

EDUCATIONAL GUIDANCE FOR OSAGE INDIANS  
IN THE PUBLIC SCHOOLS

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EDUCATIONAL GUIDANCE FOR OSAGE INDIANS  
IN THE PUBLIC SCHOOLS

by

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## CHAPTER I

AGENCIES CONCERNED TODAY WITH THE EDUCATION  
OF THE OSAGE INDIAN YOUTH

When the Osage Indians were removed from their homes in eastern Missouri to make room for the white settlers,<sup>1</sup> the United States Government, by means of treaties, assumed the guardianship of these people. This guardianship included the responsibility of providing formal education for them.

The first efforts of the federal government in the field of education for the Indians were in the form of grants of money to various religious groups who were willing to put spiritual evangelists among the Indians. These workers were also to teach the Indian some of the aspects of agriculture and farm mechanics.<sup>2</sup> The federal government hope that this program of education for the Indians would help relieve it of some of the worry and embarrassment which was caused by conflicts between the white settlers and the Indians.<sup>3</sup> The beginning of Indian education of this type was provided by law in 1819 when Congress appropriated \$10,000.00 for this purpose. Many of the Protestant workers who taught among the Osages for a time met adverse situations which caused them to abandon their efforts to civilize and convert the Osage.<sup>4</sup> Various writers in the field of Indian history explain the success of the Catholic workers among the Osage Indians in Missouri and Oklahoma as being due to the fact that many of the Osage women married French

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1. American State Papers, Vol. II, pp. 275-276.

2. Ibid.

3. M. H. Trujille, Indian Education Throughout the Years, p. 1.

4. Harmony, one of the last Protestant missions, closed its doors March, 1836.

traders who travelled through the nation (Osage) on their trapping expeditions.<sup>5</sup> Since the majority of these Frenchmen were Catholics the Osages would undoubtedly be more friendly to workers of the Catholic faith.

"The Indian in no way mixed his ethics with his religion. Moral principles of good or evil were not characteristics of his deities, as his religion was a practical one. Consequently ideas of reward or punishment after death or any such spirit abodes as a happy hunting ground or an Indian hell were equally foreign to his conceptions until the idea became implanted in some instances by missionaries. Dreams or artificially induced visions, wherein he frequently saw or spoke with individuals known to be dead, were ample proof to the Indian of the existence of a soul and an after life."<sup>6</sup>

The extensive use of beautiful symbols and impressive rituals in the Catholic Church approached the Indian's idea of the proper mode of worship.<sup>7</sup> Also the Catholic workers were not hampered by family ties which discouraged some of the Protestant workers from continuing in the field. Today we find in Oklahoma eight mission schools concerned with the education of Indians. Six of them are Catholic schools. All of the mission schools in Osage County are under Catholic jurisdiction.<sup>8</sup>

The federal government, through agency offices, now acts in the capacity of truant officer. Some pressure is brought to bear upon Indian parents to see that their children remain regularly in school. Day schools, whose teachers are required to be at least one-fourth Indian, have been established in predominately Indian communities.

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<sup>5</sup> Many French names are found among prominent Osage families today.

<sup>6</sup> M. W. Sirling, Chief of the Bureau of Ethnology, *Some Misconceptions of American Indians, Indians at Work*, p. 3.

<sup>7</sup> W. W. Graves, *Life and Letters of Father Ponzeglione, Schoenmaker, and Other Early Jesuits at Osage Mission*, pp. 126-28.

<sup>8</sup> State Superintendent of Education (Oklahoma) Report, 1934-36, p. 126.

Elementary and secondary boarding schools for Indian children have been established by the federal government. One of the Indian institutes in Oklahoma (Bacone) offers, in addition to high school training, work corresponding to that offered in undergraduate colleges of our states.<sup>9</sup>

Financial aid is given to the public schools that offer their educational services to the Indians. Tuition for Indian students in the public schools is paid by the federal government. Where local support for public schools comes in part from taxes levied on the mineral products of the Indians' land no tuition monies are paid by the government. The tuition money paid Oklahoma public schools in 1936 amounted to \$371,929. Other forms of aid in the way of clothing, books and lunches amounted to \$23,055. Under certain conditions the federal government loans money to Indian students who wish to go to school away from home.<sup>10</sup>

"Under the state constitution of Oklahoma Indian children are considered as white children. Accordingly, they are eligible to receive education at public expense.<sup>11</sup>

Thus the schools are an agency concerned with the education of the Indian boys and girls. When a teacher finds these pupils enrolled in his classes for the first time certain stereotypes must be changed or explained if he is to win the respect and friendship of the Indian students. An effort to understand these pupils better will result in guiding more effectively through the junior high and secondary schools. The teacher should help remove the stigma often cast on this group that they are not educable. It is necessary for teachers to understand and appreciate the work being done by the agencies concerned with Indian

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9 State Superintendent of Education (Oklahoma) Report, 1934-36, p. 124.

10 Ibid, p. 120.

11 Ibid, p. 120.



education because it will be through the continued cooperation of these agencies that desired results will be obtained.

The Indian should become more and more independent of the restrictions now placed on his private life. This is particularly true of the Osage group because of the economic conditions peculiar to it. The older Indians have suffered many abuses at the hands of their white associates. It is the duty of the schools to help the younger Indians to become normal citizens.

The following investigation reveals pertinent facts about the intelligence, achievement, and personality of Osage Indians enrolled in junior and senior high schools. Public school officials and teachers should be able to utilize the material in offering guidance to Indian students.

## CHAPTER II

## METHOD OF GATHERING DATA

In discussing the results of this study under the heading, "Educational guidance for Osage Indians in the public schools," it should first be stated that a good philosophy of guidance need not be distinguished from any good philosophy of education. Dr. Esther Lloyd Jones,<sup>1</sup> ably states that the unique function of guidance in education is to utilize method, research and philosophy, to focus attention on each separate unit, 'the child,' on whom our educational energy is expended.

"The time we spend in seeking to understand those with whom we work is usually well invested. It will avoid misunderstandings and help one to respect the life patterns of others, which are as integral a part of their culture pattern as one's own habits are of one's social group. Incidentally, many disciplinary difficulties in our schools will disappear, for apparent disobedience will appear as a manner of reacting to a common situation. Apparent discourteous acts often turn to demonstrations of respect in another culture."<sup>2</sup>

For this study the following media were used for the senior high school group: (1) Otis Group Intelligence Scale, Advanced examination form A. (2) American Council on Education's Cooperative American History Test, Revised series form N, Cooperative English Test--(usage, spelling and vocabulary) form 1937, Cooperative General Science Test, form 1937, and Cooperative General Mathematics Test, form 1937. A questionnaire of twenty questions was filled out by the students. Four persons--teachers, scout leaders, Sunday School teachers, and Indian agency workers--were asked to rate each child on cooperation, honesty,

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1 What Do We Mean by Guidance and Personnel in Education, School and Society, August 28, 1938, p. 46.

2 Why We Behave As We Do, Indian Education, January 1, 1938.

industry, leadership, and conduct.

For the junior high group the following were used: (1) National Intelligence tests, Scale A form 1, (2) the Modern School Achievement Tests, a battery of 11 tests, consisting of tests on reading comprehension, reading speed, reading accuracy, arithmetic computation, arithmetic reasoning, spelling, language, health, history civics, geography, and elementary science. The questionnaire and rating scales mentioned in the above paragraph were used also.

The reliability of the Otis Group Intelligence Test is  $-.92$ . Evidence indicates that this test is more valid than most of the standard group intelligence tests at the high school level.<sup>3</sup>

The National Intelligence Test has a reliability of above  $-.90$ . It has a correlation, with a composite of thirteen intelligence tests, of  $-.90$ .<sup>4</sup>

The rating scale was marked by the persons rating the student before any attempt was made to get a graphic representation of the results.

Mr. Frank Goldstein from the Osage Indian Agency at Pawhuska assisted in gathering these data at Hominy. Mr. Caperton, principal of the Junior High School, assisted in gathering the data at Pawhuska. The author gathered the data concerning the Indian children at Fairfax. These men were chosen to administer the tests because, in general, Osage Indian children are more cooperative when they know personally the individual with whom they are working. Precautions were taken to see that the physical factors such as timing of tests, instructions for taking tests, etc. were as nearly alike as possible at each town.

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3 Patterson, D. G., Schneider, G. G., Williamson, E. G., Student Guidance Techniques, Chapter III, p. 67.

4 Ruch, G. M. and Stoddard, G. D., Chapter XIII, p. 241.

## CHAPTER III

## RESULTS

Fifty-four full-blood Osage Indian students in the public schools of northern Oklahoma were rated on a graphic rating scale by their teachers, scout leaders, Sunday School teachers, and Osage Indian Agency workers. They were rated on these characteristics: cooperation, honesty, leadership, industry, and conduct. Ogives of the frequency distribution of the scores for these characteristics have been prepared to show the frequency and the distribution of the score values in terms of the actual number making a certain score as well as the percent of the group making that score. The figures while representing subjective scores, do not plot the rating given the student by any one person. They indicate the average rating that the child received by all the persons rating him. The rating line was divided into a graphic scale of four units. The four units (0--4) embraced five phrases describing the characteristic. These descriptions ranged from a total lack of the characteristic at the zero end of the scale to perfection in the characteristic at the opposite end of the scale.

Table I: Graphic Scale Showing the Distribution of Ratings on the Trait of Cooperation.

No. Cases	0	18	31	5	0
Percent	0	33.33	57.4	9.25	0
	cooperates in all respects	cooperates in nearly all respects	cooperates in as many cases as he fails to cooperate in	dislikes to cooperate but will at times	shows little if any desire to cooperate at all

The distribution in Table I shows that the majority of these pupils cooperated at least fifty percent of the time with their teachers and

fellow associates.

A shy or retiring disposition removes from one the desire to participate in various school activities. By manipulating the activities of the school so that they will challenge the interests of these children, it may be possible to improve the manner in which these children cooperate.

Table II: Graphic Scale Showing the Distribution of Ratings on the Trait of Honesty.

No. Cases	30	20	3	1	0
Percent	55.5	37.0	5.5	1.9	0
	honest in all respects as far as can be observed	honest in great majority of cases	honest and dishonest actions about equal	inclined to be more dishonest than honest	seldom if ever are honest traits evident

The ratings shown in Table II indicate that 92.5% of these pupils are regarded by those who rated them as "honest in a great majority of cases," or "honest in all respects as far as can be observed."

Table III: Graphic Scale Showing the Distribution of Ratings on the Trait of Industry.

No. Cases	2	12	25	12	3
Percent	3.7	22.2	46.25	22.2	5.55
	seldom if ever are industrious traits noticed	inclined to be lazy	industrious only at times	has more industrious traits than lazy ones	industrious at all times

Table III indicates that these students are not considered as industrious as they might be. It is evident that they are not putting forth the effort that is thought they are capable of putting forth. One of the reasons for this belief is the present economic condition of the Osages. When the incentive to prepare one's self for an occupation is removed, and

the necessity to provide for one's physical needs is not present, a person of any race is likely not to be as industrious as we feel that every one should be. Interests are more difficult to locate. The feeling of inferiority that many of the students evidence in the classroom is a contributing factor to the belief that these students are not as industrious as they might be.

Table IV: Graphic Scale Showing the Distribution of Ratings on the Trait of Leadership.

No. Cases	5	38	10	1	0
Percent	9.25	70.4	18.15	1.85	0
never accepts responsibility of leading		inclined for the greater part, to let others lead	accepts the leadership in a few cases	accepts and is the best leader in many instances	active leader in any situation

Table IV and the Ogive in figure IV show that the Osage Indian students are not thought of as being able to assume or discharge the duties of leadership. Out of the fifty-four students two had been president of their classes at one time or another. The Indian child is in the minority group in the public schools. Student chosen leaders tend to be chosen from the majority group. An individual can develop certain abilities only if he is given opportunity to develop these abilities. If the public school is to discharge one of its many duties, it will be necessary to provide opportunity for the development of leadership among this group of students.

Developing leadership among the Indians will undoubtedly be a difficult task. The Indian formerly placed the leadership of the tribe in the hands of the elders. The group did as the older men, and in some instances the women, dictated. The Indian child's actions were largely those which

the elders of the tribe decided were best for the group. It is hard for a school to build into a young person's life a philosophy that is in part contrary to the philosophy advocated by the older members of the social group in which the child moves.

"It need not be assumed when they (the Indians) come to school that they should put paart that which they have learned and substitute uncritically white customs for theirs. To be a successful teacher of Indians one should learn with respect the customs of the tribal groups and if possible why they are significant. It is necessary to bridge this gap between the home and the school with as little friction as possible."<sup>1</sup>

Table V: Graphic Scale Showing the Distribution of Ratings on the Trait of Conduct.

No. Cases	14	19	19	2	0
Percent	25.92	35.18	35.18	3.7	0
	always above reproach	seldom has reproachable conduct	conducts himself with a fair degree of reasonableness	frequently has reproachable conduct	conduct seldom if ever desirable

Over ninety-six (96) percent of the students conduct themselves "with a fair degree of reasonableness" or in a desirable manner. Only a small percent (3.7%) "frequently have reproachable conduct." The conduct of these students is as desirable as we could expect of any group of students.

The following is a copy of the questionnaire filled out by fifty-one full-blood Osage Indian students. The results for each question are summarized.

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1 Why Do We Behave As We Do, Indian Education, January 1, 1938.

## QUESTIONNAIRE

Name \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_ Grade \_\_\_\_\_ City \_\_\_\_\_

1. Is your father living? Yes - 38 No - 13
2. Is your mother living? Yes - 41 No - 10
3. Do you have a stepfather or stepmother? Yes - 9 No - 42
4. Is the Osage language spoken in your home? Yes - 27 No - 24

5. To what church do you belong?

<u>Church</u>	<u>Number</u>
Catholic	21
Friend's Indian	14
Baptist	1
Presbyterian	1
Assembly of God	1
None listed	11

6. What musical instruments do you play?

Piano	15
Violin	1
Clarinet	1
Accordion	1

7. In what athletics have you won letters or awards?

<u>Junior High</u>	<u>Senior High</u>
Basketball 7	Basketball 1
Tennis 1	Boxing 1
Track 1	Football 1

8. What school offices have you held?

Vice-president pep club	1
Class president (grades)	2
Class vice-president (grade)	1

9. What magazines do you enjoy reading the most?

<u>Name of Magazine</u>	<u>Times Mentioned</u>
Reader's Digest	6
Cosmopolitan, Look, Ladies Home Journal	5
Redbook, Cartoon Comics, American, American Boy, American Girl	4



<u>Name of Magazine</u>	<u>Times Mentioned</u>
-------------------------	----------------------------

Saturday Evening Post, Sports, Popular Mechanics, Liberty, True Confessions, Cowboy	3
---	---

Colliers, Mystery, Movie	2
-----------------------------	---

Vogue, Farmer's Wife, Life, Harpers, American Legion	1
--	---

10. Do you plan to finish high school? Yes - 51 No - 0

11. Do you plan to attend some school after you finish high school? Yes - 51 No - 0

12. In what type of school do you plan to do your work after you finish high school?

Military Academy	15
University	12
Business College	10
Junior College	4
School Fine Arts	4
Nurses Training School	2
Indian Institute	2
Teachers College	1
Agricultural (and or)	
Mechanical College	1

13. Which subject was (or is) the easiest for you in junior high?

Spelling	15
English	8
Arithmetic	6
Penmanship	5
Reading	5
History	4
Art	4
Science	1
Geography	1
Civics	1
Oklahoma History	1

14. Which subject is the easiest for you in high school?

Modern History	4
American History	3
English	3
Mathematics	2

	Home Economics	2
	Typing	2
	Science	2
	Spanish	1
	Industrial Arts	1
15. Which subject was (or is) the hardest for you in junior high?	Arithmetic	16
	Language	11
	History	10
	Spelling	6
	Civics	3
	Reading	1
	Art	1
	Penmanship	1
	Health	1
	Geography	1
16. Which subject is the hardest for you in high school?	Mathematics	8
	English	8
	Government	3
	General Science	3
	History	1
	Shorthand	1
17. Which subject did you like best in junior high?	Spelling	8
	Reading	8
	Mathematics	7
	Language	6
	Art	5
	History	4
	Science	4
	Physical Education	2
	Penmanship	2
	Civics	2
	Home Economics	1
	Geography	1
	Music	1
18. Which subject do you like best in high school?	English	6
	American History	3
	Modern History	3
	General Science	3
	Mathematics	2
	Home Economics	2
	Industrial Arts	2
	Typing	2
	Foreign Language	1

19. What occupation do you plan to follow after you finish your academic preparation?

	<u>Boys</u>		<u>Girls</u>
Law	5	Secretary	10
Aviation	3	Nursing	6
Art	3	Interior	
Business	3	Decorator	1
Indian Ser.	1	Home	
Boxer	1	Economics	1
Military	1	Art	1
Cattleman	1	None listed	13
Medicine	1		

20. What subjects do you feel will best help you to prepare yourself for your chosen occupation?

Commercial	14
English	8
Home Economics	4
Science	3
Latin	1
Shop	1
Art	1
Mathematics	1
Physical Education	1
Athletics	1
No answer	16

Table VI shows how these students regarded the subjects in junior and senior high that they have taken or are now enrolled in. The information in this table lacks continuity of thought and presents relationships only in a subjective fashion. It shows, for example, that in 25 cases the academic subject thought easiest in junior high was also the subject liked best in junior high. In 26 cases the subject thought easiest in junior high was not the subject liked best in junior high.

Table VI: Academic Subjects in Junior and Senior High Schools

	same	different
1. Easiest in junior high--liked best junior high	25	26
2. Easiest in senior high--liked best senior high	13	6
3. Hardest in junior high--liked best junior high	1	50
4. Hardest in senior high--liked best senior high	1	18
5. Easiest in junior high--liked best senior high	4	15
6. Hardest in junior high--liked best senior high	1	18
7. Liked best junior high--liked best senior high	4	14
8. Hardest in junior high--hardest in senior high	12	6
9. Easiest in junior high--easiest in senior high	5	13
10. Easiest in junior high--hardest in senior high	2	17
11. Hardest in junior high--easiest in senior high	1	18
12. Liked best junior high--easiest senior high	5	14

It can easily be seen from comparison (No. 3 in Table VI) that the subject thought hardest in junior high was not the subject liked best in junior high. Arithmetic was named the hardest subject by 16 pupils, language by 11 pupils, and history by 10 pupils. These three subjects are a basic part of our junior high curriculum. To what extent will application of ability to solve reasoning problems and a knowledge of formal grammar aid these students in the type of life they will live upon completion of their educational training? Oral language and a working knowledge of the four fundamental processes in arithmetic are the prime scholastic needs of these boys and girls. Aid in overcoming shyness and ability to keep their checking accounts straight seem to be as much as we can hope to accomplish with the present educational systems that educate the mass with so little concern for the individual. We must realize that to draw out from these students the best that they are capable of doing requires patient persistent study of each individual and his problems, needs, capabilities, and desires.

Many boys have ambitions that apparently do not fall in the di-

rection of their capabilities. Fifteen boys have ideas of what their occupational choice would be. Five boys have listed law as their choice. Only one of the group has an intelligence test rating that would justify his working toward a standard law degree. One boy with an I.Q. of 87 on the National Intelligence Test has listed medicine as his professional choice. What these children seem to need is intelligent discussions, both group and private, as to the nature of and the academic preparation necessary for various professions that they may be interested in.

Ten of the girls expressed a desire to do secretarial work. In an Indian Agency or Bureau there are many opportunities for these girls to find some work that will be worthwhile. The pressure of the modern business world with its lack of understanding of the nature of these Indian girls makes it necessary to offer guidance in this choice. Six girls wish to enter nursing as a profession. It is questionable whether these girls could do the work required by nurses training schools. Indian students are often characterized by their teachers as lacking in persistence.

Osage Indian students are opinionated about the practicability of various high school subjects. Fourteen listed commercial subjects as being the ones they feel will best prepare them for their chosen occupation. English was listed by eight, home economics four, science four, with two each for Latin, art, and shop.

A brief summary of the questionnaires show that a large percent-- 45 %--of these students have only one parent living, 17 % have a step-father or stepmother. Osage language is spoken in 53 % of the homes. The Catholic church claims 41 % of the number as members. Thirty-nine percent of the group play some musical instrument. Seventeen percent

have won athletic awards in junior high while 6 ½ had won awards in senior high. Five percent have held offices in clubs or at school. The magazines enjoyed are those an average American boy or girl would read. One hundred percent planned to finish high school and attend a higher institution of learning. Military academies topped the list among their choices for schools for higher education with the university coming second and business college third. Occupational choices show that little if any vocational guidance has been offered. Proper analysis of the individual's capacities in view of his desires for an occupation would lead to a wiser choice than the educational offerings made by our high schools.

Figure I

OGIVE OF RATINGS GIVEN 54 OSAGE  
INDIAN STUDENTS ON THE TRAIT COOPERATION

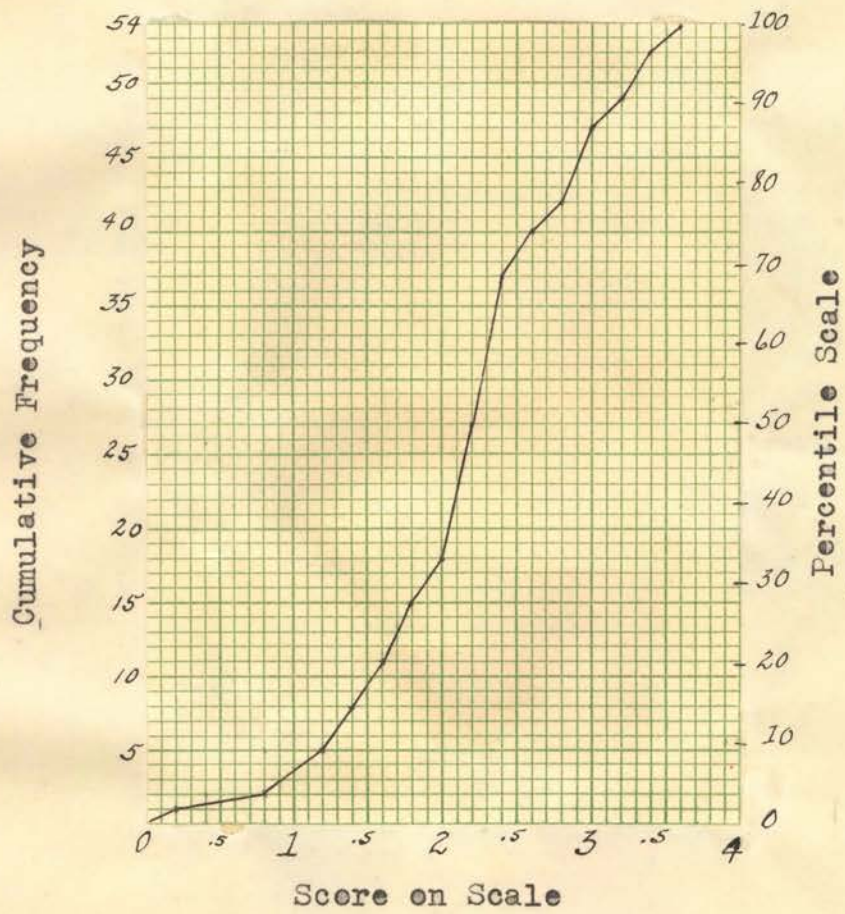


Figure II

OGIVE OF RATINGS GIVEN 54 OSAGE  
INDIAN STUDENTS ON THE TRAIT HONESTY

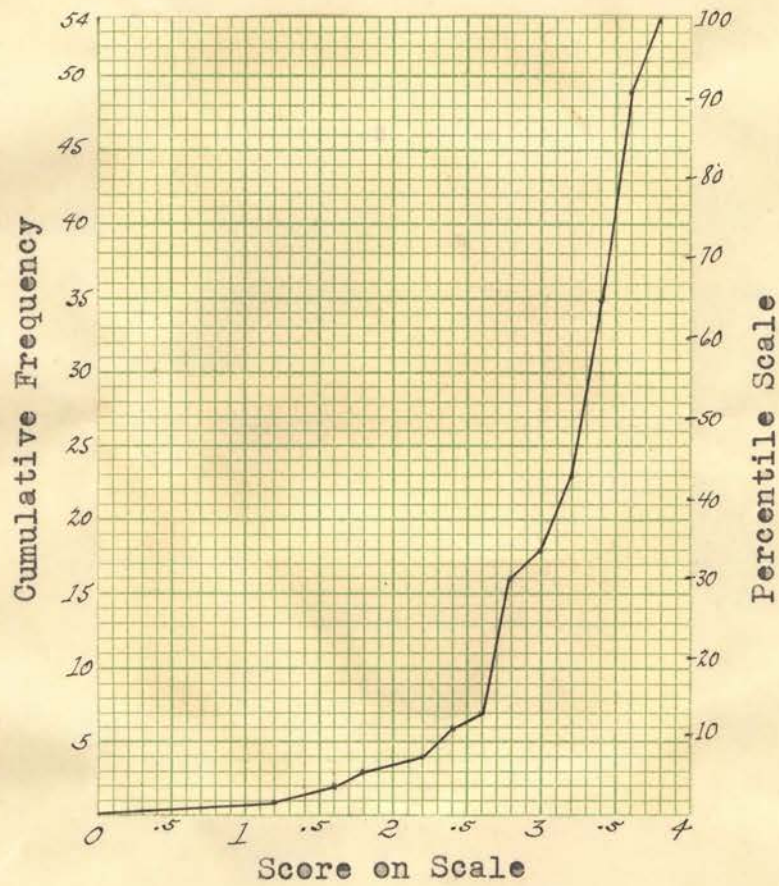




Figure III

OGIVE OF THE RATINGS GIVEN 54 OSAGE  
INDIAN STUDENTS ON THE TRAIT INDUSTRY

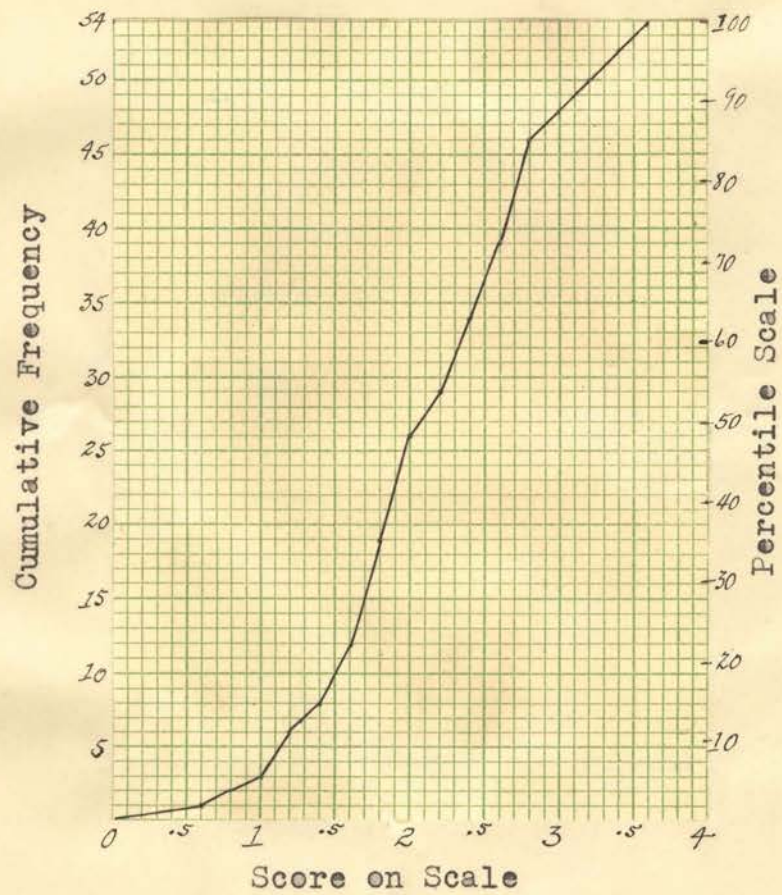


Figure IV  
 OGIVE OF RATINGS GIVEN 54 OSAGE  
 INDIAN STUDENTS ON THE TRAIT LEADERSHIP

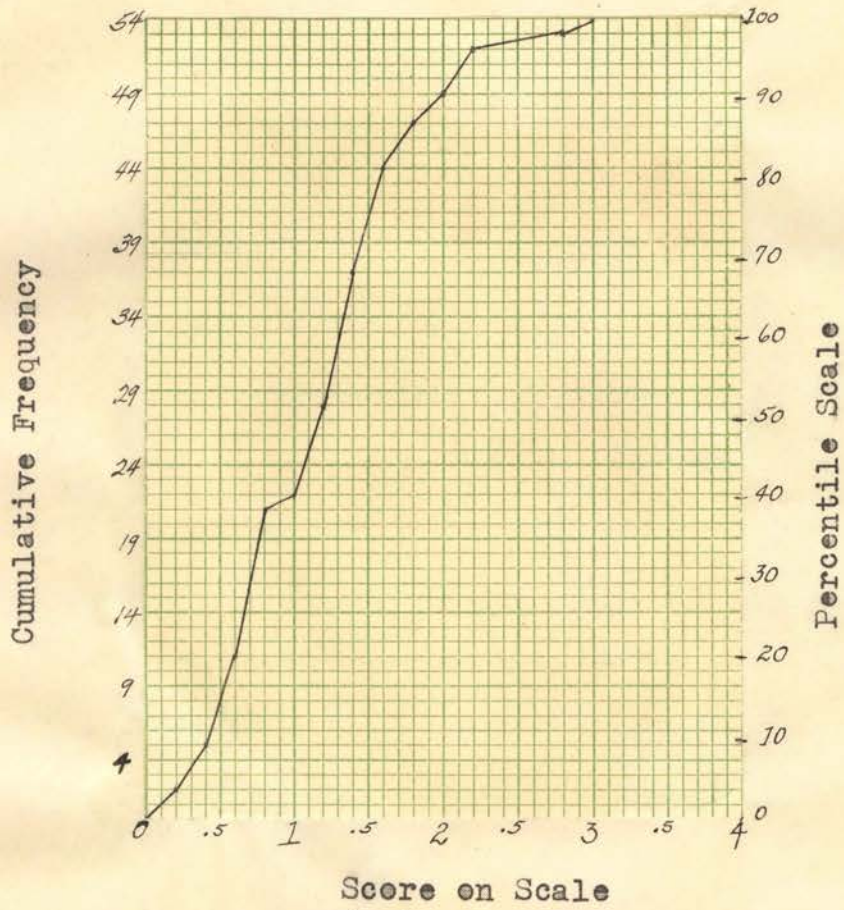
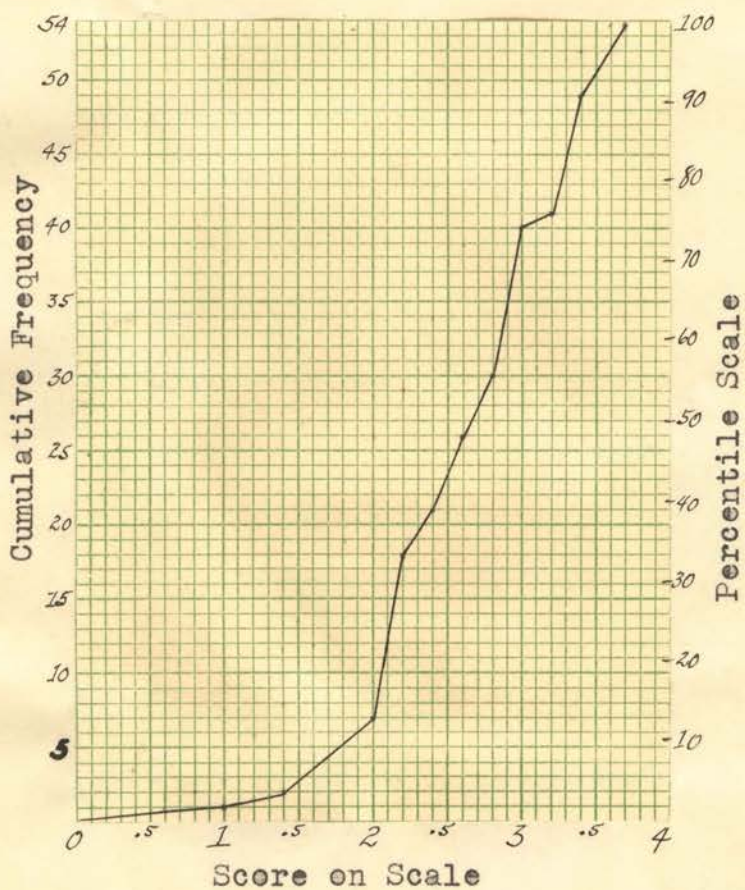


Figure V

OGIVE OF RATINGS GIVEN 54 OSAGE  
INDIAN STUDENTS ON THE TRAIT CONDUCT



#### CHAPTER IV

#### CASE STUDIES

From an analysis of each individual's record and an attempt to draw some general conclusions this one fact seems to stand out: few generalizations can be made about Osage Indians. For this reason it seems advantageous to present case histories of some of these students.

Case histories will be presented for the three senior high school students who made the highest scores on the Otis Group Intelligence Test, and the three students who made the lowest scores on the same tests. A second group of case studies is taken from the junior high school group. The three students who made the highest ratings on the National Intelligence Tests will be presented first and the three who made the lowest scores on this test will be presented last.

These case histories are based on information obtained (1) from a questionnaire given these students, (2) from rating scales scores by four or more persons who have been associated with these students in high school or junior high as teachers and scout leaders, and in outside activities, such as Indian service agents, and (3) from intelligence tests and achievement tests.

Case 1                      Pupil No. 53  
 Girl                         Sophomore                      Age 15

Otis Group Intelligence centile                      96

Achievement test centiles:

History	41
English	61
General Science	45
General Mathematics	4

Rating scale	Score	Centile
Cooperation	3.5	98
Honesty	3.8	99
Industry	3.7	99
Leadership	3.0	99
Conduct	3.1	75

Parents both living.

Osage language not spoken in home.

Member of the Catholic church.

Plays no musical instrument.

Has held no school offices.

Plans to finish high school and attend college.

Most beneficial course in high school	Rome Economics
Vocational choice	Interior Decorating
Easiest subject in junior high school	History
Easiest subject in high school	History
Subject liked best in junior high school	History
Subject liked best in high school	English
Hardest subject in junior high school	Arithmetic
Hardest subject in high school	Algebra

## Case 1

\_\_\_\_\_ should be encouraged to take all the home economics courses in her high school. Material should be made available for her to read on interior decorating. The home economics instructor should consult with her as to the training necessary to become an interior decorator. School bulletins or catalogues should reveal the cost of such training. Living costs in cities where training for interior decorating is offered should be studied. Her high school work should include courses in business arithmetic and composite mathematics in an attempt to overcome a weakness in mathematics that is evidenced by her general mathematics achievement test score. Her art work in high school should be correlated with the work to be found in her vocational choice. Her advisors should discuss with her parents the field of interior decoration and the training required. The local home economics teacher and the education director from the Indian agency should be able to best help her make a choice of the school where she will obtain her training. The remainder of her high school courses should not give her too much difficulty. Her occupational choice seems to be within the limits of her capabilities.

Investigation in the field of interior decorating may acquaint her with some related field which would prove even a more suitable choice of vocation than the one she now makes. She should talk to some person now in the field of interior decorating and find out such facts as these: How long does it take to become established in this field of work? What opportunities are there now for trained workers in this field? After finding out as much about this kind of work as possible she should be able to make a much wiser choice of her educational work in high school.

Case 2 Pupil No. 8

Girl Sophomore Age 16

Otis Group Intelligence centile 92

Achievement test centiles

History	21
English	72
General Science	41
General Mathematics	7

Rating scale	Score	Centile
Cooperation	3.2	91
Honesty	3.7	91
Industry	3.5	95
Leadership	.6	20
Conduct	3.4	97

Parents both living.

Osage language not spoken in the home.

Member of the Friends' Indian church.

Plays no musical instrument.

Participates in no athletics.

Has held no school offices.

Plans to finish high school and attend university.

Most beneficial course in high school	Typing
Vocational choice	Stenography
Easiest subject in junior high school	Reading
Easiest subject in high school	History
Subject liked best in junior high school	Reading
Subject liked best in high school	History
Hardest subject in junior high school	Arithmetic
Hardest subject in high school	Geometry

## Case 2

\_\_\_\_\_ intelligence and achievement test scores place her second among the high school group. If she is sincerely interested in becoming a stenographer she should be given all the commercial work offered by the high school she is now attending. A centile score of 72 in English indicates her ability to master the technical aspects of grammar necessary to do stenographic work successfully.

Her leadership score shows that much encouragement must be given her while guiding her educational efforts. Mathematics is neither liked nor understood, judging from her scores on the general mathematics test, but history and English are liked. A minimum of units in science and mathematics with emphasis on social science, English and commercial work is to be recommended.

A good business college would give her the training necessary to supplement her high school commercial work. Selection of the school would be made after conference between teachers, parents and educational directors of the agency.



Case 3                      Pupil No. 41  
 Girl                        Senior                      Age 17  
 Otis Group Intelligence centile                      89  
 Achievement test centiles  
                                     History                      34  
                                     English                      57  
                                     General Science                      69  
                                     General Mathematics                      2

Rating scale	Score	Centile
Cooperation	3.1	89
Honesty	3.2	43
Industry	2.6	72
Leadership	1.9	89
Conduct	2.3	36

Father not living.

Gege language is not spoken in home.

Member of the Catholic church.

Plays the piano.

Participates in no athletics.

Has been president of her class and held office of secretary in two organizations.

Plans to finish high school and attend college.

Most beneficial course in high school	Typing
Vocational choice	Stenography
Easiest subject in junior high school	English
Easiest subject in high school	Spanish
Subject liked best in junior high school	Arithmetic
Subject liked best in high school	Spanish
Hardest subject in junior high school	none listed
Hardest subject in high school	Shorthand

## Case 3

\_\_\_\_\_ might find the type of training she wishes at an Indian institute, although the only one in the state offering junior college work is Bacone. Other Indian institutes in the state offer only work preparatory to college. A consultation between the director of education of the agency with her commercial teacher in high school should establish the soundness of her choice for further academic preparation for stenography. It is altogether possible that her listing of shorthand as her hardest subject in senior high school might indicate either that further preparation of the high school level is needed in commercial work or that stenography is not her best occupational choice. Shorthand tests could reveal the reason for her listing it as the hardest subject in high school. If her high school work has been done satisfactorily in commercial work a good business college would give her the training necessary for her vocational choice.

Case 4                      Pupil No. 46  
 Girl                        Sophomore                      Age 16  
 Otis Group Intelligence centile                      22

Achievement test centiles

History	0
English	1
General Science	20
General Mathematics	0

Rating scale	Score	Centile
Cooperation	3.1	89
Honesty	3.8	99
Industry	2.6	72
Leadership	1.3	61
Conduct	2.4	38

Parents both living.

Creole language spoken in the home.

Member of the Friends' Indian church.

Plays no musical instrument.

Has held no school offices

Participates in no athletics.

Plans to finish high school and attend a nurses training school.

Most beneficial course in high school	Typing
Vocational choice	Nursing
Easiest subject in junior high school	Penmanship
Easiest subject in high school	History
Subject liked best in junior high school	Penmanship
Subject liked best in high school	History
Hardest subject in junior high school	Arithmetic
Hardest subject in high school	Geometry

## Case 4

She has listed nursing as vocational choice. The question is immediately raised concerning this choice of vocation as to whether or not these full blood children possess enough adaptability of personality and perseverance to acquire nurses' training. The preliminary work may prove too great a barrier to their accomplishing much in this field. Consultation with her family doctor, school teachers, and scout leader should help to reveal the possibilities of completing training for a nurse's degree. There is a great need for trained workers in the medical field among the Indians. If she could prepare for this field by taking work in biology, chemistry, and home economics in high school, by reading literature in the field of nursing, and by talking with trained nurses, she might be able to determine, with the help of counselling, the wisdom of her vocational choice. Further academic preparation beyond that of the high school level is not to be recommended.

Case 5                      Pupil No. 48  
 Girl                        Junior                      Age 18  
 Otis Group Intelligence centile                      12.6

Achievement test centiles

History	9
English	14
General Science	0
General Mathematics	0

Rating scale	Score	Centile
Cooperation	2.4	69
Honesty	3.7	91
Industry	2.4	63
Leadership	1.2	52
Conduct	3.1	75

Parents both living.

Osage language spoken in home.

Member of the Friends' Indian church.

Plays no musical instrument.

Has held no school office.

Participated in no athletics.

Plans to finish high school and attend a university.

Most beneficial course in high school                      none listed

Vocational choice                      Nursing

Easiest subject in junior high school                      History

Easiest subject in high school                      History

Subject liked best in junior high school                      Nature Study

Subject liked best in high school                      History

Hardest subject in junior high school                      English

Hardest subject in high school                      American Literature

## Case 5

Her choice of school for higher academic preparation is the university and her vocational choice is nursing. Her record evidences scant possibility of her ability to complete nurses training at the University Medical School. It is believed that academic preparation for any field above the high school level of training would present many difficulties for her. The major concern of those interested in guiding her educational efforts must be in adjusting her schedule to where she can complete satisfactorily the work necessary for graduation from high school.

Case 6                      Pupil No. 11

Girl                          Junior                      Age 18

Otis Group Intelligence centile                      10

Achievement test centiles

History	6
English	3
General Science	4
General Mathematics	0

Rating scale	Score	Centile
Cooperation	2.3	60
Honesty	3.2	43
Industry	2.1	51
Leadership	1.4	69
Conduct	2.5	45

Neither parent living.

Gege language not spoken in home.

Member of the Catholic church.

Plays no musical instrument.

Participated in no athletics.

Has held office of yell leader for pep club.

Plans to finish high school and attend a business college.

Most beneficial course in high school	Typing
Vocational choice	Secretary
Easiest subject in junior high school	Civics
Easiest subject in high school	Home Economics
Subject liked best in junior high school	Reading
Subject liked best in high school	English
Hardest subject in junior high school	Arithmetic
Hardest subject in high school	Algebra

## Case 6

Her vocational choice is secretarial work and she wishes to prepare for this work at a business college. None of the commercial subjects was mentioned as being liked best or thought easiest in high school. Conferences with her teacher in commercial work and educational directors of the agency should give her a comprehensive view of her chosen profession and the personal traits necessary for one who follows it. Her last two years of high school should give her as much training in the field of commercial work and English as is possible for her to take. Selection of the school for secretarial training, in event she completes high school with that vocational choice in mind, should be a school which specializes in business training. It is felt that university or college requirements would present more of a problem than she could meet.



Case 7 Pupil No. 37

Boy Eighth Grade Age 12

Intelligence Quotient (National Intelligence Test) 140

Achievement test grade norms:

Reading comprehension	7.8	Language	5.3
Reading speed	V	History and civics	6.9
Arithmetic computation	8.2	Geography	7.3
Arithmetic reasoning	8.7	Elementary science	9
Spelling	H	Reading accuracy	100 %
Health	7.4	Achievement median	8

Rating scale	Score	Centile
Cooperation	3.4	96
Honesty	3.6	83
Industry	2.8	85
Leadership	1.8	87
Conduct	3.4	91

Parents both living.

Osage language not spoken in home.

Member of the Catholic church.

Plays no musical instrument.

Has lettered in basketball.

Has held no school offices.

Plans to finish high school and attend a military academy.

Vocational choice	Lawyer
Easiest subject in junior high school	Arithmetic
Subject liked best in junior high school	Physical Education
Hardest subject in junior high school	Spelling

## Case 7

It may be recommended that if financially able his parents could send him to a military institute of high academic standing for his college preparatory work. If he evidences a desire in his high school years and after graduation to prepare for the profession of law, guidance should be given him in choosing those educational courses which will lend themselves toward preparing him for entrance to a school of law.

His achievement grade norm in language usage was three years and four months below the norm established for the test. His English courses at the secondary level should emphasize training that will assist him in overcoming this deficiency in language usage.

Case 8                      Pupil No. 28  
 Boy                          Seventh Grade                      Age 12

Intelligence Quotient (National Intelligence Test)                      137

Achievement test grade norms:

Reading comprehension	H	Language	V
Reading Speed	V	History and civics	6.7
Arithmetic computation	7.7	Geography	6.3
Arithmetic reasoning	6.8	Elementary science	8.3
Spelling	7.2	Reading accuracy	97%
Health	8.6	Achievement median	8

Rating scale	Score	Gentile
Cooperation	2.4	69
Honesty	2.8	29
Industry	2.1	51
Leadership	.9	40
Conduct	3.1	75

Mother is not living.

Osage language spoken in home.

Member of the Friends' Indian church.

Plays the piano.

Participates in no athletics.

Has held no school offices.

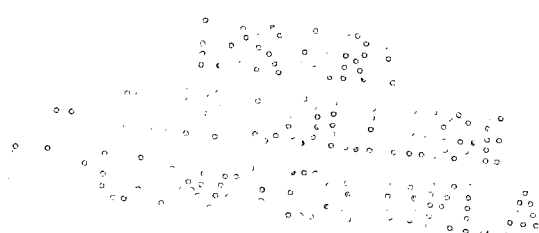
Plans to finish high school and attend a military academy.

Vocation choice    None listed

Easiest subject in junior high school                      Spelling

Subject liked best in junior high school                      Art

Hardest subject in junior high school                      English



## Case 8

\_\_\_\_\_ expresses a desire to attend a military academy for his secondary school training. He displays ability to master the scholastic work found at the secondary school level in military academies. His father should be financially able to send the boy to a school of this type before any consideration is given to the idea of sending him to a military academy. He should also consult with his teachers, scout leader, and the educational director at the agency before deciding to send his boy to a military academy.

His history and geography achievement grade norms are far below standard for the grade he is in. Since he is up to, or nearly so, nationally established norms in other subjects his teachers should try to locate interests around which a knowledge and appreciation of the social sciences might be built.

His low rating in honesty merits serious consideration by those who act in a supervisory capacity over any of his activities.

Case 9

Pupil No. 24

Boy

Seventh Grade

Age 12

Intelligence Quotient (National Intelligence Test) 136

Achievement test grade norms:

Reading comprehension	H	Language	7.1
Reading speed	8	History and civics	8.1
Arithmetic computation	V	Geography	8.2
Arithmetic reasoning	8.2	Elementary science	V
Spelling	6.7	Reading accuracy	91 %
Health	8.1	Achievement median	8.2

Rating scale	Score	Centile
Cooperation	3.1	89
Honesty	3.4	65
Industry	2.9	87
Leadership	2.1	93
Conduct	2.6	48

Mother not living.

Osage language not spoken in home.

Member of the Friends' Indian church.

Plays no musical instrument.

Participates in no athletics.

Has held no school offices.

Plans to finish high school and attend a university.

Vocational choice	Aeroplane mechanic
Easiest subject in junior high school	Spelling
Subject liked best in junior high school	Science
Hardest subject in junior high school	English

## Case 9

\_\_\_\_\_ should be encouraged to take shop work and auto mechanics in high school. Physical science and mathematics are recommended. His evident interest in aviation should provide an opportunity for teachers in these subjects to relate their fields to his present interests. After completion of high school training, if he is still interested in aviation, a good engineering school or school of aviation could be recommended to parents and educational directors of the agency and he could finish his training for that field. His achievement record and intelligence quotient evidence ability to master the work above the level of the secondary school satisfactorily.

Case 10                      Pupil No. 14  
 Boy                          Eighth Grade              Age 14  
 Intelligence quotient (National Intelligence Test)      82

Achievement test grade norms:

Reading comprehension	5.7	Language	4.2
Reading Speed	5.2	History and civics	6.3
Arithmetic computation	5.3	Geography	5.8
Arithmetic reasoning	5.1	Elementary science	5.3
Spelling	5.3	Reading accuracy	90 %
Health	5.5	Achievement median	5.3

Rating scale	Score	Centile
Cooperation	2.7	76
Honesty	3.4	65
Industry	1.4	15
Leadership	.4	9
Conduct	2.8	55

Parents both living.

Case language is spoken in home.

Member of the Catholic church.

Plays no musical instrument.

Participates in no athletics.

Has held no school offices.

Plans to finish high school and attend a military academy.

Vocational choice	Medicine
Easiest subject in junior high school	Geography
Subject liked best in junior high school	Geography
Hardest subject in junior high school	Spelling

## Case 10

From his intelligence quotient score and his achievement test scores \_\_\_\_\_ is very likely to have difficulty mastering his academic high school work. It is felt by the author that the rating given him on Industry (1.4) and Leadership are explained by his intelligence quotient. A pupil is often considered lazy when we hold standards of achievement at a level not possible for him to attain. His secondary education might well be in those fields that require more use of mechanical ability than intellectual. A good trades or industrial school will provide a program for his secondary education that the traditional college preparatory high school program could not afford.

Vocational guidance is needed badly for \_\_\_\_\_. Medicine is listed as his vocational choice. From an inspection of his achievement and intelligence test scores one would conclude that his chances for success in medicine are very slight.



Case 11 Pupil No. 32

Boy Seventh Grade Age 14

Intelligence Quotient (National Intelligence Test) 74

Achievement test grade norms:

Reading comprehension	3.1	Language	5.1
Reading speed	1	History and civics	3.8
Arithmetic computation	5.3	Geography	4.8
Arithmetic reasoning	5.7	Elementary science	3.4
Spelling	5.9	Reading accuracy	54 %
Health	5.2	Achievement median	5.2

Rating scale	Score	Centile
Cooperation	1.8	28
Honesty	3.8	99
Industry	1.6	22
Leadership	.6	20
Conduct	2.6	43

Neither parent living.

Osage language not spoken in home.

Member of no church.

Plays no musical instrument.

Participates in no athletics.

Has never held school office.

Plans to finish high school and attend military academy.

Vocational choice	Art
Easiest subject in junior high school	Art
Subject liked best in junior high school	Spelling
Hardest subject in junior high school	Arithmetic

Case 11

\_\_\_\_\_ achievement scores and intelligence test scores indicate that serious difficulties may arise in his attempting to a traditional college preparatory course. Interest in art is noted by the fact that he listed that field as one he is now interested in. There is a possibility that interest in other subjects might be increased by showing their relationship to art in one or more of its aspects.

Consultation between his school principal and the educational director of the agency should reveal the likelihood of \_\_\_\_\_ being able to complete his academic work at a military academy.

His rating in industry and leadership were low. Considering the handicap he faces in trying to achieve seventh grade work with a fifth grade achievement median it is easy to see why he is regarded as a lazy student. Leadership is more often denied than accepted (in school) by those students whose intelligence quotients are low.

In Industrial Arts and in the Fine Arts departments of his high school should be courses that will challenge his interest sufficiently for his mastery of them.

His art teacher should be able to help determine the probability of his success in art as a chosen profession. A series of good art tests might reveal a vocational possibility that would otherwise be overlooked.

Case 12 Pupil No. 39

Boy Eighth Grade Age 14

Intelligence Quotient (National Intelligence Test) 87

## Achievement test grade norms:

Reading comprehension	7.7	Language	5.1
Reading speed	V	History and civics	7.6
Arithmetic computation	5.3	Geography	6.3
Arithmetic reasoning	6.2	Elementary science	4.8
Spelling	7.3	Reading accuracy	94.8
Health	6.8	Achievement median	6.6

Rating scale	Scale	Centile
Cooperation	1.5	17
Honesty	2.9	31
Industry	.8	3
Leadership	.4	9
Conduct	2.3	36

Parents both living.

Orange language not spoken in home.

Member of the Catholic church.

Plays no musical instrument.

Participates in no athletics.

Has held no school office.

Plans to finish high school and attend a university.

Vocational choice	Lawyer
Easiest subject in junior high school	English
Subject liked best in junior high school	Physical Education
Hardest subject in junior high school	Spelling

## Case 12

\_\_\_\_\_ reading comprehension score on the achievement test is one grade below the level of the actual grade he is now enrolled in. His reading speed is scored as (V)<sup>1</sup>. Other subject scores are below the eighth grade level. His leadership and industry rating scores are very low. It is possible that \_\_\_\_\_ would see a greater need for industry in school work if the function of the various junior high subjects in preparing one for the study of law were given him.

Conferences with his principal and the reading of exploratory literature in the field of law might give him a better understanding of the work necessary to train for law practice and lead to the choice of some field other than that of law. The fact that law is a linguistic profession makes his low score in language significant.

His present academic difficulties seem to be in arithmetic and language. Good diagnostic tests in these fields with remedial work given him would serve to improve his achievement scores in these subjects.

Geography and elementary science would be motivated by building an interest in these subjects around trips he has taken and the physical and biological differences he has noted in various sections of the United States.

\_\_\_\_\_, as well as a great number of the junior high Indian boys, expresses a desire to take his high school work at a military academy. Conferences between parents, educational director of the agency, and his principal would determine the practicability of this.

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1 Above norm for ninth grade on the test.

## CHAPTER V

## SUMMARY AND CONCLUSIONS

- I. Sixty full-blood Osage Indians in the Junior and Senior Public High Schools in Northern Oklahoma were surveyed by means of intelligence tests, rating scales, achievement tests, and questionnaires. These data were treated statistically and interpreted in terms of vocational and educational ambitions.
- II. The results indicate:
  1. That the Osage Indian children come from bilingual, predominately Catholic homes, half of which have been broken by the death of one or both parents, and in which musical instruments, magazines, and other incentives for a high school and college education are present.
  2. That when rated on a graphic scale they are, as a group, found to be honest and cooperative. Their conduct is desirable. They lack industry and are considered very poor leaders.
  3. That the Osage Indian students are not confined to any particular part of the range of scores given in the established norms for intelligence. The Junior High group compare favorably with nationally established norms for achievement, while the Senior High group falls in the lower part of such norms.
  4. That educational and vocational guidance is difficult to offer because of racial prejudices and the economic condition of the Osages. This makes generalization concerning the Indians as a group almost impossible.

5. That it is possible for our public schools to provide guidance service of a simple yet effective type for the Indian student. Such guidance must be individual guidance rather than mass guidance of the usual curricular type. The cost of such guidance is not prohibitive, even in minimum appropriation school program.

### III. Educational implications:

1. Mr. Frank Goldstein who is with the Indian Service Bureau in California plans to conduct a similar type of survey with the Indian students in California, using the methods and materials described in this study.
2. Mr. George C. Wells, Supervisor of Indian Education of Oklahoma, is interested in using the graphic rating scale developed for this study to compare differences found in rating scale scores made by Indian and white children in communities where both races attend the same school.
3. Guidance techniques used in this study do not need to be confined to the Indian population of our schools.
4. It is becoming increasingly evident that there is need for individual guidance for every pupil in our schools.

## RATING SCALE

Name \_\_\_\_\_ Date \_\_\_\_\_ City \_\_\_\_\_

Place a check mark along the line, thereby describing in your opinion the degree to which the person you are rating has those traits. Check marks may be placed anywhere along the line. All ratings are strictly confidential.

## COOPERATION

cooperates in all respects	cooperates in nearly all respects	cooperates in as many cases as he fails to cooperate in	dislikes to cooperate but will at times	shows little if any desire to cooperate at all
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## HONESTY

honest in all respects as far as can be observed	honest in great majority of cases	honest and dishonest actions about equal	inclined to be more dishonest than honest	seldom if ever are honest traits evident
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## INDUSTRY

seldom if ever are industrious traits noticed	inclined to be lazy	industrious only at times	has more industrious traits than lazy ones	industrious at all times
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## LEADERSHIP

never accepts responsibility of leading	inclined for the greater part of the ones to let others lead	accepts the leadership in a few	accepts and is the best leader in many instances	active leader in whatever situation placed
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## CONDUCT

always above reproach	seldom has reproachable conduct	conducts himself with a fair degree of reasonableness	frequently has reproachable conduct	conduct seldom if ever desirable
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Person making rating \_\_\_\_\_

Capacity in which you know (or knew) the person rated \_\_\_\_\_

RATING SCORES 54 USAGE  
INDIAN PUPILS

PUPIL	COOPERATION	HONESTY	INDUSTRY	LEADERSHIP	CONDUCT
1	3.4	3.6	2.9	1.3	3.5
2	3.5	3.5	1.9	1.0	3.1
3	2.8	3.4	2.3	0.9	3.1
4	2.2	3.3	2.1	1.5	2.1
5	3.4	3.7	2.2	1.2	3.0
6	3.3	3.4	3.1	2.3	3.4
7	2.7	3.6	2.9	0.4	3.1
8	3.2	3.7	3.5	0.6	3.4
9	2.1	2.3	2.1	1.6	2.0
10	2.6	3.4	2.7	0.9	2.9
11	2.3	3.2	2.1	1.4	2.5
12	2.6	2.8	2.9	2.9	3.7
13	3.5	3.7	3.5	1.6	3.6
14	2.7	3.4	1.4	0.4	2.8
15	1.9	3.8	1.8	0.8	3.1
16	3.0	3.6	2.5	0.6	3.4
17	2.3	2.5	1.4	1.5	2.2
18	1.5	2.8	1.6	0.8	2.2
19	1.4	3.6	2.4	1.6	2.8
20	2.4	3.1	1.9	1.9	2.4
21	2.1	2.8	2.2	1.6	2.2
22	2.1	2.9	2.1	1.5	2.2
23	2.3	2.8	1.9	1.6	2.3
24	3.1	3.4	2.9	2.1	2.6
25	3.6	3.3	3.1	2.2	3.6
26	2.4	3.6	2.4	0.7	3.4
27	1.7	3.7	2.1	0.6	3.1
28	2.4	2.8	2.1	0.9	3.1
29	0.9	3.6	2.6	1.5	3.5
30	2.5	2.6	2.3	0.9	2.0
31	2.8	3.8	2.1	0.9	2.6
32	1.8	3.8	1.6	0.6	2.6
33	0.3	1.7	0.6	0.2	1.0
34	3.3	3.5	3.6	1.4	3.6
35	3.0	3.4	2.9	1.6	3.5
36	0.8	1.3	1.2	0.3	2.0
37	3.4	3.6	2.8	1.8	3.4
38	1.3	2.4	1.6	0.9	2.0
39	1.5	2.9	0.8	0.4	2.3
40	2.5	3.5	2.6	1.7	2.7
41	3.1	3.2	2.6	1.9	2.3
42	1.3	3.2	1.2	1.2	2.3
43	2.4	3.4	2.4	0.9	2.9
44	3.0	2.9	1.9	1.5	2.2
45	1.6	2.8	1.8	0.6	2.2
46	3.1	3.8	2.6	1.3	2.4
47	3.6	3.7	3.5	2.3	3.3



RATING SCORES 54 OSAGE  
INDIAN PUPILS (continued)

PUPIL	COOPERATION	HONESTY	INDUSTRY	LEADERSHIP	CONDUCT
48	2.4	3.7	2.4	1.2	3.1
49	2.1	3.1	1.6	0.9	2.2
50	0.3	3.6	3.2	1.4	3.1
51	1.2	3.4	1.9	1.2	2.6
52	1.2	1.9	1.0	1.5	1.5
53	3.5	3.8	3.7	3.0	3.1
54	2.9	3.5	2.8	2.1	3.7

AMERICAN COUNCIL ON EDUCATION  
TESTS FOR HIGH SCHOOL CLASSES

Percentile scores

PUPIL	HISTORY	GENERAL MATHEMATICS	ENGLISH	GENERAL SCIENCE
8	21	7	72	41
11	6	0	3	4
19	1.5	0	8	3
36	7.5	0	64	4
38	7.5	0	61.5	2
35	4	0	14	23
41	34.5	2	57	69
44	46	0	55	45
46	0	0	1	20
48	9	0	14	0
53	41	4	61	45
54	34	0	40	45

OTIS GROUP INTELLIGENCE SCALE -- ADV. EXAM -- FORM A

pupil	1	2	3	4	5	6	7	8	9	10	total score	norm	I.B.	P.R.
6	17	19	16	12	17	8	19	17	21	25	171	105	156	97.1
8	12	19	25	12	11	7	21	10	24	22	163	120	143	92.7
11	10	9	13	4	8	7	9	4	9	19	92	130	62	39
18	10	15	15	6	9	8	15	13	7	16	114	117	97	46
19	9	17	15	7	9	6	12	14	11	18	118	128	90	37
29	9	17	13	9	9	6	16	14	21	18	132	105	127	82
35	12	14	19	7	10	9	7	11	14	19	122	129	93	41
36	11	19	21	14	14	9	15	13	21	24	161	129	132	86
38	8	14	18	7	9	8	14	14	22	20	174	118	116	71
41	14	20	23	18	13	11	17	17	24	20	167	130	137	89.4
43	12	16	16	11	4	8	9	13	13	19	121	118	97	46
44	13	18	12	13	12	11	20	15	23	21	158	129	129	83.6
45	12	8	18	4	12	5	8	15	12	20	114	104	110	63.0
46	8	12	8	2	7	7	11	10	18	19	102	125	77	22
48	10	9	16	4	7	4	11	12	8	15	96	130	66	12.6
49	7	6	9	5	7	3	10	10	10	18	85	128	57	7.3
51	13	8	16	2	6	7	8	13	13	16	107	123	84	33
53	14	17	22	17	11	13	20	13	24	24	175	123	156	96.3
54	14	17	21	17	9	5	6	11	20	23	143	126	117	72

## NATIONAL INTELLIGENCE TESTS SCORES

JUNIOR HIGH

FORM A

Name	1	2	3	4	5	Total Score	I. Q.
1	8	23	34	13	36	134	111
2	33	19	18	9	36	120	90
5	12	16	21	22	35	106	103
3	34	26	20	14	34	128	102
4	23	23	18	26	32	127	116
7	28	22	22	20	37	129	104
9	24	27	16	17	25	109	107
13	12	22	36	8	30	108	95
14	10	18	22	16	35	101	82
15	20	30	38	21	36	145	114
16	16	22	30	10	29	107	
17	34	27	22	10	31	124	91
20	28	17	18	25	35	124	113
21	28	15	20	23	34	120	113
22	22	17	16	19	33	107	104
23	23	27	26	24	26	131	113
24	32	29	30	21	39	151	136
28	36	28	26	24	23	142	137
30	32	27	18	21	33	131	101
31	12	34	43	12	34	135	121
32	10	16	14	14	30	84	74
34	28	23	26	24	32	135	130
37	18	28	39	20	34	139	140
40	14	18	29	18	30	109	100
42	30	25	27	19	21	122	91
47	16	20	36	24	28	124	108
50	28	29	28	30	28	143	123
52	26	29	30	24	31	140	106
39	20	24	31	11	27	113	87

MODERN SCHOOL ACHIEVEMENT TESTS -- JUNIOR HIGH

Pupil	C.A.	Gr.	Ach. M.	Read. Comp.	Read Speed	Arith. Comp.	Arith. Reas.	Spell.	Health Knowl.	Lang. Usage	Hist.- Civics	Geog.	Elm. Sci.	Read. Acqly.
1	13-2	7.8	7.3	7.2	V	6.8	4.7	7.8	7.4	7.4	6.9	7.1	5.5	98%
2	14-6	7.8	7.5	6.5	7.7	H	7.8	6.4	8.1	5.6	7.1	7.3	7.6	100%
3	13-7	7.8	7.8	7.0	8.7	8.2	4.8	7.1	8.1	7.8	7.8	5.7	5.5	98%
4	12-2	6.8	6.1	7.5	H	6.6	5.1	8.7	5.6	7.4	4.0	3.4	5.1	94%
5	11-5	6.8	6.2	5.4	5.2	6.6	4.8	6.9	4.7	8.7	6.7	6.8	5.8	95%
6	14-7	9	H	V	V	V	9	H	H	H	8.1	H	V	100%
7	13-7	8.8	8.1	8.5	V	7.2	6.2	6.7	8.6	V	7.6	5.2	H	97%
9	11-5	6.8	6.4	6.5	V	5.3	6.0	7.0	6.2	6.1	6.7	5.8	6.6	96%
10	14-8	7.8	7.8	7.8	7.7	8.2	7.8	V	8.1	5.8	8.8	6.1	7.6	100%
13	13-2	6.8	7.2	8.5	7.3	6.8	4.6	8.4	7.6	5.8	6.7	6.6	7.6	100%
14	13-8	8.8	5.3	5.7	5.2	5.3	5.1	5.3	5.5	4.2	6.3	5.8	5.3	90%
15	14-9	8.8	7.3	8.8	6.0	6.6	5.5	V	8.1	7.8	7.8	5.8	6.8	95%
16	18	8.8	6.8	8.5	6.0	6.4	6.6	7.0	6.4	7.4	7.3	6.5	7.3	100%
17	15	8.8	6.8	6.8	7.7	8.7	6.0	6.8	6.8	4.4	7.3	5.2	6.8	96%
20	13-1	6.8	5.8	6.4	5.4	6.4	5.7	6.3	5.8	4.7	5.5	5.0	6.6	91%
21	11-9	6.8	5.1	4.8	8.0	7.2	5.5	6.9	4.0	5.3	4.0	4.7	4.8	97%
22	11-9	6.8	5.9	5.8	5.8	6.4	5.8	7.6	6.0	6.4	4.2	5.3	6.3	95%
23	13	7.8	8.3	H	8.7	8.7	H	H	7.2	5.8	7.1	5.7	7.8	94%

MODERN SCHOOL ACHIEVEMENT TESTS -- JUNIOR HIGH (continued)

Pupil	C.A.	Gr.	Ach.	M.	Comp.	Spelling	Comp.	Read.	Arith.	Health	Lang.	Hist.	Sci.	Read.
24	12-9	7.8	8.2	H	8	V	8.2	6.7	8.1	7.1	8.1	8.2	V	91 1/2
25	14-10	9	8.5	H	8	8	6.6	V	H	7.8	6.1	7.8	9.0	100 1/2
26	17-7	7.8	8.1	V	6.0	7.7	6.6	H	8.1	H	5.5	V	8.1	100 1/2
27	14-5	9	8.8	H	7.3	7.7	H	V	8.8	6.1	8.8	7.1	H	96 1/2
28	12-10	7.8	8	H	V	7.7	6.8	7.2	8.6	V	6.7	6.3	8.3	97 1/2
29	14-8	9	H	H	V	8.7	8.2	H	H	V	6.9	8.2	H	97 1/2
30	14-6	8.8	8.1	8.8	7.3	8.7	7.5	7.2	6.0	V	6.5	6.7	9.0	100 1/2
31	12-5	6.8	7.8	7.8	7.7	4.7	6.0	H	9.0	8.3	5.3	5.3	8.6	100 1/2
32	14-8	7.8	5.2	3.1	L	5.3	5.7	5.9	5.2	5.1	3.8	4.8	5.4	94 1/2
34	17-1	7.8	8.5	8.2	8.3	5.5	6.0	V	8.6	H	6.9	9.0	9.0	95 1/2
37	12-1	8.8	8.0	7.8	V	8.2	8.7	H	7.4	5.3	6.9	7.3	9.0	100 1/2
39	14-9	8.8	6.6	7.7	V	5.7	6.2	7.3	6.8	5.1	7.6	6.3	4.8	94 1/2
40	12-5	7.8	5.5	6.2	4.4	9.0	7.3	6.4	4.4	4.7	5.7	5.3	5.1	87 1/2
42	14-9	8.8	8.2	8.2	9	8.7	7.3	H	8.1	H	7.3	6.1	6.6	97 1/2
43	15-10	9	9.0	V	V	3.8	4.6	7.3	H	9	8.2	9	100 1/2	
45	14-5	9.8	7.2	8	H	6.8	7.5	7.2	6.5	7.1	5.5	6.6	7.1	97 1/2
47	12-6	6.8	7.1	8.2	6.0	6.8	5.8	3.7	H	5.8	7.6	7.6	7.3	100 1/2

MODERN SCHOOL ACHIEVEMENT TESTS -- JUNIOR HIGH (continued)

Pupil	C.A.	Gr.	Ach. M.	Read. Comp.	Read. Speed	Arith. Comp.	Arith. Reas.	Spell.	Health Knowl.	Lang. Usage	Hist.- Civics	Geog.	Elm. Sci.	Read. Acc'y
49	17-7	9	7.2	7.0	V	5.3	5.8	7.6	7.4	6.7	6.1	7.6	8.3	97 %
51	16-5	9	8	V	H	4.8	6.0	H	8.3	H	5.9	6.8	7.6	95 %
52	15	8.8	6.9	8.5	7.0	5.2	5.8	8.1	6.8	8.7	7.6	6.3	5.6	100 %

- Name \_\_\_\_\_ age \_\_\_\_\_ sex \_\_\_\_\_ grade \_\_\_\_\_ city \_\_\_\_\_
1. Is your father living? 1. yes \_\_\_\_\_ no \_\_\_\_\_
  2. Is your mother living? 2. yes \_\_\_\_\_ no \_\_\_\_\_
  3. Do you have a stepfather or stepmother? 3. yes \_\_\_\_\_ no \_\_\_\_\_
  4. Is the Osage language spoken in your home? 4. yes \_\_\_\_\_ no \_\_\_\_\_
  5. To what church do you belong? (if none, write none) 5. \_\_\_\_\_
  6. What musical instruments do you play? (if none, write none) 6. \_\_\_\_\_  
\_\_\_\_\_
  7. In what athletics have you won letters or awards? 7. \_\_\_\_\_  
\_\_\_\_\_
  8. What school offices have you held? 8. \_\_\_\_\_  
\_\_\_\_\_
  9. Do you plan to finish high school? 9. yes \_\_\_\_\_ no \_\_\_\_\_
  10. Do you plan to attend school after you finish your high school work? 10. yes \_\_\_\_\_ no \_\_\_\_\_
  11. Select the three types of school you would prefer to attend and list them in the order of your choice, 1, 2, and 3. If the type of school you are planning on attending is not listed, please list it on the blanks below.  
\_\_\_\_\_  
\_\_\_\_\_ 11. Junior college \_\_\_\_\_  
Teachers college \_\_\_\_\_  
Military academy \_\_\_\_\_  
Indian Institute \_\_\_\_\_  
Business college \_\_\_\_\_  
Agricultural or mechanical college \_\_\_\_\_  
University \_\_\_\_\_  
Law college \_\_\_\_\_  
School of fine arts \_\_\_\_\_
  12. Which subject was (or is) the easiest for you in Junior High?
  13. Which subject was (or is) the easiest for you in Senior High?
  14. Which subject was (or is) the hardest for you in Junior High?
  15. Which subject was (or is) the hardest for you in Senior High?
  16. Which subject did you like best in Junior High?
  17. Which subject did you like best in Senior High?
  18. What occupation do you plan to follow after you graduate from high school?
  19. What subjects in high school do you feel will help you to prepare yourself for this occupation?



## DATA FROM WHICH OGIVES IN CHAPTER III WERE PREPARED

Data for Figure I

score	f	cf	p.r.
3.6-3.7	2	54	99.9
3.4-3.5	3	52	96
3.2-3.3	2	49	91
3.0-3.1	5	47	86
2.8-2.9	2	42	78
2.6-2.7	3	40	74
2.4-2.5	10	37	69
2.2-2.3	9	27	50
2.0-2.1	3	18	44
1.8-1.9	4	15	28
1.6-1.7	3	11	22
1.4-1.5	3	8	15
1.2-1.3	3	5	8
1.0-1.1	0	2	—
.8-.9	1	2	4
.6-.7	0	1	—
.4-.5	0	1	—
.2-.3	1	1	2

Data for Figure II

score	f	cf	p.r.
3.8-3.9	5	54	99.9
3.6-3.7	14	49	91
3.4-3.5	12	35	65
3.2-3.3	5	23	43
3.0-3.1	2	18	33
2.8-2.9	9	16	30
2.6-2.7	1	7	13
2.4-2.5	2	6	12
2.2-2.3	1	4	8
2.0-2.1	0	3	—
1.8-1.9	1	3	5
1.6-1.7	1	2	3
1.4-1.5	0	1	—
1.2-1.3	1	1	2

Data for Figure III

score	f	cf	p.r.
3.6-3.7	2	54	99.9
3.4-3.5	2	52	97
3.2-3.3	2	50	93
3.0-3.1	2	48	89
2.8-2.9	7	46	86
2.6-2.7	5	39	73
2.4-2.5	5	34	64
2.2-2.3	3	29	54
2.0-2.1	7	26	48
1.8-1.9	7	19	35
1.6-1.7	4	12	22
1.4-1.5	2	8	14
1.2-1.3	3	6	11
1.0-1.1	1	3	6
.8-.9	1	2	4
.6-.7	1	1	2

Data for Figure IV

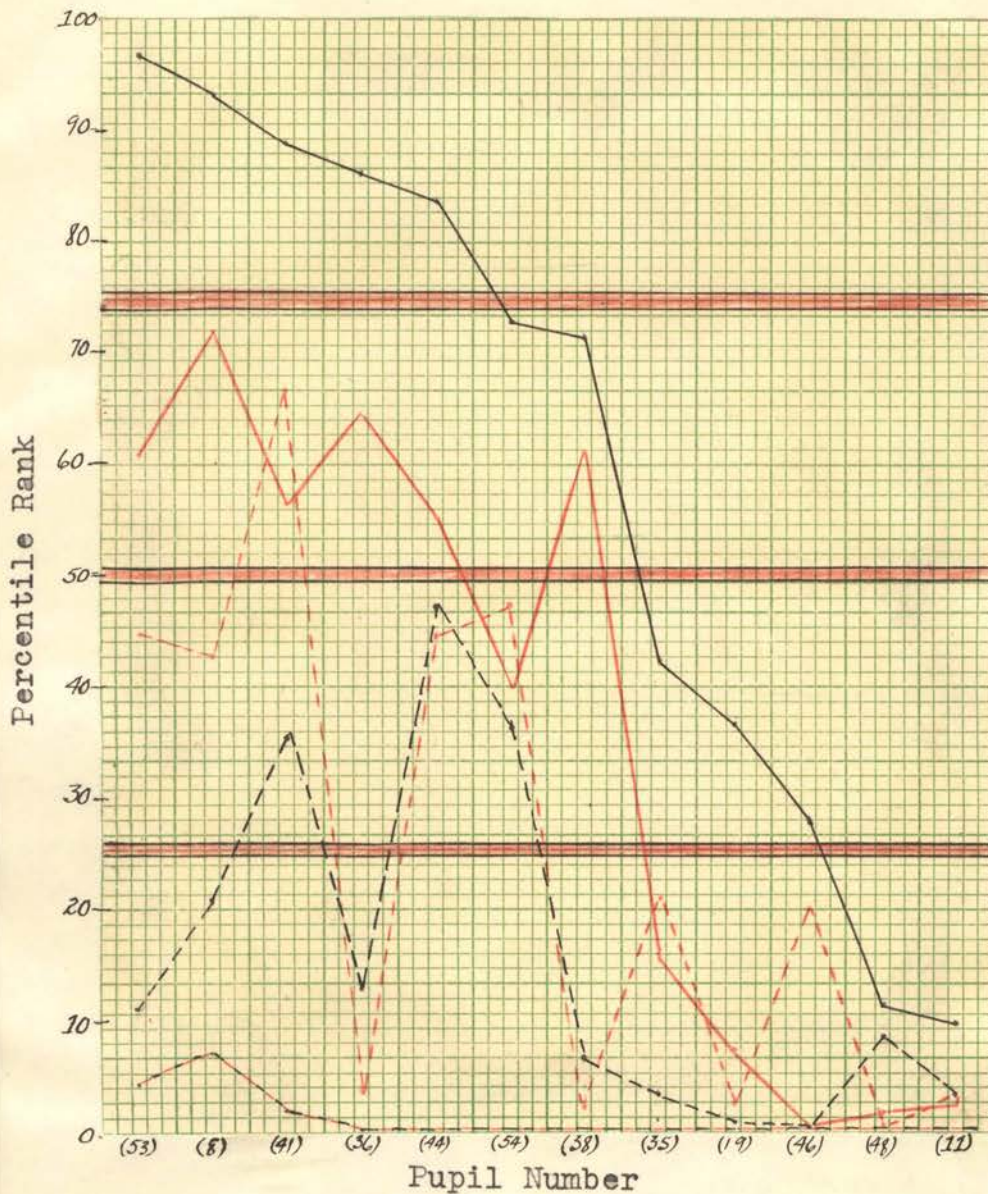
score	f	cf	p.r.
3.0-3.1	1	54	99.9
2.8-2.9	1	53	98
2.6-2.7	0	53	—
2.4-2.5	0	53	—
2.2-2.3	3	52	97
2.0-2.1	2	49	91
1.8-1.9	3	47	89
1.6-1.7	7	44	81
1.4-1.5	9	37	69
1.2-1.3	6	28	52
1.0-1.1	1	22	40
.8-.9	10	21	39
.6-.7	6	11	20
.4-.5	3	5	9
.2-.3	2	2	4

DATA FROM WHICH OGIVES IN CHAPTER III WERE PREPARED (continued)

Data for Figure V

score	f	cf	p.r.
3.6-3.7	5	54	99.9
3.4-3.5	8	49	92
3.2-3.3	1	41	76
3.0-3.1	10	40	74
2.8-2.9	4	30	56
2.6-2.7	5	26	48
2.4-2.5	3	21	39
2.2-2.3	11	18	33
2.0-2.1	5	7	13
1.8-1.9	0	2	00
1.6-1.7	0	2	00
1.4-1.5	1	2	4
1.2-1.3	0	1	--
1.0-1.1	1	1	2

GRAPH COMPARING PERCENTILE RANK SCORES ON  
 OTIS GROUP INTELLIGENCE TEST WITH PERCENTILE  
 RANK SCORES ON COOPERATIVE HIGH SCHOOL  
 ACHIEVEMENT TESTS



(————) percentile rank on intelligence test  
 (————) percentile rank on English test  
 (-----) percentile rank on Gen. Sci. test  
 (-----) percentile rank on Am. Hist. test  
 (————) percentile rank on Gen. Math. test

BALTIMORE PARSONAGE  
BOOK BAG U.S.A.

STREET  
100

Typist - Mary McLeod