

UNDERSTANDING THE HISTORY OF THE OKLAHOMA  
SCHOOL CURRICULUM THROUGH THE LIVED EXPERIENCE  
(DECADE OF 1960)

BY

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## INTRODUCTION

This research seeks to understand the Oklahoma School Curriculum and schools during the decade of 1960. My primary focus is on the small, rural community and county area where I grew up as a child. My school years from 1960 - 1968 were spent in Meridian, Oklahoma at Tossaint L'Overture Elementary School located in Logan County. It is important to note here that Meridian had two schools - one for White children named Meridian School and one for Black children named Tossaint L'Overture Elementary School. The schools were segregated and they did not integrate until the 1966-67 school year. This was thirteen years after the 1954 Supreme Court decision declaring segregation in the public schools unconstitutional. I have experienced first-hand the advantages and disadvantages of a segregated school and also the advantages and disadvantages of an integrated school settings.

To understand the curriculum and schools during this decade, I have interviewed over fifty-one teachers, librarians, politicians, principals, superintendents, patrons, and students of different backgrounds and races to get insights as to "what" and "why" things occurred in schools during the 1960s. The individual selected to participate were either directly or indirectly involved in the public schools during this decade.

I have also relied heavily on historical documents to help understand the curriculum and schools at this time.

Documents such as the State Superintendent's Report, Oklahoma School Board Journal, Annual Bulletin for Elementary and Secondary Schools, The Directory of Oklahoma Schools, and Schools laws, 1961, 1963, 1965, 1968, respectively were used to research information. These annual forms and resources were obtained from the Oklahoma State Department of Public Library (Archives Department), Guthrie Public Library, Ralph Ellison Library in Oklahoma City, Oklahoma and Edmon Low Library of Oklahoma State University.

This research has personal meaning so the researcher has strived to be fair and just in interpreting the data gathered. The researcher makes no generalizations regarding this study. The research reflects the thoughts, feelings, and the experiences of the participants and researcher during this period.

As a student in a segregated school and as a student in an integrated setting, the researcher has had many opportunities to reflect on past events and how they relate to what is occurring today. Having served as a classroom teacher and now serving as an elementary school principal, I have seen the strength and weaknesses of an integrated school setting but I have also seen the strengths and weaknesses of a segregated school setting. As with any social institution, the quality of the program depends on the individuals involved. So, it is within this context that the researcher seeks to understand and make sense of the sixties from the



life experience of individuals that were directly and indirectly associated with the schools and the Oklahoma school curriculum during this decade.

## Chapter I

### Brief Historical Perspective

Oklahoma's history is rich in diversity. The settlement of Oklahoma territory by non-Indians began in 1889. For many settlers, it presented an opportunity to start anew. During this period, many black as well as white settlers were attracted to this area to lay claim to the unassigned lands. In fact, according to Roberson (1973) black families came not only to acquire land but to flee racism as well. But the presence of blacks was unsettling to some Indians in the territory and white settlers. Aldrich (1973) noted that to keep peace on the frontier, the government organized two cavalry regiments, the 9th and the 10th. These were composed of black soldiers commanded by white officers. The 9th was sent to Texas while 10th served in Western Oklahoma and Kansas. The Indians called these soldiers, "Buffalo Soldiers." It was unknown the number of blacks serving as lawmen in Oklahoma Territory and Indian Territory.

It is a fact that the first blacks to settle in Oklahoma came as slaves when the five civilized tribes (Cherokee, Creeks, Choctaw, Chickasaws, and Seminoles) were forcefully moved from their homes. Smallwood (1981) estimates that approximately 8,000 Negro slaves tilled fields in Indian Territory for their Indian Masters.

The various Indian Tribes treated the slaves differently. Some tribes allowed slaves more leeway while others were as

cruel and inhumane as the white southerner. The Indians also faced the wrath of the government. The unassigned lands were lands assigned to Indians. But, there was pressure on the government from white settlers to open the land up for settlement. The Indians were forced again to give up their land.

The "Great Land Run of 1889, established six counties: Oklahoma, Logan, Cleveland, Canadian, Kingfisher and Payne. Negotiations continued with the Indians to occupy more Indian territory for settlers. Lambert (1968) discussed the Dawes Commission and the allotments offered Indians. In her study of the Creeks, Debo (1941) pointed out that the Dawes Commission also reported to Congress on this and succeeding years and presented a terrible indictment of the Indian Regime. The United States had finally determined to break down the autonomy of the Five Tribes and erect a white man's state upon the ruins of the Indian governments; and the commissioners were the official spokesman of this policy. It was not enough for them to point out the undoubted fact that a few Indians were occupying a large area of valuable land that would support a greater population of white men, but they felt it necessary to malign the governments they were about to destroy. They enlarged upon the many imperfections of the Indian republics, even throwing in falsehoods for good measure and they described the full bloods as groaning for deliverance from the oppression and political tyranny of the tribal

leaders. Their statements were naturally welcomed at the time, but unfortunately they have been accepted uncritically ever since by historians who should have recognized the ex parte character of their presentation (p. 347). It did not take long for the government to take possession of the remaining lands.

The Indian Territory and Oklahoma Territory was still divided when the Territorial Legislature held its first session in 1890. The Organic Act of 1890, setting up Territorial Government was passed and approved by President Harrison May 2, 1890 (Holmes, 1980). This act set up the executive and judicial branches of government, provided delegates to Congress, the Territorial Legislature, and the schools. The schools were mainly one room, one teacher with grades one up through eight.

Farming was the most important occupation, and therefore, schooling beyond the eighth grade was not encouraged. Lambert (1968) revealed that in 1908, one county with nearly 5,000 children in 74 schools graduated only 42 from the eighth grade.

A typical school described by one former school superintendent was as follows:

"Our first school was held in an old house in 1896. There were sixty-two pupils enrolled, desks were not available and pupils had logs to sit on. A female, Sylvia Fairbanks, was the first teacher. Her salary was \$15 per month; however, she did not receive her pay until two years later. Two months of school was the average term and school opened in November and closed in December. The district got

its own district owned school in 1898 and it was built by patrons of the district who donated their labor" (Lambert, 1968) pg. 978).

The first Territorial Legislature gave counties the right to decide whether they should provide mixed or separate schools for Negro children. A majority of the counties decided to have separate schools according to Aldrich (1973). Thus, the pattern of segregation in schools had its early beginnings. The most influential Plessy v. Ferguson case had its significant impact on the territorial period because it was this case that stated "separate but equal" facilities for the races was constitutional. This United States Supreme Court decision of 1896 was not reversed until fifty years later in 1954. By this time, states, including Oklahoma, used this "separate but equal rule" to segregate transportation, housing, eating, and schools.

Even though the law provided for separation of the races, the Indians having been assigned land provided some type of schooling for their children; however, one agent reported that the money spent on the schools was wasted. The Negro children attended schools organized for Indian children. It was in Indian schools that Negroes got a glimpse of how education could improve their lot and the more ambitious, according to Aldrich (1973), insisted their children attend the schools while in session.

The first black school in Oklahoma territory was established in 1891 in Oklahoma City at California and Harvey

Streets. The first term lasted four months (Aldrich, 1973). Higher education for blacks was not planned for in Oklahoma Territory (Aldrich, 1973). It was not until 1897 that the Oklahoma Territorial Legislature passed a bill which created the Agricultural and Normal University at Langston for the higher education of black people in the territory. Many of the students did not have a high school education so a high school department was in operation there for many years. Patterson (1979) writes about the history of Langston University and the bill signed into law by Governor Renfrow:

The bill set forth the purpose of the institution -..."the instruction of male and female colored persons in the art of teaching various branches which pertain to a common school education and in such higher education as may be deemed advisable, and the fundamental laws of the United States in the rights and duties of citizens in the agricultural, mechanical, and industrial arts" (pg. 15).

The bill also included the location to be within a convenient distance from Langston in Logan County, Oklahoma Territory. The territorial legislature had moved much earlier to provide higher education to the white residents of Oklahoma Territory. In fact, by 1892, as pointed out by Teall, (1971) three colleges were in operation: The University of Oklahoma at Norman; Oklahoma Agricultural and Mechanical College at Stillwater; and a normal school at Edmond. A normal school was one that trained teachers. The establishment of the Colored Agricultural and Normal University at Langston was due to the Association of Negro Teachers (OANT--organized in

Kingfisher in 1898) attempting to enroll a student at the land grant normal school in Edmond. The student was denied the opportunity to enroll. According to Lesure (1982), the student was denied access even though the federal intent of land grant colleges specified that:

No money shall be paid out under this act to any State or Territory for the support and maintenance of a college where a distinction of race and color is made in the admission of students, but the establishment and maintenance of such colleges separated for white and colored students shall be held to be in compliance with the provisions of the act if the funds received in such State or Territory be equitably divided hereinafter set forth.

This meant that the Oklahoma territory had two choices for the student: 1) admit the student in order to get federal funds, or 2) provide a separate school for black students. The Oklahoma Territory chose to establish the Colored Agricultural and Normal University at Langston.

School laws regarding segregation were introduced during the 1901 Oklahoma Territorial Legislature. The laws strictly prohibited white teachers from teaching blacks and set forth the consequences for any violation of the law. Before this law was enacted, the first schools in the territory allowed some blacks to attend white schools (Aldrich, 1973).

Article XIII, Section 3: of the Oklahoma State Legislature provided that separate schools for white and colored children with like accommodations shall be provided by the legislature and impartially maintained. The term "colored children" used in this section shall be construed to mean

children of African descent. The term "white children" shall include all other children" (Cross, 1975).

Litton (1957) writes that for the first time, under the law, it became a misdemeanor for a Negro to attend a white school or for a white pupil to be enrolled at a Negro school. The provision also extended to the teaching profession; white teachers were prohibited from teaching in Negro schools; and Negro teachers were likewise barred from teaching in white schools according to (Lambert and Rankin, 1968). The law also provided for an appointed territorial superintendent of public instruction and for elected county superintendents. Schools were organized very rapidly after passage of the Organic Act of May 2, 1890, which organized seven more counties and provided the model for territorial government (McReynolds, 1954). Litton (1957) states that the number of rural schools in 1908, according to the Superintendent of Public Instruction, totalled 5,641.

The first school established in Oklahoma Territory was organized in Guthrie in June, 1889 by a Miss Margaret McConnell (Holmes, 1980). It lasted only a few months. The Guthrie Public School System began in the fall of 1889. The Guthrie School Board Proper invited the other boards to consolidate and they combined on October 4, 1889. A special lot tax was levied by the towns to support the schools. It was noted by Holmes (1980) that schools rapidly became the focal points of social life of their home communities. Box



suppers, "literaries", and dances were common as were Christmas programs and treats for pupils.

It was also in October 19, 1889 that a group of teachers met in Guthrie and organized the Oklahoma Teacher's Association (Litton, 1957). The Negro teachers were organized in Kingfisher in 1898 and regularly held state and district meetings (Litton, 1957).

Schools in Oklahoma territory and Indian territory were mission schools run by Christian denominations. Mission schools were primarily intended for Indian Students but some white pupils were allowed to attend them in sections where there were no other schools (McReynolds, Marriott, and Faulconer 1971).

The Curtis Act passed by the Congress in 1898 provided, among other things, that the Federal Government should assume control of the tribal schools (Litton, 1957 and Lambert, 1968). This, of course, angered the tribal leaders, but they were left with no choice. According to Litton (1957), there were good schools in all the incorporated towns and the superintendents found a stable base on which to begin the educational program for the State of Oklahoma.

The Indians struggled to maintain a separate state but it failed to materialize and on June 16, 1906, the Enabling Act was signed which made the Oklahoma Territory and Indian Territory one state (McReynolds, 1961). Oklahoma was declared a state on November 16, 1907 (Lambert, 1968).

The (1907) Oklahoma constitution stated that the legislature shall establish and maintain a system of free public schools wherein all children of the state may be educated (Article 13, Section 5). It further stated qualifications and duties of the state superintendent, an elected official, who serves as the state board's officer. It stipulated that:

"No person shall be eligible for nomination, appointment or election to the office of State Superintendent of Public Instruction unless he (1) holds at least a Master's Degree in school administration from a college recognized by the state board of education; (2) is a qualified elector of the state of Oklahoma; and (3) meets the requirements to qualify for an administrator's certificate. Provided further, that no person shall be allowed to file as a candidate for nomination or election to the office of State Superintendent of Public Instruction nor shall the name of any person appear on any election ballot as a candidate for such office unless he then has the qualifications herein prescribed."

Financing the schools was a concern for the state. It was in 1913 (Aldrich, 1973) that a law was passed by the legislature which provided for the financing of separate schools. The law stated that the excise boards of counties where separate schools were maintained could levy a tax of one mill on all taxable property "for separate schools" so long as the total levy for county purposes was within limits of the constitution.

Litton (1957) discussed the school finances and the restrictions of the expenditures of school districts imposed by the constitution. The restriction on voting bonds for the

construction of school buildings fixed a limit of five per cent of the net valuation of a district; a ceiling of ten mills for the general fund was also imposed by the constitution. Schools were largely financed by local ad valorem taxes until 1919. It soon became obvious that many districts could not operate for full terms and in 1919, the legislature appropriated \$100,000 each year to aid weak rural schools. Schools further suffered losses of revenue with the enactment of the Homestead Exemption Law and the repeal of the statewide ad valorem levy. This loss of funds forced schools to shorten from terms nine months to six months or less.

It is important to note here that many other events occurred in the Oklahoma and Indian Territories that are not mentioned. This brief historical perspective provides a backdrop for understanding the history of the Oklahoma School Curriculum during the decade of 1960s.

This research will focus on one of the counties which had its origin during the historic Land Run of 1889. Logan county schools and the curriculum during this period will be the primary focus of this study.

#### School Districts

The number of pupils enrolled in Oklahoma's school district has grown steadily. In the school term from 1907-08 to 1947-48, the enrollment increased from 250,000 to 489,678. By 1951, the number had increased to 512,709 (Litton, 1957). According to the Twenty-Seventh Biennial Report (1958-59) the

enrollment in the public schools of our state had made noticeable gains. It was recorded that 513,500 children were enrolled. The Twenty-Eighth Biennial Report (1959-60) reported that the number had increased to 533,928. This was a gain of 21,422 students. State Superintendent Oliver Hodge, in this report, also cited the largest gain in average daily attendance of students which had risen from 460,934 to 485,559. This, he stated, is a forceful reminder that the holding power of our schools is greater than ever before (pg. 8-9).

The Twenty-Eighth Biennial Report also reported the number of instructional staff had increased from 20,698 in 1958 to 21,530 as of June 30, 1960. This was a gain of 832 teachers and is in keeping with the increased enrollment (Hodge, 1960). A breakdown of these 21,530 teachers showed that 13,561 held the Bachelors Degree, 7,829 the Masters, and 60 the Doctors. In one year, 708 teachers earning Masters Degrees showed advances in qualifications by state Superintendent Oliver Hodge cited a survey done by National Education Association that found only 80 teachers in Oklahoma in 1959-60 that did not have at least a Bachelors Degree. In his report, Superintendent Hodge also noted the number of new teachers entering the profession. In 1958, there were 826 individuals teaching for the first time and two years later there were 1,086 beginning teachers.

The number of school districts in Oklahoma during the

1960-61 totaled 1,274 (Department of Education, Thirty-First Biennial Report (1966, pg. 274). Logan County had five high school districts which included five high schools, five elementary schools and only one North Central Accredited High School. The number of Non-High School Districts, number of schools and types of schools included a total of five school districts with seven schools; three one-teacher schools; none of these school had over three teachers (Twenty-Eighth Biennial Report).

#### Events Affecting the Curriculum

The 1960's were a decade filled with triumphs and disasters at the local, state and national level. Five outstanding motives have dominated the development of the curriculum in the United States: (1) the religious; (2) the political; (3) the utilitarian; (4) the mass education motive; and (5) the motive for excellence in education (Gwynn, 1969).

James B. Conant listed ten problems facing public schools and they are as follows:

1. The reform of instructional methods and materials including the new developments in foreign language instruction in the lower grades and the new courses in physics, chemistry, mathematics and biology.
2. The advanced placement program.
3. The improvement in the instruction in English composition.
4. The introduction of new techniques including T.V. and programmed instruction.
5. The recruiting of more intellectually able

young people into the teaching profession.

6. The education of students of limited ability in high school.
7. Vocational Education.
8. Teaching reading to the children of disadvantaged families.
9. The slum schools.
10. Segregated schools (Conant, 1964, pg. 26).

Conant (1964) refer to the first five items involving changes which were not initiated by the establishment and some of which have been resisted by the old guard. He also noted that the first two require active leadership by subject matter professors, not professors of education and the last item is political; the establishment had never dared tackle it.

Goodlad (1976) refers to the years from 1957-1967 as the Education Decade - the school years were extended upward and downward, the curriculum was revised from top to bottom; the school was poked and probed at all levels and from every possible perspective; the Elementary and Secondary Education Act of 1965 brought the federal government into schooling as never before; dropout and alienation from school became prime topics for social science research; the schools became the focal point for social protest and a vehicle for social reform; schooling joined politics and world affairs as leading topics of social discourse.

In Oklahoma, changes were being made to improve schools. In 1946, approval of the Better School Amendments in the

general election of 1946 constituted a landmark in the state's educational history. These amendments increased state aid to school districts and allowed teachers a wider preference in choosing textbooks, a measure supported by teachers and administrators for many years. The Oklahoma Education Association presented the amendments and financed most of the campaign for their adoption. Taxpayer groups, especially the Oklahoma Chamber of Commerce, strongly opposed the Better School Amendments (Lambert, 1968). This was a significant change because it gave teachers the opportunity to choose textbooks and it amended the Oklahoma Constitution to read as follows:

The legislature shall provide for a system of textbooks for the common schools of the State and the State through appropriate legislation shall furnish such textbooks free of cost for use by all pupils therein. The Legislature shall authorize the Governor to appoint a committee composed of active educators of the State, whose duty it shall be to prepare official textbook lists from which textbooks for use in such schools shall be selected by committees composed of active educators in the local school districts in a manner to be designated by the Legislature.

Lambert (1968) states that the Legislature enacted one of its most important measures when it approved the Oklahoma School Code in 1947. Much of this school code is still in effect today.

At the national level, Congress reacted to the Soviet Union's launching of the world's first earth-orbiting

satellite. Kliebard (1986) credits the mass media with explaining the reason for the Soviet's technological success. He states (pg. 267) just as Prussian schools were widely believed to be the basis for the victory of the Prussians over the Austrians in the Battle of Konigratz in 1866, so implausibly, did the Soviet technological feat become a victory of the Soviet educational system over the American. Quickly, life adjustment education was seen as a prime example of America's "soft" education in contrast to the rigorous Soviet system.

On September 2, 1958, Congress passed the National Defense Education Act which read:

The Congress hereby finds and declares that the security of the nation requires the fullest development of the mental resources and technical skills of its young men and women. The present emergency demands that additional and more adequate educational opportunities be made available. The defense of this nation depends upon the mastery of modern techniques developed from complex scientific principles. (National Defense Education Act of 1958) (Kliebard, 1986, pg. 266)

Tanner (1990) writing about the National Defense Education Act of 1958 also states that this act provided federal funds for instruction in science, mathematics, and modern foreign languages, supported new instructional media, along with guidance and testing programs principally for discovering and developing the talents of our most academically able pupils. A new curriculum priority and



hierarchy was created. History and literary studies were neglected - not to mention the arts and vocational education (Tanner, 1990 pg. 339).

It was five years later that the Vocational Educational Act of 1963 multiplied several times over the federal funds available for a part of the curriculum which, in 1958, was very much in the doghouse. The American people, one might say, had tried briefly to forget the less able students and the more mundane concerns of life in favor of single-minded devotion to the intellectual excellence of the gifted few - but the effort had quickly collapsed (Heffernan, 1969). Gwynn (1969) states that of all the Federal legislation, the Vocational Education Act of 1963 gave the most promise of improving curriculum for more children in all ranks of society.

The Economic Opportunity Act (1964) signalled another federal offensive: the beginning of a deliberate "war on poverty." At the level of the adolescent, it launched both the Job Corps and the Neighborhood Youth Corps. It was also the beginning of Head Start Programs (Heffernan, 1969). The main policy of the law was stated in this way:

It is, therefore, the policy of the United States to eliminate the paradox of poverty in the midst of plenty in this nation by opening to everyone the opportunity for education and training, the opportunity to live in decency and dignity. It is the purpose of this act to strengthen, supplement, and coordinate efforts in furtherance of that policy. (Section 2) (Gwynn, 1966)

The Elementary and Secondary Education Act of 1965 adopted by the Eighty-Ninth Congress as a part of the federal-state-local "war on poverty" has contributed much to education (Fuller, 1969). Curriculum implications noted by (Gwynn, 1969) were: (1) the establishment of educational programs for preschool children; (2) for remedial programs; (3) for special classes for talented elementary pupils, for disturbed and maladjusted children; (4) for additional library resources, including textbooks and supplementary materials, and audio-visual, programmed and team - teaching aids; (5) additional teaching personnel to reduce class size; and (6) enrichment programs on Saturdays and during the summer for both elementary and secondary school pupils.

It was clear that the federal government had dramatically attempted an impact on the public schools. At the state level, it was a significant increase in funding for designated projects.

#### Separate Schools

School Laws of Oklahoma (1961) Article V, Section 78, clearly stated districts would maintain a Separation of Races: The public schools of the State of Oklahoma shall be organized and maintained upon a complete plan of separation between the white and colored races with impartial facilities for both races. (70-5-1) It further stated that the state law providing for separate schools for white and colored children violates the U. S. Constitution. Brown vs. Board of

Education, Topeka, et al. 347 U. S. 483, 98 Law Edition 873.

This Section of Article V Separate Schools also included:

- Section 78.      Separation of Races:    The public schools of the State of Oklahoma shall be organized and maintained upon a complete plan of separation between white and colored races with impartial facilities for both races. (70-5-1)
- Section 79.      Colored Races - Definition - Public School - Definition:    The term "colored," as used in the preceding Section, shall be construed to mean all persons of African descent who possess any quantum of negro blood, and the term "white" shall include all other persons. The term "public school" within the meaning of this article shall include all schools provided for or maintained, in whole or in part, at public expense. (70-5-2)
- Section 80.      Separate School-Definition:    The separate school in each district is hereby declared to be that school in said school district of the race having the fewest number of children in said district. Provided, that the county superintendent of schools shall have authority to designate what schools and which class of children, either white or colored, shall have the privilege of attending such separate school or schools in said school district. Members of the district school board shall be of the same race as the children who are entitled to attend the school of the district, not the separate school. (70-5-3)
- Section 81.      Teachers - Violating Act:    Any teacher in this State who shall willfully and knowingly allow any child of the colored race to attend the school maintained for the white race or allow any white child to attend the school maintained for the colored race shall be deemed guilty of a

misdemeanor and upon conviction thereof shall be fined in any sum not less than ten dollars (\$10.00) not more than fifty dollars (\$50.00), and his certificate shall be cancelled and he shall not have another issued to him for a term of one (1) year. (70-5-4)

Section 82.

Maintaining Colleges or Schools Teaching

Both White and Colored Races: It shall be unlawful for any person, corporation or association of persons to maintain or operate any college, school or institution of this State where persons of both white and colored races are received as pupils of instruction, and any person or corporation who shall operate or be deemed guilty of a misdemeanor and upon conviction thereof shall be fined not less than one hundred dollars (\$100.00) nor more than five hundred dollars (\$500.00), and each day such school, college or institution shall be open and maintained shall be deemed a separate offense. (70-5-5).

Section 83.

Instructors - Teaching Where White and Colored Pupils are Enrolled: Any instructor who shall teach in any school, college or institution where members of the white and colored race are received and enrolled as pupils for instruction shall be deemed guilty of a misdemeanor, and upon conviction thereof, shall be fined in any sum not less than ten dollars (\$10.00) nor more than fifty dollars (\$50.00) for each offense, and or institution shall be considered a separate offense. (70-5-6)

Section 84.

Violations of Act - Punishment: It shall be unlawful for any white person to attend any school, college, or institution where colored persons are received as pupils for instruction, any one so offending shall be fined not less than five dollars (\$5.00) not more than twenty (\$20.00 for each

offense, and each day such person so offends as herein provided shall be deemed a distinct and separate offense: Provided nothing in this Article shall be construed as to prevent any private school, college or institution of learning from maintaining a separate or distinct branch thereof in a different locality. (70-5-7)

Section 85. County Separate Schools-Levy of Taxes: The annual budget of each school district maintaining separate schools for white and colored children shall provide for the support and maintenance of both the school or schools for the white children and the school or schools for the colored children. (70-5-8)

Choice schools were white schools that allowed black students to attend when subjects were not taught at a Separate School. Parents and students did not participate on a large scale. Choice was a method used to integrate schools before mandated integration began.

The slow process of integrating schools began after the 1954 Supreme Court decision of Brown vs. Topeka Board of Education. According to an article in the Daily Oklahoman dated October 28, 1959, Gain Is Shown In Integration, Oklahoma had 10,246 Negro students (about one-fourth of the total Negro population) - attending mixed classes that fall. This was an increase of nearly 2,000 Negro students over the number enrolled in integrated classes last fall. The article also included information regarding the number of all - Negro high schools (33) but there still remained (131) all - Negro elementary schools. Dr. Hodge also stated that 16 schools

were closed due to integration. It is very important to note here that during the past five years (1954-1959) (according to the article) a total of 63 high schools, 15 junior high schools, and 101 elementary schools had been abolished because of integration. The most shocking revelation was the number of Negro teachers who lost jobs because of integration - a total of 360!

Billington (1964) cited the greatest single problem stemming from public school integration in Oklahoma was the loss of positions by a large number of Negro teachers. Negro teachers were not rehired at newly racially mixed schools. He further states, that this process was somewhat retarded when a few schools were resegregated. The Oklahoma Education Association (O.E.A) opened its membership rolls to the State's Negro teachers in 1955, but this group took no action to solve the problems of the new members. According to Billington (1964), OEA's unofficial attitude was to let the Negroes "take their chances with everybody else." Negro teachers did not go to court to retain their jobs and the OEA made no effort to assist Negro teachers.

Under the leadership of Governor Henry Bellmon, the legislature created the Oklahoma Human Rights Commission in 1963 to work toward removing friction, eliminating discrimination, and promoting unity and understanding among all the people of Oklahoma (Edgar, Phillips, 1963). This commission served as a vehicle to help resolve conflicts

arising from desegregation of schools.

### Legislation Affecting Schools

As mentioned earlier, the 1896 Plessy vs. Ferguson decision legalized the "separate but equal doctrine". Other decisions also affected education in the State of Oklahoma. One such decision involved Ada Lois Sipuel who wanted to enter the University of Oklahoma Law School. According to Joseph (1972) she was refused admission in 1946 because of the 1941 law that prevented teachers from instructing mixed classes and, because the Board of Regents instructed Dr. George L. Cross, then president of the University of Oklahoma to refuse admission to Negroes (p. 12). It was in June 18, 1949 that the Sipuel case broke the absolute barrier that kept blacks out of all state colleges and universities (Teall, 1971 and Smallwood, 1981).

It was another Oklahoma State case in 1950 that made inroads in bringing about equal educational opportunities for blacks - the McLaurin vs. the Oklahoma State Regents for Higher Education. George McLaurin had been admitted to University of Oklahoma but had been limited to specially prepared areas roped off in the classrooms, cafeteria, and library (Joseph, 1972). The Supreme Court declared the segregation must stop in class and on campus (Smallwood, 1981).

Dr. Arthur L. Tolson (1972) makes this observation

regarding the preceding cases "it was the National Association for the Advancement of Colored People who sponsored the litigation, hoping thereby to undermine racial discrimination in Oklahoma as well as throughout the United States". The organization believed that the south would certainly abandon its dual system of education because of the large sums of money that would be required if Black schools were made equal to those for whites.

On May 17, 1954, the nine U. S. Supreme Court justices, three of them southerners, rendered a unanimous decision: segregation of children in public schools solely on the basis of race was unconstitutional. Completely reversing the Plessy decision of 1896, the Supreme Court thus declared that separate educational facilities were inherently unequal and deprived the segregated person equal protection of the laws guaranteed by Fourteenth Amendment (Tolson, 1972 pg. 175; Aldrich, 1973 and Smallwood, 1981). This decision paved the way to integrating schools which proved to be a slow process locally and at the state level. The largest districts in the state, Oklahoma City and Tulsa, would not fully integrate until the early 1970s (Smallwood, 198). Logan County schools began the process in 1966.

The Civil Rights Act of 1964 had implications for the curriculum - the two most significant curricular implications of the Civil Rights Act were concerned with equal employment opportunity; Title VII forbids discrimination in sex in



employment as well as in regard to race, color, religion or national origin. Vocational training and retraining practices, including part-time school work programs and internships, were vitally affected in the long run for more and more work opportunities were opened wide for females in various fields of employment. The guidelines of the Equal Employment Opportunity Commission indicated also that standards of equal pay for equal work are to be applied to women as well as men; interpretations from the guidelines were made to eliminate segregation in public schools all over the country (Gwynn, 1969 pg 105). Certainly the national legislation affected the public schools locally and at the state level. The question remains just how much and in what manner?

## Chapter II

### "Existing Literature Relating To The Oklahoma School Curriculum"

What knowledge is most worthwhile? Why is it worthwhile? How is it acquired or created? These are three of the most basic curriculum questions. They are the "bottom line" of all activities commonly associated with educational theory and practice (Schubert, 1986, p.1).

What then, is the meaning of curriculum? Shephard and Ragan (1982) stated that curriculum can be defined as the sum of all the experiences of children for which the school/educator accepts responsibility by creating plans, selecting activities, establishing procedures, and providing reinforcements. Goodlad (1964, p. 53) describes the curriculum in this manner- a curriculum consists of the lessons and tasks to be learned and performed by the students. Many factors determine the creation of a curriculum: the particular objectives to be achieved and the selection of those means which hold the greatest promise of achieving them; selection of the most effective arrangement or organization of what is to be learned; and the inclusion of a variety of evaluative procedures for checking results and revising the program. The term "objectives" is used here only as it refers to purposes stated specifically for students. When purposes for schools or teachers are being discussed, the term "aims" or goals is used. Dobson, Dobson and Koetting (1985)

borrowing from the works of Arthur Combs proposed a process definition for curriculum. They stated a process curriculum is:

1. Capable of dealing with the internal life of persons-feelings, values, and the like. A process definition of curriculum therefore will go beyond surface reality of performance and deal with personal knowledge/meaning, critical thinking and analysis, and the value base for decision-making;
2. Orderly in its progression, i.e. systematic in its analyses of issues and problems;
3. Applicable to the problems of the individual case, a guide to action (a process definition of curriculum will, by necessity, go beyond prepackaged materials and content to an individual life-circumstances); and
4. Dynamic and immediate rather than descriptive. A process definition cannot be absolute and final since it responds to an ongoing understanding of the human condition.

Dobson, Dobson, and Koetting (1985) very aptly state that, "Definitions/models of curriculum in and of themselves are neither good nor bad, right nor wrong. It is the interpretation of these definitions/models into human actions not necessarily the definitions/models themselves, that in the end pose a threat".

The working definition for this research will be taken from the Twenty-eighth Biennial Report (p. 42) which states: In general the term curriculum includes all the planned experiences which pupils have under the supervision and guidance of the school. It is the program of studies and activities which the school uses to accomplish its purpose or objectives. Specifically, the word "curriculum" is often used

to denote a subject matter area, such as the "science curriculum".

#### Educational Program

The educational program as stated in the Administrator's Handbook Section IV for July, 1960 was as follows:

#### IV. EDUCATIONAL PROGRAM FOR SCHOOLS IN OKLAHOMA

Criterion a. The educational program for any Oklahoma school is concerned with more than the accumulation of knowledge, development of skills, and improvement of understanding. The educational program should include the development of attitudes, ideals, and appreciations, and should provide opportunities for students to develop abilities, aptitudes, interests, and needs which will help them to function in a democracy.

Criterion b. An educational program which is merely a preparation for college is not adequate. This should be only one function of the school program. It should also provide terminal courses in occupational training. The school program should be evaluated in terms of the curriculum, pupil activities, school facilities, guidance, and a follow-up study on graduates. Re-evaluation should be done at regular intervals.

Criterion c. The curriculum involves all the learning experiences under the supervision of the school and should be concerned with guidance, instruction, and student participation in areas of living for which the school supplements other social institutions such as the church and home.

Criterion d. The efficiency of instruction, the acquired habit of thought and study, the general intellectual and moral tone of the school, and the co-operative attitude of the community are paramount factors to be considered in approving any school for accrediting.

Criterion e. An important factor in the success of any instructional program is a good teacher. The good teacher is professionally well qualified for teaching; has a knowledge and understanding of students; and has the ability to work well with

parents, adults, students, fellow teachers, and the administration. A good teacher shows evidence of continuous professional growth, has a deep and abiding faith in democratic values, and is a happy well-adjusted person who really likes to teach.

Criterion f. Long teacher tenure indicates a healthy attitude toward the school and is characteristic of a good educational program. Short teacher tenure and frequent dismissals of faculty members and administrators often indicate weak and unhealthy support of the school by the community as represented by the board of education.

Criterion g. The instructional program should show evidence that the objectives appropriate to the degree of development of pupils are being carried out.

Criterion h. Evidence should be found that the various types of instructional aids and learning materials are being used to the extent that provisions are being made for all desirable types of learning to meet the needs of each individual student.

In July, 1960, the Administrator's Handbook outlined the basic subjects for the Elementary School as follows:

#### FIRST GRADE

Reading	Art	Numbers	Health
Writing	Music	Social Studies	Science

#### SECOND GRADE

Numbers	Science	Spelling	Art
Social Studies	Reading	Writing	Music
Health	Language		

#### THIRD GRADE

Arithmetic	Health	Language	Art
Geography	Science	Spelling	Music
Social Studies	Reading	Writing	

#### FOURTH GRADE

Arithmetic	Health	Language	Art
Geography	Science	Spelling	Music
Social Studies	Reading	Writing	
Dictionary			

#### FIFTH GRADE

Arithmetic	Health	Language	Art
Geography	Science	Spelling	Music
Social Studies	Reading	Writing	
Dictionary	American History		

#### SIXTH GRADE

Arithmetic	Health	Language	Art
Geography	Science	Spelling	Music
Social Studies	Reading	Dictionary	Writing
European History	Oklahoma History		

#### SEVENTH GRADE

Arithmetic	Health	Language	Art
Geography	Science	Spelling	Music
Social Studies	U.S. History	Dictionary	Writing
Oklahoma History	Agriculture	Homemaking	Civics

#### EIGHTH GRADE

Arithmetic	Health	Language	Art
Literature	Science	Spelling	Music
Social Studies	History	Dictionary	Civics
U.S. History	Agriculture	Homemaking	

The Junior High School program of studies included the following:

1. Language Arts
2. Mathematics
3. Social Studies Program 7 and 8 grades in junior high school
4. Health and Physical Education
5. Science
6. Industrial Arts
7. Homemaking
8. Agriculture
9. Activity Program
10. Electives

The Small High School Section VII listed the subjects most prominently taught; some may be alternated they are as follows:

Freshman-Sophomore

Mathematics

Geography

Modern or World History

Science

Vocational Agriculture

Junior-Senior

English III

American History

Biology

Algebra II

Vocational Agriculture

Home Economics

Typing

Shorthand

Industrial Arts

Economics and Sociology

Section VIII Senior High School, Grades 9-12 or 10-12

- I. Business Education
- II. Fine Arts
- III. Foreign Language
- IV. Industrial Arts
- V. Vocational Trades
- VI. Language Arts
- VII. Mathematics
- VIII. Physical Education and Safety
- IX. Science
- X. Social Studies
- XI. Credit Courses by Television

Please note that General Program of Studies listed the specific subjects under each broad subject heading.

This provides a glimpse of the overall educational program for schools in Oklahoma. This educational program was also the educational program for Separate Schools.

### Instructional Materials

The Annual Bulletin for Elementary and Secondary Schools (Administrators Handbook July, 1960), Section IX: Instructional Material and Equipment, named specific kinds of materials for schools. In this section, it was pointed out that all supplies and materials should be selected through the cooperative efforts of the teachers and administration. According to this section, the following grade level groupings needed the following:

#### Primary Grades 1st and 2nd

Cards for teaching words, phrases, sentences, and numbers.  
Flat pictures, drawing paper, art supplies, and constructor paper.

Primary workbooks in reading and numbers.

Teachers' manuals in all areas when they are available.

Felt or flannel board with numbers and objects to place on the board.

Counting sticks, peg boards, and pegs, large clock dials, large wooden beads, and string, egg cartons, scissors, paste, colored crayons, easels, calendar, large dominoes, rulers with inch and half-inch markings, and measuring cups.

#### Intermediate Grades 3rd, 4th, and 5th

Oklahoma Map  
Symbol Pictured with legend  
County map  
Health chart  
Square inch blocks  
Cubic inch blocks  
Cubic foot blocks  
Tag board

Films  
Slides  
Records  
Blocks and circles  
Graph paper  
Graph  
Business Forms (checks etc.)  
Fraction charts



Upper Grades  
6th, 7th and 8th

Set up physical/political maps	Films
Globe	Slides and records
Polar maps	Geometric figures
World climatic	protractors
World rainball	House plans
Blackboard outline maps	Compasses
Social studies chart	Time tables
Health Charts	Standard time charts
Flat pictures	Board feet (sawed from lumber)

In this section, other criteria were listed such as:

- f. Clean United States and Oklahoma Flags displayed and
- g. Each classroom should have at least two standard framed, appropriate pictures.

What impact, if any, did the National Defense Education Act of 1958, the Elementary and Secondary Education Act of 1965, the Economic Act of 1964 and the Civil Rights Act of 1964 have on the educational program of Oklahoma?

In reviewing the literature, State Superintendent Oliver Hodge reported to the Oklahoma Teacher (April 1966) that:

During the 1965-66 school year more than \$40 million in federal funds will flow from the Federal Treasury through the United States office of Education to Oklahoma schools and colleges, to teachers and students, and to libraries and librarians.

He further stated:

In appropriating these millions, congress reaffirms the principle states and declares that states and local communities have, and must retain, control over and primary responsibility for public education. However, when Congress appropriates such sums, it expects that they be accounted for, and it is interested in the worth of such

programs. It therefore behooves all recipients to (a) use the funds for the purposes they are intended, (b) invest them in the most efficient and effective manner, and (c) properly account for every penny received (p. 12).

The federal funds appropriated resulted in project that intended to improve in the instructional program for mathematics, science, and modern foreign language. The purchasing of additional supplies and equipment would not have been possible without these funds. Counselors became available from these funds which heretofore were available only in the wealthier districts (Hodge, 1960).

#### Teacher Experience

The State of Oklahoma did not keep separate records for the Separate schools so Black teachers are included in the charts below:

#### Twenty Ninth Biennial Report

#### Total Teachers in Oklahoma Public Schools

1958 - 1959

#### Experience and Qualifications

Previous Experience (Yrs.)	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15 & Up	Under "B" Degree
<u>Total</u>																	
STATE TOTALS 20,858	849	711	719	634	683	640	604	626	665	660	728	728	651	629	658	10,593	80*
Under "B" Degree 80*	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	80
Bachelor's Degree 13,258	829	682	679	564	585	507	459	424	453	431	469	392	379	372	430	5,603	---
Master's or "MT" Degree 7,452	20	29	39	69	98	132	145	201	211	226	257	336	270	255	227	4,937	---
Doctors's Degree 68	---	---	1	1	---	1	---	1	1	3	2	---	2	2	1	53	---

\*This number includes:

51 Life Certificates issued prior to 1936  
29 T & I - Trade Experience accepted in lieu of college training

## Total Teachers in Oklahoma Public Schools 1961-62

Public School Finance  
Experience, Qualifications, and Average Salary by Degrees

YRS. EXP.	BACHELOR'S DEGREE	MASTER'S DEGREE	PROF DIP.	DOCTOR'S DEGREE	NON-* DEG.	NURSES** NON- DEGREE	LIFE CERTI- FICATE
0	1,192	29	---	1	9	5	---
1	990	23	---	---	1	7	1
2	836	55	---	---	1	6	---
3	724	55	---	---	4	3	---
4	656	112	---	1	1	5	3
5	551	123	---	---	2	10	1
6	488	159	---	---	2	5	---
7	442	216	---	---	2	1	4
8	357	218	---	---	1	1	1
9	386	198	---	1	1	1	1
10	353	237	2	---	---	2	2
11	330	256	---	---	5	3	2
12	386	263	---	2	1	2	1
13	365	309	---	2	1	3	1
14	331	364	---	---	---	3	3
15	5,637	5,634	12	38	4	6	14
Total Teach.	14,024	8,251	14	45	35	63	34
AVE. SAL. \$3,912.77	\$4,700.91	\$5,681.87	\$6,910.02	\$8,573.22	\$5,353.06	\$4,226.79	

State Average Salary \$5,068.83

Total State Teachers 22,466

\*Of the 35 Non-Degree Teachers-34 are T & I Instructors with trade experience accepted in lieu of College Degree

\*\*Of the 63 Non-Degree Nurses-62 are approved by State Health Department in lieu of College Degree.

As mentioned earlier, State Superintendent Oliver Hodge was very encouraged by this data when compared to the previous two years. The increase in the number of teachers was from 20,698 to 21,530 as of June 30, 1960.

#### Funding of Public Schools

Financing of Oklahoma's Public Schools has not been without controversy. As mentioned earlier, the Better School Amendments of 1946 became a part of the state constitution, after a hard fought campaign by state organizations as the state's Parent-Teacher Organization and the Oklahoma Educational Association. The amendments permitted local districts to increase the tax levy for schools from ten to fifteen mills with the approval of voters; granted county commissioners the power to levy one mill for separate school building; provided that legislative appropriations for education must total at least \$42 per student enrolled in the state's system; and provided that the state adopt a free textbook program for the common schools (Smallwood, 1976).

Bruce (1985) states the Oklahoma Better School Amendment had its immediate origin when the United Supreme Court decision in the case of Brown vs. the Board of Education of Topeka, effectively abolished separate schools for blacks and whites. It is important to note here that Oklahoma was the only state which had a constitutional clause providing for separate schools. Governor Raymond Gary began the slow process of integrating schools.

He estimated the state might lose eight million dollars as a result of failure of the amendments so he urged passage. The bill passed in both the senate and house and it became constitutional instead of legislative. Governor Gary signed the bill in March of 1955 which allowed it to be brought before the vote of the people (Bruce, 1985). On April 5, 1955, Oklahoma attempted

Another milestone, in the financing of Oklahoma's Public Schools, were the four initiative petitions drafted by the Oklahoma Education Association. These petitions were designed to increase teacher and school benefits. The petitions called for replacing the five mill emergency levy with a fifteen mill levy, a salary increase, and a reduction of the number of students per teacher, reorganization of the school district plan, and retention and expansion of the County superintendent's office. The voters defeated them (Hanneman, 1985).

Governor Bellmon, as an alternative, gave teachers a preview of his 1965 biennial budget, of which the O.E.A. rejected. This controversy between the Governor and the O.E.A. led to the Oklahoma Education Association on March 6, 1965, calling for immediate sanctions against Oklahoma schools (Hanneman, 1985). Sanctions against Oklahoma involved discouraging teachers from taking positions in the state. The sanctions were blasted by Governor Bellmon. He called the National Education Association's sanctions against Oklahoma

schools a "blackjack and strongarm" tactic and demanded the NEA retract "misrepresentations of conditions in Oklahoma" (Daily Leader, May 11, 1965, pg 1). According to this news story, Governor Bellmon was on his way to the Oklahoma Education Association meeting when he heard the news of the sanctions. After hearing the news of sanctions he returned to the capital and summoned reporters. At the news conference the governor made this statement: "The strongarm action of the NEA comes at the very time when the legislature and administration are in the process of vastly improving financial support for schools, and this is an insult to every Oklahoma Citizen".

Hanneman (1985) reports that after voters approved the millage election held on September 14, 1965, by a two-to-one margin, both education associations agreed to end the sanctions. As a result of the new taxing, several local districts began reducing class size, organizing new programs, and increasing salaries.

Public education in Oklahoma made remarkable strides during the 1950's and 1960's, and the state continued to appropriate record amounts of money to improve the education of Oklahoma's youth (Smallwood, 1971).

Superintendent Oliver Hodge (1962) made the following recommendations to the Governor and members of the State Legislature: RECOMMENDATIONS. We have accomplished many things in education in Oklahoma in recent years but we can not

afford to be satisfied with our progress. Developments are occurring rapidly throughout the world and in Oklahoma; therefore, those of us charged with the responsibility of our educational program must be constantly on the alert to keep abreast of the changing times. May I call attention to a few of the most urgent needs.

FINANCE. The financing of our schools has been one of Oklahoma's major problems for many years. Each session of the Legislature is called upon to increase State Aid for our schools. Also, we have certain funds that are earmarked for school purposes. Strenuous efforts are made during each legislative session to deplete the State school funds by channeling school revenues to other agencies of the State Government. The lack of ample money to operate our school or in some future session of the Legislature, we will be able to find some permanent solution to this problem and that the Legislature will not see fit to discontinue presently dedicated funds for school purposes.

TEACHER EDUCATION. We have made great strides forward in the matter of teacher education in recent years but, here again, we must not become complacent. The teacher is the heart of the school program and we should be continually striving to upgrade the standards of our teachers. I dare say that our teacher training institutions are preparing an ample supply of teachers to satisfy the needs of Oklahoma schools but too many of these teachers go to other states as soon as

they graduate from our colleges and, of course, many of them do not enter the teaching profession at all. I believe the solution to this is to finance our schools to the point where the salaries of the teachers in Oklahoma would not only be comparable to those in other states, but would also be comparable to those paid in industry.

CURRICULUM. We must continue to improve our curriculum to meet the needs of the boys and girls who will be living in a rapidly changing world. The curriculum of a generation or two ago is no longer adequate. We are working on this problem constantly.

OKLAHOMA EDUCATION ASSOCIATION PROGRAM. The Oklahoma Education Association has again formulated a comprehensive program for school improvement. This program is always arrived at as a result of serious study and intensive research that involves the thinking and judgment of the entire teaching personnel in the State. I endorse this program and hope that a major part of it may be enacted into law. (Twenty-Ninth Biennial Report, pg. 12).

Clarence L. Dewee's reported in the Thirty-First Biennial Report (1966) that one of the perennial problems for the Oklahoma Legislature has been that of financing the State's public schools. The "no tax increase" pledges made by candidates seeking public office in this state the past twenty-five or thirty years has made a sound solution difficult (p. 218).



Chapter III  
Methods of Research  
Introduction

This section will describe the methods utilized for this study. In this dissertation, I will seek to understand the history of the Oklahoma School curriculum through the lived experiences of individual that were involved directly and indirectly with schools. I have selected in-depth interviews and historical analysis investigate this study.

Information will be gathered from various sources such as but not limited to: State Superintendent's Report, Oklahoma School Board Journal, Annual Bulletin for Elementary and Secondary Schools, Administrators Handbook, Oklahoma Educational Directory, School Laws, 1946, 1947, 1954, 1961, 1963, 1965, 1968, newspaper articles from the Guthrie Daily Leader, Daily Oklahoman, and Black Dispatch will be utilized to investigate this study. The newspaper articles will assist me in understanding past events and individuals who were involved with the Oklahoma Schools and Curriculum.

To understand the experience of other individuals and to bring meaning and understanding of this history of the Oklahoma School Curriculum during the 1960s, fifty-one in-depth interviews were conducted. In-depth interviewing was selected as the researcher's primary methodology because I wanted to make sense of the 60s, using personal experiences of a diverse group of individuals. The focus was on how those

individuals felt about the changes experienced in that decade as it related to Oklahoma schools and the curriculum. In a time that was filled with changes that appeared to be good, but now, in reflection, one wonders, what might have been had changes not occurred. It was through the process of in-depth interviewing that I began to make connections with the past to place the present and the future in perspective.

In-depth interviewing (Taylor and Bogdan, 1984) refers to this qualitative research method as repeated face-to-face encounters between the researcher and informants directed toward understanding informants' perspectives on their lives, experiences, or situations as expressed in their own words.

The phenomenological approach to interviewing which proposes an active role for the researcher will be utilized. Bogdan and Biklen (1982) point out that researchers in the phenomenological mode attempt to understand the meaning of events, and interactions to ordinary people in particular situations. They also noted that the meaning people give to their experience and their process of interpretation is essential and constitutive, not accidental or secondary to what the experience is (pg. 33). Patton (1980) refers to the strength of the phenomenological approach of the interviewer/evaluator to be highly responsive to individual differences and situational changes. This approach allows flexibility in pursuing information. He also states the purpose of interviewing is to find out what is in and on

someone else's mind (p. 196).

Open-ended questions will be used to allow the respondents to describe their feelings, experiences, opinions and knowledge. Patton (1980) describes what questions to ask during the interview. He states that there are basically six kinds of questions that can be asked of people:

1. Experience/Behavior questions about what person does or has done;
2. Opinion/value questions aimed at understanding the cognitive and interpretive processes of people;
3. Feeling questions aimed at understanding the emotional responses of people to their experiences and thoughts;
4. Knowledge questions are asked to find out what factual information the respondent has;
5. Sensory questions are about what is seen, heard, touched, tasted, and smelled; and
6. Background/Demographic questions helps the interviewer located the respondent in relation to other people. For purposes of qualitative measure, good questions should, at a minimum be open-ended, neutral, singular, and clean.

The questions for this study using Patton's (1980) guidelines are as follows:

1. Could you tell me about yourself?
2. Describe the school(s) you were associated with during the 1960s. What were you doing at the time?
3. What were some of the changes in the schools you observed during the 1960s?
4. What subjects were taught? Emphasized?

5. What did you teach?
6. What textbooks were used to teach the curriculum?
7. What local, state, or national events influenced the curriculum?
8. What local, state or national individual influenced the curriculum?
9. Did the textbooks determine the curriculum?
10. How would you compare the curriculum of the 1960s with the curriculum of the 1990s?

According to Taylor and Bogdan (1984) the skillful interviewer comes up with questions that will jar a person's memory. Many past events lie hidden deep within a person's memory and remote from daily life.

Taylor and Bogdan (1984, pp. 87-88), pointed out that five issues should be addressed at the beginning of every interview:

1. the investigator's motives and intentions and the inquiry's purpose
2. the protection of respondents through the use of pseudonyms
3. who has final say over the study's content
4. payment (if any)
5. the logistics of time and place and the number of interviews to be scheduled.

Erlandson, Harris, Skipper and Allen (1993) also recommend using pleasantries and icebreakers to give the respondent time to warm up (e.g. How did you get into education?") and a

chance for the interviewee a chance to relax and talk about nonthreatening topics.

Erlandson et al. (1993) state that respondents are key figures in an interview. They are powerful figures because their perspective contributes greatly to the development of insight and understanding the phenomenon (pg. 91).

Patton (1980) discusses the three basic approaches to collecting qualitative data through open-ended interviews. He posits that the three approaches involve different types of preparation, conceptualization, and instrumentation. The three approaches are:

- (1) the informal conversational interview;
- (2) the general interview guide; and
- (3) the standardized open-ended interview.

For this research, the standardized open-ended interview will be used to collect data. Patton (1980) explains the details of an open-ended interview. He cites the following:

- (1) The interview questions are written out in advance exactly the way they are to be asked during the interview.
- (2) Any clarifications or elaborations that are to be used are written into the interview itself. Probing questions are placed in the interview at appropriate places.
- (3) The standardized open-ended interview basically minimizes interviewer effects by asking the same questions.
- (4) Standardized open-ended interviews make data analysis easier because it is possible to locate each respondent's answer to the same question rather quickly and to organize questions and answers that are similar (p. 202).

Patton (1980) recommends that immediately following the interview the interviewer make notes and comments, elaborating on phrases while the responses are still fresh in the interviewer's mind. He recommends that you use quotation marks only to indicate full and actual quotations. It may be necessary to say: "I'm afraid I need to stop you at this point so that I can get down exactly what you said, because I don't want to lose that particular quote. Let me read back to you what I have and make sure it is exactly what you said" (Patton, 1980). I am very familiar with this statement because I used the statement with each person interviewed. The interviewer must believe that the thoughts and experiences of the persons being interviewed are worth knowing (Patton, 1980). One must have respect for those who are willing to share their time to help you understand their world (p. 252).

Dexter (1970) points out the danger of having interviewee's identified and the catastrophic results for the interviewer and the interviewee. Discretion was used in handling all tapes and scripting (note-taking) from the in-depth interview. All information shared with me was confidential. Names of the participants in the interview will not be revealed. Identities will be protected by using fictitious names or by identifying the interviewees by number.

#### Data Sources

##### Primary Sources of Data

This study includes 51 in-depth interviews from

parents/patrons, farmers, teachers, attorney, school administrator, homemakers, principals, nurses, politicians, mechanics, superintendent, construction worker, librarian, accountants, ministers and businessmen, along with students (elementary and secondary) from the decade of the 1960s. These individual were located through friends of friends, school district directories, and recommendations of individual interviewed.

During the interviews, notes were taken throughout the process. A tape recorder was used to capture everything that was said during the interview so the researcher could retrieve information and get exact quotes. Diversity was very important to this study in that I wanted a cross-section of individuals of different races, ages, and socioeconomic backgrounds. The interviews were conducted in the homes, offices, and business of the participants. Most interviews ranged in a time span from forty-five minutes to one hour, however, one interview lasted three hours! The information gathered from the participants was very valuable.

#### Procedures for Data Analysis

Erlandson et al. (1993) state that data analysis in a naturalistic inquiry involves a two-fold approach. The first aspect involves data analysis at the research site during data collection. The second involves data analysis away from the site following a period of data collection.

Bogdan and Biklen (1982) suggest that as you read through

your data, certain words, phrases, patterns of behavior, subjects way of thinking, and events repeat and stand out (pg. 156). These categories are referred to as coding categories. It is pointed out that your own memos, think pieces, observer's comments, and the insights you have gained and recorded should be handled in the same way as data (pg. 162).

Included in this section are brief responses from each person interviewed. The question was written at the top of the page so that at a glance I was able to pick up on key words, phrases which allowed me to organize categories of responses. This was a long process but the data involved the ideas, insights gathered from the interviews. This method provided a clear concise image of what was stated in the interviews.

### Interviews

#### 1. Tell me about yourself?

Coding: Black Male (BM); White Male (WM); Black Female (BF); White Female (WF); Indian Female (IF)

1. Retired schoolteacher/principal	Age 85 BM
2. Retired Professor	Age 82 BM
3. Retired Teacher	Age 79 BF
4. Retired Teacher	Age 72 BF
5. County Clerk	Age 50 WF
6. Teacher/principal	Age 82 BM
7. Teacher	Age 48 BF
8. Accountant	Age 42 BF
9. Deputy Librarian	Age 56 BF
10. Teacher/principal	Age 78 BM
11. Homemaker	Age 72 WF
12. Mail Carrier	Age 75 WM
13. Retired Teacher/principal	Age 69 WF
14. Attorney	Age 39 BM
15. Teacher, large family	Age 45 BF
16. Teacher, Coach	Age 49 BM
17. Superintendent, Principal,	



	Counselor	Age 72	WM
18.	Factory Worker (retired)	Age 77	BF
19.	Biology Teacher	Age 49	BM
20.	Financial Secretary	Age 44	BF
21.	Minister	Age 39	BM
22.	Nurse	Age 54	BF
23.	Teacher	Age 44	WF
24.	Teacher	Age 52	IF
25.	Teacher	Age 57	WF
26.	Cook, Domestic work, Head Start teacher	Age 60	BF
27.	Cook, Cafeteria manager	Age 82	BF
28.	Worked at odd jobs, picking cotton	Age 78	BF
29.	Homemaker	Age 65	WF
30.	Retired teacher	Age 82	WM
31.	College President	Age 58	BM
32.	Homemaker/store clerk (p/t)	Age 33	WF
33.	Farmer/various jobs	Age 90	BM
34.	Retired domestic work	Age 87	BF
35.	Farm girl	Age 41	BF
36.	Farmer/bus driver	Age 76	WM
37.	Homemaker	Age 64	WF
38.	Homemaker	Age 29	WF
39.	Retired Homemaker	Age 73	BF
40.	Retired Mechanic/mail carrier	Age 73	BM
41.	Farmer	Age 55	WM
42.	Farmer/construction worker	Age 75	BM
43.	Nursing Home worker	Age 66	BF
44.	Nursing Home worker/homemaker	Age 52	WF
45.	Convenience Store Owner	Age 38	WM
46.	Director of Assessment & Career Service	Age 47	BM
47.	Retired Former Regent, Dean of Student	Age 72	BF
48.	Nurse Practitioner	Age 39	WF
49.	Administrative Assistant OSU A & M	Age 46	BM
50.	Administrative Media Graphic Arts Kerr McGee	Age 48	BF
51.	Politician/Former Governor	Age 72	WM

2. Describe typical schools in Oklahoma?

1. Schools did a pretty good job - competed in state meets Orations Black Schools Tulsa, Guthrie and Oklahoma City
2. Integration started Black principals and teachers demode to custodians, cooks, whatever jobs they could find
3. Separate schools for blacks and whites

4. 60s separated races
5. Wasn't too close to schools
6. Small schools
7. All black schools no monies made available at black schools
8. First black/white schools, integrated, daily rumble, black teachers didn't have jobs or placed in junior high
9. Segregated school taught basic subjects chemistry was not offered per decision of school authorities
10. Separate school - could go to high school for subjects not taught at separate school
11. Communities had two schools, two grade schools - closed high school bused to G
12. Grades K-5
13. One room had grades 1-8, younger students taught by older kids two schools; one for blacks, one for whites
14. All black schools, teachers believed in discipline no foolishness, believed in working hard and being neat
15. Rural/community school church and school were center of community
16. Black school - discipline tighter, teachers did everything
17. Segregated schools four white elementary, one black elementary; one white high school, one black high school
18. Segregated - teachers were all right, worked with what they had
19. Segregated, under-equipped, understaffed, Blacks did more with less
20. Country school, mixed grades, "Teachers cared about you"
21. Segregated, everybody got along - Teachers were

strict

22. Segregated until high school - didn't go to segregated high schools high school because she wanted physical education, segregated schools learned Black History
23. Small school enjoyed class
24. Things changed, attitude of parents to teachers
25. Small rural school
26. All black schools
27. All black school with dedicated teachers, kids easy to handle
28. Rural school didn't have much
29. Rural school that had to consolidate with just white kids
30. Students were eager, Mama and Papa urged them
31. School was all-black, school had strong value system; Importance of Education
32. Schools were very small
33. Schools started to integrate
34. Schools very nice, children obedient - they would mind anybody
35. Just a regular school - had good teachers
36. White schools; black schools
37. Schools separated, another school took us over
38. Remembers watching T.V. man walking on the moon
39. Schools separate but kids when left Meridian went Guthrie High School which was integrated - choice of all Black or white
40. Schools were nice, they were segregated
41. No real contact
42. Don't remember much

43. Was a nice school - children had prayer, sang - parents 100% behind the school
  44. Schools segregated had a lot of kids in class
  45. Schools all - white then integrated
  46. All Black - could go to white parental choice
  47. Integration
  48. Two schools
  49. Black school, white school but we rode the school bus together
  50. Black school but walked to white high school for physical Education
  51. Schools were segregated, former school board member
3. What were some of the changes you observed during the 60s?
1. Some changes Visual Education in the 50s equipment
  2. Keeping teachers from disciplining students. Demanded students not be retained
  3. Integration
  4. Husband was first black principal in an integrated school
  5. Integration
  6. Started busing, integration, close high school 1957
  7. Very little, black students could attend the white school for certain classes
  8. White teachers didn't care, Principal of Black school made Assistant Principal
  9. Less caring attention to children, changes in curriculum
  10. Teachers taught kids until they learned
  11. Kids more involved, smooth integration, integrated Fall, 1965

12. C annexed out school and we still don't like it - They stole our school (1970)
13. Kids easier to control then - Had no problems with parents. Families have changed and mixed up the kids, Parent/School relationship
14. Changes in instruction
15. No longer taught the whole child - In the 60s you had to learn how to speak and perform
16. "Integration destroyed the sense of community", Spirit was high, more togetherness
17. Federal monies became available, Civil Rights Act, Federal monies encouraging new things, innovations, Title/monies created gifted education, special education, local money 80%; State 20% 1960s started free lunch programs
18. Integration, school annexed
19. Awareness the conditions, black people short changed, Negro history taught at segregated schools, not sure as to whether things are better off
20. Integrated schools forced upon you, "too much stuff in schools physical education recess, planning time"
21. Schools integrated
22. Integrated - Used the choice method so she take physical education
23. Had to consolidate two small schools
24. Students held less accountable
25. Respect for teachers, Family unit, schools expected to do more
26. Extracurricular activities
27. Took prayer out of schools
28. Kids would mind you better
29. Parents spent time with the children
30. Teaching was it - Taken the job for a career

31. Saw early stages of black identity, crossroads of higher education
32. Aware of drugs
33. Lots of one-room, one-teacher 1st - 8th grades schools were every three miles, started to consolidate
34. Schools were better than they are now, teachers took more time
35. Changed classes
36. Integration, schools taught more
37. Integration was a by step
38. Changes in the way things are taught
39. Kids got early to catch the bus
40. A whole lot of changes - integration
41. Just let the kids run the school, lack of discipline, respect
42. No
43. Respect, love for each other, started integrating, had differences but worked them out, C took the school
44. Black and white kids got together
45. Integration, had all white teachers, There was a lot of setting turf - very little blending
46. Racial composition can't recall why parents sent him to white school
47. Age of integration, went through steps to make it work
48. Real vividly remembers phonics, spanked students
49. End to all black schools - blacks saw what was missing
50. Black school, white school, teachers cared about you
51. Integration accomplish by closing minority school

terminating staff, this was a local decision

4. What Subjects were taught? Emphasized?

1. Math, Science, English
2. Basic mathematics with algebra, consumer mathematics
3. Basic subjects, reading, and math (mostly reading)
4. Emphasized math and science
5. Basic
6. So many hours of science, math, and history
7. Heavy emphasis on vocational programs, basic program
8. Taught white history
9. Reading, writing, and math
10. The basics - white schools had more to offer; Black history was taught
11. Basic subjects reading, math, music, extracurricular activities - 4-H Club
12. Reading, math, and music
13. Reading, math, history, geography, little science until late 60s
14. Reading, math, science, black history
15. Worked on basics but had lots of cultural events, black history
16. Math, reading, English
17. 3 R's no grouping - Federal monies created "Gifted and Special Education students came out of regular classroom"
18. Reading, arithmetic, English, spelling
19. Typing, home economic, Gregg shorthand, science, math, history, English
20. Basics reading, math, language arts
21. The basics

22. Reading, math, main subjects
23. Algebra, history, English
24. Reading, math
25. Basics
26. Basics math, reading
27. The three R's, 4-H Club, Home Economic
28. Basics 4-H Club
29. Arithmetic Reading, writing, language, history
30. Mainly English - specialized in math and science
31. New math, math kits, SM6, SS6
32. Basics reading, writing, language, social studies
33. Taught everything they were suppose to teach reading, math, geography - Back then you graduated from the 8th grade - got a diploma and you could teach
34. Reading, history, geography
35. Arithmetic, english, spelling, science
36. Reading, writing, arithmetic
37. Reading, writing, science, health
38. Had basically some subjects
40. Arithmetic, reading, writing, spelling
41. Don't know
42. No
43. Negro history, spelling, reading, home economic, geometry
44. Math, geography, science, art, band, history, biology
45. Basics math, reading, writing
46. English, social studies, woodwork shop, algebra,



physical education.

47. Emphasis on reading, math, english, started new math
48. 3 R's - social studies, health, history, spelling
49. Negro history, before integration, english, algebra trig. shop music
50. Music, history, industrial arts, 4-H Club, emphasized science math
51. Not close enough to schools to give an informed decision

5. What did you teach?

1. Math, science, English, principal
2. Math, science
3. Elementary grades
4. History
5. N/A
6. Teacher/principal
7. Student then to college
8. N/A
9. N/A
10. Teacher and principal
11. N/A
12. N/A
13. Primary grades and teaching principal
14. N/A
15. N/A - was a student 60s (high school)
16. N/A - was a student 60s (high school)
17. Curriculum Director, Counselor/Teacher
18. N/A - Factory worker

19. N/A - Student elementary/high school
20. N/A - Student
21. N/A - Student
22. N/A - Student high school
23. N/A - Student high school
24. N/A - Homemaker
25. Taught high school
26. N/A - Headstart, Coordinator teacher
27. N/A - Cafeteria manager/cook
28. N/A - Domestic work
29. N/A - Homemaker
30. Mathematics, Algebra, Geometry
31. Biology and math
32. N/A
33. N/A
34. N/A
35. N/A
36. N/A
37. N/A
38. N/A
39. N/A
40. N/A
41. N/A
42. N/A
43. N/A
44. N/A

- 45. N/A
- 46. N/A
- 47. Elementary, Kindergarten, 1st, 2nd, Emotionally Disturbed
- 48. N/A
- 49. N/A
- 50. N/A
- 51. N/A

6. What textbooks were used to teach the curriculum?

- 1. Old outdated books
- 2. Teachers hustled materials
- 3. Teachers made materials
- 4. Curriculum from State Department of Education, variety of Visual Arts
- 5. "Don't know"
- 6. Reading, math
- 7. The textbooks
- 8. Textbooks, mimeograph sheets, lots of audio visual
- 9. Textbooks, charts, pictures, blackboard
- 10. Copying from the board
- 11. Textbooks
- 12. Textbooks
- 13. Textbooks - very little materials, teachers had to make flash cards, no gadgets
- 14. Books, had a special reading kit called SRA
- 15. Texts, Negro History, taught, Competitions as area schools - "Share the Fun" Big Play Productions
- 16. Good materials, new books

17. 60s free textbooks, State Department of Education Curriculum Department, Curriculum Department selected textbooks
18. Parents purchased the school books - Purchased from McVicker's
19. Second-rate textbooks used from white schools, "Teachers gave more because you didn't have science equipment - Students and teachers used their imaginations
20. Textbooks, chalkboard, Parents bought all supplies
21. Used texts, chalkboard, erasers, chalk
22. Textbooks with workbooks, chalkboard
23. Textbooks furnished by the school
24. Textbooks, lecture
25. State Department Education
26. Used a lot of textbooks and workbooks
27. Textbooks
28. Can't remember except got the old books
29. Textbooks - didn't use as many workbooks as they do today
30. Teachers able to select books; allowed some leeway
31. Basics
32. Don't remember
33. Yes
34. Don't remember
35. English, Arithmetic, Spelling, Geography
36. Don't know
37. Health Textbook, can't remember
38. The same
39. Can't think of the names

40. Don't remember but back in those days had to study
  41. Don't know
  42. Not really
  43. Reading, math (arithmetic), Spelling, Biology
  44. History, Science, Biology, Math, English/Spelling
  45. Can't remember
  46. Text books, workbooks primarily lecture, chalkboard, lots of homework
  47. Had a selection, teachers or the community selected (not sure which)
  48. Dick and Jane, Laidlaw was one of the publishers
  49. Don't remember, Negro History taught
  50. No can't remember
  51. Couldn't say
7. What local, state, or national events influence the curriculum?
1. Television
  2. Sputnik
  3. Space, integration
  4. Presidential election, Martin Luther King death
  5. Integration, annexations
  6. Integration
  7. Can't recall
  8. Assassinating of Kennedy, Integration, Martin Luther King assassination, Weekly Readers kept up to date
  9. Yes, Chemistry and other sciences beyond general science were not included in the local curriculum - not because teachers were not competent to teach, but because equipment and materials were deliberately not provided

10. Black history was taught
11. No
12. No
13. Can't recall integrations and merging of two schools
14. President Kennedy's assassination, Use of television astronauts
15. Integration and space man going to the moon
16. Sputnik, desegregation, kids involved in NAACP
17. Federal monies, integration/segregated schools  
Sputnik was significant that's where federal monies came from - was now able to set up physics which didn't have before
18. Nothing she can recall "fussing about annexation"
19. Viet Nam War, eye opener, Civil Rights movement, J. F. Kennedy assassinated, Martin L. King assassinated, Robert Kennedy - This opened America's eyes!
20. King assassination, integration, Kennedy assassinated Viet Nam
21. Can't recall
22. Kennedy killed, King assassinated, Robert Kennedy this impacted the nation and world
23. No
24. Can't recall right off hand
25. Women's movement, black movements, Martin L. King
26. "Sputnik changed the viewpoint of education" more science deaths of Kennedy, King
27. Separate schools
28. Can't remember
29. No free lunches
30. Advancement into space

31. At college level, students were beginning to change career focus 60s presented new opportunities began to emerge
32. Did study of NASA
33. Grandparents made everything from the farm - every farm had a hog, chicken, cow, garden - Bought only things they couldn't raise
34. Remembers 4-H Club, everybody interested in the schools
35. Not really
36. Don't know
37. 4-H Club but it disappeared
38. 4-H Club, FFA, Science Projects, Spelling Bee
39. County Superintendent worked closely with rural schools
40. Can't remember
41. Drugs - teachers smoking pot
42. Can't really
43. Sit-ins at Mark's Drug, 89er Day
44. 89er
45. Exploration of space, headed for the moon, assassination of Kennedy, King, television news was violent - Equal rights women, burning bras, sex education
46. Sputnik 1957 - Big Issue - USA vs Russia going to the moon. Emphasis on math, science, chemistry
47. Integration, Chapter One, Space Age
48. The day Kennedy was shot, 4-H Club
49. The fight to end segregation, Martin Luther King, Malcolm X, Lyndon Johnson
50. Integration was getting ready to take place
51. Vo-Tech to employ young people to be employable -

feels one of the best things he's done was to get Vo-Tech

8. What local or state individuals influenced the curriculum?

1. Eva Redman, County Superintendent, F. D. Moon, Governor Raymond Gary
2. Eva Redman
3. F. D. Moon
4. Governor, State Superintendent
5. Don't know
6. Ira D. Hall
7. No
8. Eva Redman, County Superintendent; Hollie Chappelle, County Commissioner
9. Emma E. Akin, Joe Johnson, Roscoe Dunjee, E. Duke, Flora J. Mack
10. Mr. Moon, Ira D. Hall
11. Eva Redman, Prue Randall, Alice Wilson
12. Eva Redman
13. County Superintendent, State Superintendent wasn't that outspoken
14. All local people working for equal rights
15. Rosa J. Parker - Home Extension agent did 4-H Club, Eva Redman, County Superintendent
16. F. D. Moon (powerful), Roscoe Dunjee
17. Eva Redman, SDE
18. No
19. "Teachers left a lasting impression"
20. Eva Redman, County Superintendent, would bring ragged books from white school



21. Eva Redman
22. Eva Redman
23. No
24. No
25. 1954 Brown vs. Topeka Board of Education decision
26. Eva Redman, Kennedy, King killed
27. Clara Luper
28. Mildred Robinson, Mrs. Trotter 4-H Club
29. Teachers
30. Superintendent encourage teachers to go to school
31. O.A.N.T.; Dr. Stephens; Dean Moore, Dr. Harrison, Ira Hall, Clara Luper
32. Really don't know
33. Can't recall
34. Remembered people coming but don't know for what
35. Mrs. Randall, integrated
36. Don't know
37. Can't remember Mrs. Mack was good
38. None
39. County Superintendent
40. Rosa J. Parker House, 4-H Club
41. Don't know
42. Don't know
43. Martin L. King, Rev. I. Burleigh
44. Martin L. King, John F. Kennedy
45. None
46. Flora Mack, President Kennedy

47. Martin L. King, John F. Kennedy, Luther Bohanon, F. D. Moon
  48. Eva Redman, Mrs. Wilson, Mrs. Mack, Mrs. Beland
  49. John Kennedy, Rosa J. Parker House, Flora J. Mack, Lizzie Neal
  50. Eva Redman
  51. Always resistant to state mandates
9. Did the textbooks determine the curriculum?
1. State Department of Education (SDE)
  2. Yes
  3. SDE
  4. SDE
  5. Don't know
  6. Yes
  7. Yes, the textbooks! Not much focus on the curriculum following textbook, chapter by chapter
  8. Yes
  9. Materials influenced the curriculum
  10. Black teachers made materials
  11. Don't know
  12. Don't really know
  13. Teachers made materials and used textbooks
  14. Don't know the answer but "History books were woeful in respect to blacks in American History"
  15. Can't recall - teachers made most materials, used Weekly Reader
  16. Yes curriculum set, textbooks, television-math, television-algebra
  17. Used State adopted materials, yes textbooks dictated program

18. Don't know
19. Had a book and a few items, Teachers looked for materials
20. Don't know really, they probably did
21. Really don't know
22. Don't know
23. Yes
24. Major thing - different cultures are portrayed in the books
25. Yes, definitely
26. Sort of
27. Yes
28. Don't know
29. Not sure if the state or teachers did it
30. Teachers determined what they must cover
31. Textbooks did
32. A lot of times they did
33. Don't know
34. Don't know
35. Don't know
36. Don't know
37. Mostly books
38. Depended on the teacher
39. Pretty sure it did
40. Teachers decided
41. Don't know
42. Don't know

43. Used textbooks but brought in other materials
  44. Teachers used the book - maps Weekly Readers
  45. More going by the book
  46. They did pretty much
  47. Pretty much, mostly
  48. Believes so
  49. No, some days you didn't touch the book
  50. Yes
  51. Textbook commission
10. How would you compare the curriculum of the 60s with the curriculum of the 90s?
1. Natural interest of pupils
  2. No discipline "Everybody does whatever they want to do"
  3. Discipline, Kids are different, teachers are different
  4. Basics are the basics
  5. State contests all Black high school competed against each other - music festival
  6. "New math brought in"
  7. Can't really compare
  8. Planning time - no such thing in the 60s, Teachers taught integrated subjects
  9. More complex
  10. Curriculum has not changed
  11. Feels schools are better now than when she was in school and children
  12. "Teachers would explain when he was in school, now its like if you don't get it the first time they don't help you" (listening to grandchildren)

13. Child learned more in the 60s and more kids were more controlled
14. Teachers taught Black History with supplementary materials, more parental support is needed
15. Some teachers of the 90's don't give the personal touch
16. Tough to get a teaching job - larger percentage had master's degrees - pressure was put on teachers by administrators to excel
17. More money today to help kids - Its better now, back then one tracks just college, now, you have Vo-Tech
18. "Schools are better now, have more to learn from television
19. There is now more interest in ethnic studies, must contend with local unions "Unsure if teachers are as humane and dedicated" disillusioned of local authority, in the 60s you had tobacco and alcohol today you have crack, aids - world is smaller "Biggest Issue family changes" Issues are dumped on the school
20. "Today parents must be held more accountable", We give folks too much"
21. "Teachers seem different (same subjects are taught - kids and parents are different."
22. "For Black children, it is worst, Blacks in the 60s had a better chance because people worked with them - now some teachers don't really care if you get an education some just want a paycheck".
23. In the 1990s we use hands on seeing, hearing, touching; how best a child learns
24. Multi-cultural through books - something go to for bringing in real-life issues such as child abuse, sex, aids, divorce
25. Teachers use diversified materials, transients, computers now
26. Some things are better, socialization poor
27. Integration - no school programs

28. No involvement of parents, no programs, kids rode buses made them lazy
29. Kids don't have memorize anything
30. Teaching ability way ahead now, back then teachers and students had desires
31. 60s reminds him of the 90s
32. Noticed that emphasis on vocabulary skills
33. Don't know
34. Happy days and much better
35. Better school good education
36. Can't teach kids anymore, kids can't spell figure, can't do nothing
37. Now they have computers - They have a chance to learn more
38. Schools are about the same
39. 60s were much less complicated
40. Kids weren't as hardheaded
41. "Too much emphasis on winning..."
42. Don't remember too much
43. Didn't bring guns - legislature runs schools instead of parents and teachers
44. Kids taught respect, teachers can't control talk about, sex, homosexuals
45. Personally thinks things "are all out of whack" movies too graphic , prayer out of schools, left teaching 1st and foremost was the money
46. Expectations were different, political had to go to Guthrie white school for a few blacks but not too many
47. Vast differences, innovations in the 1990s
48. There's good and bad reduced class that's good

- 49. Better to some degree - Parents don't influence children
- 50. Can't really compare but can see differences
- 51. 90s has more enriched curriculum global - Greater significance

#### Scope and Limitations

It is important to note here that the researcher was a student during the 1960s and recalls some of the changes that have occurred in the Oklahoma Schools and Curriculum. Attempts were made to remain objective but as with any qualitative study or quantitative study the potential for bias is present. The researcher, being aware of this, strived to be objective and fair in the presentation of the data. My personal interest, values, and close associations with the schools are certainly a sources of motivation for this undertaking. The data gathered from the participants reflects their personalities, feelings, experiences and beliefs. Care was taken to avoid making generalizations that would appear to "package" the shared insights and perspectives of the individuals interviewed. The researcher did look at reoccurring "103 themes" and "events" that were mentioned repeatedly during each interview. This research offers the different insights and perspectives from the fifty-one individuals interviewed.

## Chapter IV

### Results of Research

The purpose of this study was to understand the history of the Oklahoma School curriculum through the lived experiences of individuals that were involved in the schools either directly or indirectly during the 1960s. This research led to three research questions regarding the Oklahoma School Curriculum during this period and they are:

- (1) Was the Oklahoma School Curriculum determined by the national and historical events occurring in the 1960s;
- (2) What individuals changed the curriculum at the local or state level; and
- (3) Did the historical events of the 1960s change the curriculum?

The participants responded to questions during the in-depth interviews that allowed the researcher to categorize responses. The information gathered offered perspectives and insights from the interviewees. It provides a glimpse of the past through the eyes of the participants that allowed me access to a wealth of knowledge and information.

Emerging from the in-depth interviews were many pertinent and different perspectives regarding what affected the curriculum and schools of Oklahoma. To present this information the question will be stated and the categories of responses will be analyzed carefully in order to understand what people are saying.

1. Describe the school(s) you were associated with during the 1960s. What were you doing at the time?



The majority of the interviewees described the schools during the 1960s as being segregated. They also commonly referred to the separate schools for black children and white children in each community. The schools were rural and in most cases had a small enrollment with multigrades in each classroom.

Many respondents felt strongly that the schools were doing a good job of educating children in the separate school and in the white school. Individuals involved in the separate school frequently mentioned activities such as: 4-H Club, academic contests and orations, musicals, and school programs which gave black students numerous opportunities to perform. An educator pointed out, "Teachers sponsored extracurricular activities with no pay" (3). One respondent said, "Teachers instilled in you that you can do anything." He went on to state, "Teachers believed in discipline - no foolishness, they believed in working you hard and being neat" (14). This type of comment was echoed throughout the interviews. A female interviewee who graduated from high school in the 60s had this to say about being in a separate school, "It didn't matter how smart or how slow you were - the teachers demanded that you learn and they taught you to give all you can of yourself. There was a strong emphasis on self-esteem" (50). An African-American educator recalled teaching during the 60s and commented that, "Teachers taught until kids learned" (10). One coach commented that "Back then, the emphasis was on

academics - no such thing to be a nerd... It was an honor to be a 4.0" (16).

In the white school, as students and teachers reflected back and described the schools during the 60s, the teachers were firm and required students to put forth their best effort. One student remembered quite vividly and jokingly said, "Back then, they drilled and drilled until you got it" (48).

Discipline in the schools and respect for teachers was the norm for schools during this period. Most respondents noted that students were easier to teach and discipline. A senior citizen put it this way, "Parents - 100% behind the teacher, parents helped each other with each others' children - nowadays the legislature runs the school anymore.... back then teachers and parents operated the schools" (43). This same sentiment was echoed over and over by comments such as these: "Back then kids were taught to respect adults - teachers told you to sit - you did it!" (44) Another person remarked, "Teachers were strict, they made you learn EVEN if you didn't want to learn - they MADE you" (21). Teachers in general were highly thought of during this period. This was reflected in statements made by students and parents of this period. "Teachers cared about you - wanted you to succeed" remarked a student of the 60s (20).

Many of the individuals interviewed taught in school or worked closely with schools during this period. The teachers

found teaching to be very rewarding. In fact, a retired teacher observed that, " Teachers took the job as a career - teaching was it - they weren't in and out of teaching like now" (30).

Question 2. What were some of the changes you observed during the 60s?

Integration of schools was viewed by most respondents as one of the most significant changes that occurred in the 1960s. This was an emotional period for many individuals and as they reflected back you could sense the passion of the time during the interviews. The experiences seemed to have made a lasting impression on the interviewees.

The official policy of the State of Oklahoma regarding integration of schools was clear. A former governor commented, "This was early in the integration phase... Brown vs Board of Education was in 1954. Largely due to Raymond Gary's leadership Oklahoma undertook integration without delay and it was accomplished in all the districts except Oklahoma City and Tulsa generally by closing the minority school and terminating the staff" (52). Recollection of this common practice elicited strong feelings of animosity from teachers and students. As one individual described the process, he stated, "When integration started, black teachers were demoted to bus drivers, custodians - I mean teachers that had Master's Degrees were let go!" (2) "The desegregation process - loss of well - trained teachers, experienced black teachers. Less consideration for children in educational programs; more

attention was given to circumventing new laws relative to segregation" lamented an African-American regarding the implementation of the desegregation of schools (9).

Differences in the separate school and the white school were echoed by many, especially in the area of school finance. "Segregated schools were underequipped, understaffed, and black folks did more with less" were observed by a college student during this time. "No monies were made available to improve programs at black schools" declared a former student. One retired teacher exclaimed, "Before integration schools were financed differently - 4 mills - we didn't get the same equipment - we got what was left over" (10).

Students that were directly involved in the integration process recalled the experiences quite vividly. An interviewee had this to say about the integration of schools, "To be blunt, there was a lot like dogs setting turf by blacks and whites, there was very little blending, conflicts were almost always racial - schools became a nightmare" (45). A Black student's memory of the integration was vivid she stated, "Everything was white no role models for Black students - They didn't care about you!" (8). Another student echoed the similar sentiments, "At the white school, we felt left out, Black students left out of things and white teachers didn't really seem to care" (22).

Many comments were made regarding the implementation of integration and many inequities were voiced by the

interviewees. One former teacher and principal during the 60s summed it up by stating, "I observe the several things - I observed beginning of, particularly in the public schools - we began to observed particularly where many of the all Black schools were beginning to merge and beginning to disappear. What we began to see in the 60s - communities where Blacks often - quite a few Blacks - we were beginning to observe that the black graduation from many communities were beginning to decline. For an example, I know a community like (blank), it would have thirty or forty Blacks to graduate before from the all Black Douglass High School closed, then later would see maybe five, six, seven, eight, nine less than ten Blacks would be in among graduating class for whatever reason. So we saw a lot of changes there-who graduated and who went to college. So a lot of things were occurring during the 60s..... I think that - as I look back, at the 60s, the Civil Rights movement was really - everybody thought this was the thing to do - I, in retrospect, of course, I was one in my early professional years - really happened during very beginning of my professional career - I was always very skeptical of what we were asking for and now I know confidently we weren't asking for - we weren't asking the right questions - as a early professional, I would march with..... But you know, we really, none of our marching, for most of us - we were not marching during the 60s to give up anything we were marching to seek access to everything" (31).

Other changes mentioned regarding schools included the presence of federal monies that became available for public schools. A former school superintendent had this to say, "Federal monies became available, encouraging new things, innovations - created the gifted program, special education, local money was 80% of the budget the state 20% - all of this changed with federal monies" (17). He added, "Federal monies created gifted, special education was really needed and special education students pulled out of regular classroom" (17).

Issues such as annexations, school prayer being removed from schools, early stages of civil rights movement, family units changing, lack of discipline were observed by many as changes of 60s.

3. What subjects were taught? Emphasized?

It was quite obvious that most schools taught the basic subjects of reading, writing, arithmetic, language, geography, and spelling in elementary and high school.

In high schools, there was an emphasis as noted by an interviewee, "There was a strong emphasis on vocational programs. Every school had an Industrial Arts, Home Economics program. The girls took four years of Home Economics; the boys industrial arts. There was English, math, science, I cannot recall advance courses, calculus, advanced chemistry" (7). Another individual noted, "Chemistry and other sciences beyond general science were not included in the local

curriculum, not because teachers were not competent to teach, but because equipment and materials were deliberately not provided" (9).

It is important to note here that Negro History (as it was called then) was taught in the Separate School. A parent commented, "Kids don't know their history, back then we had Negro History" (43).

4. What did you teach?

Many of the interviewees were not teachers. Approximately one-third of the individuals taught at the elementary and secondary level or served as administrators.

5. What textbooks were used to teach the curriculum?

Most respondents indicated the texts were supplied by the school. It was during the 60s that the state began to provide free textbooks to schools.

Respondents did mention that teachers were often resourceful in acquiring teaching materials to complement the texts. As stated by an interviewee, "Teachers gave more because you didn't have science equipment. Students and teachers used their imaginations" (19).

It was often mentioned that textbooks didn't reflect all races or nationalities. As stated by one individual, "History books were woeful in respect to Blacks in American History" (14). One change in moving from a separate school to an integrated school was commented on by a respondent, "The changes in the curriculum during integration - little or no

attention to the contribution of all Americans" (9).

The textbooks during this period did not reflect the diversity of the society and of course, unless you had teachers, that were willing to search for materials, students received what was in the textbook.

6. What local, state, or national event influenced the curriculum?

Mentioned by many interviewees was the integration of schools and how it was implemented during this period. Integration of schools was viewed by many as one of the major issues of the 60s.

The assassinations of President Kennedy, Martin Luther King, and Robert Kennedy were mentioned often as having an effect not just on schools but on our society. One person interviewed felt this way about the unrest and violence and he commented, "Personally, things just got out of whack, it was a violent time" (45).

The Civil Rights Movement was being noticed and as stated by a teacher, "the awareness of conditions of how Black people have been shortchanged was finally brought to the forefront" (19).

Sputnik and space exploration was cited by numerous respondents. A parent phrased it this way, "Sputnik changed the viewpoint of education" (26). "In the U.S. "Space Age" sent a panic through the U.S.A." It was noted by many that science and math courses were being required for students and teachers were being given materials and teaching kits to teach



"new" math and science.

7. What local or state individuals influenced the curriculum?

Teachers were frequently mentioned as individuals having influenced the curriculum the most. Others mentioned were the county superintendent, board members, state superintendent, president of United States of America, and civil rights leaders were also mentioned. In talking about teachers, one individual remarked, "Teachers left a lasting impression" (19). A former teacher remarked, "My mother and my grandmother placed high priority on education, as poor as we all were, they felt education then was the most important thing for their children. That stayed with me throughout my lifetime also and I have tried terribly hard to relate that to all young people with whom I come in contact that-education outside of good health-is the most important thing" (47). She also expressed that teachers were determined to make a difference and they did in the lives of many. This was the prevailing attitude and spirit of the teachers interviewed. Students of the 60s also conveyed the warmth and appreciation of the teachers of that period.

8. Did the textbooks determine the curriculum?

In most cases, persons directly affiliated with the schools responded yes to this question. There were exceptions as former students reflected back to cite teachers that were creative and provided a variety of materials. One teacher pointed out that, "Textbooks mostly, pretty much, at that

point and time because one thing, teacher education programs had not done and have been pressured to do more so now, I think is to help teachers be able to determine what needs to be taught, you didn't teach it unless it was in the textbook" (47). Textbooks, in most cases dictated the curriculum.

9. How would you compare the curriculum of the 1960s with curriculum of the 1990s?

Most individuals felt strongly that the basic school curriculum had not changed. Reading math, writing, spelling, are still emphasized. There appears to be less emphasis on 4-H Club, Industrial Arts and Home Economics. Computers and modern technology are the challenge of today's schools.

Many respondents voiced or expressed concerns regarding the perception that teachers have changed. Sentiments expressed frequently were: teachers don't seem to take an interest in their students the way they used to do; teachers don't care; teachers would help you when I was in school--now it seems if you don't get it the first time they won't help you; teachers in the 1990s don't give the personal touch; and teachers seem different. There were some, however, who felt that teachers appear to be more knowledgeable and use more diversified materials in today's schools.

How parents are rearing children today was suggested as one of the major factors that affect the school curriculum. Numerous individuals cited the following as a rationale for this trend: lack of discipline in the home; parents that do not teach respect; parents are not being held accountable; in

the past, everyone helped raise the children; kids are hard-headed; and one individual stated, "Parental influence is not as great as it was then. There is no influence at home--the work ethic has changed" (49). Most commented that lack of parental influence directly affects the school.

In comparing the schools of the 1960s and the schools of 1990s, one person interviewed discussed the changes in higher education and he observed, "One thing that occurred in the latter part of the 60s--it may or may not have been at the college level--that [I think] probably influenced the curriculum at that time was that students--particularly black students--were beginning to change their career focus at the tail end of the 1960s and the beginning of the 1970s. The new career opportunities for blacks began to emerge--and in that context we started to see many of our brighter African-American students or scholars turning away from teaching and going into these quote-unquote new career opportunities. The good chemistry student went to McDonald-Douglas; the Rockwells, was able to get a new job assignment and new careers were opening up for blacks. The implications of these events happening was fewer and fewer African-Americans were beginning to turn to teaching as a career. It was this point in the late 1960s when blacks started moving away from teaching because of these new careers" (31).

One individual cited that "The real problem today is now people don't believe education is necessary because they see

entertainers, athletes, and criminals (drug pushers) who appear to be successful without reliance on education. We haven't been able to transmit the value of education to our children and I mean all children" (14).

The in-depth interviews revealed some noteworthy personal reflections and perspectives regarding the schools and the curriculum of Oklahoma during the decade of the 1960s. I would like to remind the readers of this research that these are personal reflections and insights gathered from the individuals that participated in this study. Many of these individuals resided in Logan County during the decade of the 60s. The next section highlights events that occurred in Logan County.

#### Logan County Public Schools

At one time, there were over ninety school districts in Logan County. By 1959-1960, that number had been reduced to five non-High School districts which included seven schools; six districts which included four Junior High schools; ten elementary schools and two North Central Accredited schools. The Oklahoma Educational Directory for 1960-61 listed the Independent schools and all other public schools employing four or more teachers. The schools listed were: 1) Coyle--one high school and one elementary school; 2) Cushing--one high school, one junior high school and one elementary school; 3) Guthrie--one high school for white students which was North Central Accredited; one elementary and junior high combined; one junior high; three elementary schools for white students

and one elementary separate school for black children; 4) Marshall had one elementary and high school combined; 5) Mulhall had one high school and one elementary school; 6) Langston--one elementary school; and 7) Meridian had one elementary school for white students and one for black students.

Consolidations became the order of the day according to Holmes (1980). She cited population shifts and a desire to provide better schools as the reason for most consolidations. Some schools were forced to consolidate or be annexed to adjoining school districts. Many times this was done with controversy. Sentiments were very strong regarding closing the small and inefficient schools. This was confirmed by a news article which appeared in the Daily Leader on July 2, 1968--"Supreme Court Backs Small School Closure". In this article, the State Board of Education's regulations were being protested by the Oklahoma Farm Bureau and others. The Farm Bureau said, "the board's rules would force the elimination of approximately 94 high schools and 209 grade schools in approximately 70 counties in 1968 and the elimination of additional districts in 1969 and 1970".

The board's new regulations were:

- 1) A high school must have 36 units of study;
- 2) A high school must have at least 55 students to operate in 1968-69, 65 students in 1969-70 and 75 students in 1970-71;
- 3) An elementary school offering grades one through six must hire at least one full-time

teacher for each two grades, meaning a school offering eight grades must have four teachers (Supreme Court, 1968).

The Farm Bureau also charged that the State Board of Education was attempting by use of its accreditation powers to force consolidation of school districts and thereby attempting to do indirectly what it did not have the power to do directly (Supreme Court, 1968).

This ruling did affect two county schools. Two schools in particular were: Meridian and Abell located in Logan County. Both schools were two-teacher schools. Abell closed its doors on Friday, May 17, 1968. The State Board of Education cited the lack of minimum average daily attendance in ordering that the school be closed (Abell School, May 1968).

The last eighth grade graduation at Meridian was held Wednesday, May 22, 1968. (It is important to note here that the small community of Meridian had previously had a separate school for blacks and one for whites, but the schools were combined in 1966 because of low enrollment (Final graduation, 1968). The State Board of Education ruling called for more schools to be closed.

As districts sought a way to save their own schools, annexation disputes ensued with neighboring districts. Districts such as Coyle annexed itself to Meridian in order to save its school. It was cited that state law allowed a district to legally annex another district and the patrons

have no voice in the matter (Coyle Annex, 1970). Meridian School district filed a lawsuit, but the judge ruled in favor of Coyle Public Schools.

Schools in Logan County had begun to comply with the Civil Rights Act of 1964 through the Department of Health Education and Welfare. Each school was required to submit a plan for desegregation. In 1966, the following schools in Logan County submitted assurance letters:

<u>School</u>	<u>White</u>	<u>Negro</u>	<u>Other</u>
Coyle	159	45	
Cushing	498	45	
Guthrie	2161	559	
Mulhall	125	0	
Langston	0	163	
Meridian	22	35	
Abell	35	16	

This information was taken from the Fall, 1966 Summary of Enrollment from the U.S. Department of Health, Education and Welfare. Each district submitted a plan to fully integrate all schools. Each plan was unique to the needs of the community. Coyle School District had never operated a dual system (Holmes, 1980). Each district regardless of racial make-up was required to submit a plan to desegregate.

Also in 1966, State Question No. 428 was submitted to the people repealing the constitutional amendment providing for separate schools, section 3 of Article XIII of the Constitution of the State of Oklahoma. The Amendment was approved by a vote of 327,927 to 166,941 (Aldrich, 1973). Separate schools continued to be closed as integration became one of the major challenges of the 70s.

## Chapter V

### Reflections and Perspectives

"Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry men pursue in the world, with the world, and with each other." (Friere 1970, p. 58). As a student (1960-1972) of the period when schools in Oklahoma were segregated and also a student when integration began and as a teacher following desegregation laws. I have had many opportunities to consider the policy and procedures of the educational system in Oklahoma. Through this research, I sought an understanding to many things that occurred during the 1960s that I didn't understand as a student. The personal reflections, insights and perspectives from the many individuals interviewed have provided a clearer understanding of the issues and rationale for decisions made during this period. I recalled small things that now loom as symbols of the incredibly good and the incredibly bad of the decade of the 1960s.

An examination of the policies and procedures that were implemented in this state during the 1960s decade allowed me to scrutinize the effects of decisions made by our political and educational leaders of that period.

This scrutiny of the policies and procedures implemented during this period and how it affected the Oklahoma school curriculum were discussed by Dobson and Dobson (1985) in that



definitions/models of curriculum in and of themselves are neither good nor bad, right nor wrong. It is the interpretation of these definitions/models into human actions not necessarily the definitions/models themselves, that in the end pose a threat. It is the lived human actions and the lived human responses to those actions which are the essence of this research. This research led to three questions regarding the Oklahoma School Curriculum during the decade of the 1960s. I will address each one.

The first question asked: Was the Oklahoma School Curriculum determined by the national and historical events occurring during the 60s? It is important to note here that curriculum was viewed by most individuals interviewed as the subject matter taught in the schools. The analysis of data suggests that the school curriculum did not change except for differences resulting in students attending a separate or white school. It was noted that in the Separate School, higher level courses were not provided for by the State of Oklahoma. The dual system of schooling for Negroes (as we were called then) and White children had some differences. Such courses as: chemistry, geometry, biology and typing. Did the educational leaders not expect as much from black students? Did they even care? One of the most significant differences in the basic curriculum in the Separate School was that of teaching Negro History. I found that Negro History was taught on a regular basis to students in the Separate

School. This was not a part of the formal prescribed educational program.

The better question might have been: were the Oklahoma schools affected by the national and historical events occurring in the 1960s? The answer to that question would be a resounding yes! Let's reflect for a moment on the events that helped to shape Oklahoma's schools which provides some understanding of what occurred during the 1960s.

Desegregation of schools was mentioned by the majority of persons interviewed. The perspectives were different but it was a significant event which impacted most schools, rural and urban. One of the greatest travesties of this period was the loss of well-trained African-American teachers. It was the policy of the state when integration began to close the Separate School and terminate the staff. This decision was primarily left up to the local school board. This policy eliminated the well-educated and caring African-American teachers who loved their students, believed in them, and had dreams for what the students could become if they received a good education. This sentiment was echoed in interview after interview. It was an incredibly bad decision to desegregate by eliminating large numbers of these teachers throughout the state. I wonder what truly public policy-minded official with integrity could have allowed this to happen to the children of Oklahoma. The very individuals who had taught that education was the answer for the future of Negroes, were themselves

examples of how education could not help if racism was a part of the equation.

As Atkinson (1993) points out, the dehumanization phenomenon of integration was predicted by some astute Black educators. They warned Black citizens at that time that integration of public education which Brown mandated would be implemented. The attitudes of many of the older white teachers regarding Black children would probably never be fully corrected until and at least not before their retirement. W. E. B. DuBois predicted that school desegregation would mean the termination of thousands of Black teachers and the loss of black culture in desegregated schools (DuBois, 1961).

The educational leaders and policy-makers implementing integration noted the inadequacies of the separate school, the run-down condition of the facilities, the worn and outdated textbooks, the lack of equipment and supplies. There were all justifiable reasons for closing down the separate school. It was racism that created these conditions to begin with! It doesn't change the fact that African-American children attended school in inferior facilities with second-hand books and equipment. The only compensation for this inequitable situation was they had the best teachers in our history, ironically, because of institutional racism (Kunjufu, 1989). Kunjufu (1989) points out our best Black minds had limited career options and many had to teach. These teachers and

their high expectations were able in most cases to offset the lack of proper resources.

There were great expectations regarding the Brown vs. Board of Education of Topeka decision. Many African-Americans saw this decision as a new opportunity to provide a quality education with better facilities and equipment. Someone had underestimated the strong feelings and racist attitudes that existed in this state. The hopes and dreams had been quashed as the implementation process began. Black Americans began to realize the ironies of that "victory" and that the measure of control that they had effected in segregated schools--a critical degree of self-determination--was in many ways preferable to the almost total lack of control afforded in most integrated education (Atkinson, 1993, pg. 28).

With respect to the first question asked--Was the Oklahoma school curriculum determined by national and historical events occurring in the 1960s? The powerful effects of racism certainly affected what was taught in the separate and white school. The tension that existed regarding the Civil Rights movement was reflected in the desegregation of our public schools.

The next question to be addressed is: What individuals changed the curriculum at the local or state level? Teachers in the classroom were cited as having been the individuals that changed the curriculum. The State Superintendent of Instruction and County Superintendent were mentioned

frequently. The county superintendent supervised the implementation of the state regulations regarding the schools.

The final question to be addressed: Did the historical events of the 1960s change the curriculum? To a certain degree, it didn't change the curriculum in terms of subject matter, but it did change the delivery of the curriculum. Again, segregation of schools and the implementation of integration was a significant historical event that impacted the schools.

The parents of the sixties, and their children, had high expectations for how leaders in local, state and national government and the private sector would take the initiative for ensuring the laws would be obeyed both to the spirit and the letter. It didn't take long to realize that their expectations would not be realized in education or other facets of life.

Desegregation of schools was expected to provide quality of access to educational resources. No more second-hand, out-of-date textbooks for black children, and up-to-date books for white children. The goal was sitting side-by-side, we would all have the same textbooks whether out-of-date or -up-to-date. Desegregation was suppose to mean that if chemistry was taught for white children, black children would have the same access. If thousands of dollars were available for salaries, both black and white teachers were paid the same if qualifications and work were the same. This was not how it

happened. The historical events of the 60s did change the schools.

### Conclusion

What we find today is--race still matters. Students are sitting in the same classrooms but they do not have access to the same curriculum. Minorities in this state and throughout our country are experiencing failure at a very high rate. Jonathan Kozol in his book Illiterate America reports that forty-two percent (42%) of all Black and Hispanic children 17 years of age can't read beyond the sixth grade level, and over 27 million Americans are illiterate. McCarthy (1990) points out that today, there are fewer black high school graduates entering colleges than there were in 1976. In a decade-and-a-half since 1976, the proportion of black high school graduates who go on to college has declined from 33.5 percent to 26 percent. And of those black students who make it to college, only 42 percent continue on to graduation. The racial inequality that exists in schools will not go away by itself. there must be initiatives taken by educational leaders, students, parents, teachers, and politicians to change.

Oklahoma was not as bad as some states; unfortunately, it was not a pace-setter in how best to educate all of its citizens. Attending a segregated school just may not have been the worst kind of education, particularly as I now realize how our educational and political leaders implemented desegregation. No, segregation was not good nor should we

return to segregated schools, even though in the worst of certain circumstances, some good can usually be discerned.

An alternative paradigm must emerge in the schools. Paulo Freire (1970) described the "banking approach" that exists in school. Students are viewed as receptacles and the teachers are the depositors. He discusses the partnership--the humanist, revolutionary educator must be a partner of the students which involved dialogue and interaction. Schools must seek to change the unequal social order. Giroux (1989) a critical theorist, states "A pedagogy of student experience must also be linked to the notion of learning for empowerment: that is, curriculum practices must be developed that draw upon student experience as both a narrative for agency and a referent critique. This suggests curriculum policies and modes of pedagogy that both confirm and critically engage the knowledge and experiences through which students authorize their own voices and social identities. In effect, it suggests taking seriously, as an aspect of learning, the knowledge and experiences that constitute the individual and collective voices by which students identify and give meaning to themselves and others (p. 149).

Another major problem which must be addressed is the school curriculum which is designed to encourage all children to conform and to internalize the values of the dominant culture in order to survive and for economic success (Gill, 1991). As Apple (1990) states, the current call to "return"

to a "common culture" in which all students are given the values of a specific group--usually the dominant group--does not to my mind concern a common culture at all. It requires not the stipulation of lists and concepts that make us all "culturally literate", but the creation of the conditions necessary for all people to participate in the creation and recreation of meanings and values. It requires a democratic process in which all people, not simply those who are the intellectual guardians of the "western tradition," can be involved in deliberations over what is important (p. xiii preface). Apple (1986) discusses the goals of The Public Education Information Network (an outgrowth of the International Committee of Correspondence for Democratic Schools. This group consistently attempts to organize educators at all levels--administrators, teachers, writers, academics, and others including members of minority and feminist groups--to work on the goals) to have a truly democratic curriculum: (1) critical literacy--not just the ability to read and write, but particular kinds of dispositions are important--e.g. the motivation and capacity to be critical of what one reads, sees, and hears; to probe and go beyond surface appearances and question the common wisdom; (2) knowledge and understanding of the diverse intellectual, cultural, and scientific traditions. This is not limited to the traditions of high or elite culture and academic disciplines. It needs to go beyond these to the



histories and cultural perspectives of those people including women and minorities, traditionally excluded from formal study; (3) a democratic curriculum must include the ability to use knowledge and skills in particular ways to create and pursue one's own interests; to make informed personal and political decisions and for the welfare of the community (p. 190).

The educational leaders, political leaders, and parents, must all accept the responsibilities of reconstructing the role of education in our society.

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## Interviewees

## Interviewee Number

Coding: Black Male (BM); White Male (WM); Black Female (BF); White Female (WF); Indian Female (IF)

1. Retired schoolteacher/principal	Age 85	BM
2. Retired Professor	Age 82	BM
3. Retired Teacher	Age 79	BF
4. Retired Teacher	Age 72	BF
5. County Clerk	Age 50	WF
6. Teacher/principal	Age 82	BM
7. Teacher	Age 48	BF
8. Accountant	Age 42	BF
9. Deputy Librarian	Age 56	BF
10. Teacher/principal	Age 78	BM
11. Homemaker	Age 72	WF
12. Mail Carrier	Age 75	WM
13. Retired Teacher/principal	Age 69	WF
14. Attorney	Age 39	BM
15. Teacher, large family	Age 45	BF
16. Teacher, Coach	Age 49	BM
17. Superintendent, Principal, Counselor	Age 72	WM
18. Factory Worker (retired)	Age 77	BF
19. Biology Teacher	Age 49	BM
20. Financial Secretary	Age 44	BF
21. Minister	Age 39	BM
22. Nurse	Age 54	BF
23. Teacher	Age 44	WF
24. Teacher	Age 52	IF
25. Teacher	Age 57	WF
26. Cook, Domestic work, Head Start teacher	Age 60	BF
27. Cook, Cafeteria manager	Age 82	BF
28. Worked at odd jobs, picking cotton	Age 78	BF
29. Homemaker	Age 65	WF
30. Retired teacher	Age 82	WM
31. College President	Age 58	BM
32. Homemaker/store clerk (p/t)	Age 33	WF
33. Farmer/various jobs	Age 90	BM
34. Retired domestic work	Age 87	BF
35. Farm girl	Age 41	BF
36. Farmer/bus driver	Age 76	WM
37. Homemaker	Age 64	WF
38. Homemaker	Age 29	WF
39. Retired Homemaker	Age 73	BF
40. Retired Mechanic/mail carrier	Age 73	BM
41. Farmer	Age 55	WM
42. Farmer/construction worker	Age 75	BM
43. Nursing Home worker	Age 66	BF

44.	Nursing Home worker/homemaker	Age 52	WF
45.	Convenience Store Owner	Age 38	WM
46.	Director of Assessment & Career Service	Age 47	BM
47.	Retired Former Regent, Dean of Student	Age 72	BF
48.	Nurse Practitioner	Age 39	WF
49.	Administrative Assistant OSU A & M	Age 46	BM
50.	Administrative Media Graphic Arts Kerr McGee	Age 48	BF
51.	Politician/Former Governor	Age 72	WM



2  
VITA

Linda Gayle Ware Toure

Candidate for the Degree of  
Doctor of Education

THESIS: UNDERSTANDING THE HISTORY OF THE OKLAHOMA SCHOOL CURRICULUM THROUGH THE LIVED EXPERIENCE (DECADE OF 60s)

MAJOR FIELD: Curriculum and Instruction

BIOGRAPHICAL:

Personal Data: Born in Meridian, Oklahoma, July 17, 1954, the 10th daughter of the Late Odess Ware and Hazel Parrish Ware.

Education: Graduated from Coyle High School, Coyle, Oklahoma in May, 1972; received Bachelor of Science degree in Elementary Education from Langston University, December, 1975; received Master of Education degree in Elementary School Administration in July, 1983 from Central State University; completed requirements for Doctor of Education degree at Oklahoma State University in December, 1993.

Professional Experience: Fifth Grade Classroom Teacher, Oklahoma City Public Schools, 1975-1982; Seventh Grade Math Teacher, Oklahoma Public Schools 1982-1984; Assistant Principal, Oklahoma City Public Schools, 1984-1985; Elementary Principal, Oklahoma City Public Schools, 1985-1988; Minority Lecturer, Oklahoma State University, Fall, 1989 to Spring, 1990; Elementary Principal, Oklahoma City Public Schools, August, 1990 to present.

Professional Organizations: National Association of Elementary School Principals; Oklahoma Association of Elementary School Principals; Oklahoma City Principals' Association; Phi Delta Kappa; Association for Supervision and Curriculum Development.

OKLAHOMA STATE UNIVERSITY  
INSTITUTIONAL REVIEW BOARD  
FOR HUMAN SUBJECTS RESEARCH

Date: 09-30-93

IRB#: ED-94-015

Proposal Title: UNDERSTANDING THE HISTORY OF THE OKLAHOMA SCHOOL  
CURRICULUM THROUGH THE LIVED EXPERIENCE (DECADE OF 1960)

Principal Investigator(s): William Reynolds, Linda Ware Toure

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.  
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS  
REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL. ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED  
FOR APPROVAL.

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Comments, Modifications/Conditions for Approval or Reasons for  
Deferral or Disapproval are as follows:

Provisions received and approved

Signature:

  
Chair of Institutional Review Board

Date: September 30, 1993