patterns for all teachers without racial stratification.
2. County teacher profiles, which is a county-by-county profile of significant public classroom teacher data. Presented in each of the county profiles are statistics which compare the male and female teacher characteristics of age, salary and experience. Information regarding preparation--institution, degree and certification--is also included.
3. Assignment patterns, consists of assignment pattern profiles of all professional personnel in the public schools of Michigan. It includes 18 broad subject classifications and 103 specific subject classifications.²

¹For further details on student/teacher ratios see Appendix B, Tables 35-38.

²Michigan Department of Education, Professional Personnel in Michigan Public Schools, 1968-69 Status Report, Book One: "Overview by Selected Data," (1969), p. i.

Professional Personnel in Michigan Public Schools is published for use by persons planning programs in teacher education, for employers of teachers, and for state and local education agencies.

The Michigan Department of Education believes that annual publication of these data furnishes those interested in education with current information on the supply and status of Michigan teachers.¹

The presentation of this data does not indicate the racial stratification necessary to fully assess progress toward equal educational opportunity.

The Board of Education and the Civil Rights Commission emphasize the importance of democratic personnel practices in achieving integration. This requires making affirmative efforts to attract members of minority groups. . . .

Staff integration is a necessary objective to be considered by administrators in recruiting, assigning and promoting personnel. . . .

The Board of Education and the Civil Rights Commission also believe that data must be collected on the racial composition of student bodies and personnel in all public schools to use as a base line against which future progress can be measured.²

National and Local Reports on Educator Displacement Factors

The authors of the Effect of Pink Slipping on the Employment of Minorities, from the Division of Minority Affairs of the Michigan Education Association, have studied a factor which might cause a difference in the total number of Black educators from year to year. This displacement

¹Ibid., p. i.

²Michigan State Board of Education, Michigan Civil Rights Commission, "Joint Statement of Michigan State Board of Education and Michigan Civil Rights Commission," (April 23, 1966), (See Appendix C).

factor is above and beyond "natural" attrition rates of pregnancy, death, and voluntary resignations. The report, which surveys eleven school districts in the state of Michigan, concludes that:

1. Pink slipping causes the state of Michigan to retrogress to a point that represents the early sixties in the areas of hiring minorities and equal employment opportunity. (Pink slipping is the release of teachers based on a seniority factor).
2. Pink slipping increases racial polarization within school districts that will take the state of Michigan a number of years to restore to a level that allows meaningful human relations to exist.
3. The effect of pink slipping causes the commitment to employ and retain minority group persons to be questioned.
4. Pink slipping affects the credibility and accountability of local school districts within the minority community.
5. Pink slipping affects a given school district's ability to meaningfully recruit minority group persons in the future.¹

The report from the Michigan Education Association further indicates that it has only been within the past three years (1968) that most school districts have made any serious effort to employ minority group persons in professional capacities.²

The urgency of the situation and the implication that it has for the destruction of many of the efforts by local associations and boards of education to live up to the commitment of equal employment opportunity will be lost if pink slipping prevails. If the number of minority group persons presently pink slipped remains as a result of the fiscal crisis we are now facing, Michigan will have destroyed many of the efforts that have been made throughout the state in the areas of race relations, human relations, equal employment opportunity and commitment to provide a quality, integrated educational program to communities within this state.³

¹Michigan Education Association, "The Effect of Pink Slipping on the Employment of Minorities," Division of Minority Affairs, (May 25, 1971), p. 1.

²Ibid., p. 1.

³Ibid., p. 3.

Other factors also influence teacher displacement in the process of desegregation. These have received nation-wide attention from the National Education Association.

Alarmed over reports of thousands of black teachers and students being harassed and hustled out of the public school system, officials of the National Education Association are holding a series of meetings with leaders of civil rights groups and government agencies to establish immediate and long-range plans to halt the massive educational push-out--'Black students, teachers, pushed out of public education, NEA survey shows.'

The survey indicates:

1. Between 1967-68 and 1970 school years, more than 6,000 Black educators had been displaced. During 1972 of more than 1,870 educators who were displaced, 909 were dismissed and the remainder were either demoted, assigned out of field or unsatisfactorily placed. This was reported by Associate Commissioner of Equal Educational Opportunity, Herman R. Goldberg. The report also noted that 'many designated school districts have initiated the practice of hiring only token numbers of black educators, while the number of white educators being employed increases.'
2. The U.S. Government, acting through the EEO's Operational Program for Displaced Educators and Students, noted in January that their 1972-73 objectives included: discontinuance of the current practice of displacing minority educators when schools are in the process of desegregation; returning displaced teachers to their former positions or finding new positions in education for them; persuading desegregating school systems to reestablish the practice of recruiting and hiring minority educators on an equitable basis; and assessing the magnitude and determining solutions to the problem created by desegregating schools where they improperly place minority students in special education classes.
3. Mr. Samuel B. Ethridge, NEA's Assistant for the Office of Teachers Rights, has called on major college and university presidents to meet 'the educational needs of . . . students--immediate and long-range. We call upon you and your institution to help save the future hope of America.' Ethridge asked the higher education leaders for evidence of grants and aid or loan programs which could be used for students currently out of school, the availability of federal programs, and 'college

personnel and students willing to experiment in some kind of outreach program developed to assist displaced students in meeting requirements for high school graduation.¹

Though the survey excludes northern states, it has direct implications for Michigan and the entire country because of the public resistance to school desegregation and recruitment of minority educators. The process of displacement is of consequence to any study covering minority educators.

Such displacement has a detrimental effect upon black children, whose right to desegregated schooling--including desegregated faculties. . . cannot be circumvented by decimating, instead of desegregating, the black teaching force. Mistreatment of black educators is a constant reminder to black students of their own inferior status in desegregated schools. For years, moreover, the public schools in this (fifth) Circuit have absorbed the best trained and most successful members of the Negro race. The elimination of black educators--models who in the black community symbolize the rewards which education bring--can only dull the motivation of black children and undermine the morale of the black community. Conversely, to the extent, that black educators are mistreated, attitudes of superiority among white children, teachers and parents are reinforced, thus tending to undermine the desegregation process from each direction.²

In addition to the foregoing report; the Desegregation Advisory Project in public schools of Wayne County, Michigan, indicated that:

virtually all nonwhite teachers were employed in districts having nonwhite pupils, and there was a virtual absence of nonwhite teachers in districts having a substantial majority of white students. This pattern may be assumed as reasonably typical of the majority of urban-suburban patterns across the country, although experience has indicated a greater willingness on the part of a very few school administrators in some predominantly white districts to 'stick their necks out' in recent years.³

¹National Education Association Press, Radio and Television Relations, Washington, D.C., NEA News "Black Students, Teachers Pushed Out of Public Education," (Washington, D.C., April 24, 1972), pp. 1-2. Much of these data in the report are from a survey of 20 percent of the newspapers published in eleven southern states.

²National Education Association, Brief Amicus Curiae in the U.S. Court of Appeals for the Fifth Circuit, U.S.A. v. State of Georgia, March 18, 1971.

³Della-Dora, Delmo, Racism and Education: A review of selected literature related to segregation, discrimination, and other aspects of

Federal guidelines for southern school desegregation did not require staff desegregation until 1965, and information in this field related primarily to attempts to eliminate Negro teachers from public school systems in the South, and the virtual elimination of Negro school principals (there are no superintendents) in school districts where substantial desegregation has taken place. Major studies of displacement of Negro teachers and principals by the Department of Health, Education, and Welfare and by the National Education Association are now under way.

Where teacher desegregation has taken place in southern schools, experience to date has generally indicated the desirability of placing more than one minority teacher in the target schools, so that the teachers will be able to relate to, and find support from, each other in situations which are often perceived as hostile. This experience provides a major guideline for school districts in the North which are employing nonwhite teachers for the first time. (Desegregation Advisory Project, 1965).¹

Coleman, in the report Equality of Educational Opportunity, also reveals that the average Black elementary student attends a school in which 65 percent of the faculty are Black, and the average white elementary student attends a school in which 97 percent of the faculty are white.²

Reports on Some Major Issues Affecting the Black Public School Population

In a struggle to progress in 1972 the State of Michigan arrived at a decision point in the area of school desegregation and staff integration, specifically, the Detroit Area desegregation case. Areas of concern for review in this study include portions of Judge Roth's court order dealing with reassignment of faculty and staff.

racism in education. Michigan-Ohio Regional Educational Laboratory, (Detroit, Michigan, 1969) p. 29.

¹Ibid., p. 30.

²Coleman, James S., Equality of Educational Opportunity (Wash., D.C.: U.S. Government Printing Office, 1966), p. 270.

Paragraph G, Part II of the Court's order of June 14, 1972 states:

In the hiring, assignment, promotion, demotion, and dismissal of faculty and staff, racially non-discriminatory criteria must be developed and used; provided, however, there shall be no reduction in efforts to increase minority group representation among faculty and staff in the desegregation area. Affirmative action shall be taken to increase minority employment in all levels of teaching and administration.¹

Within the above paragraph of the Roth court order it is apparent that the Black educational population may be affected depending upon the final decision of the U.S. 6th Circuit Court of Appeals in Cincinnati, Ohio.

Attempting to further the development of the affirmative action program, Judge Roth appointed a committee of educators to discuss "The Detroit Desegregation Area Affirmative Action Plan," drawn up by a previous committee, which finds;

there are approximately 19,000 teachers in the desegregation area, exclusive of Detroit, of which approximately 800 or 4.2 percent are Black. At the same time, the court order establishes Black student enrollment in the suburban districts of the desegregation area ranging from 20.6 percent to 29.1 percent.²

The plan further states:

although the order stipulates that each district must contain no fewer than 10 percent Black staff, it has become a fairly well accepted educational standard that the percentage of minority staff shall be at least equal to the percentage of minority students in relationship to the total student population. In Detroit, there are only 17.5 percent Black teachers in the desegregation area, it is very clear that an affirmative action program must be established within the desegregation area to the degree that preferential treatment must be given to minority job applicants in order to overcome the present effects of past discrimination.³

¹The Roth Metropolitan Area Desegregation Panel, "The Detroit Desegregation Area Affirmative Action Plan: for discussion only," unpublished, (1972), p. 3.

²Ibid., p. 3. ;

³Ibid., p. 3.

Edwards points out there is abundant case law to support such action:

While no court has yet flatly approved of 'hiring quotas' as such under Title VII, nevertheless, the courts have not hesitated to use statistics and ratios as a tool for measuring an employer's compliance with Title VII; in this regard, the courts have frequently held that an employer is responsible for the results of perpetuating the effects of past discrimination and that statistics alone may be the evidence of such discrimination.¹

Edwards appears to have a thorough argument for minority student-teacher ratios.

Thus far the review of literature has moved from studies and surveys to a development of policy rationale in the form of an affirmative action program for minority recruitment in the educational field. The minority educator had to undergo a developmental process called "equal educational opportunity" in policy statements and legislation before his right to equal access became a "problem" to the field of education.

Historically, Blacks have had to rely upon legal definition of their problems before the larger society would recognize injustices as problems whereas the mere fact that Black people were human should have guaranteed their right to equal justice and therefore negated the necessity of political legislative actions. (i.e., Brown vs. Topeka School Board, passage of the 14th and 15th amendments, Bussing and Desegregation, etc.). Statements of policy dealing with human rights should remain void of political whims, regardless of their origin.

¹Edwards, Harry T., "The Law and Personnel Policies: The Need for Equity in Minority Hiring." Unpublished paper presented at the conference on Educational Opportunity: "The Personnel Director in the Desegregation Process," University of Michigan, (June, 1972), p. 2.

The Task Force on Human Rights, National Education Association in a 1968 report indicated:

Not only employment, but initial certification, salary, and position in the system are carefully regulated. Negro teachers assigned to schools with predominantly white student bodies are sometimes not put in charge of classes. The Task Force was told of one Negro business education teacher who was transferred to a white school; she runs off copies on the mimeograph machine for the other teachers, but she is not allowed to teach.¹

Such a description was and still may be existent in the field of education. However, the Michigan Civil Rights Commission, Community Services Division, in November, 1971 issued a report which gives a historical review of the fight for equal educational opportunity in Michigan and indicates that on April 23, 1966, the State Board of Education and the Michigan Civil Rights Commission issued a "Joint Policy Statement of Equality of Educational Opportunity." That statement of public policy described the negative impact of student and staff segregation in educational programs. Further it cited the opinion of the U.S. Supreme Court in *Brown v. Board of Education* that "separate but equal has no place."

The State Board of Education and the Michigan Civil Rights Commission jointly pledged to make full use of their powers to eliminate existing racial segregation and discrimination in Michigan public schools.

Despite this declaration of state policy and combined efforts of the S.D.E. and the MCRC there has been little change in the pattern of segregation in Michigan schools. While the percentage of southern Black students in integrated schools over the past two years is ² +20.7, the percent change in northern and western schools is -0.1.

In seeking another perspective on equal educational opportunity it is necessary to consider a report developed by a task force appointed by the State Board of Education out of continuing concern for the quality of public education in the State of Michigan.

¹ National Educational Association, "Report of the Task Force on Human Rights," (1968), p. 50.

² *Ibid.*, p. 50.

This resulted in the development of a document entitled "The Common Goals of Michigan Education". The common goals of Michigan education were grouped into four principal areas which should guide efforts to perfect Michigan's educational system. These areas are: (1) citizenship and morality--which sets out the criteria schools must meet in developing mature and responsible citizens; (2) democracy and equal opportunity--which deals with conditions necessary for a successful process of school operation; (3) student learning--which specifies desired outcomes for each person who is a product of our educational system; and (4) educational improvement--which identifies actions that are essential to continued upgrading of the system. Within each of these broad areas specific goals are described which must direct the schools of Michigan in order to provide optimum opportunity for success opportunity for success for every one of our students.¹

The Common Goals of Michigan Education also states;

Goal 1.--EQUALITY OF EDUCATIONAL OPPORTUNITY: Michigan education must insure that its' processes and activities are so structured as to provide equality of educational opportunity for all and to assure that there is no institutionalized oppression of any group, such as racism where it exists. The system must assure that all aspects of the school program--including educational goals, organization of schools, courses, textbooks, activities, treatment of students attitudes, and community representation--give full cognizance and proper weight to the contributions and participation of all groups within its' structure. The school climate must reflect the diverse values of our society.²

The profession of education in the past few years has attempted to become increasingly effective in establishing policy and programs that would increase minority representation. However, many minority persons

¹Michigan Department of Education, The Common Goals of Michigan Education, (September, 1970), p. 1.

²Ibid., p. 3.

view education with little respect and as providing a slim chance to achieve success in a world of work. Other minority persons equate education with income and depend mainly on education as their way out of deprivation. What are the consequences of a profession which disenfranchises persons first as students, then as colleagues? In the fall of 1971 a study was undertaken by the National Scholarship Service and the Fund for Negro Students--an organization that provides guidance services without cost to Black high school students headed for college from 7,000 of America's approximately 26,000 high schools. Represented were a large percentage of Black full-time freshman entering college in the fall of 1971.

The results of the survey¹ indicated interesting results:

1. Sex: Male 40.8 percent, Female 59.2 percent.
2. Probable Career: 10.6 percent selected secondary education and 6.4 percent selected elementary education.
3. Probable Major Field: 10.6 percent selected education.
4. Degree Aspirations: 32.8 percent responded to a masters degree, while 9.3 percent responded to the doctorate degree. 32.5 percent of the students have their sights on a bachelors degree.
5. In the area of persons contributing most to society: Educators were selected first 25.1 percent.²

¹Survey Research Services, National Computer Systems, A National Profile of Black Youth: Class of 1971, 1972.

²"Selected Characteristics of Campus-Bound Black Youths," Chronicle of Higher Education, (April 3, 1972), p. 3.

This study of more than 54,000 Black students who graduated from high school in 1971 and indicated a desire to attend college is believed to be the most comprehensive survey of Black students attitudes ever undertaken in this country.¹

Supply and Demand

Attempting to understand educational projections affecting plans of future career counseling and choice, related studies were reviewed in the area of supply and demand. It is important to note that during the later sixties the impetus to collect data including delineation by race was thought by many to be discriminatory as well as racist in nature. Many complaints were made if one had to note his or her race on applications as well as census data. This issue must not be mistaken as a rationale to be used by institutions or persons for exclusion of race as a factor in reports or projection studies, for it is also known that data on minorities are collected but not made widely available to the public. In the 1970's due to the "political air" and emotional reaction evident in this country, race is viewed as important factor in the area of education and employment as can be noted by the elimination of "special programs" and their related "rhetoric" designed to protect minority rights and interest.²

The first major study of vocational-technical teacher education in Michigan since the Vocational Education Project of 1963, was developed by Dr. George W. Ferns, Professor, Michigan State University. The report:

¹Weidlein, Edward R., "Negroes Headed for College Found Sharing Many White Goals," Chronicle of Higher Education (April 3, 1972), p. 3.

²Lubell, Samuel, "Nixon Turns Voter Anger Away from Self, onto Dems,": Election 1972, Detroit Free Press (Sept. 26, 1972), p. 1a. (b) Fritchey, Clayton, "Closed Door to Blacks," Detroit Free Press, (Dec. 10, 1972), p. 5a. (c) Stone, Chuck, "White Christmas Bleak for Blacks," Detroit Free Press, (Dec. 24, 1972). p. 11a.

Michigan's Vocational-Technical Education Personnel Development Needs 1971-1975, supplies background information necessary for establishing a comprehensive, viable, coordinated state plan for personnel development equal to the requirements of the 1970's.¹ This document projects future state needs for student and staff training, including a national projection of minorities to be 40 percent by 1975. This trend, as the report indicates "must spur vocational education to concentrate on youth and expand its efforts in training the economically disadvantaged."² However, underlying the entire report was the Professional Personnel Register from the Michigan Department of Education in which race was not selected for data analysis. Considering the relatively few Black teachers and students in Vocational Education (excluding vocational education for persons with "special needs") in Michigan, it would appear important to the comprehensive nature of the study to include a factor of race for evaluation and projection in any program involving minority training.³

To include the factor of race in Vocational Education projections would identify minority voids in this particular field as well as be a service to; a) Vocational-Technical counselors of minority group students in Michigan. b) Minority group students in Michigan considering vocational education (skilled trades or professional educational leadership positions) as a career choice. c) Educational leaders interested

¹Ferns, George W., Michigan Vocational-Technical Education Personnel Development Needs 1971-75, 1971, p. ii.

²Ibid., p. 19.

³U.S. Department of Labor, "Black News Digest," News Information, (March 20, 1972), p. 2: What about the future of minorities in labor? "Although progress has been made, it constitutes only a start towards an important goal. As the trend toward more education for Blacks continues and as better trained youngsters become an increasingly large part of the Black work force, Blacks will continue to move into higher level occupation."

in minority recruitment to make the vocational-technical field more representative of the population it desires to serve? d) Vocational - technical curriculum planning agencies. (Selection and screening of students).

A comprehensive and historical look at the Black worker in the United States gives additional credibility to the request of racial minority inclusion in studies and projection reports of a vocation responsible for his placement in this society.

1. The nine million Black workers listed in 1971 census reports constituted 10 percent of the work force, 10 percent of the teachers and about 8 percent of the employees in better paying jobs. There were, according to these figures, 13,700 Black engineers, 11,500 physicians and dentists, 214,500 elementary and secondary school teachers, 167,200 sales workers, 1,000,000 clerical workers and 665,000 craftsmen and foremen. Also listed were 688,000 Black laborers, 176,000 farm laborers, 1,475,000 service workers and 610,500 private household workers.
2. Another way to view statistics is to notice that Black workers were 10 percent of employed persons in 1971 but only 1 percent of the engineers, 2 percent of the physicians and dentists, 3 percent of the managers and administrators, 5 percent of the professional workers and 6 percent of the craftsmen as contrasted to 17 percent of the service workers, some 20 percent of the laborers and 50 percent of private household workers. In 1971, 3.8 percent of Black professionals were unemployed. So were 9.3 percent of sales workers, 7.9 percent of the clerical workers and 7.6 percent of the craftsmen and operators.
3. The U.S. Census Bureau reported in 1970 that 'Negro men who have completed four years of high school have a lower median income than white men who have completed only eight years of elementary school.' What is equally true is that Black men who have completed four years or more of college have a lower median income (\$8,669), than whitemen who have completed high school (\$8,829).
4. The nine industries with the largest proportion of Black workers in 1970 were tobacco, medical and other health services, local passenger transit, water transportation, eating and drinking places, real estate, hotel and other lodging places, personal services, miscellaneous repair service. In these nine industries, Black workers held 18 percent of all jobs but only 5 percent of the professional, technical and managerial jobs. The same general situation exist in the internal hierarchies of liberal unions and the U.S. government. In May, 1971, Blacks held 15.1 percent of all full-time federal jobs but only 2 percent of the occupations in higher grades, GS - 16 to 18.

¹Bennett, Lerone Jr., "The Black Worker," Ebony, (Dec., 1972), p. 73.

Supplementing the above information is an article by Chuck Stone of the Detroit Free Press entitled "White Christmas Bleak for Blacks."

The article, which appeared during the Christmas holidays, added:

The 5.2 percent rate of unemployment was the lowest since August, 1970 New factory orders have jumped 16.6 percent, manufacturing production has risen by 9.3 percent, manufacturer's shipments are up 15.8 percent, new plant and equipment purchasers (which means expansion of new jobs) are likely to be up a swinging 17 percent A new industrial boom in jobs. . . . But for white folks only Although the overall unemployment rate was down to its new low, it remained as high as ever for blacks - 9.8 percent or double the white rate of 4.6 percent.¹

The article provided additional insight for those who think job training in skilled areas is the Black panacea;

In one of the most critical areas in job growth - the construction trade unions - Blacks have made virtually no headway in breaking lilly-white stronghold on these unions.

A pernicious cycle is then set in motion. White-dominated construction trade unions bar Blacks. Unemployed Blacks are forced to go on welfare. In desperation, a few may even turn to criminal activity. Then with incredible gall, the same people who have kept Blacks from getting a decent job scream their loudest about 'the lazy welfare freeloader' and the spiraling crime rate

The day we start putting people in jail for denying other people jobs will be the day that this unconsciousable practice of racial firing and hiring will cease.²

Another type of educational study, "Teacher Supply and Demand in Michigan Public Schools,"³ projects the need for teachers in Michigan elementary and secondary public schools through 1980. Particular

¹Stone, Chuck, "White Christmas Bleak For Blacks," Detroit Free Press, (Dec. 24, 1972), p. 11A.

²Ibid.

³Division of Professional Development, Michigan Education Association, April 28, 1972: Data for this study include estimates from "Supply and Demand for Teachers in Michigan until 1980," Michigan Department of Education, October 1971.

attention is given to the need for new teachers to be graduated by colleges and universities.

The study indicates:

1. Based on the assumption that current trends continue the projections can and should be used as a guide for future planning; and;
2. Michigan colleges and universities currently graduate many students prepared to teach who must look to other fields for employment. The study further recommends that it be used for:
 - a. Counseling of students.
 - b. Guidelines for limiting enrollments in colleges of education.
 - c. Guidelines for approving teacher preparation programs.
 - d. Relating new curricular programs to teacher preparation.
 - e. Utilizing the current "oversupply" of teachers to the best advantages.
 - f. Improving the allocation of resources to teacher preparation.
 - g. Future research.

The total supply of teachers and students in the State of Michigan consists of Whites, Blacks, Chicanos, Orientals and American Indians. The only "oversupply" of teachers is within the white population if supply is connected with need based upon student--teacher ratios considering race as a basic factor of demand.¹ If supply and demand are projected as needs (see the above stated recommendations of the report) of the total population for 1980, it would be a significant contribution to those racial groups mentioned to indicate where they stand in need, supply and demand. Supply and demand studies are needed by minority

¹Michigan Education Association, "The Racial Census Data of Michigan Teachers and Students: Rankings," Office of Human Relations, (Jan. 1972), p. 1.

populations to insure equal protection of their interests in any recommendations as important and far reaching as those suggested by this report. A deep concern of the Black population exists over this matter since the Office of Education authorities report that Black students are encountering difficulty gaining admission not only to white schools but also to the handful of historically black graduate and professional schools.¹

In addition to the previous study, similar investigations were conducted on a national scale by the National Education Association, Washington, D.C. Teacher Supply and Demand in Public Schools, 1972

was the result of two surveys conducted in mid-summer 1972 to gather data on (a) the direction of change, if any, in the factors which influence the supply and demand for public school teachers; (b) the general status of supply demand conditions in the states and major school systems; (c) the subject areas in which shortages seem to be most widespread; and (d) conditions in the fall of 1972 as compared with one year earlier.

This information provides a framework for interpreting the projections of teacher supply and demand. The surveys were directed to; 1) persons having responsibility for teacher certification in each state department of education, and 2) Personnel directors in eighty of the largest school system (50,000 or more pupils, and as a group employ one-fifth of all public school teachers). Persons in the first category reported their general impressions of teacher supply and conditions prior to August, 1972; while the persons in the second group were asked to report by each major assignment area: (a) the adequacy of the supply of qualified teacher applicants in their systems 1972-73, (b) whether they have had to employ persons with substandard qualifications, and (c) the number of unfilled positions as of the last

¹"Blacks and Professional Schools," A Report, Change, (February, 1972), p. 13.

week of July, 1972. The comprehensive nature of this study will compliment past studies conducted by the Michigan Education Association; however, the voids of significant contributions to the minority membership within the research design of the National Education Association, its state affiliates, as well as the other educational organizations, must not be forgotten.

In summary the issue of including and delineating Blacks and other minorities in studies on supply and demand and subsequent reports of an evaluative and projective nature, will give a picture of the present status while circumventing the establishment of minimum levels of commitment for the future. The establishment of this addition in social research will aid public/private institutions and corporations to mirror the world in which we live.

CHAPTER III

DESIGN OF THE STUDY

The study was designed to: (1) describe the Black educator in Michigan public schools using selected demographic characteristics; and (2) to compare Black educators to Non-Black educators in Michigan public schools. The data collected for this study are examined over three school years: 1968-69, 1969-70 and 1970-71,¹ to establish consistency and reliability of any trends.

The basic procedure employed in the design of this study included the selection of the population, the collection of the data by the Michigan Department of Education, the analysis of the data in a manner which fulfills the stated objectives, and the formulation of discussion and recommendations which are relative to the research.

Selection of the Population

The decision to use the public school educators of Michigan as a population was made on the basis of previous research by the Michigan Department of Education and the Detroit Public Schools. The decision was further influenced by the author's involvement as a Black educator in the development and establishment of the Division of Minority Affairs--Michigan Education Association.

¹The present study commenced in 1972 and therefore attempted to secure the latest data available from the Michigan Public School Professional Personnel Register. Data were never gathered for the Register for the 1971-72 school year.

Description of the Population and Sub-Population

Public School Educators. Negro, Spanish sur-named, Indian, Oriental and Caucasian; teachers, principals, assistant principals, counselors, librarians, school social workers, psychologists, superintendents, consultants, coordinators, supervisors, directors, speech therapists and diagnosticians serving K-12 activities.

Black Educators. Negro; teachers, principals, assistant principals, counselors, librarians, school social workers, psychologists, superintendents, consultants, coordinators, supervisors, directors, speech therapists, and diagnosticians serving K-12 activities.

Non-Black Educators. Spanish sur-named, Indian, Oriental and Caucasian; teachers, principals, assistant principals, counselors, librarians, school social workers, psychologists, superintendents, consultants, coordinators, supervisors, directors, speech therapists and diagnosticians related to K-12 school activities.

Instrumentation

In order to obtain data on professional personnel employed in the individual school districts throughout Michigan, the Michigan Department of Education disseminates an annual letter containing instructions and filing deadlines for the professional personnel register.¹ The communication is usually between the Associate Superintendent for Higher Education, Michigan Department of Education and the local district Superintendent.

¹See Appendix A for letter of transmittal and code sheet for data collection.

The Annual Professional Personnel Register contains the following data on each Public School educator: sex, age, location, salary, experience, training institution, degree, major, minor, assignment level, experience, type of certificate and teaching assignment.

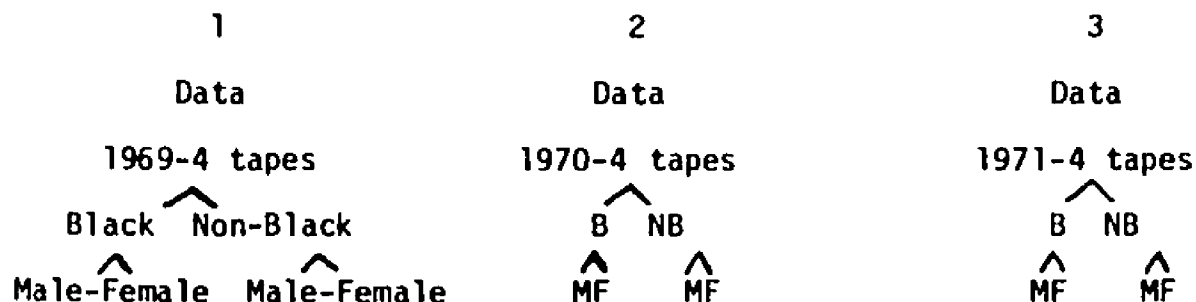
Data Collection

Data for this study were collected during the school years 1968-69, 1969-70, and 1970-71, by the Michigan Department of Education. The data previously described served as a basis for the Preliminary Analysis of the 1968-69 School Racial Census,¹ and the School Racial-Ethnic Census, 1969-70.² In these two racial studies total numbers of educators and students in each racial category in Michigan Public Schools were reported. These studies, however, reported no interactions of racial factors with other demographic variables.

Analysis of Data

In order that the data could be analyzed by the Control Data Corporation Computers at Michigan State University, the data recorded on computer tapes from the State Department of Education had to undergo the following transfer process:

Original tapes for 1968 (1), 1969 (2), and 1970 (3). Transformation:



¹Michigan Department of Education, The Preliminary Analysis of the 1968-69 School Racial Census, 1969.

²Michigan Department of Education, The School Racial-Ethnic Census 1969-70, 1970.

Treatment of Data

In order to complete a structure appropriate for analysis of data by which Black educators could be described and compared with Non-Black educators, research questions were developed regarding age, location, salary, experience, training institutions, degree, major, minor, assignment level, experience, type of certificate and teaching assignment. Questions of administrative level, experience and degree status were added for administrators.

The computer program written for the purpose of extracting data from the computer tapes was designed in two stages:

1. Development of a "Split" program to:
 - a. Decode variables of interest from records.
 - b. Split data into four groups by race and sex. A separate group was composed of administrators, (i.e., Black males, Black females, Non-Black males, Non-Black females and administrators).
2. Development of a Frequency Distribution program to:
 - a. Read each observation from tape.
 - b. Check for "illegal" data and recode illegal data to 0's.
 - c. Increment appropriate variables to keep a running frequency count of legal data for each of the variables of interest.
 - d. Print-out resulting in frequency distribution for each variable of interest.

The present research assumes that because data on a total population is under study, any observed differences will be true differences. Frequency distributions were used to obtain mean frequency counts and associated percentages for each variable selected for observation.

CHAPTER IV

ANALYSIS AND FINDINGS

Summaries of data from the frequency distributions of educators in Michigan public schools for the school years of 1968-69, 1969-70 and 1970-71 are reported in this chapter.

Educators are described and compared in summary tables which present mean frequency counts for a three year period. Included are associated percentages on demographic characteristics of race, sex, location, age, salary, in-state or out-of-state preparation, degree, teaching major, teaching minor, assignment level, experience, certification, and teaching assignment, administrative assignment, administrative experience and administrative degree status (Table 3-21). Some related data and more detailed presentation of some data are supplied in the appendices, (Tables 22-36).

Since the data collected for the study represent a three-year observation period of the same population, mean numbers are presented to increase accuracy.

TABLE 3.--Distribution of Educators in Michigan Public Schools by Race, Sex and Years: 1968-69, 1969-70 and 1970-71

	1968-69		1969-70		1970-71	
	N	%	N	%	N	%
<u>Black</u>						
Male	1969	29.61	2069	29.65	2216	29.51
Female	4680	70.38	4909	70.34	5293	70.48
TOTAL and % of Total	6649	6.81	6978	6.98	7509	7.34
<u>Non-Black</u>						
Male	34614	38.05	35965	38.69	37052	39.09
Female	56353	61.94	56985	61.30	57714	60.90
TOTAL	90967	93.18	92950	93.01	94766	92.65
<u>All Educators</u>						
Male	36583	37.47	38034	38.06	39268	38.39
Female	61033	62.52	61894	61.93	63007	61.60
TOTAL	97616		99928		102275	

Table 3 presents the summary of the frequency distributions of educators in Michigan public schools over a three year period on the characteristics of race, sex and year.

Examination of Table 3 reveals that; 1) 93.18% of the professional staff were Non-Black and 6.81% were Black in 1968-69; in 1969-70, Non-Black professional staff comprised 93.01% and Blacks 6.98% of the total professional staff reported; in 1970-71, Non-Blacks were 92.65%, while Blacks comprised 7.34% of the professional staff. (2) 37.47% of the professional staff in Michigan public schools were male and 62.52% female in 1968-69; in 1969-70, male professional staff comprise 38.06% while females accounted for 61.93% of the total educator population. In 1970-71, males represented 38.39%, while females comprised 61.60% of the professional staff. (3) In the three years observed there has been very little

variation in the relative proportion of Blacks (6.81% - 6.98% - 7.34% :

.53% increase) or Non-Blacks (93.18% - 93.01% - 92.65%: .53% decrease) 1968-1971.

(4) The distribution of educators by sex for the Black and Non-Black populations

has been relatively constant (see the above). (5) There is a difference

in the sex ratio of Black educators and the sex ratio of Non-Black educators:

(a) As the proportion of Black females increase (70.38 - 70.48) the

proportion of Black males decrease (29.61 - 29.51). (b) As the proportion

of Non-Black males increase (38.05 - 39.09) the proportion of Non-Black

females decrease (61.94 - 60.90).

TABLE 4.--Distribution of Administrators in Michigan Public Schools by
Race, Sex and Year: 1968-69, 1969-70, and 1970-71.

	1968-69		1969-70		1970-71	
	N	%	N	%	N	%
<u>Black</u>						
Male	204	63.15	274	67.65	338	65.12
Female	119	36.84	131	32.34	181	34.87
TOTAL	323	4.86	405	5.91	519	7.40
<u>Non-Black</u>						
Male	5105	80.82	5309	82.43	5434	83.67
Female	1211	19.17	1131	17.56	1060	16.32
TOTAL	6316	95.13	6440	94.08	6494	92.59
<u>All Administrators</u>						
Male	5309	79.96	5583	81.56	5772	82.30
Female	1330	20.03	1262	18.43	1241	17.69
TOTAL	6639		6845		7013	

Table 4 presents the summary of the frequency distribution of administrators in Michigan public schools over a three year period on the characteristics of race, sex and year.

Analysis of Table 4 indicates; (1) 9.513% of administrators were Non-Black and 4.86% were Black in 1968-69; in 1969-70, Non-Black administrators comprised 94.08% and Blacks 5.91%. In 1970-71, Non-Blacks were 92.59%, while Blacks comprised 7.40% of public school administrators. (2) While Table 3 reveals the educator population dominated in numbers by females, the table above indicates males dominate the leadership and authority positions in administration, (i.e., 82.30% males to 17.69% females). (3) In the three years observed, the variation in relative proportions of the two populations were: Blacks 4.86% - 7.40%, Non-Blacks 95.13 - 92.59, 1968 through 1971, representing a marked increase when contrasted with the professional population at large (see Table 3). (4) There was a higher proportion of Non-Black males to females (i.e., 83.67% males to 16.32% females) than Blacks males to females (i.e., 65.12% males to 34.87% females).

TABLE 5.--Distribution of the Mean Number of Educators in Michigan Public Schools 1968-71 By Race and Age

Age	Black**		Non-Black		Total	
	N*	%	N*	%	N*	%
≤ 23	381.6	3.50	10512.6	96.49	10894.3	10.90
24-27	1344.3	6.67	18792.3	93.32	20136.6	20.15
28-31	1002.3	8.76	10434.0	91.23	11436.3	11.44
32-35	768.3	8.48	8291.6	91.51	9060.0	9.06
36-39	853.0	9.79	7851.3	90.20	8704.3	8.71
40-43	786.0	9.42	7554.6	90.57	8340.6	8.34
44-47	638.6	8.78	6627.3	91.21	7266.0	7.27

Table 5.--Cont.

Age	Black**		Non-Black		Total	
	N*	%	N*	%	N*	%
48-51	498.0	7.92	5785.0	92.07	6283.0	6.28
52-55	370.3	6.63	5207.6	93.36	5578.0	5.58
56-59	226.3	3.97	5468.0	96.02	5694.3	5.69
60-63	127.3	2.68	4621.6	97.31	4749.0	4.75
≥ 64	48.3	2.71	1733.6	97.28	1782.0	1.78
Omits or errors	.66	4.44	14.3	95.55	15.0	.015
TOTAL	7045.3	7.04	92894.3	92.95	99939.6	

Note: See Table 22 in appendix for further details on educators by race, sex and age 1968-71. Included are the percentages Black educators represent of all educators in each category.

*Mean number of three years observation.

**All percentages presented in this and following tables (Black and Non-Black) will represent the proportion of the total across each cell category unless otherwise noted.

Table 5 presents a summary of data from the frequency distribution of educators in Michigan public schools over a three year period on the characteristics of race and age.

Examination of Table 5 reveals; (1) age is not independent of race. (2) There is a higher proportion of Black than Non-Black educators in the age groups 28-51; while there was a larger proportion of Non-Black than Black educators in all other categories. Close inspection of the data presented in Table 5 reveals that (3) Because there was a lower proportion of Blacks in the younger age groups, affirmative action programs (1968-71) appear to have priorities on experience teachers.

TABLE 6.--Distribution of Educators in Michigan Public Schools by Year, Race, Sex, and County

County	Year	BLACK				NON-BLACK				Total	Total Black	%
		Male	%	Female	%	Male	%	Female	%			
Alcona	68-69	--	--	--	--	27	45.00	33	55.00	60	--	
	69-70	--	--	--	--	29	43.93	37	56.06	66	--	
	70-71	--	--	--	--	27	43.54	35	56.45	62	--	
Alger	68-69	--	--	--	--	49	46.66	56	53.33	105	--	
	69-70	--	--	--	--	54	50.00	54	50.00	108	--	
	70-71	--	--	--	--	53	46.08	62	53.91	115	--	
Allegan	68-69	1	.12	3	.38	304	38.72	477	60.76	785		.50
	69-70	2	.25	4	.50	306	38.83	476	60.40	788		.76
	70-71	2	.23	5	.58	324	38.07	520	61.10	851		.82
Alpena	68-69	--	--	1	.25	173	43.35	225	56.39	399		.25
	69-70	--	--	--	--	189	45.32	228	54.67	417	--	
	70-71	--	--	--	--	202	46.75	230	53.24	432	--	
Antrim	68-69	--	--	--	--	64	50.39	63	49.60	127	--	
	69-70	--	--	--	--	72	50.70	70	49.29	142	--	
	70-71	--	--	--	--	68	49.63	69	50.36	137	--	
Arenac	68-69	--	--	--	--	52	40.00	78	60.00	130	--	
	69-70	--	--	--	--	57	41.91	79	58.08	136	--	
	70-71	--	--	--	--	60	42.55	81	57.44	141	--	
Baraga	68-69	--	--	--	--	39	41.93	54	58.06	93	--	
	69-70	--	--	--	--	40	40.40	59	59.59	99	--	
	70-71	--	--	--	--	49	50.00	49	50.00	98	--	
Barry	68-69	--	--	2	.60	129	38.97	200	60.42	331		.60
	69-70	--	--	1	.29	133	38.88	208	60.81	342		.29
	70-71	--	--	--	--	158	41.03	227	58.96	385	--	
Bay	68-69	--	--	1	.09	425	39.09	771	60.80	1087		.09
	69-70	2	.17	4	.35	439	38.74	688	60.72	1133		.53
	70-71	2	.17	3	.26	428	38.45	680	61.09	1113		.44

TABLE 6.--Continued

County	Year	BLACK				NON-BLACK					
		Male	%	Female	%	Male	%	Female	%	Total	Total Black %
Benzie	68-69	--	--	--	--	40	38.46	64	61.53	104	--
	69-70	--	--	--	--	39	35.45	71	64.54	110	--
	70-71	--	--	--	--	48	41.02	69	58.97	117	--
Berrien	68-69	38	1.76	61	2.83	827	38.39	1228	57.01	2154	4.59
	69-70	41	1.90	72	3.34	818	37.97	1223	56.77	2154	5.53
	70-71	46	2.02	89	3.92	869	38.31	1264	55.73	2268	5.95
Branch	68-69	--	--	--	--	140	40.81	203	59.18	343	--
	69-70	--	--	--	--	154	42.42	209	57.57	363	--
	70-71	--	--	--	--	157	41.86	218	58.13	375	--
Calhoun	68-69	23	1.28	41	2.29	649	36.33	1073	60.07	1786	3.58
	69-70	28	1.53	61	3.33	666	36.43	1073	58.69	1828	5.11
	70-71	31	1.70	57	3.12	672	36.88	1062	58.28	1822	4.82
Cass	68-69	3	.76	7	1.78	163	41.47	220	55.97	393	2.54
	69-70	9	2.12	10	2.36	172	40.66	232	54.84	423	4.70
	70-71	3	.67	11	2.48	178	40.27	250	56.56	442	3.16
Charlevoix	68-69	--	--	--	--	110	31.33	141	40.17	351	--
	69-70	--	--	--	--	121	46.00	142	53.99	263	--
	70-71	--	--	--	--	123	42.85	164	57.14	287	--
Cheboygan	68-69	--	--	--	--	76	43.18	100	56.81	176	--
	69-70	--	--	--	--	95	46.56	109	53.43	204	--
	70-71	--	--	--	--	101	46.11	118	53.88	219	--
Chippewa	68-69	--	--	8	1.88	170	40.00	247	58.11	425	1.88
	69-70	--	--	--	--	181	42.58	244	57.41	425	--
	70-71	--	--	1	.21	204	44.54	253	55.24	458	.21
Clare	68-69	--	--	--	--	81	38.94	127	61.05	208	--
	69-70	--	--	--	--	84	39.43	129	60.56	213	--
	70-71	--	--	--	--	90	39.47	138	60.52	228	--

TABLE 6.--Continued

County	Year	BLACK				NON-BLACK					Total Black %
		Male	%	Female	%	Male	%	Female	%	Total	
Clinton	68-69	1	.21	--	--	154	33.18	309	66.59	464	.21
	69-70	3	.59	--	--	178	35.03	327	64.37	508	.59
	70-71	2	.38	--	--	190	36.60	327	63.00	519	.38
Crawford	68-69	--	--	--	--	24	44.44	30	55.55	54	--
	69-70	--	--	--	--	30	49.18	31	50.81	61	--
	70-71	--	--	--	--	32	44.44	40	55.55	72	--
Delta	68-69	--	--	--	--	187	49.08	194	50.91	381	--
	69-70	--	--	--	--	210	49.64	213	50.35	423	--
	70-71	--	--	--	--	222	49.77	224	50.22	446	--
Dickinson	68-69	--	--	--	--	147	--	120	--	267	--
	69-70	--	--	--	--	140	--	120	--	270	--
	70-71	--	--	--	--	160	--	133	--		
Eaton	68-69	--	--	--	--	232	--	497	--	729	--
	69-70	--	--	1	--	258	--	531	--	790	.12
	70-71	--	--	1	--	264	--	552	--	817	.12
Emmet	68-69	--	--	--	--	92	--	113	--	205	--
	69-70	--	--	--	--	102	--	125	--	227	--
	70-71	--	--	--	--	105	--	123	--	228	--
Genesee	68-69	147	2.64	370	7.66	2021	36.38	3016	54.30	5554	9.30
	69-70	157	2.70	392	6.75	2156	37.15	3098	53.38	58-3	10.44
	70-71	173	2.96	406	6.95	2164	37.04	3098	53.03	5841	9.91
Gladwin	68-69	--	--	--	--	55	40.14	82	59.85	137	--
	69-70	--	--	--	--	54	40.00	81	60.00	135	--
	70-71	--	--	--	--	57	38.00	93	62.00	150	--
Gogebic	68-69	--	--	--	--	116	48.94	121	51.05	237	--
	69-70	--	--	--	--	127	52.47	115	47.42	242	--
	70-71	--	--	--	--	134	55.83	106	44.16	240	--

TABLE 6.--Continued

County	Year	BLACK				NON-BLACK					
		Male	%	Female	%	Male	%	Female	%	Total	Total Black %
Grand Traverse	68-69	--	--	--	--	177	40.59	259	59.40	436	--
	69-70	--	--	--	--	196	42.33	267	57.66	463	--
	70-71	1	.21	--	--	201	42.40	272	57.38	474	.21
Gratiot	68-69	--	--	1	.19	186	36.61	321	63.18	508	.19
	69-70	--	--	1	.19	184	35.93	327	63.86	512	.19
	70-71	--	--	--	--	202	36.66	349	63.33	551	--
Hillsdale	68-69	--	--	--	--	175	41.37	248	58.62	423	--
	69-70	--	--	--	--	186	42.17	255	57.82	441	--
	70-71	--	--	--	--	194	42.73	260	57.26	454	--
Houghton	68-69	--	--	--	--	137	42.67	184	57.32	329	--
	69-70	--	--	1	.30	147	45.09	178	54.60	326	.30
	70-71	--	--	--	--	142	46.25	165	53.74	307	--
Huron	68-69	--	--	--	--	151	37.65	250	62.34	401	--
	69-70	--	--	--	--	168	40.09	251	59.90	419	--
	70-71	--	--	--	--	173	39.67	263	60.32	436	--
Ingham	68-69	23	.70	52	1.60	972	29.97	2196	67.71	3243	2.31
	69-70	24	.71	57	1.69	1044	30.98	2244	66.60	3369	2.40
	70-71	30	.91	75	2.29	1059	32.42	2102	64.36	3266	3.21
Ionia	68-69	--	--	--	--	179	33.02	363	66.97	542	--
	69-70	--	--	--	--	203	35.99	361	64.00	465	--
	70-71	--	--	--	--	214	36.96	365	63.03	579	--
Iosco	68-69	--	--	7	2.02	149	43.06	190	54.91	346	2.02
	69-70	--	--	5	1.38	169	46.68	188	51.93	362	1.40
	70-71	--	--	5	1.05	162	34.03	309	64.91	476	1.05
Iron	68-69	--	--	--	--	98	51.04	94	48.95	192	--
	69-70	--	--	--	--	95	53.97	81	46.02	176	--
	70-71	--	--	--	--	90	52.94	80	47.05	170	--

TABLE 6.--Continued

County	Year	BLACK				NON-BLACK					Total Black %
		Male	%	Female	%	Male	%	Female	%	Total	
Isabella	68-69	--	--	--	--	122	39.48	187	60.51	309	--
	69-70	--	--	--	--	140	39.54	214	60.45	354	--
	70-71	--	--	--	--	139	37.26	234	62.73	373	--
Jackson	68-69	10	.64	18	1.16	560	36.15	961	62.04	1549	1.80
	69-70	15	.87	23	1.33	633	36.86	1046	60.92	1717	2.33
	70-71	17	1.02	20	1.20	615	37.18	1002	60.58	1654	2.23
Kalamazoo	68-69	24	1.02	27	1.15	791	33.78	1499	64.03	2341	2.17
	69-70	25	1.06	36	1.53	828	35.20	1463	62.20	2352	2.66
	70-71	37	1.55	41	1.72	836	35.21	1460	61.49	2374	3.28
Kalkaska	68-69	--	--	--	--	23	40.35	34	59.64	57	--
	69-70	--	--	--	--	27	43.54	35	56.45	62	--
	70-71	--	--	--	--	29	46.77	33	53.22	62	--
Kent	68-69	44	.98	79	1.76	1678	37.57	2665	59.67	4466	2.75
	69-70	47	1.07	76	1.74	1694	38.82	2546	58.35	4363	2.90
	70-71	59	1.26	89	1.91	1796	38.64	2703	58.16	4647	3.18
Keweenaw	68-69	--	--	--	--	3	27.27	8	72.72	11	--
	69-70	--	--	--	--	4	36.36	7	63.63	11	--
	70-71	--	--	--	--	4	36.36	7	63.63	11	--
Lake	68-69	1	2.17	5	10.86	18	39.13	22	47.82	46	13.04
	69-70	2	3.44	8	13.79	25	43.10	23	39.65	58	20.83
	70-71	2	3.57	6	10.71	22	39.28	26	46.42	56	14.28
Lapeer	68-69	--	--	--	--	169	--	289	--	458	--
	69-70	--	--	--	--	197	--	299	--	496	--
	70-71	--	--	--	--	196	--	335	--	531	--
Leelanau	68-69	--	--	--	--	47	--	54	--	101	--
	69-70	--	--	--	--	59	--	54	--	113	--
	70-71	--	--	--	--	59	--	56	--	115	--

TABLE 6.--Continued

County	Year	BLACK				NON-BLACK					
		Male	%	Female	%	Male	%	Female	%	Total	Total Black %
Livingston	68-69	1	--	1	--	202	--	384	--	588	.34
	69-70	--	--	1	--	215	--	443	--	659	.15
	70-71	--	--	--	--	227	--	474	--	701	--
Lenawee	68-69	--	--	1	--	336	--	678	--	1015	.09
	69-70	--	--	2	--	365	--	693	--	1060	.18
	70-71	--	--	2	--	390	--	704	--	1096	.18
Luce	68-69	--	--	--	--	30	42.25	41	57.74	71	--
	69-70	--	--	--	--	34	47.22	38	52.77	72	--
	70-71	--	--	--	--	38	49.35	39	50.64	77	--
Mackinac	68-69	--	--	--	--	46	45.09	56	54.90	102	--
	69-70	--	--	--	--	54	47.36	60	52.63	114	--
	70-71	--	--	--	--	59	49.57	60	50.42	119	--
Macomb	68-69	26	.34	91	1.21	2789	37.27	4576	61.16	7482	1.56
	69-70	26	.32	92	1.14	2960	36.94	4934	61.58	8012	1.49
	70-71	26	.31	96	1.15	3091	37.03	5134	61.50	8347	1.46
Manistee	68-69	--	--	--	--	95	47.73	104	52.26	199	--
	69-70	--	--	--	--	99	46.04	116	53.95	215	--
	70-71	--	--	--	--	97	44.70	120	55.29	217	--
Marquette	68-69	--	--	3	.41	279	38.58	441	60.99	723	.41
	69-70	--	--	--	--	315	40.69	459	59.30	774	--
	70-71	--	--	4	.51	332	42.78	440	56.70	776	.51
Mason	68-69	--	--	--	--	110	41.04	158	58.95	268	--
	69-70	--	--	--	--	118	42.90	157	57.09	275	--
	70-71	--	--	--	--	124	43.35	162	56.64	286	--
Mecosta	68-69	1	.37	2	.74	84	31.34	181	67.53	268	1.11
	69-70	1	.37	1	.37	89	32.96	179	66.29	270	.74
	70-71	1	.35	2	.70	94	32.98	188	65.96	285	1.05

TABLE 6.--Continued

County	Year	BLACK				NON-BLACK					Total Black %
		Male	%	Female	%	Male	%	Female	%	Total	
Menominee	68-69	--	--	--	--	123	52.78	110	47.21	233	--
	69-70	--	--	--	--	146	52.51	132	47.48	278	--
	70-71	--	--	--	--	157	55.08	128	44.91	285	--
Midland	68-69	--	--	3	.32	302	33.04	609	66.63	914	.32
	69-70	--	--	2	.22	301	34.51	569	65.25	872	.22
	70-71	--	--	3	.32	335	36.13	589	63.53	927	.32
Missaukee	68-69	--	--	--	--	30	41.66	42	58.33	72	--
	69-70	--	--	--	--	25	37.31	42	62.68	67	--
	70-71	--	--	--	--	30	38.46	48	61.53	78	--
Monroe	68-69	5	.39	3	.23	481	37.69	787	61.67	1276	.62
	69-70	7	.54	2	.15	499	38.56	786	60.74	1294	.70
	70-71	4	.30	1	.07	488	36.85	831	62.76	1324	.37
Montcalm	68-69	--	--	--	--	233	40.10	348	59.89	581	--
	69-70	--	--	--	--	237	39.96	356	60.03	593	--
	70-71	--	--	--	--	249	40.16	371	59.83	620	--
Montmorency	68-69	--	--	--	--	22	43.13	29	56.86	51	--
	69-70	--	--	--	--	22	42.30	30	57.69	52	--
	70-71	--	--	--	--	26	45.61	31	54.38	57	--
Muskegon	68-69	33	1.59	59	2.85	813	39.29	1164	56.25	2069	4.44
	69-70	39	1.81	66	3.07	831	38.72	1210	56.38	2146	5.14
	70-71	36	1.66	78	3.60	836	38.59	1216	56.14	2166	5.26
Newaygo	68-69	--	--	--	--	151	42.89	201	57.10	352	--
	69-70	--	--	--	--	156	42.62	210	57.37	366	--
	70-71	--	--	--	--	160	41.13	229	58.86	389	--
Oakland	68-69	122	1.05	230	1.98	2954	34.20	7253	62.74	11559	3.04
	69-70	146	1.20	259	2.14	4190	34.72	7472	61.92	12067	3.47
	70-71	151	1.26	277	2.32	4239	35.62	7231	60.77	11898	3.59

TABLE 6.--Continued

County	Year	BLACK				NON-BLACK				Total	Total Black %
		Male	%	Female	%	Male	%	Female	%		
Oceana	68-69	--	--	--	--	71	38.79	112	61.20	183	--
	69-70	--	--	--	--	76	39.58	116	60.41	192	--
	70-71	--	--	1	.49	82	40.59	119	58.91	202	.49
Ogemaw	68-69	--	--	--	--	43	45.26	52	54.73	95	--
	69-70	--	--	--	--	47	46.07	55	53.92	102	--
	70-71	--	--	--	--	41	39.04	64	60.95	105	--
Ontonagon	68-69	--	--	--	--	85	51.51	80	48.48	165	--
	69-70	--	--	--	--	89	51.74	83	48.25	172	--
	70-71	--	--	--	--	83	48.82	87	51.17	170	--
Osceola	68-69	--	--	--	--	74	35.07	137	64.92	211	--
	69-70	--	--	--	--	83	37.89	136	62.10	219	--
	70-71	--	--	--	--	90	38.13	146	61.86	236	--
Oscoda	68-69	--	--	--	--	22	42.30	30	57.69	52	--
	69-70	--	--	--	--	24	43.63	31	56.36	55	--
	70-71	--	--	--	--	22	38.59	35	61.40	57	--
Otsego	68-69	--	--	--	--	55	46.21	64	53.78	119	--
	69-70	--	--	--	--	64	47.76	77	52.23	134	--
	70-71	--	--	--	--	59	46.82	67	53.17	126	--
Ottawa	68-69	--	--	1	.07	563	42.71	754	57.20	1318	.07
	69-70	--	--	1	.07	601	43.14	791	56.78	1393	.07
	70-71	--	--	1	.06	667	45.87	786	54.05	1454	.06
Presque Isle	68-69	--	--	--	--	61	42.36	83	57.63	144	--
	69-70	--	--	--	--	64	43.33	85	56.66	150	--
	70-71	--	--	--	--	64	41.83	89	58.16	153	--
Roscommon	68-69	--	--	--	--	48	42.47	65	57.52	113	--
	69-70	--	--	--	--	55	45.08	67	54.91	122	--
	70-71	--	--	--	--	61	46.56	70	53.43	131	--

TABLE 6.--Continued

County	Year	BLACK				NON-BLACK				Total	Total Black %
		Male	%	Female	%	Male	%	Female	%		
Saginaw	68-69	46	1.90	126	5.22	846	35.10	1392	57.75	2410	7.13
	69-70	52	2.04	141	5.55	901	35.51	1443	56.87	2537	8.23
	70-71	64	2.41	161	6.08	942	35.61	1478	55.87	2645	8.50
St. Clair	68-69	5	.39	12	.95	481	38.11	764	60.53	1262	1.34
	69-70	5	.37	13	.97	522	39.04	797	59.61	1337	1.36
	70-71	5	.34	16	1.11	561	38.95	858	59.58	1440	1.45
St. Joseph	68-69	1	.14	2	.29	248	37.18	416	62.36	667	.44
	69-70	--	--	3	.47	232	36.65	398	62.87	633	.47
	70-71	--	--	2	.30	240	36.41	417	63.27	659	.30
Sanilac	68-69	--	--	--	--	170	43.92	217	56.07	387	--
	69-70	--	--	--	--	183	45.40	220	54.59	403	--
	70-71	1	.23	--	--	188	43.82	240	55.94	429	.23
Schoolcraft	68-69	--	--	--	--	30	38.46	48	61.63	78	--
	69-70	--	--	--	--	34	41.46	48	58.53	82	--
	70-71	--	--	--	--	36	45.00	44	55.00	80	--
Shiawassee	68-69	--	--	--	--	271	35.84	485	64.15	756	--
	69-70	--	--	2	.25	291	36.88	496	62.86	789	.25
	70-71	--	--	3	.36	299	36.46	518	63.17	820	.36
Tuscola	68-69	--	--	--	--	236	40.75	343	59.24	579	--
	69-70	--	--	--	--	252	42.00	348	58.00	600	--
	70-71	--	--	--	--	252	39.49	386	60.50	638	--
VanBuren	68-69	9	1.16	19	2.45	285	36.82	461	59.56	774	3.61
	69-70	12	1.56	17	2.21	281	36.58	458	59.63	768	3.92
	70-71	16	1.92	21	2.52	306	36.73	490	58.82	833	4.44
Washtenaw	68-69	37	1.44	95	3.70	743	28.96	1690	65.88	2565	5.14
	69-70	49	1.81	120	4.43	789	29.16	1747	64.58	2705	6.66
	70-71	62	2.27	136	4.97	851	31.16	1682	61.58	2731	7.25

TABLE 6.--Continued

County	Year	BLACK				NON-BLACK					
		Male	%	Female	%	Male	%	Female	%	Total	Total Black %
Wayne	68-69	1368	5.48	3349	13.42	7934	31.79	12304	49.30	24955	18.90
	69-70	1377	5.66	3435	14.14	7723	31.79	11755	48.39	24290	24.70
	70-71	1445	5.80	3680	14.77	877	31.62	11906	47.79	24908	20.57
Wexford	68-69	--	--	--	--	87	38.66	138	61.33	225	--
	69-70	--	--	--	--	84	36.84	144	63.15	228	--
	70-71	--	--	--	--	87	39.90	131	60.09	218	--

Table 6 presents the frequency distribution of educators in Michigan public schools by county for 1968-69, 1969-70 and 1970-71.

Examination of Table 6 reveals; (1) a higher proportion of Black than Non-Black educators were in the counties of Genesee, Lake, Saginaw and Wayne; while there is a higher proportion of Non-Black than Black educators in all other counties. (2) The majority of Black educators in Michigan public schools were located in Wayne County. Other counties with Black representation of at least 2% were; Berrien, Calhoun, Cass, Genesee, Ingham, Jackson, Kalamazoo, Kent, Lake, Muskegon, Oakland, Saginaw, VanBuren and Washtenaw. (3) As of 1970-71, counties recording a complete deficit of Black educators were; Alcona, Alger, Alpena, Antrim, Arenac, Baraga, Barry, Benzie, Branch, Charlevoix, Cheboygan, Clare, Crawford, Delta, Dickinson, Emmet, Gladwin, Gogebic, Gratiot, Hillsdale, Houghton, Huron, Ionia, Iron, Isabella, Kalkaska, Keweenaw, Lapeer, Leelanau, Livingston, Luce, Mackinac, Manistee, Mason, Menominee, Missaukee, Montcalm, Montmorency, Newaygo, Ogemaw, Ontonagon, Osceola, Oscoda, Otsego, Presque Isle, Roscommon, Schoolcraft, Tuscola and Wexford.

TABLE 7.--Distribution of the Mean Number of Educators in Michigan Public School 1968-71 by Race and Salary

	Black		Non-Black		Total	
	N*	%	N*	%	N*	%
< \$5,999	45.0	3.44	1262.6	96.55	1307.6	1.30
\$6,000-10,999	3697.3	6.05	57363.3	93.94	61060.6	61.10
\$11,000-15,999	3076.6	9.23	3022.9	90.76	33305.6	33.32
\$16,000-20,999	201.6	5.57	3415.6	94.42	3617.3	3.61
\$21,000-25,999	15.0	2.81	517.6	97.18	532.6	.53
\$26,000 +	9.0	8.33	99.0	91.66	108.0	.10
Omits or Errors	.66	8.69	7.0	91.30	7.6	.00+
Total	7045.3	7.04	92894.3	92.95	99939.6	

*Mean number for three years observation.

Note: See Table 21 in appendix for further details on educators by race, sex, and salaries for the years 1968, 1969 and 1970. Included are the percentages Black educators represent of all educators in each category.

Table 7 presents a summary of data from the frequency distribution of educators in Michigan public schools on the characteristics of race and salary.

Examination of Table 7 reveals; (1) higher proportions of Black than Non-Black educators in the salary ranges of \$11-\$15,999 and \$26,000+; while there is a higher proportion of Non-Black than Black educators in all other categories. (2) Substantial Black representation in the middle income level may be attributed to the recruitment of older and experienced teachers, while representation in the top income level may be attributed to Black Administrators.

TABLE 8.--Distribution of the Mean Number of Educators in Michigan Public Schools 1968-71 by Race and Status of Preparation

Educational Preparation	Black		Non-Black		Total	
	N*	%	N*	%	N*	%
In-state	3458.6	4.38	75479.3	95.61	78938.0	79.04
Out-of-State	3584.0	17.12	17343.6	82.87	20927.6	20.95
Omits or Errors	2.6	3.60	71.3	96.39	74.0	.07
Total	7045.3	7.04	92894.3	92.95	99939.6	

*Mean number for three years observation.

Table 8 presents the summary of data from the frequency distribution of educators in Michigan public schools over a three year period on the characteristics of race and in-state or out-of-state preparation.

Analysis of Table 8 reveals that there is a higher proportion of Black than Non-Black educators prepared by out-of-state institutions; while there is a higher proportion of Non-Black than Black educators prepared by in-state institutions. It appears as if the effect of affirmative action programs on educators has been to place priority on recruitment of Black teachers from out-of-state.

TABLE 9.--Distribution of the Mean Number of Educators in Michigan Public Schools by Race and Institution of Preparation

Institution	Black		Non-Black		Total	
	N	%	N	%	N	%
Central Michigan University	44.3	.43	10256.3	99.56	10300.6	10.31
Eastern Michigan University	383.3	3.61	10209.3	96.38	10592.6	10.60
Michigan State University	212.6	1.81	11521.0	98.18	11733.6	11.74
University of Michigan	373.0	5.35	6598.6	94.64	6971.6	6.98
Wayne State University	1970.3	14.61	11515.0	85.38	13485.3	13.50
Western Michigan University	282.0	2.23	12315.0	97.76	12597.0	12.61
University of Detroit	70.0	4.88	1363.0	95.11	1433.0	1.43
Others In-State	123.0	1.04	11701.0	98.95	11824.0	11.83
Out-of-State	3584.0	17.12	17343.6	82.87	20927.6	20.95
Omits or Errors	2.0	3.60	71.3	96.39	74.0	.07
Total	7045.3	7.04	92894.3	92.95	99939.6	

Note: See Table 24 in appendix for further details on educators by race, sex and institution of preparation for the years 1968, 1969, and 1970. Included are the percentages Black educators represent of all educators in each category.

Table 9 presents the summary of data from the frequency distributions of educators in Michigan public schools over a three year period on the characteristics of race and major in-state institutions of preparation.

Examination of Table 9 indicate that the majority of Black educators in Michigan public schools have been prepared by Wayne State University and out-of-state institutions. Inspection of the data presented in Table 9 further reveals that affirmative action programs as of 1968-71 have not had substantial effects for Black participation in colleges of education toward preparation and employment in Michigan public schools.

TABLE 10.--Educators Preparation

	Black		Non-Black		Total	
	N	%*	N	%*	N	%*
In-State	10376	49.11	226438	81.31	236814	79.04
Out-of-State	10752	50.88	52031	18.68	62783	20.95
Omits or Errors	8	.03	214	.07	222	
Total	21136		278683		299819	

*Percentages are representative of the number of Black educators or Non-Black educators in Michigan public schools in each category 1968-71.

Table 10 presents a summary of data from the frequency distribution of educators in Michigan public schools on the characteristics of race, in-state and out-of-state preparation.

Analysis of Table 10 by racial separation reveals; (1) 50.88% of all Black educators and 18.68% of all Non-Black educators were prepared by out-of-state institutions of higher education. (2) 49.11% of all Black educators and 81.31% of all Non-Black educators were prepared by in-state institutions of higher education.

TABLE 11.--Black and Non-Black Educators Institutions of Preparation over A Three Year Period

Institution	Black		Non-Black		Total	
	N	%*	N	%*	N	%
Central Michigan University	133	.62	30769	11.04	30902	10.31
Eastern Michigan University	1150	5.44	30628	10.99	31778	10.60
Michigan State University	638	3.01	34563	12.41	35201	11.74
University of Michigan	1119	5.29	19796	7.10	20915	6.98
Wayne State University	5911	27.97	34545	12.40	40456	13.50
Western Michigan University	846	4.00	36945	13.26	37791	12.61
University of Detroit	210	.99	4089	1.46	4299	1.43
Others in-state	369	1.74	35103	12.60	35472	11.83
Out-of-state	10752	50.88	52031	18.68	62783	20.95
Omits or Error	8	.03	214	.07	222	.07
Total	21136		278683		299819	

*Percentages are representative of the number of Black educators or Non-Black educators in Michigan public schools in each category 1968-71.

Table 11 presents a summary of data from the frequency distribution of educators in Michigan public schools on the characteristics of race and major in-state institution of preparation.

Analysis of Table 11 by racial separation reveals that 27.97% of all Black educators in Michigan public schools were prepared by Wayne State University, while smaller proportions of Black than Non-Black educators were prepared by all other state universities.

TABLE 12.--Distribution of the Mean Number of Educators in Michigan Public Schools 1968-71 by Race and Degree Status

	Black		Non-Black		Total	
	N*	%	N*	%	N*	%
None	66.0	3.67	1729.0	96.32	1795.0	1.79
Bachelors'	4526.0	7.05	59631.3	92.94	6415.7	64.19
Masters'	2418.6	7.36	30414.6	92.63	32833.3	38.85
Doctors'	18.0	3.87	446.0	96.12	464.0	.46
Specialists'	16.6	2.41	673.3	97.58	690.0	.69
Total	7045.3	7.04	92894.3	92.95	99939.6	

*Mean number for three years observation.

Note: See Table 25 in the appendix for further details on educators by race, sex, and degree status for the years 1968, 1969 and 1970. Included are the percentages Black educators represent of all educators in each category.

Table 12 presents a summary of data from the frequency distribution of educators in Michigan public schools over a three year period on the characteristics of race and degree status.

Analysis of Table 12 indicates that a slightly higher proportion of Black than Non-Black educators hold Master's degrees, while there is a higher proportion of Non-Black than Black educators holding Doctor's and Specialist's degrees.

Table 13 presents a summary of data from the frequency distributions of educators in Michigan public schools over a three year period on the characteristics of race and teaching major.¹

¹See appendix for detailed information regarding the fifteen broad subject classifications used in describing teaching majors and minors.

TABLE 13.--Distribution of the Mean Numbers of Educators in Michigan Public Schools 1968-71 by Race and Teaching Majors.

Teaching Majors	Black		Non-Black		Total	
	N*	%	N*	%	N*	%
Administration	2.0	.61	320.6	99.38	322.6	.32
Language Arts	477.0	4.03	11349.3	95.96	11826.3	11.83
Social Science	787.3	4.06	18561.6	95.93	19349.0	19.37
Science	347.6	5.63	5826.6	94.36	6174.3	6.17
Mathematics	186.6	4.43	4026.3	95.56	4213.0	4.21
Foreign Language	78.0	3.86	1938.0	96.13	2016.0	2.01
Business Education	269.0	7.51	3309.3	92.48	3578.3	3.58
Agriculture	16.0	3.23	478.3	96.76	494.3	.41
Industrial Arts and Education	153.6	5.27	2758.0	94.72	2911.6	2.91
Music	272.3	6.99	3619.3	93.00	3891.6	3.89
Home Economics	257.0	10.17	2268.3	89.82	2525.3	2.52
Arts and Crafts	131.3	4.70	26491.3	95.29	2789.3	2.79
Health and Physical Education	516.0	8.00	5927.6	91.99	6443.6	6.44
Miscellaneous	909.0	6.66	12724.6	93.33	13633.6	13.64
Special Education	418.6	11.94	3085.6	88.05	3510.3	13.50
Omits and errors	2223.6	13.67	14042.3	86.32	1626.6	16.2
Total	7045.3	7.04	92894.3	92.95	99939.6	

*Mean number for three years observation

Note: See Table 26 in the appendix for further details on educators by race, sex, and teaching majors for the years 1968, 1969 and 1970. Included are the percentages Black educators represent of all educators in each category.

Data on teaching majors were significantly incomplete due to error in gathering or recording data. Since the proportion of errors for the two sub-populations are unequal, comparisons will only be made within each teaching major category in Table 13.

With the above in mind, there appears to be a higher proportion of Black than Non-Black educators in the major categories of Business Education, Home Economics, Health and Physical Education and Special Education; while there is a higher proportion of Non-Black than Black educators in all other categories.

TABLE 14.--Distribution of the Mean Number of Educators in Michigan Public Schools 1968-71 by Race and Teaching Minors

Teaching Minors	Black		Non-Black		Total	
	N*	%	N*	%	N*	%
Administration	.66	.02	3086.6	99.97	3087.3	3.08
Language Arts	896.0	3.69	23349.6	96.30	24245.6	24.26
Social Science	1031.3	5.54	17561.9	94.45	18593.0	18.60
Science	599.3	5.26	10780.3	94.73	11379.6	11.38
Mathematics	87.3	3.50	2407.6	96.49	2495.0	2.49
Foreign Language	131.3	4.08	3086.0	95.91	3217.3	3.21
Business Education	59.0	3.93	1441.3	96.06	1500.3	1.50
Agriculture	5.33	3.74	137.0	96.25	142.3	.14
Industrial Arts & Education	30.0	2.51	1164.3	97.48	1194.3	1.19
Music	81.0	4.13	1879.0	95.86	1960.0	1.96
Home Economics	51.6	6.55	736.3	93.44	788.0	.76
Arts and Crafts	65.6	2.74	2324.3	97.25	2390.0	2.39
Health and Physical Education	146.6	4.67	2987.3	95.32	3134.0	3.13
Miscellaneous	133.3	5.76	2181.3	94.23	2321.3	2.31
Special Education	21.3	7.35	268.6	92.64	290.0	.29
Omits and Errors	3705.3	15.96	19502.6	84.03	23208.0	23.22
Total	7045.3	7.04	92894.3	92.95	99939.6	

*Mean numbers for three years observation.

Note: See Table 27 for more information.

Table 14 presents a summary of data from the frequency distributions of of educators in Michigan public schools over a three year period on the characteristics of race and teaching minors.¹

Examination of Table 14 indicates that data on teaching minors were significantly incomplete due to error in gathering or recording data. Since the proportion of errors for the two subpopulations are unequal, comparisons will only be made within each teaching minor category in Table 14. With the above in mind, it is observed that there is a higher proportion of Black than Non-Black educators in the minor categories of Special Education; while a higher proportion of Non-Black than Black educators are in all other categories.

¹Ibid.

TABLE 15.--Distribution of the Mean Number of Educators in Michigan Public Schools 1968-71 by Race and Assignment Level

Assignment Level	Black		Non-Black		Total	
	N*	%	N*	%	N*	%
All Grades (K-12)	439.0	10.74	3649.0	89.25	4087.0	4.08
Elementary (K-6 or K-8)	3681.0	7.57	44917.0	92.42	48598.0	48.62
Junior High (7-8 or 7-9)	1502.3	8.13	16971.6	91.86	18474.0	18.48
Senior High (9-12 or 10-12)	1060.0	4.57	22105.6	95.42	23165.0	23.17
Junior or Senior high	63.0	2.05	3006.3	97.94	3069.3	3.07
Central Administration	167.3	9.23	1645.0	90.76	1812.3	1.81
Omits or Errors	132.6	18.09	600.6	81.90	733.3	.73
Total	7045.3	7.04	92894.3	92.95	99939.6	

*Mean number for three years observation.

Note: See Table 28 in appendix for further details on educators by race, sex, and assignment level for the years percentages of all educators in each category.

Table 15 presents a summary of data from the frequency distribution of educators in Michigan public schools over a three year period on the characteristics of race and assignment level.

Since the proportion of errors for the two subpopulations are unequal comparisons were made within each assignment level category. With the caution in mind, further analysis of Table 15 indicates there is a larger proportion of Black than Non-Black educators assigned to all grades, elementary, junior high and central administration, while there is a larger proportion of Non-Black than Black educators in all other assignment areas.

Examination of Table 15 indicates that data on assignments are significantly incomplete due to error in gathering or recording data.

TABLE 16.--Distribution of the Mean Number of Educators in Michigan Public Schools 1968-71 by Race and Experience

Experience	Black		Non-Black		Total	
	N*	%	N*	%	N*	%
0	320.3	3.94	7803.6	96.05	8124.0	8.12
1-5 years	2764.3	7.74	32917.6	92.25	35682.0	35.70
6-10 years	1546.0	7.98	17825.3	92.01	19371.3	19.38
11-15 years	1201.6	9.05	12073.3	90.94	13275.0	13.28
16-20 years	651.6	6.79	8936.6	93.20	9688.3	9.59
21+	561.3	4.03	13337.6	95.96	13899.0	13.90
Omits or errors	-	-	-	-	-	-
Total	7045.3	7.04	92894.3	92.95	99939.6	

*Mean number for three years observation

Note: See Table 29 in appendix for further details on educators by race, sex and experience for the years 1968, 1969 and 1970. Included are the percentages Black educators represent of all educators in each category.

Table 16 presents a summary of data from the frequency distribution of educators in Michigan public schools over a three year period on characteristics of race and experience.

Analysis of Table 16 reveals that there is a higher proportion of Black than Non-Black educators in the experience categories of 1-15 years; while there is a larger proportion of Non-Black than Black educators in all other categories. Inspection of the data presented in Table 16 reveals that because there are relatively few beginning Black educators in the 0 category, it is observed that affirmative action may not have affected the entrance of new teachers 1968-71.

TABLE 17.--Distribution of the Mean Number of Educators in Michigan Public Schools 1968-71 by Race and Type of Certificate.

Certification Status	Black		Non-Black		Total	
	N*	%	N*	%	N*	%
Certificates not required	98.3	10.92	802.0	89.07	900.3	.90
Elementary Provisional	1275.6	7.41	15937.0	92.58	17212.6	17.22
Elementary Permanent	2256.6	10.90	20093.0	89.90	22399.6	22.36
Secondary Provisional	1364.6	7.25	17446.3	92.74	18811.0	18.82
Secondary Permanent	1429.3	5.88	22864.0	94.11	24293.3	24.30
Life ¹	106.6	1.21	8664.0	98.78	8770.6	8.77
Full-Year Permit	178.0	6.90	2398.3	93.09	2516.3	2.57
State Limited ²	1.6	2.04	80.0	97.95	81.6	.08
County Limited	.33	1.56	21.0	98.43	21.3	.02
Provisional or Permanent						
Pending	174.0	6.10	2676.6	93.89	2850.6	2.85
Substitute Permit for Full-Time Personnel	160.0	7.72	1912.0	92.27	2072.0	2.07
Omits or Errors	-	-	-	-	-	-
Total	7045.3	7.04	92894.3	92.95	99939.6	

*Mean number for three years observation.

Note: See Table 30 in appendix for further details on educators by race, sex and certificate for 1968, 1969 and 1970. Included are the percentages Black educators represent of all educators in each category.

Table 17 presents a summary of data from the frequency distribution of educators in Michigan public schools over a three year period on the characteristics of race and type of certificate.

Analysis of Table 17 reveals that there is a larger proportion of Black than Non-Black educators in the certificate category of not required, elementary provisional, elementary permanent, secondary provisional and substitute permit for full-time positions; while there is a larger proportion of Non-Black than Black educators in all other categories.

¹Life Certificates were discontinued in 1939.

²Original State and County limited certificates were discontinued 1963-64; however, renewals will be granted until 1976.

TABLE 18.--Distribution of the Mean Number of Educators in Michigan Public Schools 1968-71 by Race and Teaching Assignment

Teaching Assignment	Black		Non-Black		Total	
	N*	%	N*	%	N*	%
Administration	415.6	6.08	6416.6	93.91	6832.3	6.83
Language Arts	400.3	5.39	7015.6	94.60	7416.0	7.42
Social Science	283.6	5.08	5311.0	94.92	5594.6	5.59
Science	313.3	7.24	4008.6	92.75	4322.0	4.32
Mathematics	345.0	7.14	4482.6	92.85	4827.6	4.83
Foreign Language	60.6	3.96	1468.3	96.03	1529.0	1.52
Business Education	220.0	7.98	2534.0	92.01	2754.0	2.75
Agriculture	-	-	181.6	100.0	181.6	.18
Industrial Arts and Education	135.6	4.99	2578.6	95.00	2714.3	2.71
Music	207.6	7.50	2560.3	92.49	2768.0	2.76
Home Economics	176.6	9.68	1647.0	90.31	1823.6	1.82
Arts and Crafts	96.6	5.19	1800.0	94.80	1898.6	1.89
Health and Physical Education	346.6	8.90	3546.3	91.09	3893.0	3.89
Miscellaneous	3371.3	7.07	44251.0	92.92	46622.3	47.65
Special Education	652.3	11.57	4982.0	88.42	5634.6	5.63
Omits or Errors	17.6	13.83	110.0	86.16	127.6	.12
Total	7045.3	7.04	92894.3	92.95	99939.6	

*Mean number for three years observation.

Note: See Table 31 in appendix for further details on educators by race, sex and assignment for the years 1968, 1969, and 1970. Included are the percentages Black educators represent of all educators in each category.

Table 18 presents the summary of data from the frequency distribution of educators in Michigan public schools over a three year period on the characteristics of race and teaching assignment.

Analysis of Table 18 reveals that there is a larger proportion of Black than Non-Black educators assigned to Science, Mathematics, Business Education, Music, Hom. Economics, Health and Physical Education, Miscellaneous and Special Education; while there is a larger proportion of Non-Black educators in all other categories.

TABLE 19.--Distribution of the Mean Number of Administrators in Michigan Public Schools 1968-71 by Race and Administrative Level of Assignment

Administrative Assignment	Black		Non-Black		Total	
	N*	%	N*	%	N*	%
Superintendent	1.6	.28	576.6	99.71	578.3	8.46
Assitant Superintendent	6.6	2.50	259.3	97.49	266.0	3.89
Finance or Business	2.0	1.10	179.0	98.89	181.0	2.64
Instruction	15.0	6.79	205.6	93.20	220.6	3.22
Plant and Facilities	10.6	11.51	82.0	88.48	92.6	1.35
Employed Personnel	8.6	7.47	107.3	92.52	116.0	1.69
Research	1.3	2.53	51.3	97.46	52.6	.77
Secondary Principal	30.6	3.15	941.3	96.84	972.0	14.22
Elementary Principal	82.6	4.19	1885.6	95.80	1968.3	28.80
Secondary Assistant Principal	56.6	7.22	727.3	92.77	784.0	11.47
Elementary Asst. Principal	65.0	20.56	251.0	69.43	316.0	4.62
Consultant of Subject Area	6.6	4.17	153.0	95.82	159.6	2.33
Elementary Consultant	6.0	5.45	104.0	94.54	110.0	1.6-
Secondary Consultant	4.6	6.76	64.3	93.23	69.0	1.00
Coordinator of Subject Area	20.3	7.70	243.6	92.29	264.0	3.86
Elementary Supervisor	6.3	7.56	77.3	92.43	83.6	1.22
Secondary Supervisor	85.0	19.18	358.0	80.81	443.0	6.48
Special Education Director	4.0	3.35	115.3	96.64	119.3	1.74
Omits or Errors	1.6	4.62	34.3	95.37	36.0	.52
Total	415.6	6.08	6416.6	93.91	6832.3	

*Mean number for three years observation.

Note: See Table 32 in the appendix for further details on administrators by race, sex and administrative level for 1968, 1969 and 1970. Included are percentages Black administrators represent of all administrators in each category.

Table 19 presents a summary of data from the frequency distribution of administrators in Michigan public schools over a three year period on the characteristics of race and administrative level.

Analysis of Table 19 indicates that there was a larger proportion of Black than Non-Black administrators assigned to the level of Instruction, Plant and Facilities, Employed Personnel, Secondary Assistant principal, Elementary Assistant principal, Secondary Consultant, Coordinator of Subject area, Elementary Supervisor, and Secondary Supervisor.

TABLE 20.--Distribution of the Mean Number of Administrators in Michigan Public Schools 1968-71 by Race and Experience.

Years of Experience	Black		Non-Black		Total	
	N*	%	N*	%	N*	%
1-5	36.6	10.71	305.6	89.28	342.3	5.01
6-10	72.0	6.53	1029.3	93.46	1101.3	16.11
11-15	140.3	8.93	143.0	91.06	1571.3	22.99
16-20	87.3	5.25	1573.3	94.74	1660.6	24.30
21+	78.3	3.66	2057.0	96.33	2135.3	31.25
Omits or Errors	1.0	4.68	20.3	95.31	21.3	.31
Total	415.6	6.08	6416.6	93.91	6832.3	

*Mean number for three years observation.

Note: See Table 33 in the appendix for further details on administrators by race, sex and experience for the years 1968, 1969 and 1970. Included are the percentages Black administrators represent of all administrators in each category.

Table 20 presents a summary of data from the frequency distribution of administrators in Michigan public schools over a three year period on the characteristics of race and experience.

Examination of Table 20 reveals that there is a relatively higher proportion of Black than Non-Black administrators in the experience category of 1-15 indicating the entrance level of Black educators 1968-71 in Administration. There is a larger proportion of Non-Black than Black administrators in all other categories.

TABLE 21.--Distribution of the Mean Number of Administrators in Michigan Public Schools 1968-71 by Race and Degree Status

Degree	Black		Non-Black		Total	
	N*	%	N*	%	N*	%
None	-	-	9.3	100.0	9.3	.13
Bachelors'	37.6	6.41	549.3	93.58	587.0	8.49
Masters'	360.3	6.43	524.3	93.56	5603.6	
Doctors'	12.6	4.09	297.0	95.90	309.6	4.52
Specialists'	5.0	1.54	317.6	98.45	322.6	4.72
Omits or Errors	-	-	-	-	-	-
Total	415.6	6.08	6416.6	93.91	6832.3	

*Mean number for three years observation.

Note: See Table 34 in the appendix for further details on administrators by race, sex and degree status for the years 1968, 1969 and 1970. Included are Black percentages of administrators in each category.

Table 21 presents a summary of data from the frequency distribution of administrators in Michigan public schools over a three year period on the characteristics of race and degree status.

Analysis of Table 21 indicate that there was a higher proportion of Black than Non-Black administrators holding Bachelor's and Master's degrees; while there is a larger proportion of Non-Black than Black administrators in all other categories.

Summary

It was the intent of this chapter to present sufficient data together with an analysis necessary to answer selected research questions which were designed to meet the objectives of this study; specifically

to describe the Black educator in Michigan public schools using selected demographic characteristics; and to compare Black educators with Non-Black educators in Michigan public schools over a three year period.

Analysis of the available data was structured to provide information for description and comparison of educators; (1) collapsed over a three year period, and (2) for the individual years of 1968, 1969 and 1970.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose, source of data, population, methodology and objectives are briefly reviewed at the beginning of this chapter, followed by a summary of findings subsequent to selected research questions. Questions and recommendations for future research serve as a preface to the implications of this study.

Review of the Study

The purpose of this study was to: 1) describe the Black educator in Michigan public schools using selected demographic characteristics; and 2) to compare Black educators to all other educators in Michigan public schools. The description and comparison of data supplied for examination by the Michigan Department of Education covered three school years: 1968-69, 1969-70 and 1970-71. The source of data originated from The Annual Professional Personnel Report which is completed annually by local and intermediate school districts. The report identifies all professional personnel employed by a district. (Teachers, principals, assistant principals, counselors, librarians, school social workers, psychologists, superintendents, consultants, coordinators, supervisors, directors, speech therapists and diagnosticians serving to K-12 school activities.) The Michigan Public School

Professional Personnel Register also supplies information on the above by sex, race, certification, full-time status, major-minor, location, experience, salary, degree, teaching assignment and the level of that assignment.

Since the data collected and used for this study were inclusive of all educators in Michigan Public Schools, a descriptive approach to statistical analysis and comparison was adopted. Therefore, data were presented in the form of frequency distributions which included mean frequency counts of specific cell observations with associated percentages.

Ideally, data and results of information yielded by this type of study will be used by persons planning programs in teacher education (admission policies), employers of teachers (racial ratios, sex ratios), career counselors (provide information to perspective persons entering the field of education), recruitment personnel (location of recruitment source), civil rights organizations (example; measure progress toward equity of sex or racial characteristics in the field of professional education,) and others interested in making the educational profession more representative.

It is further suggested that the data from this study provide ample information to be used to measure progress toward the implementation of commitments made by the Michigan Department of Education and the Civil Rights Commission regarding the importance of democratic personnel practices in achieving integration, (April 1966). School racial-ethnic census reports have only provided sufficient information on public school students, with little information on public school staffs.

Summary of the Findings

Presented below is a summary of findings, conclusions, and recommendations necessary to fulfill the objectives of this study; specifically, to describe the Black educator in Michigan public schools; and to compare Non-Black educators with Black educators in the State of Michigan.

Race - 1968-71

Findings: (see Tables 3 and 4). (1) 93.18% of the professional staff were Non-Black and 6.81% were Black in 1968-69; in 1969-70, Non-Black professional staff comprised 93.01% and Blacks 6.98% of the total professional staff reported. In 1970-71, Non-Blacks were 92.65%, while Blacks comprised 7.34% of the professional staff. (2) In total--of the 299,819 observations of professional staff recorded in this study for the years 1968, 1969 and 1970; 21,136 (7.04%) were Black, while 278,683 (92.95%) were Non-Black.

Conclusion: (1) In the three school years of observation there has been very little variation in the relative proportion of Blacks (6.81% - 6.98% - 7.34%) or Non-Blacks (93.18% - 93.01% - 92.65%) 1968 through 1971. (2) There has been relatively little variation in the growth rate of Black educators (.53% increase) or Non-Black educators (.53% decrease).

Recommendations: Affirmative action programs designed by school districts and others to increase minority participation and membership in the educational profession should be evaluated annually regarding the impact on the local educational population. Significant growth must be defined and understood by all.

Sex - 1968-71

Findings: (see Tables 3 and 4). (1) 37.47% of the professional staff in Michigan public schools were male and 62.52% female in 1968-69; in 1969-70, male professional staff comprised 38.06% while females accounted for 61.93% of the total educator population. In 1970-71, males were 38.39%, while females comprised 61.60% of the professional staff. (2) In the three years observed there has been very little variation in the relative proportion of males (37.47% - 38.06% and 38.39% or Females (62.52% - 61.93% - 61.60%). (3) In the three years observed there has been very little variation in the relative proportion of Black male educators (29.61% - 29.65% - 29.51%) or Non-Black male educators (38.05% - 38.69% - 39.09%), while the same is true for Black females (70.38% - 70.34% - 70.48%) and Non-Black females (61.94% - 61.30% - 60.90%).

Conclusion: (1) There was a relatively larger proportion of Black females to males than Non-Black females to males. (2) Growth patterns within the racial sub-populations by sex are different for Blacks than Non-Blacks: Black females show a slight increase (.10%) while Black males show a slight decrease, on the other hand, Non-Black females indicate a slight decrease (1.05%) in growth while Non-Black males indicate a slight increase. (3) There is an observation of discrimination compounded by race and sex regarding the growth of the educator population.

Recommendations: Affirmative action programs of school districts, universities, and others should consider monitoring admissions, hiring and placement techniques which reinforce discrimination by race and sex.

Age - 1968-71

Findings: (see Table 5). (1) Age is not independent of race. (2) Black educators were proportionately higher in the age categories of 28-51, while Non-Black educators were proportionately higher in representation of all other categories.

Conclusions: (1) Because there are relatively few Black educators represented in the younger age categories, affirmative action programs appear to have established a priority of recruiting experience Black teachers from out-of-state. (2) Black educators tend to be middle age.

Recommendations: (1) Further research should be conducted to ascertain average ages of Black college of education graduates by sex. (2) All plans and priorities of affirmative action programs should include subsequent data for implementation and evaluation.

Location - 1968-71

Findings: (see Table 6). (1) A relatively higher proportion of Black than Non-Black educators were in the counties of Genesee, Lake, Saginaw and Wayne. (2) The majority of Black educators in Michigan public schools were located in Wayne County.

Conclusions: Black educators were generally located in urban school districts where there was a substantial Black population.

Recommendations: The commitment of many school districts which have not indicated intent and desire for preparing children for the world in which we live, should develop affirmative action programs designed to include local racial minorities into the professional staff, as one means to promote further understanding among persons of differing backgrounds.

while there was a higher proportion of Non-Black than Black educators in all other categories.

Conclusions: Higher Black representation in the middle income levels may be attributed to the recruitment of older and experienced teachers while representation and the top income level may be attributed to a number of Black administrators. The void in the higher income levels may be due to lower entry rates of Black educators in the thirties and fourties.

Recommendations: Further research is needed to ascertain whether income reported is based on contracted salaries or inclusive of extra assignments (i.e., coaching, adult education or other after-school activities requiring supervision of teachers etc.) by race.

Preparation--Part I 1968-71

Findings: (see Tables 8 and 9). (1) A total of 79.04% of Michigan public school personnel were prepared by state institutions, while 20.95% were prepared by out-of-state institutions. (2) Of those Michigan teachers prepared out-of-state there was a higher proportion of Black (17.12%) than Non-Black (82.87%) educators. (3) Of those Michigan teachers prepared by in-state institutions, there was a lower proportion of Black (4.38%) than Non-Black (95.61) educators.

Conclusions: (1) There was a higher proportion of Black than Non-Black educators working in Michigan public schools that were prepared by out-of-state institutions. (2) There was a lower proportion of Black than Non-Black educators prepared by Michigan institutions presently teaching in Michigan public schools.

Recommendations: Further research should be conducted to ascertain;

(1) Where Black teachers in Michigan public schools are being recruited and prepared. (2) The total number of Black graduates that are completing degrees in education from Michigan institutions. (3) Priorities and guidelines of school districts in recruitment of Black educators. (4) The migration (diffusion) patterns of Black educators prepared by Michigan institutions.

Preparation--Part II 1968-71.

Findings: (see Tables 8 and 9). A relatively higher proportion of Black than Non-Black educators in Michigan public schools were prepared by Wayne State University (14.61%), while a lower proportion of Black than Non-Black educators were prepared by all other Michigan institutions.

Conclusion: As of 1968-71, affirmative action programs have not had a substantial affect on Black participation in (1) colleges of education toward the goals of preparation, and (2) employment of Black graduates of Michigan institutions by Michigan public schools.

Recommendations: See above.

Preparation--Part III 1968-71

Findings: see Tables 10 and 11). (1) 50.88% of all Black educators in Michigan public schools were prepared in out-of-state institutions of higher education, while 18.68% of all Non-Black educators were prepared out-of-state. (2) 49.11% of all Black educators in Michigan public schools were prepared by in-state institutions, while 81.31% of all Non-Black educators were prepared in-state. (3) 27.97% of all Black educators in

Michigan public schools have been prepared by Wayne State University, while a smaller proportion of Black than Non-Black educators have been prepared by all other state universities.

Degree - 1968-71

Findings: (see Table 12). (1) In Michigan public schools 1968-71, 1.79% of all educators were without degrees, 64.19% held Bachelor degrees, 32.85% hold masters degrees, .46% held doctors degrees and .69% held Specialists degrees. (2) A slightly higher proportion of Black than Non-Black educators held Bachelors (7.05%) and Masters (7.36%) degrees, while a lower proportion of Black than Non-Black educators were represented in all other degree categories.

Conclusion: There was a relatively lower proportion of Black educators in Michigan public schools holding advanced graduate degrees.

Recommendation: Affirmative action programs of colleges of education should consider a lack of Black representation in specialists and doctoral programs and institute policies regarding admission and recruitment priorities as well as continuing education programs designed to fulfill the needs of teachers in the field.

Teaching Majors - 1968-71

Findings: (see Table 13). Data on teaching majors were significantly incomplete due to error in gathering or recording data. Since the proportion of errors for the two sub-populations were unequal, comparisons were made within lines of each major category in Table 13. (1) A higher proportion of Black than Non-Black educators majored in Business Education. Of the 3.58% of all Michigan public school educators majoring in Business Education; 7.51% were Black and 92.48%

were Non-Black. (2) A higher proportion of Black than Non-Black educators majored in Home Economics, of the 2.52% of all Michigan public school educators majoring in Home Economics; 10.17% were Black and 89.82% were Non-Black. (3) A higher proportion of Black than Non-Black educators majored in Health and Physical Education, of the 6.44% of all Michigan public school educators majoring in Physical Education 8.0% were Black and 91.99% were Non-Black. (4) A higher proportion of Black than Non-Black educators had majors that were related to Special Education, of the 13.50% of all Michigan public school educators having majors related to Special Education; 11.94% were Black and 88.05% were Non-Black.

Conclusion: Black educators exceed their percentage representation in the major categories of Business education, Home Economics, Health and Physical Education and Special Education; while being under-represented in all other majors.

Recommendations: (1) Future teachers should consider majors that are identified as having a deficit racial representation to increase employability. (2) Additional research should be conducted to identify methods of monitoring and collecting data on teaching majors and minors of persons presently teaching as well as future graduates of colleges of education.

Teaching Minors - 1968-71

Findings: (see Table 14). Data on teaching minors were significantly incomplete due to errors in gathering or recording data. Since the proportion of errors for the two sub-populations were unequal, comparisons were made within lines of each minor category in Table 14.

(1) A higher proportion of Black than Non-Black educators had a minor category of Special Education, of the .29% of all public school educators in Michigan minoring in Special Education; 7.35% were Black and 92.64% were Non-Black.

Conclusions: There was a higher proportion of Black than Non-Black educators in the minor category of Special Education, while there is a lower proportion of Black than Non-Black educators in all other categories.

Recommendation: see teaching majors above.

Assignment Level - 1968-71

Findings: (see Table 15). (1) Of all educators assigned in Michigan public schools 4.08% were assigned to the level of all grades, 48.62% Elementary, 18.48% Junior High, 23.17% Senior High, 3.07% Junior and Senior High and 1.81 Central Administration. (2) A higher proportion of Black than Non-Black educators were assigned to the level of all grades (10.74%), Elementary (7.57%), Junior High (8.13%) and Central Administration (9.23%).

Conclusion: There was a deficit of Black educators that were assigned to the level of Senior high (4.57%) and combined Junior and Senior High categories (2.05%).

Recommendation: Mutually exclusive categories should be defined by officials collecting data on educator assignment levels to improve accuracy of frequency counts, (i.e., Jr. High, Senior High, Jr. and Senior High assignment) categories. Note overlap'.

Experience 1968-71

Findings: (see Table 16). (1) 8.12% of educators in Michigan public schools were beginning teachers; 35.70% had from 1-5 years

experience; 19.38% had 6-10 years experience; 13.28% had 11-15 years experience; 9.59% had 16-20 years experience and 13.90% had 21+ years experience. (2) There was a higher proportion of Black than Non-Black educators with 1-15 years experience, while there was a lower proportion of Black than Non-Black educators in all other categories.

Conclusion: Because there are relatively few beginning Black educators in the experience category of 0 years, it is observed that affirmative action programs have not appeared to affect the entrance of beginning Black teachers 1968-71.

Recommendation: Affirmative action programs should be reviewed and evaluated as to their effect on the educator population in Michigan public schools in respect to beginning teachers. Such a review should be directed to those areas where there is the least proportionate representation of minorities.

Certificates 1968-71

Findings: (see Table 17). Eleven certificate categories were used to identify the certification status of Michigan public school educators. (1) There was a higher proportion of Black than Non-Black educators reported in the certificate categories of Certificate not required (10.92%); Elementary Provisional (7.41%); Elementary Permanent (10.09%); Secondary Provisional (7.25%) and Substitute Permit for full-time personnel (7.72%). There was a lower proportion of Black than Non-Black educators in all other categories.

Conclusion: Black educators have a lower proportion of representation than Non-Black educators in the certificate categories of Secondary Permanent, Life and Provisional or Permanent pending.

Recommendation: Further research should be conducted on the distribution of certificates to ascertain the extent to which categories as Certificate are not required, full-year permit,¹ State limited,² County limited and Substitute permit for full-time personnel are not necessary in light of our supply and demand situation.

Teaching Assignment 1968-1971

Findings: (see Table 18) (1) There was a higher proportion of Black than Non-Black educators assigned to the areas of Science (7.24%); Business Education (7.98%); Music (7.50%); Home Economics (9.68%); Health and Physical Education (8.90%); Miscellaneous (7.07%) and Special Education (11.57%). There was a lower proportion of Black than Non-Black educators in all other assignment areas.

Conclusion: There was a need for Black educators in the assignment areas of Administration, Language Arts, Social Science, Foreign Language, Agriculture, Industrial Arts and Industrial Education, and Arts and Crafts.

Recommendation: Further research should be considered to ascertain whether racial deficits in certain assignment areas exist because of limited supply or arbitrary assignment.

Administrative Assignment 1968-71

Findings: (see Table 19). (1) There was a higher proportion of Black than Non-Black administrators with the assignments of Instruction (6.79%) Plant and Facilities (11.51%); Employed Personnel (7.47%); Secondary Assistant Principal (7.22%); Elementary Assistant Principal

¹Life Certificates were discontinued in 1939.

²Original State and County Limited certificates were discontinued 1963-64; however, renewal will be granted until 1976.

(20.56%); Coordinator of Subject area (7.70%); Elementary Supervisor (7.56%) and Secondary Supervisor (19.18%). There was a lower proportion of Black than Non-Black administrators in all other assignments.

Conclusion: Black administrators were more often than not assigned to assistant positions or positions of supervisory capacities. It should be noted that these positions may serve the purpose of entry level administration employment.

Recommendations: Additional data should be collected to determine why there are deficits in minority representation in the administrative assignments of Superintendent, Assistant Superintendent, Finance or Business, Research, Secondary Principals, Elementary Principals, Consultant of Subject Area, Elementary Consultant and Special Education Director. Future research should consider the length of time a person occupies a position to determine if assistant status for Blacks in Administration is designed for career entry or tokenism.

Administrative Experience - 1968-71

Findings: (see Table 20). There was a higher proportion of Black than Non-Black administrators in the experience categories of 1-15 years, while there was a lower proportion of Black than Non-Black Administrators in all other categories.

Conclusion: The presence of Black representation in the 1-5 year category (10.71%) indicates affirmative efforts to attract minority representation as beginning administrators or the administrative beginning for older teachers.

Recommendations: Additional data should be collected and analyzed to determine: (1) administrative years of experience vs. teaching experience; (2) administrative income levels; (3) location of administrators, etc.

Administrative Degree Status - 1968-71

Findings: (see Table 21). There was a higher proportion of

Black than Non-Black administrators holding Bachelors and Masters degrees, while there was a lower proportion of Black than Non-Black educators in all other degree categories.

Conclusion: Proportionately, the degree status of the Black educators is equal to the Black administrator in the attainment of Bachelor and Master degrees.

Recommendation: Affirmative action programs of colleges of education should consider a lack of Black representation in specialist and doctoral programs while instituting policies regarding admission and recruitment priorities as well as continuing education programs designed to fulfill the needs of administrators in the field.

Discussion and Implications of the Study

There are implications within the present study that contradict much of public opinion concerning the progress made by Black educators in Michigan during the "roaring sixties." For example, the federal government in response to the civil rights movement, enacted a number of statutes intended to end discrimination and insure equality of opportunity.

Many state institutions and organizations followed suit by making statements of intent and commitment apparently without adequate plans of evaluation and enforcement. For many people, the problems of discrimination and assurance of equal opportunity are solved by recognition, especially when a civil rights law is enacted. But the data on which this study was based tend to show that the passage of the best intentioned law does not necessarily solve problems and differences that have become a

part of culture. The fact that old economic, social and political pressures towards minority neglect still exist is shown by the federal governments recent retreat from "reverse discrimination" and "quota systems" which are code words for leading the entire country back to the "good old days." (Reconstruction).

1. There is evidence in this study (see Tables 3 and 4) that within the population of educators in Michigan public schools, Black females were found in greater proportion than Non-Black females; conversely, Non-Black males were found in greater proportion than Black males.
2. Although females comprise a majority of the educator population, there was a smaller proportion of female administrators and a subsequent smaller proportion of females in position of high rank in administration.
3. The absence of data that reflect racial composition of the professional force, makes it difficult in presenting role models, career information, counseling and overall planning. Thus State Departments of Education, School Districts, Colleges and Universities and teacher associations have not dealt with differences in Black and Non-Black educator populations in teaching majors, assignment levels, recruitment and other demographic variables affected by discriminatory practices.

If the future is ever to be different, planning by the above educational institutions should consider reasons as to why these differences exist with emphasis on minimizing human inequities.

4. In this study it is shown that a larger proportion of Black than Non-Black educators are prepared for teaching by out-of-state institutions of higher education. By implication, a larger proportion of Black than Non-Black educators are recruited from out-of-state. This suggests that the in-state preparation of minority educators may be inadequate and thus continuing study should be conducted on the racial composition of persons in initial teacher preparation programs.
5. State institutions and organizations (such as State Boards of Education) have publically committed themselves to the evaluation of progress toward desegregation (intergration) and equal educational opportunity. However, the results of research completed and published by these institutions do not, because of incomplete presentation of results, contribute to increasing employability of Black and other minority educators.
6. A combination of the above factors and a continued lack of general planning has aided in creating an imbalance in the supply and demand of educators.

If evaluation and projection studies were initiated annually on educator populations, (considering those demographic factors that would be informative and educational for all of the public). Blacks and Non-Blacks considering education as a profession would be able to increase their employment chances by selecting an area containing a shortage. At the same time they would help to make the teaching population an entity of quality and representative of the nation it serves.

The above assumes, however, that (1) psychologically tracking students through modeling, counseling and testing ceases or is applied on an equitable bases; (2) that students and counselors become astute in marketing skills (how to view supply and demand situations) and aware of levels of competition in regards to demographic variables presented as a part of career information on educators; (3) that educators presently in the profession will not await a time of crisis before heeding competition of peers--for the public pressure will soon begin toward selection and promotion of teachers based upon competitive qualifications; (4) that school districts, state boards of education, colleges and universities, and teacher associations will confirm their commitments to educational planning (career education) and not respond on the basis of crisis in spite of "political politics;" (5) that institutions of higher education will design flexible teacher education programs and admission policies that might change from year to year based upon the needs for manpower in local and intermediate school districts and junior colleges.

Recommendations

It is recommended that; the employers of Black teachers for public schools should recognize that there are relationships between the demographic variables of race and sex which tend to compound problems and priorities of recruitment and employment.

Detailed demographic information on educators in each state by race should be provided for; (1) potential teacher education candidates; (2) educators presently employed by public schools to give them indications of their relative status and employability; (3) a means to measure progress toward the goal of equal educational opportunity and employment of minority teachers; (4) persons planning programs in career and teacher preparation, counselors, recruitment personnel, teacher associations and civil rights organizations.

Black and Non-Black students should begin to consider this type of demographic career information when contemplating education as a profession. They should note data regarding availability of positions in respect to their individual sex, desire of majors, minors, location, and experiences in education before graduation.

Colleges and universities should also consider demographic data on educators by race, when planning teacher-education programs, graduate training (pre-service and in-service) along with admission procedures.

The public must realize that the power to control the numbers of persons prepared and their areas of specialization to teach is held by colleges, state boards of education and local and intermediate school districts. The challenge facing education is to what extent these institutions cooperate in alleviating segregation and the "oversupply of teachers" under the auspices of the state legislature.

Federal, state and local institutions should establish uniform research parameters by which a national career delivery system for population data by race in different professions would be available for the education of the public.

It should be noted that statistical description and comparison of populations by each demographic category indicate relative distributions of Black educators in certain crowded areas; however, minority group educators and students should remember that supply and demand is a relative phenomenon. As of 1973, Black and other minorities with skills, in every area of education and other professions are in demand. The present study is simply suggesting that through providing information on shortages, Black educators and students may attain an even distribution (by choice) in career areas within the profession.

Blacks and other racial minorities should be delineated in any studies conducted on supply and demand to insure equality; (1) in admissions and future enrollments in teacher education programs; (2) in fulfilling teacher positions where Blacks and other minorities are in extreme shortage, (3) in certification and other areas of deficit for Blacks and other minorities.

It appears irresponsible to lead the general public to assume that there is an oversupply of Black and other minority educators by virtue of reporting supply and demand figures without reference to race. Minority factors must be included in studies and reports which are used to make decisions affecting policy and programs of the present or future.

The following questions are proposed for future research involving professional educators:

1. Are there proportionate differences between Black educators and Non-Black educators on the characteristic of sex because:
 - a) in the employment process Black males and Non-Black females are perceived to be most threatening, while Black females are perceived to be the least threatening?;
 - (b) there are not enough Black males available for positions in public education?
 - (c) there is a difference in the qualifications expected of Black or Non-Black educators?

2. Are there proportionate differences between Black and Non-Black educators on the characteristic of age because; (a) there are differences in attrition rates of the two populations due to pregnancy, career goals, job mobility or commitment to education because of vested interest? or (b) Black educators are older when they enter the profession of education or graduate from teacher preparation programs?
3. Are there proportionate differences between Black and Non-Black educators on the characteristic of location by county because; (a) Black educators are only sought to teach in districts where the majority of the population is Black?; (b) when tokenism is sought Black females are hired because they are perceived to be the least threatening?; (c) Black educators are perceived to be the least competent when compared to Non-Black educators?; (d) the availability of Black educators in public education is limited?
4. Are there proportionate differences between Black and Non-Black educators on the characteristic of salary because; (a) proportionately Black educators hold more than one teaching assignment (coaching, community school work, adult basic education, etc.)?; (b) the contract dollar amount is different for the two populations?; (c) Black educators have obtained proportionately more experience and credentials?; (d) job mobility for the two populations is limited?
5. Are there proportionate differences between Black and Non-Black educators on the characteristic of in-state or out-of-state preparation because; (a) Black educators from out-of-state may be contracted for less money than in-state educators (southern districts pay much less than most northern districts)?; (b) School districts in Michigan heavily recruit Black candidates out-of-state, ignoring in-state candidates? (c) different employment criteria are used for in-state Black educators and Black educators from out-of-state?; (d) there is limited availability of Black educators prepared by state institutions of higher education?; (e) Black educators prepared by state institutions of higher education desire out-of-state employment?
6. Are there proportionate differences between Black and Non-Black educators on the characteristic of advanced degrees because; (a) there is a difference in the criteria of qualifications expected of Black educators and Non-Black educators?; (b) there is a difference in perceived importance of degrees by Black and Non-Black educators?
7. Regarding the difference in the distribution of majors between Black educators and Non-Black educators, (a) Why do these differences exist? Are differences increasing or decreasing?; (b) by what method are prospective teacher candidates selecting

majors? (c) is there lack of information available to prospective candidates for teaching to aid them in increasing their employability in the profession by selection of majors and minors in demand?

8. Will there be a difference in the distribution of minors between Black and Non-Black educators? (a) Why do these differences exist? Are these differences, if existent, increasing or decreasing? (b) By what methods are perspective teacher candidates selecting majors? (c) Is there lack of information available to perspective teaching candidates to aid them in increasing their employability in the profession by complimentary majors with appropriate minors?
9. Are there proportionate differences between Black and Non-Black educators on the characteristic of level of assignment because: (a) By choice, individuals select a given level? (b) there is a difference in the proportion of Black and Non-Black educators assigned to a level in which they are not certified?; (c) there is a difference in the proportion of Black and Non-Black educators assigned to subject areas other than their major or minor area?; (d) there are over abundances or deficits of Black and Non-Black educators at any given level?; (e) there are differences in the employment rates of Black and Non-Black educators for a given level of assignment?; (f) a lack of information is available to prospective teaching candidates to aid them in increasing their employability in the profession by selection of appropriate grade level for latter placement?
10. Are there proportionate differences between Black and Non-Black educators in the characteristic of experience because; (a) Black educators from out-of-state are entering education in Michigan with previous experience?; (b) There are differences in the attrition rates of Black and Non-Black educators? Do more Non-Black educators drop-out of education and return in latter years (example, many females teach for a few years and then become housewives.)
11. Are there proportionate differences between Black and Non-Black educators on the characteristic of certification because; (a) disproportionate numbers of Black and Non-Black educators "qualified" for certain certificates?; (b) there is a difference in the number of Black and Non-Black educators certified in areas in which they are not qualified (major)?
12. Are there proportionate differences between Black and Non-Black educators in the characteristic of teaching assignment because; (a) there is a disproportionate number of Black or Non-Black educators assigned to a subject area other than the area in which they are qualified or certified?; (b) there are disproportionate numbers of Black or Non-Black educators qualified or certified for any given area? (c) Assignments merely reflect the distribution of teaching majors, minors and certification level?

13. Are there proportionate differences between Black and Non-Black administrators on the characteristic of experience because Black educators mobility towards administration has recently improved, therefore teachers with the most experience received first preference in promotion?
14. Are there proportionate differences between Black and Non-Black administrators on the characteristic of administrative level because; (a) there is a disproportionate number of Black administrators considered for positions of authority and decision making? (Black administrators are often assigned to assistant positions or positions of a low level authority). (b) There are small proportions of Black administrators qualifying for administrative positions? (degrees and experience). (c) a difference in the qualifications required of Black and Non-Black administrators? (d) Further research should consider the length of time a person occupies a position to determine if assistant status in administration is designed for career entry or tokenism.
15. Are there proportionate differences between Black and Non-Black administrators on the characteristic of degree status because; (a) there is a difference in the perceived importance of degrees by Black and Non-Black administrators?; (b) there is a difference in the qualifications required of Black and Non-Black administrators?

APPENDICES

APPENDIX A

**LETTER OF TRANSMITTAL FOR MICHIGAN PUBLIC SCHOOL
PERSONNEL REGISTER AND DATA CODES**

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

BUREAU OF HIGHER EDUCATION

P.O. Box 420

Lansing, Michigan 48902

August 1, 1970



JOHN W. PORTER
Acting Superintendent
of Public Instruction

STATE BOARD OF EDUCATION

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EDWIN L. NOVAK, O.D.

GOV. WILLIAM G. MILLIKEN
Ex-Officio

Dear Superintendent:

A register of the professional personnel employed by your district during 1969-70 accompanies this letter. We would like to call your attention to two major changes required for the updating of the register.

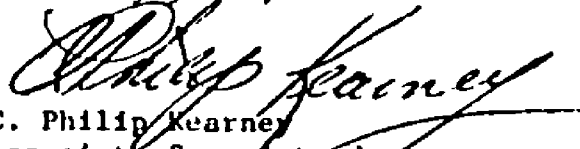
First, a new column has been added to the register (extreme left corner) for the purpose of providing data that will identify the school location of each professional staff person. You will find attached a list of the school codes for your district. All personnel on your register should be assigned a school code number. Central office administrators as well as other staff persons who are assigned to a school for 50% or less of their time should be coded as: 0000. Persons who are assigned to one school for more than 50% of their time should be given the code number of that school.

Second, you will note that the institutional code #25 has been eliminated. Previously, code #25 was used to designate a staff person who completed his initial (B.A. degree) preparation in a state other than Michigan. Codes have now been established for each of the other 49 states plus the District of Columbia and foreign countries. Therefore, will you please convert all of your 25 codes to the appropriate out-of-state codes provided.

Further instructions and filing deadlines appear on the following pages.

The success of this reporting system has markedly improved in the last two years because of the careful attention your office and the intermediate district office have given to the updating of respective registers. Your cooperation has been greatly appreciated.

Sincerely yours,


C. Philip Kearney
Associate Superintendent
for Higher Education

SOME DO'S AND DON'TS

1. Forward the first and second copies of your updated report to your intermediate district superintendent no later than October 15.
2. Check your school code number to be sure it is correct.
3. Do not report personnel who are on a day-to-day substitute basis.
4. Be sure to report substitute permit holders who are in full time positions.
5. Under "Assignment," report "NE" if the teacher is teaching in grades K-6 or K-8, report "NM" if teaching in grades 7 or 8 with an elementary certificate, and report actual assignment code in all other cases.
6. Please supply the salary being paid at the time the report is updated. All salaries should be reported on an annual basis.

INSTRUCTIONS FOR UPDATING THE
PROFESSIONAL PERSONNEL REGISTER

1. Update information for all personnel listed on the register who are currently employed by your district.
2. Line out personnel who are no longer employed by your district.
3. Add all new personnel to the register using the extra sheets provided when necessary.
4. Report the following information for all professional personnel employed by your district.
 - a. Social Security Number
 - b. Sex
 - c. Year of Birth (last two digits)
 - d. Name - write in all captions (upper case) PLEASE ADHERE TO DIRECTIONS BELOW. IN THE PAST MANY ERRORS HAVE OCCURRED AT THIS POINT.
 - (1) Last name first.
 - (2) Do not use commas, periods or other punctuation.
 - (3) Do not leave spaces between the letters of last, first or middle names.
 - (4) Leave one and only one space between last, first and middle names.
 - (5) Example: Wrong - MC Keen, GEORGE L.
Right - McKEEN GEORGE L
 - e. Certificate Data
 - (1) Type
 - (2) Year of Expiration (last two digits) (Give expiration year for provisional and limited certificates only.)
 - f. Training institutions*
 - g. Highest degree*
 - h. Full time last year* (column heading is)
 - i. Identify no more than two major courses of study
 - j. Identify no more than three minor courses of study
 - k. First and second K-12 teaching assignment*
 - l. Teaching level for first K-12 teaching assignment
 - m. Salary in dollars (annual)
 - n. Total teaching experience
 - o. Race*
5. Forward copies 1 and 2 of the updated register to your intermediate district office by October 15.

SIX

- 1 - Male
- 2 - Female

RACE

- 1 - American Indian
- 2 - Caucasian
- 3 - Negro American
- 4 - Oriental
- 5 - Spanish American

FULL TIME LAST YEAR

- 1 - Yes
- 2 - No

DEGREE

- 0 - None
- 1 - Bachelor's
- 2 - Master's
- 3 - Doctor's
- 4 - Specialist's

TYPE OF CERTIFICATE

- 0 - Certificate not required (i.e. School Social Worker, Psychologist, Admin.)
 - 1 - Elementary Provisional
 - 2 - Elementary Permanent
 - 3 - Secondary Provisional
 - 4 - Secondary Permanent
 - 5 - Life
 - 6 - Full Year Permit (May be Pending)
 - 7 - State Limited
 - 8 - County Limited
 - 9 - Provisional or Permanent Pending
 - P - Substitute Permit (Person is being used in a full time position)
- Please do not list any permit holders teaching on day-to-day substitute basis.

LEVEL

- 0 - All Grades
- 1 - Elementary (K-6 or K-8)
- 2 - Jr. High (7-8 or 7-9)
- 3 - Sr. High (9-12 or 10-12)
- 4 - Jr. - Sr. High
- 5 - Central Administration

INSTITUTIONS

- | | | |
|----------------------------------|---------------------|------------------------|
| 1 - Central Michigan University | 59 - Hawaii | 96 - Wisconsin |
| 2 - Eastern Michigan University | 60 - Idaho | 97 - Wyoming |
| 3 - Ferris State College | 61 - Illinois | 98 - Washington, D. C. |
| 4 - Michigan State University | 62 - Indiana | 99 - Foreign |
| 5 - Northern Michigan University | 63 - Iowa | |
| 6 - University of Michigan | 64 - Kansas | |
| 7 - Wayne State University | 65 - Kentucky | |
| 8 - Western Michigan University | 66 - Louisiana | |
| 9 - Adrian College | 67 - Maine | |
| 10 - Albion College | 68 - Maryland | |
| 11 - Alma College | 69 - Massachusetts | |
| 12 - Aquinas College | 70 - Minnesota | |
| 13 - Calvin College | 71 - Mississippi | |
| 14 - Andrews University | 72 - Missouri | |
| 15 - Hillsdale College | 73 - Montana | |
| 16 - Hope College | 74 - Nebraska | |
| 17 - Kalamazoo College | 75 - Nevada | |
| 18 - Madonna College | 76 - New Hampshire | |
| 19 - Marygrove College | 77 - New Jersey | |
| 20 - Mercy College | 78 - New Mexico | |
| 21 - Nazareth College | 79 - New York | |
| 22 - Olivet College | 80 - North Carolina | |
| 23 - Siena Heights College | 81 - North Dakota | |
| 24 - University of Detroit | 82 - Ohio | |
| 26 - Spring Arbor College | 83 - Oklahoma | |
| 27 - Grand Valley State College | 84 - Oregon | |
| | 85 - Pennsylvania | |
| 49 - Alabama | 86 - Rhode Island | |
| 50 - Alaska | 87 - South Carolina | |
| 51 - Arizona | 88 - South Dakota | |
| 52 - Arkansas | 89 - Tennessee | |
| 53 - California | 90 - Texas | |
| 54 - Colorado | 91 - Utah | |
| 55 - Connecticut | 92 - Vermont | |
| 56 - Delaware | 93 - Virginia | |
| 57 - Florida | 94 - Washington | |
| 58 - Georgia | 95 - West Virginia | |

MAJOR-MINOR AND ASSIGNMENT CODES

ADMINISTRATION

AA-Superintendent, General
 AB-Assistant Superintendent,
 General
 AC-Admin. of Finance or Business
 AD-Admin. of Instruction
 AE-Admin. of Plant & Facilities
 AF-Admin. of Employed Personnel
 AG-Admin. of Research
 AH-Principal, Secondary
 AI-Principal, Elementary
 AJ-Assst. Principal, Secondary
 AK-Assst. Principal, Elementary
 AL-Consult., Subject Area
 AM-Consult., Elementary
 AN-Consult., Secondary
 AO-Coordinator, Subject Area
 AP-Supervisor, Elementary
 AQ-Supervisor, Secondary
 AR-Special Education Director

LANGUAGE ARTS

BA-English
 BB-Dramatics
 BC-Journalism
 BD-Speech
 BE-Radio
 BF-English & Speech
 BG-English Journalism
 BH-Speech & Dramatics

SOCIAL SCIENCE

CA-Economics
 CB-Geography
 CC-History
 CD-Political Science
 CE-Psychology
 CF-Sociology
 CG-Government
 CH-Anthropology
 CI-History & Political Science
 CJ-Sociology & Anthropology
 CK-Economics & Pol. Science
 CX-Social Science

SCIENCE

DA-Biology
 DB-Botany
 DC-Chemistry
 DD-Natural Science
 DE-Physics
 DF-Physical Science
 DG-Zoology
 DH-Geology
 DI-Forestry
 DJ-General Science
 DK-Exact Science
 DL-Conservation
 DM-Earth Science
 DN-Chem. & Biology
 DX-Science

MATHEMATICS

EA-Algebra
 EB-Arithmetic
 EC-Plane Geometry
 ED-Solid Geometry
 EE-Trigonometry
 EF-Calculus
 EG-Shop Mathematics
 EH-Analytic Geometry
 EI-Statistics-Probability
 EX-Mathematics

FOREIGN LANGUAGE

FA-French
 FB-German
 FC-Greek
 FD-Latin
 FE-Russian
 FF-Spanish
 FG-Other
 FH-Italian
 FI-Polish
 FJ-Hebrew

BUSINESS EDUCATION

GA-Accounting
 GB-Bookkeeping
 GC-Business English
 GD-Office Machines
 GE-Office Practice
 GF-Shorthand
 GG-Typing
 GH-Business Admin.
 GI-Secretarial Science
 GJ-Accounting & Bus. Law
 GK-Commerce
 GL-General Business
 GM-Distributive Ed.
 GN-Retailing & Market.
 GX-Business Education

AGRICULTURE

HA-Agriculture
 HB-Animal Husbandry
 HC-Agronomy
 HD-Horticulture

INDUSTRIAL ARTS &
INDUSTRIAL EDUCATION

IA-Industrial Arts
 IB-Auto Mechanics
 IC-Industrial Education
 ID-Machining Shop
 IE-Printing
 IF-Farm Shop
 IG-Ceramics
 IH-Mechanical Drawing
 II-Drawing & Design
 IJ-Wood Shop
 IK-Metal Shop
 IL-Metal & Auto. Shop

MUSIC

JA-Music Theory
 JB-Applied Music
 JC-Public School Music
 JD-Composition
 JE-Voice
 JF-Piano
 JX-Music

HOME ECONOMICS

KA-Textiles, Clothing &
 Related Arts
 KB-Foods & Nutrition
 KC-Dietetics
 KD-Child Development
 KE-Nursery Education
 KF-Other
 KG-Family Life Education
 KX-Home Economics

ARTS & CRAFTS

LA-Art
 LB-Arts & Crafts
 LC-Drawing & Design

HEALTH & PHYSICAL ED.

MA-Health
 MB-Physical Education
 MC-Health & Physical Ed.
 MD-Recreation
 ME-Outdoor Education
 MF-Health & Recreation
 MG-Others

MISCELLANEOUS

NA-Driver Education
 NB-Safety Education
 NC-Driver & Safety Ed.
 ND-Library Science
 NE-Elementary Grades
 NF-Adult Education
 NH-Junior High Grades
 NO-Nursery
 NP-Reading
 NR-Remedial Reading
 NS-Philosophy
 NX-Other
 NT-Counselor

SPECIAL EDUCATION

SA-Mentally Handicapped
 SB-Speech Correction
 SC-Orthopedically Handicapped
 SD-School Social Worker
 SE-Emotionally Disturbed
 SF-Diagnostician
 SG-Psychologist
 SH-Homebound and/or
 Hospitalized
 SI-Teacher Counselor
 SJ-Socially Maladjusted
 SK-Education of the Blind
 SL-Education of the Deaf
 SM-Perceptually Handicapped
 SN-Type C Consultant
 ST-Teacher of Trainable

APPENDIX B

SUPPLEMENTAL TABLES

TABLE 22.--Frequency Distribution of Educators in Michigan Public Schools by Race, Sex, Age and Year 1968-71.

Age Groups	Year	Male	Female	Male	Female	Total Black %
< 23	1968	70	223	2622	7450	2.82
	1969	109	316	2999	8139	3.67
	1970	92	335	2466	7862	3.97
24-27	1968	379	849	7192	11249	6.24
	1969	399	940	7404	11172	6.72
	1970	411	1055	7489	11871	7.03
28-31	1968	341	559	5113	4490	8.56
	1969	353	615	5328	4902	8.64
	1970	418	721	5971	5498	9.03
32-35	1968	238	522	4316	3602	8.75
	1969	254	519	4463	3785	8.56
	1970	268	504	4702	4007	8.14
36-39	1968	248	604	4038	3688	9.93
	1969	245	597	4129	3774	9.62
	1970	247	618	4148	3777	9.84
40-43	1968	258	498	3472	3797	9.42
	1969	261	526	3528	4015	9.44
	1970	279	536	3640	4212	9.40
44-47	1968	163	459	2614	3720	8.94
	1969	164	455	2849	3716	8.61
	1970	197	478	3172	3811	8.81
48-51	1968	106	392	1659	3958	8.14
	1969	115	365	1796	4051	7.58
	1970	113	403	1919	3972	8.05
52-55	1968	84	283	1244	4061	6.47
	1969	78	277	1249	3852	6.50
	1970	87	302	1368	3849	6.93
56-59	1968	52	159	1133	4639	3.52
	1969	59	163	1114	4362	3.89
	1970	57	189	1107	4049	4.55
60-63	1968	26	93	870	4087	2.34
	1969	26	100	816	3790	2.66
	1970	33	104	791	3511	3.08
> 64	1968	4	38	339	1603	2.11
	1969	6	35	287	1424	2.34
	1970	14	48	270	1278	3.85
Omits or Errors	1968	-	1	2	9	
	1969	-	1	3	3	
	1970	-	-	9	17	

TABLE 23.--Frequency Distribution of Educators in Michigan Public Schools
by Race, Sex, Salary and Year 1968-71

Salary	Year	BLACK		NON-BLACK		Total Black %
		Male	Female	Male	Female	
< \$5,999	1968	14	78	378	1969	3.77
	1969	5	35	159	1213	2.82
	1970	-	3	12	57	4.16
\$6,000-\$10,999	1968	1245	2960	21781	43842	6.02
	1969	1074	2608	18694	38678	6.03
	1970	889	2316	15664	33431	6.12
\$11,000-\$15,999	1968	650	1621	10628	10198	9.83
	1969	884	2216	14097	16531	9.18
	1970	1102	2757	16327	22906	8.95
\$16,000-\$20,999	1968	52	17	1568	319	3.52
	1969	87	46	2502	529	4.20
	1970	194	209	4083	1246	7.03
\$21,000-\$25,999	1968	6	2	214	7	3.49
	1969	7	3	425	28	2.15
	1970	20	7	813	66	2.98
\$26,000+	1968	2	-	35	10	4.25
	1969	12	1	88	3	12.50
	1970	11	1	153	8	6.93
Omits or Errors	1968	-	2	10	8	
	1969	-	-	-	3	
	1970	-	-	-	-	

TABLE 24.--Frequency Distribution of Educators in Michigan Public Schools
by Race, Sex, In-State/Out-State Preparation, Major In-State
Institutions, and Year 1968-71

Institution	Year	BLACK		NON-BLACK		Total Black %
		Male	Female	Male	Female	
Central Michigan University	1968	19	26	3662	6165	.45
	1969	19	25	3919	6318	.42
	1970	18	26	4139	6566	.40
Eastern Michigan University	1968	114	235	3328	6590	3.39
	1969	135	246	3591	6627	3.59
	1970	149	271	3798	6694	3.84
Michigan State University	1968	68	130	4369	6549	1.78
	1969	64	134	4615	6879	1.69
	1970	76	166	4839	7313	1.95
University of Michigan	1968	101	258	2483	4034	5.22
	1969	99	267	2534	4088	5.23
	1970	115	279	2538	4119	5.58
Wayne State University	1968	523	1427	3997	7401	14.60
	1969	508	1387	4131	7302	14.21
	1970	560	1506	4274	7439	14.99
Western Michigan University	1968	83	140	4511	7488	1.82
	1969	121	215	4685	7565	2.66
	1970	95	192	4908	7788	2.21
University of Detroit	1968	30	36	632	730	4.62
	1969	29	41	643	714	4.90
	1970	31	43	643	727	5.12
Others In-state	1968	43	64	4844	6383	.94
	1969	47	77	5067	6472	1.06
	1970	47	91	5494	6843	1.10
Out of State	1968	988	2364	6786	11012	15.84
	1969	1043	2515	6734	10872	16.81
	1970	1125	2717	6409	10218	18.76
Omits or Errors	1968	-	2	2	2	
	1969	4	2	46	148	
	1970	-	-	9	7	

TABLE 25.--Frequency Distribution of Educators in Michigan Public Schools
by Race, Sex, Degree Status and Year 1968-71

Degree	Year	BLACK		NON-BLACK		Total Black %
		Male	Female	Male	Female	
None	1968	13	66	372	1972	3.26
	1969	10	61	332	1489	3.75
	1970	17	31	238	784	4.48
Bachelor's	1968	1204	3067	17378	41625	6.75
	1969	1256	3264	17829	41939	7.03
	1970	1289	3498	17773	42350	7.37
Master's	1968	734	1536	16152	12541	7.33
	1969	781	1572	16920	13307	7.22
	1970	883	1750	18033	14291	7.53
Doctor's	1968	11	5	311	94	3.80
	1969	12	5	348	100	3.65
	1970	15	6	381	104	4.15
Specialist's	1968	7	6	401	121	2.47
	1969	10	7	536	150	2.41
	1970	12	8	627	185	2.40

TABLE 26.--Frequency Distribution of Educators in Michigan Public Schools
by Race, Sex, Teaching Major and Year 1968-71

Teaching Major	Year	BLACK		NON-BLACK		Total Black %
		Male	Female	Male	Female	
Administra- tion	1968	-	1	295	40	.29
	1969	1	1	287	45	.59
	1970	3	-	262	33	1.00
Language Arts	1968	98	340	2642	8425	3.80
	1969	91	379	2827	8545	3.96
	1970	99	424	2958	8651	4.31
Social Science	1968	350	375	8929	9027	3.88
	1969	370	400	9399	9209	3.97
	1970	409	458	9571	9550	4.33
Science	1968	190	140	3612	2020	5.53
	1969	201	139	3748	2077	5.51
	1970	214	159	3882	2141	5.83
Mathematics	1968	80	79	2319	1388	4.11
	1969	94	91	2457	1470	4.49
	1970	108	108	2636	1809	4.63
Foreign Language	1968	19	52	436	1588	3.38
	1969	22	61	452	1621	3.84
	1970	22	58	376	1341	4.45
Business Education	1968	45	203	1768	1427	7.20
	1969	50	220	1876	1463	7.48
	1970	53	236	1906	1488	7.84
Agriculture	1968	16	1	479	10	3.35
	1969	14	1	479	12	2.96
	1970	16	-	477	8	3.39
Industrial Arts and Industrial Education	1968	134	4	2588	37	4.99
	1969	146	4	2692	334	5.21
	1970	169	4	2897	26	5.58
Music	1968	100	147	1790	1768	6.49
	1969	114	164	1824	1780	7.16
	1970	118	174	1854	1842	7.32
Home Economics	1968	3	237	22	2201	9.74
	1969	2	253	18	2266	10.04
	1970	1	275	23	2275	10.72
Arts & Crafts	1968	54	69	698	1833	4.63
	1969	57	76	717	1935	4.77
	1970	58	80	751	2040	4.71

TABLE 26.--Continued

Teaching Major	Year	BLACK		NON-BLACK		Total Black %
		Male	Female	Male	Female	
Health and Physical Education	1968	299	174	3917	1721	7.74
	1969	328	186	4094	1838	7.97
	1970	356	205	4263	1950	8.28
Miscell- aneous	1968	108	642	1513	10271	5.98
	1969	141	798	1755	11067	6.82
	1970	134	904	1894	11674	7.10
Special Education	1968	118	272		2012	12.69
	1969	123	295	739	2348	11.92
	1970	129	319	844	2643	11.38
Omits or Errors	1968	355	1944	2935	12585	
	1969	315	1841	2601	11275	
	1970	327	1889	2488	10243	

TABLE 27 .--Frequency Distribution of Educators in Michigan Public Schools by Race, Sex, Teaching Minor and Year 1968-71.

Teaching Minors	Year	BLACK		NON-BLACK		Total Black %
		Male	Female	Male	Female	
Adminis- tration	1968	-	-	49	17	-
	1969	1	-	40	9120	.01
	1970	1	-	29	5	2.85
Language Arts	1968	246	553	5501	11623	4.45
	1969	269	624	5707	29110	2.50
	1970	478	658	5799	11312	4.92
Social Science	1968	415	509	9721	10670	4.33
	1969	450	584	10320	63	9.05
	1970	478	658	10599	11312	4.92
Science	1969	258	288	5333	5073	4.98
	1969	272	313	5625	5212	2.56
	1970	308	359	5742	5356	5.66
Mathematics	1968	45	37	1460	730	3.60
	1969	51	36	1516	792	3.63
	1970	54	39	1725	1000	3.30
Foreign Language	1968	37	90	916	2258	3.84
	1969	41	93	947	2242	4.03
	1970	35	98	830	2065	4.39
Business Education	1968	18	35	744	572	3.87
	1969	19	39	835	614	3.84
	1970	23	43	902	657	4.06
Agricul- ture	1968	5	-	139	6	3.33
	1969	5	-	135	5	3.44
	1970	6	-	123	3	4.54
Industrial Arts and Industrial	1968	25	2	1042	43	2.42
	1969	27	2	1110	42	2.45
	1970	33	1	1220	36	2.63
Music	1968	33	42	773	1020	4.01
	1969	34	48	817	1049	4.20
	1970	35	51	851	1127	4.16
Home Economics	1968	-	49	9	693	6.52
	1969	34	48	13	724	6.35
	1970	-	56	11	759	6.77
Arts & Crafts	1968	14	43	341	1836	2.55
	1969	16	50	366	1964	2.75
	1970	14	60	402	2064	2.91

TABLE 27. -- Continued

Teaching Minor	Year	BLACK		NON-BLACK		Total Black %
		Male	Female	Male	Female	
Arts & Crafts	1968	14	43	341	1836	2.55
	1969	16	50	366	1964	2.75
	1970	14	60	402	2064	2.91
Health and Physical Education	1968	87	43	1993	771	4.49
	1969	99	48	2107	883	4.68
	1970	111	52	2224	984	4.83
Miscell- aneous	1968	28	84	478	1340	5.80
	1969	37	96	516	1615	5.87
	1970	38	117	651	1944	5.63
Special Education	1968	9	11	70	171	7.66
	1969	8	10	73	196	6.27
	1970	11	15	85	211	8.07
Errors or Omits	1968	749	2894	6045	19530	
	1969	740	2916	5838	3354	
	1970	765	3052	5839	17882	

TABLE 28.--Frequency Distribution of Educators in Michigan Public Schools by Race, Sex, Assignment Level and Year 1968-71

Assignment Level	Year	BLACK		NON-BLACK		Total Black %
		Male	Female	Male	Female	
All Grades	1968	160	247	1854	1734	10.18
	1969	162	278	1819	1846	10.71
	1970	165	305	1790	1901	11.29
Elementary K-6 or K-8	1968	600	2843	7449	36574	7.25*
	1969	638	3039	7842	37252	7.53*
	1970	665	3258	7936	36798	7.91*
Jr. High 7-8 or 7-9	1968	631	754	8875	7354	7.86
	1969	664	827	9455	7595	8.04
	1970	721	910	9801	7835	8.46
Senior High 9-12 or 10-12	1968	420	502	12823	8506	4.14*
	1969	470	561	13419	8640	4.46*
	1970	565	662	14098	8831	5.07*
Junior & Senior High	1968	32	17	1887	1059	1.63
	1969	43	26	1902	1106	2.24
	1970	37	34	1923	1142	2.26
Central Administra- tion	1968	48	94	1131	334	8.83
	1969	64	109	1347	312	9.44
	1970	63	124	1504	307	9.35
Omits or Errors	1968	78	223	595	792	
	1969	28	69	181	234	
	1970	-	-	-	-	

*Compare growth rates of elementary and secondary assignments.

TABLE 29.--Frequency Distribution of Educators in Michigan Public Schools
by Race, Sex, Experience and Years 1968-71

Experience in Years	Year	BLACK		NON-BLACK		Total Black %
		Male	Female	Male	Female	
0	1968	70	117	2682	5195	2.31
	1969	94	262	2667	5542	4.15
	1970	112	306	2069	5256	5.39
1-5	1968	857	1854	11612	20520	7.78
	1969	848	1869	12035	20684	7.66
	1970	851	2014	12434	21468	7.79
6-10	1968	503	983	7921	9146	8.00
	1969	510	999	8067	9645	7.85
	1970	591	1052	8366	10331	8.07
11-15	1968	327	844	5068	6379	9.28
	1969	354	828	5428	6546	8.98
	1970	391	861	6013	6786	8.91
16-20	1968	132	457	3753	4886	6.38
	1969	149	505	4120	4949	6.72
	1970	165	547	4247	4855	7.25
21+	1968	80	425	3578	10227	3.52
	1969	114	4446	3648	9619	4.05
	1970	106	513	3923	9018	4.56
Omits or Errors	1968	--	-	-	-	
	1969	-	-	-	-	
	1970	-	-	-	-	

TABLE 30.--Frequency Distribution of Educators in Michigan Public Schools by Race, Sex, Type of Certificate and Year 1968-71

Type of Certificate	Year	BLACK		NON-BLACK		Total Black %
		Male	Female	Male	Female	
Certificate not Required	1968	20	19	270	276	6.66
	1969	27	25	400	371	6.31
	1970	84	120	612	477	15.77
Elementary Provisional	1968	191	985	2173	12805	7.27
	1969	200	1062	2281	13540	7.38
	1970	206	1183	2480	14532	7.54
Elementary Permanent	1968	325	1854	3453	14925	10.59
	1969	328	1887	3894	16069	9.98
	1970	355	2021	4311	17627	9.77
Secondary Provisional	1968	582	718	8660	8218	7.15
	1969	575	775	9099	8477	7.13
	1970	638	806	9214	8671	7.47
Secondary Permanent	1968	632	635	14665	6397	5.67
	1969	694	723	15610	7012	5.89
	1970	765	839	17097	7811	6.05
Life	1968	19	96	2072	8073	1.12
	1969	20	82	1801	6841	1.16
	1970	21	82	1518	5687	1.40
Full-Year Permit	1968	97	196	1397	2353	7.24
	1969	64	114	927	1544	6.71
	1970	29	34	421	553	6.07
State Limited	1968	-	1	29	97	.78
	1969	1	2	16	60	3.79
	1970	1	-	4	34	2.56
County Limited	1968	1	-	23	22	2.17
	1969	-	-	8	9	-
	1970	-	-	1	-	-
Provisional or Permanent Pending	1968	34	68	878	1622	3.92
	1969	73	99	982	1810	5.80
	1970	87	161	968	1770	8.30
Substitute Permit (Full-Time)	1968	68	108	994	1565	6.43
	1969	87	140	947	1252	9.35
	1970	30	47	426	552	7.29

TABLE 31.--Frequency Distribution of Educators in Michigan Public Schools by Race, Sex, Teaching Assignment and Year 1968-71.

Teaching Assignment	Year	BLACK		NON-BLACK		Total Black %
		Male	Female	Male	Female	
Administration	1968	204	119	5105	1211	4.86
	1969	274	131	5309	1131	5.91
	1970	338	181	5434	1060	7.40
Language Arts	1968	83	256	2404	4521	4.66
	1969	84	314	2474	4518	5.38
	1970	90	374	2573	4557	6.11
Social Science	1968	169	101	3897	1292	4.94
	1969	172	114	4089	1242	5.09
	1970	170	125	4183	1230	5.16
Science	1968	178	130	3110	757	7.34
	1969	172	133	3219	786	7.07
	1970	179	148	3318	836	7.29
Mathematics	1968	163	147	2815	1479	6.73
	1969	174	171	2912	1499	7.25
	1970	190	190	3086	1657	7.41
Foreign Language	1968	20	39	399	1124	3.72
	1969	20	46	407	1122	4.13
	1970	19	38	343	1010	4.04
Business Education	1968	39	177	1174	1304	8.01
	1969	39	180	1218	1297	8.01
	1970	33	192	1286	1323	7.93
Agriculture	1968	-	-	184	2	-
	1969	-	-	179	3	-
	1970	-	-	175	2	-
Industrial Arts & Ind. Education	1968	119	3	2402	30	4.77
	1969	130	3	2518	22	4.97
	1970	151	1	2744	20	5.21
Music	1968	82	110	1444	1042	7.16
	1969	91	120	1469	1086	7.62
	1970	94	126	1489	1151	7.69
Home Economics	1968	-	167	17	1566	9.54
	1969	-	175	22	1626	9.59
	1970	1	187	28	1682	9.90
Arts & Crafts	1968	42	45	582	1096	4.92
	1969	45	53	621	1171	5.18
	1970	48	63	649	1281	5.43

TABLE 31.--Continued

Teaching Assignment	Year	BLACK		NON-BLACK		Total Black %
		Male	Female	Male	Female	
Health & Physical Education	1968	178	136	1906	1448	8.56
	1969	191	150	1988	1543	8.80
	1970	220	165	2119	1635	9.30
Miscell- aneous	1968	472	2813	7748	36166	6.95
	1969	468	2873	8132	36317	6.99
	1970	486	3002	8007	36383	7.28
Special Education	1968	205	413	1352	3244	11.85
	1969	206	446	1383	3597	11.57
	1970	193	494	1537	3834	11.34
Omits or Error	1968	15	24	75	71	
	1969	3	-	25	125	
	1970	4	7	81	53	

TABLE 32--Frequency Distribution of Administrators in Michigan Public Schools by Race, Sex, Administrative Level of Assignment and Year 1968-71

	Year	BLACK		NON-BLACK		Total Black %
		Male	Female	Male	Female	
Superintendent	1968	1	0	566	6	.17
	1969	2	0	573	7	.34
	1970	2	0	572	6	.34
Assistant Superintendent	1968	5	1	245	6	2.33
	1969	8	-	258	6	2.94
	1970	6	0	256	7	2.23
Administrator of Finance or Business	1968	2	3	181	14	2.50
	1969	0	1	164	10	.57
	1970	0	0	157	11	-
Administrator of Instruc.	1968	4	5	171	42	4.05
	1969	9	6	166	35	6.94
	1970	11	10	169	34	9.37
Administrator of Plant & Facil.	1968	8	2	81	18	9.17
	1969	8	1	66	9	10.71
	1970	11	2	62	10	15.29
Administrator of Employed Personnel	1968	1	4	81	13	5.05
	1969	6	3	97	15	7.43
	1970	10	2	102	14	9.37
Administrator of Res.	1968	1	0	39	6	2.17
	1969	1	0	45	9	1.81
	1970	1	1	45	10	3.50
Secondary Principal	1968	14	4	884	30	1.93
	1969	23	6	911	29	2.99
	1970	38	7	948	22	4.43
Elementary Principal	1968	36	26	1270	558	3.28
	1969	45	36	1371	524	4.09
	1970	61	44	1444	490	5.14
Secondary Assistant Principal	1968	34	7	596	59	5.89
	1969	49	7	670	61	7.11
	1970	63	10	736	60	8.40
Elementary Assistant Principal	1968	24	28	171	90	16.61
	1969	40	23	172	82	19.87
	1970	47	33	162	76	25.15

TABLE 32.--Continued

	Year	BLACK		NON-BLACK		Total Black %
		Male	Female	Male	Female	
Consultant of Subject Area	1968	3	1	80	69	2.61
	1969	4	1	90	67	3.08
	1970	6	5	89	64	6.70
Elementary Consultant	1968	1	4	44	80	3.87
	1969	0	5	29	72	4.71
	1970	1	7	25	63	8.42
Secondary Consultant	1968	3	4	56	30	7.52
	1969	3	1	44	13	6.55
	1970	3	0	39	11	5.66
Coordinator of Subject Area	1968	18	6	145	61	10.43
	1969	10	3	188	75	6.73
	1970	9	9		71	6.42
Elementary Supervisor	1968	1	4	53	35	5.37
	1969	3	4	47	26	8.75
	1970	3	4	41	30	8.97
Secondary Supervisor	1968	43	19	315	63	14.09
	1969	59	27	287	65	19.63
	1970	62	45	288	56	23.72
Special Ed. Director	1968	2	0	75	18	2.10
	1969	4	0	96	23	3.25
	1970	4	2	108	26	4.28
Omits or Errors	1968	3	1	52	13	5.79
	1969	-	-	35	3	2.56
	1970	-	-	-	-	-

TABLE 33.--Frequency Distribution of Administrators in Michigan Public Schools by Race, Sex, Experience and Year 1968-71

	Year	BLACK		NON-BLACK		Total Black %
		Male	Female	Male	Female	
1-5	1968	24	6	276	46	8.52
	1969	34	9	275	33	12.25
	1970	29	8	253	34	11.41
6-10	1968	39	16	959	80	5.02
	1969	57	10	941	91	6.09
	1970	76	18	935	82	8.46
11-15	1969	76	39	1208	166	7.72
	1969	88	44	1291	157	8.35
	1970	121	53	1326	145	10.57
16-20	1968	31	26	1330	188	3.61
	1969	53	33	1404	188	5.12
	1970	67	52	1420	190	6.88
21+	1968	32	32	1315	728	3.03
	1969	42	35	1379	659	3.64
	1970	45	49	1483	607	4.30
Omits or Errors	1968	2	-	17	3	9.09
	1969	-	1	19	3	-
	1970	-	-	17	2	-

TABLE 34.--Frequency Distribution of Administrators in Michigan Public Schools by Race, Sex, Degree Status and Year 1968-71

	Year	BLACK		NON-BLACK		Total Black %
		Male	Female	Male	Female	
None	1968	0	0	7	0	-
	1969	0	0	8	2	-
	1970	0	0	8	5	-
Bachelor's	1968	26	4	388	198	4.87
	1969	38	5	384	165	7.26
	1970	36	4	367	146	7.23
Master's	1968	168	111	4249	940	5.10
	1969	224	122	4385	888	6.15
	1970	284	172	4441	827	7.96
Doctor's	1968	6	3	222	50	3.20
	1969	8	4	240	50	3.97
	1970	13	4	277	52	4.91
Specialist's	1968	4	1	239	23	1.87
	1969	4	0	292	26	1.24
	1970	5	1	341	32	1.58
Omits or Errors	1968	-	-	-	-	-
	1969	-	-	-	-	-
	1970	-	-	-	-	-

TABLE 35
RANKING OF THE PERCENTAGE OF MINORITY STUDENT POPULATION IN MICHIGAN DISTRICTS CONTAINING
AT LEAST ONE SCHOOL WITH MORE THAN 50% MINORITY STUDENT POPULATION DURING 1970-1971

District	Indian		Black		Asian		Latin American		White		TOTAL	Minority Students	
	N	%	N	%	N	%	N	%	N	%		N	%
Inkster	0		3795	(88.0)	5	(.1)	2		509	(11.8)	4311	3802	(88.2)
Highland Park	9	(.1)	6556	(85.1)	23	(.3)	14	(0.2)	1106	(14.3)	7708	6902	(89.7)
Nuskegon Hts.	9	(.2)	3028	(74.6)	0		41	(1.0)	983	(24.2)	4061	3078	(75.8)
Covert	0		579	(68.9)	0		0		261	(31.1)	840	579	(68.9)
Detroit	235	(.1)	181567	(83.8)	644	(.2)	3860	(1.4)	98119	(34.5)	284447	186328	(65.5)
Ecorse	2		2135	(50.8)	9	(.2)	237	(5.6)	1817	(43.3)	4200	2383	(56.7)
Denton Harbor	34	(.3)	6138	(53.8)	4		38	(.3)	5189	(43.5)	11403	6214	(54.5)
Buena Vista	0		1511	(42.9)	0		269	(7.6)	1743	(49.5)	3523	1780	(50.5)
River Rouge	26	(.7)	1588	(43.2)	8	(.2)	27	(0.7)	2026	(55.1)	3675	1649	(44.9)
Flint	27	(.1)	18475	(40.5)	60	(.1)	625	(1.4)	26472	(58.0)	43659	20187	(42.0)
Saginaw	16	(.1)	7632	(33.7)	26	(.1)	1822	(8.0)	13139	(58.0)	22635	9496	(42.0)
Westwood	5	(.1)	1980	(39.9)	8	(.2)	25	(0.5)	2943	(59.3)	4961	2018	(40.7)
Pontiac	26	(.1)	7977	(33.1)	42	(.2)	1063	(4.4)	14979	(62.2)	24087	9108	(37.8)
Beecher	6	(.1)	2221	(32.2)	7	(.1)	174	(2.6)	4287	(64.0)	6695	2408	(36.0)
Albion	5	(.1)	1051	(29.2)	6	(.2)	174	(4.8)	2362	(65.6)	3598	1236	(34.5)
Hemlock	6	(.2)	816	(28.7)	3	(.1)	28	(1.0)	1990	(70.0)	2843	253	(30.0)
Cassopolis	3	(.2)	577	(29.0)	0		7	(0.4)	1405	(70.5)	1992	587	(29.5)
Battle Creek	24	(.2)	2844	(27.1)	11	(.1)	78	(.7)	7542	(71.8)	10499	2257	(21.6)
Nuskegon	46	(.5)	2289	(22.7)	23	(.2)	323	(3.2)	7424	(73.5)	10105	2481	(24.5)
Grand Rapids	137	(.4)	7605	(22.0)	70	(.2)	857	(2.5)	25865	(74.9)	34534	9669	(25.1)
Mt. Clemens	4	(.1)	1418	(21.3)	17	(.3)	78	(1.2)	5145	(77.2)	6662	1517	(22.8)
Ypsilanti	13	(.2)	1662	(21.4)	19	(.2)	25	(0.3)	6038	(77.8)	7757	1719	(22.2)
New Haven	1	(.1)	311	(17.7)	3	(.2)	49	(2.8)	1394	(79.3)	1758	364	(20.7)
Willow Run	0		907	(20.1)	4	(.1)	12	(0.3)	3597	(79.6)	4520	923	(20.4)
Lansing	89	(.3)	4084	(12.5)	56	(.2)	1972	(6.1)	26356	(81.0)	32559	6201	(19.0)
Kalamazoo	20	(.1)	2947	(16.5)	58	(.3)	124	(0.7)	14679	(82.3)	17828	3149	(17.7)
Romulus	23	(.4)	958	(16.5)	16	(.3)	21	(0.4)	4781	(82.4)	5801	1020	(17.6)
Jackson	7	(.1)	2016	(14.8)	19	(.1)	157	(1.2)	11579	(83.8)	13578	2179	(16.2)
Novaglac	13	(.8)	483	(11.6)	2		90	(2.2)	3557	(85.4)	4165	608	(14.6)
Ann Arbor	27	(.1)	1810	(9.1)	261	(1.3)	167	(.8)	17725	(88.7)	19990	3501	(11.3)
Oak Park	0		558	(10.1)	13	(.2)	3	(0.1)	4950	(89.6)	5524	574	(10.4)
Farmdale	18	(.1)	770	(9.5)	28	(.3)	34	(0.4)	7297	(89.7)	8139	842	(10.3)
Port Huron	40	(.3)	870	(5.6)	14	(.1)	283	(1.8)	14222	(93.2)	15429	1207	(7.8)
Clintondale	7	(.1)	388	(7.5)	4	(.1)	39	(0.8)	4643	(91.5)	5073	430	(7.5)
Bay City	21	(.1)	224	(1.3)	18	(.1)	743	(4.4)	15714	(96.0)	16720	1696	(6.0)
Monroe	1		326	(3.5)	3		84	(0.9)	8783	(95.5)	9197	414	(4.5)
Taylor Twp.	43	(.2)	381	(1.5)	38	(.2)	232	(1.1)	20109	(97.0)	20723	414	(3.0)
Roseville	26	(.2)	205	(1.4)	37	(.3)	44	(0.3)	14114	(97.8)	14426	312	(2.2)

MLC:haw

* Less than 0.1%

Source: Michigan Department of Education

TABLE 36 :
RANKING OF THE PERCENTAGE OF MINORITY TEACHERS IN MICHIGAN DISTRICTS CONTAINING
AT LEAST ONE SCHOOL WITH MORE THAN 50% MINORITY STUDENT POPULATION IN 1976-71

District	Indian		Black		Oriental		Latin Americans		White		TOTAL	Minority Teachers	
	N	%	N	%	N	%	N	%	N	%		N	%
Inkster	0		132	(80.0)	0		0		33	(20.0)	163	132	(80.0)
Essex	0		80	(45.2)	0		0		97	(54.8)	177	80	(45.2)
Hackagen Hts.	0		75	(43.9)	1	(.6)	1	(.6)	94	(53.0)	171	77	(45.0)
Highland Park	0		152	(43.9)	1	(.3)	1	(.3)	192	(53.5)	346	154	(44.5)
Covert	0		20	(44.4)	0		0		231	(55.6)	45	20	(44.4)
River Rouge	0		74	(43.3)	0		0		97	(56.7)	171	74	(43.3)
Detroit	17	(.2)	4464	(41.3)	44	(.4)	38	(.4)	6233	(57.8)	10,818	4563	(42.2)
Pontiac	0		263	(28.8)	1	(.1)	3	(.3)	643	(70.7)	912	267	(29.3)
Beaumont Vista	0		38	(27.0)	0		0		103	(73.0)	141	38	(27.0)
Westland	0		43	(23.8)	1	(.6)	1	(.6)	136	(75.1)	181	45	(24.9)
Flint	1	(.1)	450	(23.7)	9	(.5)	2	(.1)	1434	(75.6)	1896	462	(24.4)
Romulus	0		49	(21.6)	0		2	(.9)	176	(77.5)	227	51	(22.5)
Benton Harbor	0		95	(19.2)	4	(2.2)	3	(.6)	392	(79.0)	496	104	(21.0)
Clintondale	0		25	(14.0)	5	(2.8)	0		149	(83.2)	179	30	(16.8)
Beecher	0		47	(16.3)	1	(.3)	0		240	(83.3)	288	48	(16.7)
Albion	0		23	(15.2)	0		2	(1.3)	126	(83.4)	151	25	(16.6)
Saginaw	0		144	(15.4)	1	(.1)	4	(.4)	787	(84.1)	936	149	(15.9)
Eastland	0		14	(12.5)	0		1	(.9)	97	(86.6)	112	15	(13.4)
Ferdia	0		44	(12.8)	0		1	(.3)	299	(86.9)	344	45	(13.1)
Mt. Clemens	0		33	(12.3)	0		0		236	(87.7)	269	33	(12.3)
Willow Run	1	(.3)	24	(11.8)	0		0		178	(97.7)	203	25	(12.3)
Tyrellanti	0		43	(11.5)	2	(.5)	0		328	(97.9)	373	45	(12.1)
Grand Rapids	1	(.1)	131	(9.1)	3	(.3)	2	(.1)	1298	(90.3)	1437	139	(9.7)
Ann Arbor	0		81	(8.5)	4	(.4)	3	(.3)	866	(90.8)	954	88	(9.2)
Oak Park	0		22	(8.6)	0		1	(.4)	233	(91.0)	256	23	(9.0)
Battle Creek	1	(.2)	41	(8.2)	0		0		456	(91.6)	498	43	(8.4)
Kalamazoo	0		60	(7.5)	1	(.1)	4	(.5)	731	(91.8)	796	65	(8.2)
Canoeville	0		6	(7.9)	0		0		79	(92.1)	76	6	(7.9)
Boonville	1	(.2)	34	(6.6)	0		2	(.4)	502	(92.9)	546	39	(7.1)
Leaning	5	(.4)	68	(5.2)	3	(.2)	17	(1.3)	1210	(92.9)	1308	77	(7.1)
Jackson	0		32	(5.7)	0		2	(.4)	326	(93.9)	360	34	(6.1)
Beaumont	0		8	(4.9)	2	(1.2)	0		154	(93.9)	164	10	(6.1)
Hackagen	0		19	(3.4)	0		3	(.5)	313	(96.0)	335	22	(4.0)
Port Huron	0		15	(2.5)	2	(.3)	2	(.3)	362	(96.8)	401	19	(3.2)
Taylor	3	(.4)	8	(1.1)	0		3	(.4)	713	(98.1)	729	14	(1.9)
New Haven	0		1	(1.6)	0		0		63	(98.4)	64	1	(1.6)
Bay City	0		3	(.8)	0		1	(.2)	391	(99.8)	392	6	(1.0)
Marion	0		1	(.3)	0		2	(.6)	337	(99.1)	340	3	(.9)

Source: Michigan Department of Education

TABLE 37

RANKING OF THE PERCENTAGE OF MINORITY STUDENTS IN THE STATE RANKING TO BALANCE
 MINORITY STUDENT POPULATION IN THE STATE RANKING OF 25 VOTER AT LEAST ONE
 SCHOOL WITH MORE THAN 50% MINORITY STUDENT POPULATION DURING 1970-71

District	% of Minority Students	% of Minority Teachers	% Difference
Clintondale	7.5%	16.8%	- 9.3%
Roselius	17.6%	22.5%	- 4.9%
Roseville	2.2%	7.1%	- 4.9%
Verndale	10.3%	13.1%	- 2.8%
Taylor	3.0%	1.9%	+ 1.1%
Oak Park	10.4%	9.0%	+ 1.4%
River Rouge	44.9%	43.3%	+ 1.6%
Ann Arbor	11.3%	9.2%	+ 2.1%
Detroit	4.5%	.9%	+ 3.6%
Port Huron	7.8%	3.2%	+ 4.6%
Day City	6.0%	1.0%	+ 5.0%
Willow Run	20.4%	12.3%	+ 8.1%
Frankster	88.2%	80.0%	+ 8.2%
Montiac	37.8%	29.3%	+ 8.5%
Novagiac	14.6%	6.1%	+ 8.5%
Alamogordo	17.7%	8.2%	+ 9.5%
Jackson	16.2%	6.1%	+10.1%
Spillanti	22.2%	12.1%	+10.1%
St. Clemens	22.8%	12.3%	+10.5%
Corona	56.7%	45.2%	+11.5%
Wensing	19.0%	7.1%	+11.9%
Grand Rapids	25.1%	9.7%	+15.4%
Westwood	40.7%	24.9%	+15.8%
Santrac	30.0%	13.4%	+16.6%
Clinton	42.0%	24.4%	+17.6%
Libion	34.5%	16.6%	+17.9%
Ev Haven	20.7%	1.6%	+19.1%
Teacher	36.0%	16.7%	+19.3%
Little Creek	28.2%	8.4%	+19.8%
Assopolis	29.5%	7.9%	+21.6%
Waukegon	26.5%	4.0%	+22.5%
Detroit	65.5%	42.2%	+23.3%
Quana Vista	50.5%	27.0%	+23.5%
Overton	68.9%	44.4%	+24.5%
Wagins	42.0%	15.9%	+26.1%
Waukegon Hts.	75.8%	45.0%	+30.8%
Anton Harbor	54.5%	21.0%	+33.5%
Highland Park	85.7%	44.5%	+41.2%

Source: Michigan Department of Education

TABLE 38

MINORITY STAFF AND STUDENT POPULATION IN THE SHINLED MINORITY STUDENTS
AND MINORITY STAFF AND STUDENT POPULATION IN SCHOOLS WITH AT LEAST ONE SCHOOL
WITH MORE THAN 50% MINORITY STUDENT POPULATION DURING 1970-71

<u>DISTRICT</u>	<u>TOTAL STAFF</u>	<u>PERCENTAGE DIFFERENCE</u>	<u>NUMBER OF MINORITY TEACHERS NEEDED TO ACHIEVE BALANCE WITH MINORITY STUDENT POPULATION</u>
Roseville	546	- 4.9%	- 27
Clintondale	179	- 9.3%	- 17
Romulus	227	- 4.9%	- 11
Ferndale	344	- 2.8%	- 10
River Rouge	171	+ 1.6%	+ 3
Oak Park	256	+ 1.4%	+ 4
Taylor	729	+ 1.1%	+ 8
Covert	45	+24.5%	+ 11
Monroe	340	+ 3.6%	+ 12
New Haven	64	+19.1%	+ 12
Dowagiac	164	+ 8.5%	+ 14
Inkster	165	+ 8.2%	+ 14
Cassopolis	76	+21.6%	+ 16
Willow Run	203	+ 8.1%	+ 16
Hamtramck	112	+16.6%	+ 19
Ann Arbor	954	+ 2.1%	+ 20
Ecorse	177	+11.5%	+ 20
Albion	151	+17.9%	+ 27
Mt. Clemens	269	+10.5%	+ 28
Port Huron	601	+ 4.6%	+ 28
Westwood	181	+15.8%	+ 29
May City	597	+ 5.0%	+ 30
Buena Vista	141	+23.5%	+ 33
Tpsilanti	373	+10.1%	+ 38
Muskegon Hts.	171	+30.8%	+ 53
Beecher	282	+19.3%	+ 56
Kalamazoo	796	+ 9.5%	+ 77
Pontiac	912	+ 8.5%	+ 78
Jackson	560	+10.1%	+ 57
Battle Creek	498	+19.8%	+ 99
Muskegon	555	+22.5%	+ 125
Highland Park	346	+41.2%	+ 143
Lansing	1308	+11.9%	+ 156
Benton Harbor	496	+33.5%	+ 166
Grand Rapids	1437	+15.4%	+ 221
Saginaw	936	+26.1%	+ 244
Flint	1856	+17.6%	+ 334
Detroit	10818	+20.3%	+2520

*Chart Organization - Bob Coleman - Michigan Education Association

APPENDIX C

JOINT STATEMENT OF MICHIGAN STATE BOARD OF EDUCATION AND
MICHIGAN CIVIL RIGHTS COMMISSION ON EQUALITY OF
EDUCATIONAL OPPORTUNITY

Joint Policy Statement
of the
STATE BOARD OF EDUCATION and MICHIGAN CIVIL RIGHTS COMMISSION
on
Equality of Educational Opportunity

In the field of public education Michigan's Constitution and laws guarantee every citizen the right to equal educational opportunities without discrimination because of race, religion, color, or national origin. Two departments of state government share responsibility for upholding this guarantee. The State Board of Education has a constitutional charge to provide leadership and general supervision over all public education, while the Michigan Civil Rights Commission is charged with securing and protecting the civil right to education.

In addition to the declaration of public policy at the State level, the United States Supreme Court, in the case of *Brown vs. Board of Education*, ruled "that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal."

The State Board of Education and the Michigan Civil Rights Commission hold that the segregation of students in educational programs seriously interferes with the achievement of the equal opportunity guarantee of this State and that segregated schools fail to provide maximum opportunity for the full development of human resources in a democratic society.

The State Board of Education and the Civil Rights Commission jointly pledge themselves to the full use of their powers in working for the complete elimination of existing racial segregation and discrimination in Michigan's public schools. It shall be the declared policy of the State Board of Education that in programs administered, supervised, or controlled by the Department of Education, every effort shall be made to prevent and to eliminate segregation of children and staff on account of race or color.

While recognizing that racial imbalance in Michigan schools is closely related to residential segregation patterns, the State Board of Education and the Civil Rights Commission propose that creative efforts by individual school districts are essential and can do much to reduce or eliminate segregation. Local school boards must consider the factor of racial balance along with other educational considerations in making decisions about selection of new school sites, expansion of present facilities, reorganization of school attendance districts, and the transfer of pupils from overcrowded facilities. Each of these situations presents an opportunity for integration.

The State Board of Education and the Civil Rights Commission emphasize also the importance of democratic personnel practices in achieving integration. This requires making affirmative efforts to attract members of minority groups. Staff integration is a necessary objective to be considered by administrators in recruiting, assigning, and promoting personnel. Fair employment practices are not only required by law, they are educationally sound.

The State Board of Education and the Civil Rights Commission further urge local school districts to select instructional materials which encourage respect for diversity of social experience through text and illustrations and reflect the contributions of minority group members to our history and culture. A number of criteria are enumerated in "Guidelines for the Selection of Human Relations Content in Textbooks," published by the Michigan Department of Education.

The State Board of Education and the Civil Rights Commission believe that data must be collected periodically to show the racial composition of student bodies and personnel in all public schools, as a base line against which future progress can be measured. Both agencies will begin next month to assemble information on the present situation.

To implement these policies the State Board of Education has assigned staff of the Department of Education to work cooperatively with the Civil Rights Commission and local school authorities for the purpose of achieving integration at all levels of school activity. The Michigan Civil Rights Commission also stands ready to assist local school boards in defining problem areas and moving affirmatively to achieve quality integrated education.

Adopted and signed this twenty-third Day of April, 1966

Thomas J. Langan
Lyron J. Fred
Edwin J. Morak
Marlyn J. Kelly
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MICHIGAN CIVIL RIGHTS COMMISSION

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