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AN INVESTIGATION OF THE EDUCATIONAL ATTAINMENT AND  
OPPORTUNITIES OF AMERICAN INDIAN STUDENTS  
IN THE ANADARKO PUBLIC SCHOOL SYSTEM

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1970

AN INVESTIGATION OF THE EDUCATIONAL ATTAINMENT AND  
OPPORTUNITIES OF AMERICAN INDIAN STUDENTS  
IN THE ANADARKO PUBLIC SCHOOL SYSTEM

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AN INVESTIGATION OF THE EDUCATIONAL ATTAINMENT AND  
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CHAPTER I

BACKGROUND AND NEED FOR THE STUDY

As the North American Continent was settled by white Caucasians, the American Indian was pushed into the interior of the continent into an ever decreasing area of land. Slowly, as the culture of the white Caucasians clashed with the culture of the American Indian, the Indian was forced to change his culture and conform to that of the white Caucasians. The Indian neither wanted nor accepted the culture and religion of the white man but since the Indian had less military might, he was faced with giving up his way of life or experiencing total annihilation. After many years of Indian wars, the last of the hostile Indians were settled on reservations in the last quarter of the 19th century.

The government of the United States faced some major problems in dealing with the Indians and in helping them to adjust to a new culture. Sad to say, some of the

problems were not faced and the Indians suffered as a result.

In the Anadarko, Oklahoma, area, an Indian Agency was established to help the Kiowa, Kiowa-Apache, Comanche, Caddo, and Wichita Tribes with their affairs. Each member of each of these tribes was given a parcel of land and the remainder of their reservation land was purchased by the United States Government and opened to settlement. The Indians were not farmers and were not adequately trained to farm by the government. As a result, most of these Indians were soon poverty stricken. A complete change in clothing and living habits caused problems in health because the teepee-dwelling, buckskin-wearing Indians had no conception at all of sanitation requirements and personal hygiene requirements for house dwelling and wearing the clothing of the white man.

In the most important area of all, that of education, the federal government abdicated its responsibilities and left the education of the Indian children mostly to the various religious denominations. However, the federal government did aid the schools to some extent with land grants, food rations, and financial contracts. Prominent in early day educational efforts among Indians in the Anadarko Area were the Methodists, Baptists, Quakers, and Catholics. A school was established north of the present city of Anadarko in 1871 by A. J. Standing for

the Kiowa-Comanche-Apache tribal group.<sup>1</sup> This school later became Riverside Indian School which is still maintained by the Bureau of Indian Affairs of the United States Department of the Interior.

The cultural differences existing between the Indians and the white Caucasians created problems in educating the Indians in Western Oklahoma and elsewhere. The white community could not understand why the Indians did not act like white people and did not make much effort to understand the Indian culture. The Indians did not particularly like the new way of life and were not very eager to give up their own culture. The Indian however, had no choice; it was no longer possible for him to live as his fathers had lived; he had to adjust to a new way of life.

After the settlement of the Indians on reservations in Oklahoma, the education of their children presented unique problems. Language barriers had to be overcome and cultural differences had to be diminished. Coombs and others listed the major characteristics of the culture of the majority of the people in the United States as:

1. Habitual use of spoken and written English in the home and community as a means of communication. The presence of books, magazines, a daily newspaper, radio, and perhaps television in the home.
2. Regular, useful, and gainful employment of the breadwinner of the family. The possibility of the

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<sup>1</sup>J. J. Methvin, In the Limelight (Oklahoma City: Walker, Wilson, Tyler Co., Undated), p. 45.

children of the family looking toward adulthood with confident expectation of a desirable employment opportunity.

3. Participation with one's neighbors in the educational agencies of the community, other than schools, such as the churches, Scouting and 4-H Clubs.
4. Participation by adult members of the family in civic and community affairs such as voting, active membership in service clubs, veterans organizations, farmers cooperatives, etc., to mention a few.
5. A reasonably good understanding of and concern for proper diet and health practices, particularly as they concern the younger members of the family.
6. Acceptance of a set of values which attaches importance to such traits as industry, thrift, punctuality, acquisitiveness, competitiveness, and independence. (Whether all of these traits are virtuous, especially when carried to an extreme, may be debatable. It is felt that they are typical of the major culture of the country.)<sup>1</sup>

The Indians of Western Oklahoma have had to develop these characteristics of the major culture since their culture prior to the last quarter of the 19th century was very different from the major culture in this country. The Indians were not helped in becoming acculturated as much as they should have been because of distrust, fear, apathy, and greed on the part of the white community, and the Indians still have not completely adopted the major culture. Education in public, federal, and mission schools

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<sup>1</sup>L. Madison Coombs, et al., The Indian Child Goes to School (Lawrence, Kansas: Haskell Press, United States Department of the Interior, Bureau of Indian Affairs, 1958), p. 104.

has been the single greatest factor in the acculturation process.

The American Indian, on the average, has never achieved on an educational level equal to that of his white countrymen. In his study on equality of educational opportunity, Coleman reported that at grade 12, the American Indian was 3.5 grade levels behind the white metropolitan student in the northeast part of the United States, in verbal ability, 3.2 grade levels behind in reading comprehension, and 3.9 grade levels behind in math achievement. At grade 9, the Indian student was 2.1 grade levels behind in verbal ability, 2.3 grade levels behind in reading comprehension, and 2.4 grade levels behind in math achievement.<sup>1</sup> Since Coombs<sup>2</sup> reported in 1958 that the Indians served by the Anadarko Area Office (Western Oklahoma principally) were achieving better than those elsewhere in the United States, one purpose of this study was to determine the educational attainment level of Indian children in this area and identify some of the factors that contribute to this educational attainment.

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<sup>1</sup>James S. Coleman, Equality of Educational Opportunity (Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1966), pp. 274-5.

<sup>2</sup>Coombs, op. cit., p. 20.

### Statement of the Problem

The problem was to investigate the educational opportunities and attainment of American Indian students in the Anadarko Public School System for the years 1956 to 1969 inclusive.

More specifically, the study described significant differences between the educational attainment of American Indians, whites, and Negroes in the Anadarko School System for the past fourteen years as shown by graduation rates and results of California Achievement tests.

In addition, the study described the general holding power of the Anadarko School System for Indian pupils as compared to white and Negro pupils. This included a description of some of the factors which have affected dropout rate.

Also, the study described the curricular, school services, and administrative provisions existing in the Anadarko Schools which appear to have affected school holding power for Indian pupils and developed recommendations which might contribute to the development of a school program which can more effectively meet the educational and other needs of these pupils.

In addition, community characteristics were studied and described as they related to the educational program of the Anadarko Schools. Recommendations have been developed on how the community could best improve the educational

opportunities in the community.

Also, the degree to which the cultural background of Indian children impinges on educational attainment was made by using an instrument developed for that purpose. A random sample of thirty Indian homes was selected and the parents interviewed. The responses of the parents were recorded using the instrument mentioned above.

The effects of current federal legislation on the education of Indian children was studied by examining the programs carried on by the school under the National Defense Education Act, the Elementary and Secondary Education Act, The Johnson O'Malley Act, and Public Laws 874 and 815.

#### Assumptions

It was assumed that some of the factors that contribute to success in educating Indian children could be identified and that some of the factors which hinder educating Indian children could be identified.

#### Definition of Terms

American Indian--An American Indian is defined as any person with one-fourth or more degree of Indian blood as certified by the Bureau of Indian Affairs of the Department of the Interior of the United States Government.

Negro--A Negro is defined as any person of African descent.



White--A white is defined as any person not defined as Negro or American Indian for purposes of this study.

#### Limitations

This study is limited to the students attending school in the Anadarko Secondary Schools for the years 1956 through 1972 inclusive.

#### Procedure Followed in This Study

The attendance and graduation records of the Anadarko Secondary Schools were researched to establish the percentage of entering seventh grade students who graduated from the twelfth grade at Anadarko. This data was categorized into Indian students, Negro students, and white students. Descriptive statistics are used to describe the differences which existed between the groups with regard to secondary school holding power.

The results from giving the California Achievement Test to grades seven and nine were researched and compiled for the years from 1960 to the end of the 1968-69 school year. Also, other California Achievement Test results were researched and the results given. The study was limited to those years because complete achievement test records were available only from 1960 to the present time for the grades listed. These results were placed in three categories, those for Indian students, those for Negro

students, and those for white students. Descriptive statistics were used to describe differences which existed between the groups. Trends were noted and reported in the study.

Research was conducted to determine unique features of the Anadarko curriculum which appeared to affect the education of Indian children. The curriculum of the school was studied with respect to its suitability to meet the needs of the school population. Studies were made of the guidance services of the school, food services, library services, health services, and extracurricular activities to determine their effect on the education of Indian students. The administrative structure of the school was studied with respect to its effect on the educational program in the Anadarko community. The findings in these areas were reported and recommendations made on how to improve the educational opportunities for Indian students in the Anadarko Public Schools.

Research was conducted to determine what effect, if any, the characteristics of the community have had on the education of Indian students. Some of these characteristics were:

1. The presence of the Bureau of Indian Affairs Area Office in the community with its attendant preferential employment of Indians.
2. The presence of the Southern Plains Indian Museum

and American Indian Hall of Fame in the community.

3. The annual American Indian Exposition in Anadarko.

4. The presence of Indian City, U.S.A. in the community.

5. The existence of the Bureau of Indian Affairs operated Riverside Indian School in Anadarko.

This school is maintained for students from out of state for the most part.

The research on the effects on Indian education of community characteristics was done by interviewing community leaders, school officials, Bureau of Indian Affairs employees, Indian citizens of the community, and employees of Indian City, U.S.A. No more than four persons from each of the above groups were interviewed. Results were given in the form of a descriptive narrative and recommendations were made to bring about better community contributions to the education of Indian children.

The effects of current federal legislation on the education of Indian children were studied by examining the programs carried on in the school under the National Defense Education Act, the Elementary and Secondary Education Act, the Johnson-O'Malley Act, and Public Laws 874 and 815.

The degree to which cultural background impinged on the educational attainment of Indian children was studied by interviewing thirty Indian families and recording

their responses on an instrument designed for that purpose. The help of the Consultative Center at the University of Oklahoma was secured in designing the instrument. The results are given as a narrative description in this study.

### Organization of the Study

The report of the study was organized into a paper which contained an introductory chapter setting out the background and need of the study, a statement of the problem, a listing of assumptions, a definition of terms, a statement of the limits of the study, an outline of the procedures followed in the study, and the organization of the study.

The second chapter gave a review of the literature which pertained to the problem.

The third chapter set out the design of the study, including a general description of the method used. The chapter listed the procedures used in the study for collection of data, set out relevant variables, and described the instruments used to gather data. This chapter also listed the sources of data, type of treatment of data, and the conditions under which the data were compared.

The fourth chapter gave a description of the actual data obtained, an analysis of the data, and presented a summary and interpretation of the results of the analysis of the data.

The fifth and final chapter presented a summary and the conclusions of the study. This chapter also contained the recommendations growing out of the study.

The last part of the report is a bibliography.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### A View of the American Indian

When one takes a good look at the literature dealing with the general welfare and the educational opportunities of the American Indian, he finds few success stories but many articles which call the general welfare of the American Indian deplorable and Indian education inadequate, a disaster, and in bad need of improvement. Of course, this raises the question of how Indian education got in this condition.

When the English first settled on the Eastern Coast of what is now the United States, they attempted to get along with the native Indians and made treaties respecting the property rights of the Indians. After the American Revolution, the new United States Government also made treaties respecting the property rights of the native Indians, but the new government soon discovered that it could not enforce these treaties because of the westward movement of the settlers. Wax stated that,

The hunger of the whites to exploit the resources of the frontier could not be slaked, and as the power of the United States increased relative to its Indian

neighbors, it embarked on a final series of efforts designed to exterminate them as separate peoples or assimilate them forcibly into the general population.<sup>1</sup>

Owen and others stated, "

The efforts by Europeans to modify Indian practices with respect to land use and tenure profoundly influenced the relationship between the two races. Attitudes toward Indian rights of occupancy often reflected either total lack of knowledge or erroneous understanding of Indian custom.<sup>2</sup>

The Indians held land for the use of the entire community while the white man wanted to stake out his little plot and use it exclusively for himself. These differing practices led to conflict. The Indians, being outnumbered and less well armed were consistently the losers in conflicts over land use. Eventually, all Indians, with few exceptions, were relocated west of the Mississippi River.

The cultures of the Indian and the Europeans also clashed and as Owen and others stated, "The nature of the mission [of the European settlers] was variously phrased, but essentially it amounted to an unremitting effort to make Europeans out of the New World inhabitants, in social practices and in value concepts."<sup>3</sup> Heyer<sup>4</sup> reached the

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<sup>1</sup>Murray Wax, "American Indian Education as a Cultural Transaction," Teachers College Record, 64 (May, 1963), p. 694.

<sup>2</sup>Roger C. Owen, James J.F. Deetz, and Anthony D. Fisher, The North American Indians (New York: The Macmillan Company, 1967), p. 625.

<sup>3</sup>Ibid., p. 623.

<sup>4</sup>Claude Herbert Heyer, Economic Analysis of Recent

conclusion that the early educational methods used to Christianize and civilize the American Indians probably utilized little of the elements of Christianity or civilization.

Eventually, the white man pushed the Indian into some of the least desirable land in the United States and settled the Indians on reservations. Many of the Indian Tribes had their own governments and established their own schools, but eventually the Federal Government of the United States was charged with the responsibility of educating the Indian children. Wild<sup>1</sup> concluded that the early public schools did not meet the requirements of Indian children to fit them for the world in which they were to function.

In Western Oklahoma, the first schools for the Southern Plains Indian Tribes were established at Fort Sill, Anardarko, and Colony. The early day Indian schools were either federally operated or mission schools. Almost all the schools were boarding schools since the constantly moving Indians were not apt to keep the children in school

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Federal Policy and Legislation Affecting United States Indians (Unpublished Dissertation, University of Oklahoma, 1958), p. 59.

<sup>1</sup>George Posey Wild, History of Education of the Plains Indians of Southwestern Oklahoma Since the Civil War (Unpublished Thesis, University of Oklahoma, 1941), p. 270.



if they lived at home. Owen and others stated,

The period of boarding schools had its heyday from about 1890 to 1920. In this period soldiers were sometimes sent out to round up Indian children and bring them into boarding schools.<sup>1</sup>

Generally the children were severely punished for speaking their Indian language at school. At times the parents of the students would camp near a school, giving rise to many run-a-ways. Stevens had this to say about the boarding schools, "At the time of their establishment (in the late 1800's), the quite frank aim of the government was to separate Indian children as widely as possible from the influence of their families, homes and communities with a view to alienating them from their native culture and language so that they could take their place in modern society."<sup>2</sup> Wax concluded that, "Where socialization and assimilation are the educational goals . . . the school becomes in effect a challenge to the authority and wisdom of the parent generation."<sup>3</sup> Secondary school students were generally sent great distances from home for their education. At the schools, emphasis was placed on learning the English language, learning Christian ideals, and learning elementary arithmetic. Indian language and

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<sup>1</sup>Owen, op. cit., p. 657.

<sup>2</sup>Leonard B. Stevens, "The Disaster of Indian Schools," Education News (May 13, 1968), p. 13.

<sup>3</sup>Wax, op. cit., p. 699.

culture were minimized so that the children of the native Indians could be "civilized."

The Indians whom the white Europeans found in early day America had a very simple economic system based on hunting of wild animals or raising of crops or both as a means of providing food. Clothing was provided by animal skins and shelter was provided by animal skins and other materials readily available for the gathering. Weapons of war were made from animal hides and tree parts. Religions, generally based on gaining of "power," had developed as well as games and contests for entertainment.

The American Indian, with his simple life as a hunter and seed-gatherer, was thrust into the 19th century world of European colonization with its attendant emphasis on farming for a livelihood and the Christian beliefs for a religion. Heyer<sup>1</sup> concluded that some of the past major difficulties of American Indians stem from being a conquered people of an older hunting, fishing, and farming culture. The Indian has had difficulty meeting the demands placed upon him by the coming of the white man. Many mistakes have been made by both groups in the mixing of the peoples. The white man wanted to make a farmer out of the Indian when the Indian was not trained to farm, was not interested in farming, and could not readily accept

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<sup>1</sup>Heyer, op. cit., p. 59.

this new way of life. As a result, the Indian has suffered, and continues to suffer economically. Brophy and Aberle stated that,

The economic position of the Indians is less favorable than that of any other American minority group. In most Indian communities the pattern is one of bare subsistence.<sup>1</sup>

Brodinsky stated that,

Within the boundaries of our country exists a people whose needs surpass those of many foreigners who have asked for and received our aid and bounty. These people suffer from illiteracy, from the chains of tradition, and from being strangers in their own land.<sup>2</sup>

In her study, Witter<sup>3</sup> found that the median number living in an Indian household was six, which is higher than average, and that a majority of Indian children under six and one-half years of age need better diets.

Coffey and Cromley wrote that,

Across the Nation, average income of Indians is between \$1,500 and \$2,000 a year, which is somewhere between one-third and one-fourth of the national average. Many of the 65,000 Indians in Oklahoma have an income of \$1,000 or less. Median family income of Oklahoma Indians is \$1,939 per year, compared to

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<sup>1</sup>William A. Brophy and Sophie D. Aberle, The Indian, America's Unfinished Business (Norman, Oklahoma: University of Oklahoma Press, 1966), p. 62.

<sup>2</sup>B. P. Brodinsky, "Teaching Indian Children," Nations Schools (December, 1952), p. 36.

<sup>3</sup>Elizabeth Kathleen Witter, The Nutritional Adequacy of the Diet of Young Indian Children of Oklahoma (Unpublished M.S. Thesis, University of Oklahoma, 1958), p. 53.

\$3,361 for state rural farm families and \$4,620 for urban families.<sup>1</sup>

Coffey wrote that,

Indian unemployment in Oklahoma, according to the 1960 census, triples that of other unemployment. State Indian workers make up 2.4 percent of the total work force with 39,216 workers over 14. Oklahoma Indian unemployment accounted for 12.1 percent of the state jobless total.<sup>2</sup>

Stevens wrote that, "Poverty is virtually a way of life for thousands, unemployment approaches 40 percent and Indian education is no modern success story."<sup>3</sup>

The culture of the Indian provides insight into the reason for the low economic status of the Indian. As Owen pointed out:

On the whole, wage work represents an acceptable mode of economic adjustment for all American Indians. Indian interests and attitudes, however, stand in their way when there is an opportunity to step up to permanent skilled or semiskilled employment. One reason for this is that Indian values do not lead the individual to consider work, in itself, as a virtue or as a source of personal prestige. Wealth, as a symbol of success and prestige, which is so common in non-Indian society as a motive for economic effort, is not important to most Indians outside the north Pacific coast.<sup>4</sup>

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<sup>1</sup>Ivy Coffey and Allen W. Cromley, "The Red Man's Crisis," Daily Oklahoman (Oklahoma City: Oklahoma Publishing Company, 1966), p. 13.

<sup>2</sup>Ivy Coffey, "The Urban Indian," Sunday Oklahoman and Oklahoma City Times (Oklahoma City: Oklahoma Publishing Company, 1967), p. 5.

<sup>3</sup>Stevens, op. cit., p. 14.

<sup>4</sup>Owen, op. cit., p. 616.

Many writers and commentators tend to blame the policies of the United States Government for the economic plight of the Indian. Owen again emphasized that, "The result of this [federal government] policy has been federal management and control of Indian economics, resources development, education, health care, general welfare assistance, and many similar services."<sup>1</sup> Many statements are made to the effect that the Federal Government should let the Indian run his own business. Wax voiced this clearly when he stated that ". . . it is neither natural nor inevitable that the recipients of the education lack control over the school system."<sup>2</sup>

#### Educational Practices and Problems

Most authors and commentators who say anything about Indian education have very little good to say about it, but most have adversely criticized it. One author stated, "About 150,000 American Indian children, trapped between tribal traditions and the 20th century, are getting inadequate educations, say critics."<sup>3</sup> Stevens stated that, ". . . the nation's schools, whether federal or

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<sup>1</sup>Owen, op. cit., p. 618.

<sup>2</sup>Wax, op. cit., p. 698.

<sup>3</sup>Congressional Quarterly News Service, "Indian Education Called Inadequate," Sunday Oklahoman, May 25, 1969, p. 11.

public, have failed the Indian. . . ." <sup>1</sup> In March of 1968, President Johnson said this about Indian education,

Ten percent of American Indians over age 14 have had no schooling at all. Nearly sixty percent have less than an eighth grade education. Half of our Indian children do not finish high school today. Even those Indians attending school are plagued by language barriers, by isolation in remote areas, by lack of a tradition of academic achievement. <sup>2</sup>

Brophy and Aberle stated that, "The majority of Indian pupils today are either above the general age level for their respective classes or are below academic norms, and they drop out of school more frequently than do their non-Indian classmates." <sup>3</sup> Robert F. Kennedy concluded, "Their schooling is so inadequate and the jobs they can qualify for so limited that their average income is 75 per cent below the national average." <sup>4</sup>

Thompson reached the conclusion that, "Indian populations, 25 years and older, are approximately half as well educated as the general population." <sup>5</sup>

Some of the practices and problems in Indian

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<sup>1</sup>Stevens, op. cit., p. 13.

<sup>2</sup>Lyndon B. Johnson, From a Speech Delivered in March, 1968 to the United States Congress.

<sup>3</sup>Brophy and Aberle, op. cit., p. 138.

<sup>4</sup>Robert F. Kennedy, "America's Forgotten Children," Parents Magazine, XLIII (June, 1968), 30.

<sup>5</sup>Hildegard Thompson, "The Education of American Indians," The Education Digest, XXIX (May, 1964), 48-50.

education are not peculiar to the Indians but are common to education of all races. However, the education of Indian children does present some unique problems, most of which arise out of cultural differences. As pointed out in an article which appeared in the Sunday Oklahoman, "Despite a century-old school program for Indian youth--either through federal school or government funds to public schools--little attention has been paid to their distinct cultural backgrounds, language barriers, and special handicaps."<sup>1</sup> This same article also states, "The schools are run, critics claim, by white officials who are not responsive to the special needs of Indians."<sup>2</sup> Snider stated that ". . . a major weakness in Oklahoma is a general lack of equal educational opportunity for most Indian children and adolescents, many Negroes, and other disadvantaged pupils."<sup>3</sup> In a study quoted in the Carnegie Quarterly, the authors are quoted as reaching the conclusion that,

The schools have made virtually no attempt to establish communication with Indian parents and other relatives, let alone to give them any advisory role or adapt curricula and methods to their culture.

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<sup>1</sup>Congressional Quarterly News Service, op. cit., p. 11.

<sup>2</sup>Ibid.

<sup>3</sup>Glenn R. Snider, "Is Leadership in Oklahoma Abdicating?" The Sunday Oklahoman, April 9, 1967, p. 15.

Worse yet, even some of the newer programs that supposedly require extensive community participation have been planned, funded, staffed, and put into operation with almost no participation on the part of the children's parents.<sup>1</sup>

Stevens made several statements indicting Indian education. He stated,

In general, they indict the schools for attempting to educate, and thus acculturate, Indian students by first alienating them from their native culture, then pushing them toward the culture of the white middle class. . . . Indeed, they contend, the schools, by avoiding Indian history and by barring the study and use of the Indian languages and by concentrating almost exclusively on standard history and standard English, have in effect taught Indian students that Indian culture is wrong and white culture is right, that one culture is useful and the other is not.<sup>2</sup>

Wax stated that, "Indian children thus experience the ordinary American School as individualistic, competitive, intrusive, regimented, immoral, and emotionally frigid, compared to life in the home circle."<sup>3</sup>

Stevens also stated,

The lack of Indianness in the public school classrooms even when populated largely by Indian students is not surprising. For the nation's public schools, even those serving minority groups, have traditionally been shaped and run by the broad mainstream of the white middle class, and what is taught in the schools invariably shows it.<sup>4</sup>

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<sup>1</sup>"Give It Back to the Indians: Education on Reservation and Off," Carnegie Quarterly, XVII (Spring, 1969), 4.

<sup>2</sup>Stevens, op. cit., p. 14.

<sup>3</sup>Wax, op. cit., p. 18.

<sup>4</sup>Stevens, op. cit., p. 18.



Coleman<sup>1</sup> found that the Indian student does about as well on standardized achievement tests in the first year of school as do white students but by the 12th grade level, the Indian student scores considerably below the white student.

Benham<sup>2</sup> concluded that there were shortcomings in the bureau schools he surveyed in regard to attendance, performance, and motivation of many reservation Indian students. He also concluded that it is probably more desirable to group Indian students on a culturally integrated basis rather than on ability in a particular subject area. He also reached the conclusion that pre-school programs would be beneficial to Indian students whose tribal life does not prepare them for the tasks of the school.

Havighurst<sup>3</sup> stated that Indian groups with the highest degree of contact with white culture did best on achievement tests.

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<sup>1</sup>Coleman, op. cit., pp. 20-21.

<sup>2</sup>William J. Benham, Jr., Characteristics of Programs in Public Schools Serving Indian Students from Reservations in Five Western States (Unpublished Dissertation, University of Oklahoma, 1965), pp. 172-7.

<sup>3</sup>Robert J. Havighurst, "Education among American Indians: Individual and Cultural Aspects," The Annals of the American Academy of Political and Social Science, CCCIX (May, 1957), 113.

Freeman<sup>1</sup> concluded that teaching, in the Kiowa-Apache culture, largely amounts to correcting rather than showing, helping, or explaining. This conflicts with the way teaching is done in the schools of the United States today.

One problem that affects Indian education is teacher turnover. The report given in the Carnegie Quarterly stated that, "Teacher turnover is very high at most of the schools. In some of the areas, the rate is as high as 70 per cent annually, and in one case it has been 90 per cent for the past two years."<sup>2</sup>

Wild<sup>3</sup> found in 1941 that most of the Indians in Southwestern Oklahoma were speaking the English language.

In their study, Anderson, Collister, and Ladd<sup>4</sup> pointed out that some of the factors which produce differences in achievement are degree of Indian blood, language spoken in the home, home stability, place of residence, kinds of friends, late entrance into school, regularity of school attendance, and academic ambition.

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<sup>1</sup>Patricia Anne Freeman, Kiowa-Apache Concepts and Attitudes Regarding the Child (Unpublished Thesis, University of Oklahoma, 1965).

<sup>2</sup>Carnegie Quarterly, op. cit., p. 3.

<sup>3</sup>Wild, op. cit., p. 340.

<sup>4</sup>K. E. Anderson, E. G. Collister, and C. E. Ladd, The Educational Achievement of Indian Children (Lawrence: Haskell Institute Print Shop, 1953).

In his study Penoi<sup>1</sup> concluded that the factors of mental ability, personality, and social environment relate to successful educational achievement in varying degrees.

### Recommendations for Improvement

Many writers and commentators suggest methods for improving educational opportunities for Indian children. In his March, 1968 message to Congress, President Johnson stated that,

Standard schooling and vocational training will not be enough to overcome the educational difficulties of the Indians. More intensive and imaginative approaches are needed. Indian youth must be given more opportunities to develop their talents fully and to pursue their ambitions free of arbitrary barriers to learning and employment. They must have a chance to become professionals. . . . For the young Indian of today will eventually become the bridge between two cultures, two languages, and two ways of life.<sup>2</sup>

Kennedy<sup>3</sup> stated that, ". . . effective education lies at the heart of any lasting solution to their difficulties."

Coffey and Cromley wrote,

Education offers the greatest hope for bridging the wide gap between Indians and American society. Officials, clashing over some solutions to the 'Indian Problem,' agree that education paves the way to Indian Integration.<sup>4</sup>

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<sup>1</sup>Charles Roderick Penoi, Some Factors of Academic Achievement in High School Pupils Attending Selected Indian Boarding Schools in Oklahoma (Unpublished Dissertation, University of Oklahoma, 1956), p. 140.

<sup>2</sup>Johnson, op. cit.

<sup>3</sup>Kennedy, op. cit., p. 30.

<sup>4</sup>Coffey and Cromley, op. cit., p. 15.

Owens and Bass arrived at the conclusion that, "It is self evident that the extension and intensification of guidance and counseling are crucial in assisting Indian students in avoiding pitfalls and disillusionment and in providing them the opportunity to develop creative and rewarding lives."<sup>1</sup>

Thompson<sup>2</sup> concluded that the greatest challenge facing the Bureau of Indian Affairs is finding ways to help Indians that will assure continued pride in their Indian heritage, self respect, and confidence in their ability to function in our technological age.

Snider stated that, "The establishing of a wholesome, understanding and friendly environment for children and youth is a basic professional and human relations responsibility of each teacher."<sup>3</sup> He also stated that, "It is in the elementary and secondary classrooms of the nation that the biases, prejudices, and intolerance of a future generation may be averted."<sup>4</sup>

Underwood reached the conclusion that, "Many needs

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<sup>1</sup>Charles S. Owens and Willard P. Bass, The American Indian School Dropout in the Southwest (Albuquerque: SW Cooperative Educational Laboratory, Inc., 1969), p. 24.

<sup>2</sup>Thompson, op. cit., p. 50.

<sup>3</sup>Glenn R. Snider, From a Speech Delivered to the Oklahoma School Holding Power Project Conference, Norman, Oklahoma, March, 1964.

<sup>4</sup>Ibid.

exist among Indian communities, but it may be that improved education is the basic consideration in the solution of the Indian problem."<sup>1</sup> He also stated that, "An organization should be created to bring local, state, and federal agencies together to plan for improved educational opportunity for Indians in the State of Oklahoma."<sup>2</sup>

The authors of the study reported in the Carnegie Quarterly<sup>3</sup> recommended that a new federal commission be established to assume control over Indian education. The commission would be composed of representatives of the Bureau of Indian Affairs, the U.S. Office of Education, tribal councils, and Indian community groups. The commission would have a mandate to transfer control of Indian education to Indian communities within five years.

In a curriculum guide put out by the Oklahoma State Department of Education it is stated that,

For a generation and longer one of the major recognized purposes of public education in the American society has been that of improving human relationships. It is the responsibility of the public school, therefore, not only to provide adequate opportunity for the acquisition of knowledge and the development of appreciations, understandings, attitudes, and skills which will contribute to improved relationships

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<sup>1</sup>Jerald Ross Underwood, An Investigation of Educational Opportunity for the Indian in Northeastern Oklahoma (Unpublished Dissertation, University of Oklahoma, 1966), p. 13.

<sup>2</sup>Ibid.

<sup>3</sup>Carnegie Quarterly, op. cit., p. 5.

between individuals and between groups; but the school itself, as a social institution, should exemplify in its everyday activities the essence of the democracy it is charged with perpetuating.<sup>1</sup>

Many authors maintain that the Indian people are not asked about decisions which affect them nor are they informed about much of what concerns them. In the report made by the Carnegie Quarterly on some research done concerning Indians, the authors stated, "As far as research itself goes, they [Indians] cite the enormous and growing resentment among Indians because the vast amount of research done in their communities has neither been communicated to them nor organized in such a way as to be of benefit to them."<sup>2</sup>

Public education cannot evade the responsibility for effective instruction in the dynamics of human relationships and interaction and the development of skills, understandings, attitudes, and values which lend support to the concept of human dignity and the significant importance of the individual personality. Many studies indicate that the schools have not discharged this responsibility effectively.<sup>3</sup>

In the area of cultural differences, there seems to be common agreement on one point. This is well put by Owen and others who said, "But in those Indian tribes

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<sup>1</sup>Oklahoma Curriculum Improvement Commission, The Teacher and Improved Human Relations Education in the School (Oklahoma City: Oklahoma State Department of Education, 1966), p. 2.

<sup>2</sup>Carnegie Quarterly, op. cit., p. 4.

<sup>3</sup>Oklahoma Curriculum Improvement Commission, op. cit., p. 2.

which have preserved their traditional cultures to some extent, there is a limited motivation of children for a high level of performance in schools and colleges."<sup>1</sup>

There is also general agreement that there are varying degrees of acculturation among the Indians of the United States. Brophy and Aberle classify Indians into three categories:

(1) those who have substituted the white culture for their Indian heritage and whose families can afford to give them the advantages enjoyed by their white classmates and who, therefore, can profit from public schooling; (2) those who are partially assimilated; and (3) those who either do not understand or speak English or use it only haltingly, and whose pre-school education has been mainly in the ways of an alien culture.<sup>2</sup>

Along this line Owen and others state, "In general, we should expect the Indian child to do well in American schools by 'white' standards only if he and his family are a part of the white culture."<sup>3</sup>

Owen and others make three very pertinent statements about the acculturation process when they state that,

There has been a "drifting out" process from almost all American Indian populations over the centuries in which individuals and families have left their native settlements to take up residence in American communities. In some cases, this rate of migration

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<sup>1</sup>Owen, op. cit., p. 665.

<sup>2</sup>Brophy and Aberle, op. cit., p. 142.

<sup>3</sup>Owen, op. cit., p. 660.

has been great enough to involve almost all of the Indian population; but in many other cases, it has had the effect of "draining off" the most acculturated segment of the population each generation and of leaving a conservative reservoir of more traditional culture carriers intact to carry on their Indian way of life . . . there are still basically Indian systems of social structure and culture persisting with variable vigor within conservative nuclei of American Indian populations.

. . . . .

This pan-Indianism is assuming a form in which increasing numbers of American Indians are participating in customs and institutions that are describable only as Indian. These customs and institutions are being synthesized from elements derived from diverse Indian cultures and to some extent from white American culture. There exists also in many regions, and especially in Oklahoma, a loosely knit, informally organized grouping of Indians who have joined forces to participate in these Pan-Indian activities.<sup>1</sup>

In her study, Crump<sup>2</sup> found that testing of 250 Indian children revealed average I.Q. on Stanford-Binet Tests to be 90. The range was from 44 up to 154.

Penoi<sup>3</sup> concluded that a majority of the Indian students in his sample of 75 plains Indians were below average in intelligence and achieved below average on standardized achievement tests. Penoi also concluded that the students in his sample had strong anti-social tendencies caused by poor communications with all groups of people.

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<sup>1</sup>Owen, op. cit., p. 638.

<sup>2</sup>Bonnie Lea Crump, The Educability of Indian Children in Reservation Schools (Unpublished Thesis, Southeastern State College, 1932).

<sup>3</sup>Penoi, op. cit., p. 140.



Brophy and Aberle stated that, "Available evidence supports the view that Indian students have about the same mental equipment as other American children."<sup>1</sup> Why, in the light of this conclusion, do Indian children not achieve equally well in our schools? Some do. For those who do not, probably a lot of the blame can be laid to economic reasons and to cultural differences, but some of the blame must be laid to the educational system and to the society in which the educational system functions.

In an NEA publication, this statement appears,

Despite their better judgment, people of another background often feel that the disadvantaged children are by nature perverse, vulgar, or lazy. Children sense quickly the attitudes of school people toward them, and they retaliate against condescension or intolerance with hostility, absenteeism, and failure.<sup>2</sup>

Only when the white middle class society accepts the Indian for what he is, allows him to control his own destiny, and encourages him to take pride in being an Indian and in things Indian, will the American Indian "problem" find solution. And as is stated in an Oklahoma State Department of Education publication, "The school should provide pupils with the chance to develop understandings, attitudes and appreciations regarding the

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<sup>1</sup>Brophy and Aberle, op. cit., p. 139.

<sup>2</sup>National Education Association and American Association of School Administrators, Educational Policies Commission, Education and the Disadvantaged American (Washington, D.C.: The Commission, 1962), p. 19.

problem areas which provoke such extensive tension and conflict in our society. Achievement of this task must not be left to chance."<sup>1</sup>

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<sup>1</sup>Oklahoma Curriculum Improvement Commission, op. cit., p. 5.

## CHAPTER III

### DESIGN OF THE STUDY

Anadarko is a town located in Caddo County in West Central Oklahoma on the Washita River. Caddo County had a total population of 28,621 according to the 1960 census. Anadarko has a current population of approximately 7,000 people. The town's population is approximately 10% Negro, 30% American Indian, and 60% white Caucasians. The town first came into existence as a trading post for the Indians and as the headquarters of an Indian agent. The town has as its major industry the Sequoyah Carpet Mills which currently employs over 700 people. The Sequoyah Corporation opened its first carpet mill in Anadarko in 1963. Other employers in the town or in the immediate vicinity that employ several employees are the Bureau of Indian Affairs Offices, Gold Kist peanut plant, Western Farmers Electric Cooperative, Public Service Company of Oklahoma Generating Plant and the Caddo County Government. Anadarko has the city manager type government with an elected city council hiring the city manager.

Caddo County has agriculture as its major industry.

The county is a rich agricultural area which produces peanuts from irrigated farm land. Other major crops are wheat, cotton, alfalfa, cattle, and maize. The county is governed by three county commissioners who are elected to two year terms.

According to the 1960 census, the median income for Caddo County families was \$3,325, which ranked Caddo County 53rd out of a total of 77 counties in the State of Oklahoma.<sup>1</sup> The median school years completed for persons over 25 years of age was 8.9 years in 1960.<sup>2</sup>

The Anadarko Public School System offers instruction in grades kindergarten through twelve. The total enrollment is approximately 2,300 at the present time and the school is totally desegregated. Grades 7-12 were desegregated in the 1956-57 school year. Total desegregation was brought about for the 1966-67 school year when a separate school for Negro children offering grades one through five was integrated into the other two elementary schools. The sixth grade had been desegregated in the 1965-66 school year.

Anadarko Public schools in 1968-69 employed 101 teachers and maintained one high school, one junior high

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<sup>1</sup>John J. Klein, et al., The Oklahoma Economy (Stillwater, Oklahoma: Oklahoma State University, 1963), pp. 12-13.

<sup>2</sup>Klein, op. cit., p. 29.

school, one intermediate school, and two elementary schools. The school is administered by a seven member school board. Each member is elected by the entire school district electorate. Two members are elected in March for two years with three members elected every third year. The board of education selects a superintendent and assistant superintendent who recommend the other personnel to the board of education for employment. The school board is a policy-making body. The superintendent is the chief executive officer for the schools of the district. A principal is hired to head each of the five schools in the system.

An examination of the results of standardized achievement tests revealed that the student body achieves about average based on the national norms. Also, an examination of the results of standardized mental ability tests revealed that the student body is average in mental ability. Most of the graduates of the high school who attend college go to Southwestern State College at Weatherford, Oklahoma College of Liberal Arts at Chickasha, Cameron College at Lawton, Oklahoma University at Norman, and Oklahoma State University at Stillwater.

Anadarko High School utilizes one full time counselor to work with grades 10-12 and one full time counselor to work with the students in grades 7-9. At one time, an elementary counselor was utilized, but this position has

remained unfilled the past two school years.

For this study, the attendance registers for the secondary schools for all graduating classes from 1956 to 1969 were researched and statistics compiled to determine the number enrolled, days attendance, number of graduates, and per cent of seventh grade enrollment to graduate. These statistics were categorized as white, Indian and Negro. The results are placed in tables with the percent in each category given for each year of secondary school enrollment.

The results of giving California Achievement Tests to the students in grades seven and nine were researched for the years 1960 through 1969. The results were put in tabular form and comparison made between the three races. Also for the class which graduated in 1969, California Achievement Test results were compiled for the years the class was in the seventh, tenth, and eleventh grades. For the graduating class of 1970, California Achievement Test results were compiled for the years the class was in the seventh, ninth and tenth grades. For the class which graduated in 1968, California Achievement Test results were compiled for the years the class was in the seventh, tenth and eleventh grades. In compiling these test results, one question of interest was, do minority groups fall farther behind each year as the class progresses through

school? In his report, Coleman<sup>1</sup> found an affirmative answer to this question. The test results for grades seven and nine for the graduating classes from 1964 to 1972 were put on line graphs.

The Anadarko Curriculum was examined for unique features which contributed to the education of Indian children. The curriculum was also examined as to its suitability to meet the needs of the school population. A table was made showing the course offerings for the past eight years.

Since the author held the position of assistant superintendent in the Anadarko School System up to February of 1968, he was familiar with the auxiliary services provided by the school. These services were studied from the viewpoint of what was desirable as compared to what was in existence. As already mentioned, two counselors served the student body in grades seven through twelve. Food services were provided in four school cafeterias which were all under one cafeteria manager. A full-time school nurse was provided to serve all five schools in the system. She divided her time between the schools. Extra-curricular activities in the schools were plentiful with competitive athletics, music activities, yearbook, newspaper publishing, honor societies, vocational clubs, pep club, and an Indian

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<sup>1</sup>Coleman, op. cit., p. 21.

Club being the most prominent. These services were studied with respect to how well they served the educational needs of the student body.

The author was a member of the administrative staff of the school for several years and was familiar with its function and mode of operation. The school system was and is headed by school superintendent John Word. Mr. Word was assisted by an assistant superintendent, five principals, two assistant principals, a head custodian, head bus driver, and a cafeteria manager. The administration was examined as to its effectiveness in providing educational leadership in the school system. The results of this examination of the administrative structure was given as a narrative description in this paper.

The characteristics of the community were studied so that those factors which affected Indian Education could be identified. In studying the community, three community leaders were interviewed to gain their insights into community structure and function. Two officials of the Riverside Indian School were interviewed to help identify the role of that agency in the community. Two officials of the Anadarko Area Office of the Bureau of Indian Affairs were interviewed to help identify the impact of the presence of the Bureau of Indian Affairs offices on Indian education in the Anadarko Public Schools.



Two officials of Indian City, U.S.A., a tourist attraction presenting authentic early Indian housing, were interviewed to determine what effect, if any, Indian City has on public school education of Indian children at Anadarko. The Southern Plains Indian Museum and Crafts Shop is maintained at Anadarko and the curator of the museum and the manager of the crafts shop were interviewed to determine the role of these agencies in the community. Four officials of the Anadarko School system were interviewed; these included the superintendent, one principal, and two counselors. The counselors were interviewed because both had long tenure in the system and were familiar with the schools efforts in educating Indian pupils. The results from studying the community characteristics were given in Chapter IV as a narrative description.

Anadarko School System participated in several Federal school assistance programs including Title III, NDEA, Title I, ESEA, Public Law 874 and Public Law 815, and the Johnson-O'Malley Legislation. The effects of the participation in these programs were examined and the impact of these programs on Indian education at Anadarko was studied. The results were recorded in narrative description form in Chapter IV.

Cultural differences are bound to have a bearing on the education of Indian children. With this in mind, an instrument was designed, with the help of the Consultative

Center at Oklahoma University, to help determine the degree to which cultural background impinged on the educational attainment of Indian children in the Anadarko Public Schools. Thirty homes were selected at random. Each home was visited by the author and some adult of the home interviewed. The responses were recorded on the instrument by the author. Past experience had taught the author that information desired from some Indian families must be secured by personal interview if a good response is to be obtained. The results obtained by visiting the thirty homes were given in narrative form later in this study.

## CHAPTER IV

### ANALYSIS OF DATA

The problem was to investigate the educational opportunities and attainment of American Indian students in the Anadarko Public School System for the years 1956 to 1969 inclusive. More specifically, the study described significant differences between the educational attainment of American Indians, whites, and Negroes in the Anadarko School System for the past fourteen years as shown by graduation rates and results of California Achievement Tests.

In addition, the study described the general holding power of the Anadarko School System for Indian pupils as compared to white and Negro pupils. This included some of the factors which have affected dropout rates.

The curriculum, school services, and administrative provisions existing in the Anadarko Schools were also analyzed in an effort to relate these factors to school holding power for the Indian pupils. In addition, community characteristics were studied and described as they

related to the educational program of the Anadarko Schools.

The degree to which the cultural background of Indian children impinged on educational attainment was made by using an instrument developed for that purpose. A random sample of thirty Indian homes was selected and the parents interviewed. The responses of the parents were recorded using the instrument mentioned above.

The effects of current federal legislation on the education of Indian children was studied by examining the programs carried on by the school under the National Defense Education Act, the Elementary and Secondary Education Act, the Johnson O'Malley Act, and Public Laws 874 and 815. Extensive recommendations were formulated regarding all of these matters particularly as they relate to improving the quality of school programs in the Anadarko Schools for Indian students.

Much of the basic data for this investigation was obtained through a careful analysis of the attendance registers kept in the Anadarko Schools for the years 1955-56 through 1968-69. Enrollment data by race; Caucasian, Indian and Negro was gathered and tables developed showing the movement of seventh grade classes through the Anadarko secondary schools beginning with the graduating class of 1956. Analysis of this data showed trends in enrollment by race and also permitted the discovery of findings regarding the holding power of the Anadarko Schools for

secondary school students by race,

Performance of Caucasian, Indian and Negro students on California Achievement Tests were also analyzed and results indicated later in the chapter. An investigation of the basic curriculum, special school services, the extra-classroom program and administrative provisions was also made in an effort to evaluate the degree to which these areas were contributing to the educational needs of minority group students in the Anadarko Schools.

Recognizing that a major problem in the education of Indian students lies in the home-school relationships it was felt that a sample of Indian homes should be visited and an instrument was therefore prepared to be used to record information garnered from personal visits to thirty Indian homes served by the Anadarko schools. A summary of this investigation is also reported in this chapter.

#### Enrollment Data

From the 1955-56 school year to the 1962-63 school year, the enrollment of Anadarko Public Schools varied in some degree but stayed close to 1,900. Following that period the Anadarko School grew slowly but steadily for the next seven years. During the school year 1955-56, Anadarko Public Schools had a total enrollment of 1,901 students in grades 1 through 12. During the school year 1968-69, the school had a total enrollment of 2,227

students, representing an enrollment increase of 17.2 per cent in that period of time. Table 1 gives the yearly enrollment for grades 1 through 12 from 1956 through 1969. The beginning classes increased in size for several years and probably will continue to do so.

Enrollment for grades seven through twelve was compiled for the classes graduating from high school from 1956 through 1969. This enrollment data was broken into the three categories of white, Indian, and Negro students and interpreted in percentages. Tables 1 through 15 in the Appendix show these percentages for the classes graduated from high school from 1955 through 1969.

Table 2 lists the number enrolled by race for the six secondary school years of the class which graduated in 1956. The number enrolled decreased each year except for the ninth grade year. The fact that the enrollment did not drop during the ninth grade year is explained by the fact that additional students came into the school from a Catholic elementary school and a rural elementary school for the ninth grade year. The largest decrease, which was 21 per cent, occurred between the 10th and 11th grades. Also, for this class, a larger percentage of the 1951 seventh grade Negro students graduated from high school in 1956 than did either of the other two races.

The enrollment data by race for the six secondary school years of the class which graduated in 1957 is given

TABLE 1

ENROLLMENT BY GRADE FOR ANADARKO PUBLIC SCHOOLS FOR THE YEARS 1955-56 THROUGH  
1968-69

| Grade | 55-56 | 56-57 | 57-58 | 58-59 | 59-60 | 60-61 | 61-62 | 62-63 | 63-64 | 64-65 | 65-66 | 66-67 | 67-68 | 68-69 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1     | 202   | 187   | 214   | 198   | 233   | 201   | 209   | 203   | 188   | 209   | 223   | 246   | 236   | 252   |
| 2     | 199   | 193   | 176   | 194   | 159   | 213   | 186   | 193   | 187   | 203   | 200   | 208   | 204   | 204   |
| 3     | 229   | 176   | 189   | 162   | 172   | 157   | 210   | 183   | 176   | 183   | 196   | 200   | 207   | 197   |
| 4     | 168   | 232   | 172   | 183   | 157   | 167   | 157   | 210   | 169   | 177   | 185   | 175   | 192   | 204   |
| 5     | 146   | 161   | 221   | 167   | 159   | 165   | 175   | 174   | 194   | 181   | 181   | 193   | 170   | 195   |
| 6     | 159   | 150   | 170   | 201   | 160   | 147   | 154   | 168   | 156   | 181   | 171   | 177   | 192   | 171   |
| 7     | 156   | 154   | 144   | 160   | 198   | 163   | 145   | 162   | 154   | 151   | 194   | 165   | 179   | 196   |
| 8     | 160   | 166   | 138   | 127   | 155   | 195   | 155   | 158   | 159   | 179   | 173   | 195   | 173   | 179   |
| 9     | 160   | 157   | 171   | 135   | 127   | 152   | 190   | 171   | 168   | 173   | 193   | 188   | 201   | 163   |
| 10    | 125   | 143   | 139   | 166   | 119   | 124   | 154   | 182   | 156   | 157   | 151   | 171   | 164   | 187   |
| 11    | 109   | 109   | 126   | 117   | 140   | 107   | 111   | 136   | 160   | 158   | 154   | 145   | 152   | 154   |
| 12    | 88    | 86    | 90    | 119   | 96    | 131   | 92    | 87    | 129   | 156   | 130   | 138   | 132   | 135   |
| TOTAL | 1901  | 1914  | 1950  | 1929  | 1875  | 1922  | 1938  | 2027  | 1996  | 2108  | 2151  | 2201  | 2202  | 2227  |

TABLE 2

THE NUMBER OF STUDENTS ENROLLED BY GRADE IN ANADARKO  
SECONDARY SCHOOLS BY RACE FOR THE CLASS WHICH WAS  
IN THE SEVENTH GRADE IN 1950-51 AND LATER  
GRADUATED FROM HIGH SCHOOL IN 1956

| Grade  | 7   | 8   | 9   | 10  | 11 | 12 | Grads. | % of 7th<br>Graduated |
|--------|-----|-----|-----|-----|----|----|--------|-----------------------|
| White  | 109 | 103 | 99  | 97  | 77 | 71 | 60     | 55                    |
| Indian | 18  | 18  | 15  | 11  | 9  | 9  | 7      | 39                    |
| Negro  | 8   | 8   | 14  | 15  | 11 | 7  | 6      | 75                    |
| Total  | 135 | 129 | 128 | 123 | 97 | 87 | 73     | 54                    |

in Table 3. The total number of students enrolled decreased every year with 165 enrolled in the seventh grade in 1951-52 but only 86 enrolled in the twelfth grade in 1956-57. The number of Indians graduated in 1957 was 13 whereas the number graduated in 1956 was only 7. The table also gives the per cent of the 1952 seventh grade enrollment to graduate from high school in 1957. A larger percentage of entering seventh grade Indian students graduated in 1957 than either whites or Negroes. It should be noted that the 1956-57 school year was the first year the Anadarko secondary schools were integrated. However, the greatest loss of Negro students occurred from the ninth to the tenth grade and from the tenth to the eleventh grade. The twelfth grade enrollment in 1957 was only 52 per cent of the seventh



grade enrollment in 1952, which indicated a drop out rate of 48 per cent.

TABLE 3

THE NUMBER OF STUDENTS ENROLLED BY GRADE IN ANADARKO  
SECONDARY SCHOOLS BY RACE FOR THE CLASS WHICH WAS  
IN THE SEVENTH GRADE IN 1951-52 AND LATER  
GRADUATED FROM HIGH SCHOOL IN 1957

| Grade  | 7   | 8   | 9   | 10  | 11  | 12 | Grads. | % of 7th<br>Graduated |
|--------|-----|-----|-----|-----|-----|----|--------|-----------------------|
| White  | 113 | 104 | 96  | 85  | 74  | 59 | 50     | 44                    |
| Indian | 20  | 20  | 25  | 21  | 19  | 15 | 13     | 65                    |
| Negro  | 32  | 30  | 25  | 19  | 13  | 12 | 10     | 31                    |
| Total  | 165 | 154 | 146 | 125 | 106 | 87 | 73     | 44                    |

In 1958, a total of 78 students graduated from Anadarko High School. This represented only 53 per cent of the 1953 seventh grade enrollment. This data is given in Table 4, which also gives the number enrolled by race for the six secondary school years of the class which graduated in 1958 from high school. This table also gives the number of graduates in 1958 and the per cent of the seventh grade class of 1953 which graduated from high school in 1958. A larger percentage of entering seventh grade Indian students graduated in 1958 than did either of the other two races. Table 4 revealed a steady decline of class enrollment as the class progressed through the secondary schools. This class showed a 54 per cent drop out rate for all students.

TABLE 4

THE NUMBER OF STUDENTS ENROLLED BY GRADE IN ANADARKO  
SECONDARY SCHOOLS BY RACE FOR THE CLASS WHICH WAS  
IN THE SEVENTH GRADE IN 1952-53 AND LATER  
GRADUATED FROM HIGH SCHOOL IN 1958

| Grade  | 7   | 8   | 9   | 10  | 11  | 12 | Grads. | % of 7th<br>Graduated |
|--------|-----|-----|-----|-----|-----|----|--------|-----------------------|
| White  | 129 | 98  | 95  | 87  | 82  | 64 | 55     | 43                    |
| Indian | 17  | 21  | 22  | 14  | 16  | 16 | 13     | 76                    |
| Negro  | 25  | 27  | 28  | 22  | 11  | 10 | 10     | 40                    |
| Total  | 171 | 146 | 145 | 123 | 109 | 90 | 78     | 46                    |

Table 5 shows the number enrolled by race for the six secondary school years of the class which graduated in 1959. This table also shows the number of graduates in 1959. The decline in total enrollment noted in previous classes did not occur for this class until the tenth grade year. This table also shows the per cent of the seventh grade class of 1954 to graduate in 1959. The percentages of entering 7th grade enrollment to graduate are increased over previous years for whites and Negroes but not for Indians. A larger percentage of white students enrolled in the 1954 seventh grade class graduated from Anadarko High School in 1959 than did either of the other two races. The percentage of the seventh grade enrollment to graduate from high school was 71 per cent, which was higher than for the previous three years.

TABLE 5

THE NUMBER OF STUDENTS ENROLLED BY GRADE IN ANADARKO  
SECONDARY SCHOOLS BY RACE FOR THE CLASS WHICH WAS  
IN THE SEVENTH GRADE IN 1953-54 AND LATER  
GRADUATED FROM HIGH SCHOOL IN 1959

| Grade  | 7   | 8   | 9   | 10  | 11  | 12  | Grads. | % of 7th<br>Graduated |
|--------|-----|-----|-----|-----|-----|-----|--------|-----------------------|
| White  | 109 | 103 | 104 | 102 | 98  | 91  | 84     | 77                    |
| Indian | 28  | 31  | 32  | 25  | 14  | 16  | 16     | 57                    |
| Negro  | 16  | 17  | 20  | 13  | 12  | 12  | 10     | 62                    |
| Total  | 153 | 151 | 156 | 140 | 124 | 119 | 110    | 71                    |

Table 6 lists the number of high school graduates in 1960 and the per cent of the seventh grade enrollment of 1955 to later graduate from high school in 1960. This

TABLE 6

THE NUMBER OF STUDENTS ENROLLED BY GRADE IN ANADARKO  
SECONDARY SCHOOLS BY RACE FOR THE CLASS WHICH WAS  
IN THE SEVENTH GRADE IN 1954-55 AND LATER  
GRADUATED FROM HIGH SCHOOL IN 1960

| Grade  | 7   | 8   | 9                               | 10  | 11  | 12 | Grads. | % of 7th<br>Graduated |
|--------|-----|-----|---------------------------------|-----|-----|----|--------|-----------------------|
| White  | 117 | 108 | M<br>i<br>s<br>s<br>i<br>n<br>g | 101 | 84  | 73 | 64     | 55                    |
| Indian | 21  | 22  |                                 | 20  | 17  | 11 | 9      | 43                    |
| Negro  | 22  | 25  |                                 | 16  | 15  | 12 | 10     | 45                    |
| Total  | 160 | 155 |                                 | 137 | 116 | 96 | 83     | 52                    |

table also listed the number of students enrolled by race for the six years in the secondary schools for the class

which graduated from high school in 1960. These data revealed a steady decline in total enrollment for the 1960 graduating class and graduation percentages were down for all three categories of pupils from the previous year. The enrollment for the 1960 twelfth grade class was only 60 per cent of the 1955 seventh grade enrollment. A greater percentage of seventh grade enrollment of white students graduated from high school than did either of the other two races. For this class only 43 per cent of the 1954-55 seventh grade Indian enrollment graduated from high school which was a drop out rate of 57 per cent and a holding power rate of only 43 per cent.

For the seventh grade class of 1955-56, which graduated from high school in 1961, Table 7 shows the number enrolled by race for the six secondary school years of the class. This table also gives the number of high school

TABLE 7

THE NUMBER OF STUDENTS ENROLLED BY GRADE IN ANADARKO  
SECONDARY SCHOOLS BY RACE FOR THE CLASS WHICH WAS  
IN THE SEVENTH GRADE IN 1955-56 AND LATER  
GRADUATED FROM HIGH SCHOOL IN 1961

| Grade  | 7   | 8   | 9   | 10  | 11  | 12  | Grads. | % of 7th<br>Graduated |
|--------|-----|-----|-----|-----|-----|-----|--------|-----------------------|
| White  | 120 | 125 | 135 | 137 | 115 | 99  | 79     | 79                    |
| Indian | 29  | 30  | 24  | 17  | 17  | 22  | 21     | 72                    |
| Negro  | 6   | 7   | 9   | 10  | 8   | 10  | 5      | 83                    |
| Total  | 155 | 162 | 168 | 164 | 140 | 131 | 121    | 78                    |

graduates in 1961 and the per cent of the seventh grade class of 1955-56 to graduate later from high school in 1961. The enrollment figures for this class showed an increase in grades eight and nine and then started to decline. The percentages of the seventh grade enrollment to graduate from high school were higher than those of the previous year. The enrollment for the 1961 graduated class was 85 per cent of the 1956 seventh grade class, a marked improvement over previous years. Seventy-eight per cent of the total seventh grade enrollment of 1955-56 graduated from high school in 1961.

Table 8 shows the number enrolled by race for the six secondary school years of the class which graduated in 1962. This table also gives the number of high school graduates in 1962 and the per cent of the seventh grade class of 1956-57 graduated from high school in 1962.

TABLE 8

THE NUMBER OF STUDENTS ENROLLED BY GRADE IN ANADARKO  
SECONDARY SCHOOLS BY RACE FOR THE CLASS WHICH WAS  
IN THE SEVENTH GRADE IN 1956-57 AND LATER  
GRADUATED FROM HIGH SCHOOL IN 1962

| Grade  | 7   | 8   | 9   | 10  | 11  | 12 | Grads. | % of 7th<br>Graduated |
|--------|-----|-----|-----|-----|-----|----|--------|-----------------------|
| White  | 105 | 98  | 94  | 84  | 73  | 71 | 66     | 63                    |
| Indian | 22  | 20  | 20  | 21  | 19  | 13 | 12     | 54                    |
| Negro  | 20  | 17  | 19  | 16  | 12  | 9  | 9      | 45                    |
| Total  | 147 | 135 | 133 | 121 | 105 | 93 | 87     | 59                    |

This class showed a steady decline in total enrollment as it moved through the secondary schools. The twelfth grade enrollment of 1962 was 63 per cent of the seventh grade enrollment of 1957 which was considerably below the previous year. A larger percentage of the white students enrolled in the seventh grade in 1957 graduated later from Anadarko High School in 1962 than either of the two other races. Forty-six per cent of the Indian enrollment of the 1956-57 seventh grade class dropped out before graduation.

The number of high school graduates in 1963 and the per cent of the 1958 seventh grade enrollment to graduate later from high school in 1963 are shown in Table 9. This table also lists the number enrolled by race for the six

TABLE 9

THE NUMBER OF STUDENTS ENROLLED BY GRADE IN ANADARKO  
SECONDARY SCHOOLS BY RACE FOR THE CLASS WHICH WAS  
IN THE SEVENTH GRADE IN 1957-58 AND LATER  
GRADUATED FROM HIGH SCHOOL IN 1963

| Grade  | 7   | 8   | 9   | 10  | 11  | 12 | Grads. | % of 7th<br>Graduated |
|--------|-----|-----|-----|-----|-----|----|--------|-----------------------|
| White  | 93  | 87  | 88  | 86  | 81  | 72 | 69     | 74                    |
| Indian | 28  | 28  | 22  | 19  | 17  | 11 | 10     | 36                    |
| Negro  | 17  | 16  | 17  | 16  | 11  | 5  | 4      | 24                    |
| Total  | 138 | 131 | 127 | 121 | 109 | 88 | 83     | 60                    |

secondary school years of the class which graduated from high school in 1963. The enrollment for this class showed a steady decline each year in the secondary schools with

the Indian and Negro enrollment declining 61 per cent and 71 per cent respectively over the six years. The percentages of entering seventh grade Negro and Indian students to later graduate from high school were lower for the 1963 class than for any of the other surveyed classes.

The class which graduated in 1964 showed a fairly stable enrollment from the seventh grade through the tenth grade. This reflected the population growth brought about by the construction of Fort Cobb Dam and Lake and the opening of the Sequoyah Carpet Mills. Table 10 gives the number enrolled by race for the six secondary school years of the class which graduated in 1964. This table also shows the

TABLE 10

THE NUMBER OF STUDENTS ENROLLED BY GRADE IN ANADARKO  
SECONDARY SCHOOLS BY RACE FOR THE CLASS WHICH WAS  
IN THE SEVENTH GRADE IN 1958-59 AND LATER  
GRADUATED FROM HIGH SCHOOL IN 1964

| Grade  | 7   | 8   | 9   | 10  | 11  | 12  | Grads. | % of 7th<br>Graduated |
|--------|-----|-----|-----|-----|-----|-----|--------|-----------------------|
| White  | 117 | 114 | 111 | 119 | 104 | 101 | 91     | 78                    |
| Indian | 27  | 29  | 34  | 25  | 24  | 21  | 18     | 67                    |
| Negro  | 12  | 12  | 10  | 9   | 8   | 12  | 10     | 83                    |
| Total  | 156 | 155 | 155 | 153 | 136 | 134 | 119    | 76                    |

number of graduates in 1964 for Anadarko High School and the per cent of the seventh grade enrollment of 1958-59 to graduate from high school in 1964. The percentage of the seventh grade enrollment to graduate from high school

for all three categories was much higher for the 1964 class than for any previously reported class and showed that 67 per cent of the number of Indian students enrolled in the seventh grade in 1958-59 later graduated from high school in 1964. The enrollment for this class showed only a 24 per cent drop from the seventh grade to the twelfth grade.

The class which entered the seventh grade in 1959-60 and graduated from high school in 1965 was the largest class to go through the Anadarko Secondary schools. Table 11 shows the number of students enrolled by race for the six secondary school years of the class which graduated in 1965. The table also shows the number of graduates

TABLE 11

THE NUMBER OF STUDENTS ENROLLED BY GRADE IN ANADARKO  
SECONDARY SCHOOLS BY RACE FOR THE CLASS WHICH WAS  
IN THE SEVENTH GRADE IN 1959-60 AND LATER  
GRADUATED FROM HIGH SCHOOL IN 1965

| Grade  | 7   | 8   | 9   | 10  | 11  | 12  | Grads. | % of 7th<br>Graduated |
|--------|-----|-----|-----|-----|-----|-----|--------|-----------------------|
| White  | 154 | 135 | 138 | 134 | 109 | 106 | 97     | 63                    |
| Indian | 33  | 35  | 29  | 28  | 26  | 25  | 22     | 67                    |
| Negro  | 19  | 21  | 21  | 16  | 17  | 15  | 14     | 74                    |
| Total  | 206 | 191 | 188 | 178 | 152 | 146 | 133    | 65                    |

in 1965 from Anadarko High School and the per cent of the seventh grade class of 1959-60 to graduate later from high school in 1965. A larger percentage of the seventh grade



Negro enrollment graduated than did whites or Indians. The total twelfth grade enrollment in 1965 was 74 per cent of the seventh grade enrollment of 1960; however, only 65 per cent of the seventh grade enrollment graduated later from high school.

Table 12 shows the number enrolled by race for the six secondary school years of the class which graduated from high school in 1966. This table also gives the number of graduates from high school in 1966 and the per cent of the 1960-61 seventh grade class to graduate in 1966.

TABLE 12

THE NUMBER OF STUDENTS ENROLLED BY GRADE IN ANADARKO  
SECONDARY SCHOOLS BY RACE FOR THE CLASS WHICH WAS  
IN THE SEVENTH GRADE IN 1960-61 AND LATER  
GRADUATED FROM HIGH SCHOOL IN 1966

| Grade  | 7   | 8   | 9   | 10  | 11  | 12  | Grads. | % of 7th<br>Graduated |
|--------|-----|-----|-----|-----|-----|-----|--------|-----------------------|
| White  | 113 | 107 | 113 | 110 | 115 | 98  | 86     | 76                    |
| Indian | 33  | 30  | 39  | 36  | 25  | 20  | 18     | 55                    |
| Negro  | 17  | 16  | 17  | 11  | 13  | 11  | 9      | 53                    |
| Total  | 163 | 153 | 169 | 157 | 153 | 129 | 100    | 69                    |

This class was smaller than the 1965 class but was still larger than most previous classes. A larger percentage of the seventh grade white enrollment of 1961 graduated from high school in 1966 than did either of the other two races with only 55 per cent of the seventh grade Indian enrollment of 1960-61 graduated from high school in 1966.

Thirty-one per cent of the total seventh grade enrollment did not graduate from high school but 45 per cent of the Indian enrollment in the 1960-61 seventh grade class did not graduate from high school.

Table 13 shows the number enrolled by race for the six secondary school years of the class which graduated in 1967. This table also lists the number of graduates in 1967 and the per cent of the seventh grade class of 1962 to later graduate from Anadarko High School in 1967. The percentage of entering seventh graders of 1961-62 to later graduate from Anadarko High School was the

TABLE 13

THE NUMBER OF STUDENTS ENROLLED BY GRADE IN ANADARKO SECONDARY SCHOOLS BY RACE FOR THE CLASS WHICH WAS IN THE SEVENTH GRADE IN 1961-62 AND LATER GRADUATED FROM HIGH SCHOOL IN 1967

| Grade  | 7   | 8   | 9   | 10  | 11  | 12  | Grads. | % of 7th<br>Graduated |
|--------|-----|-----|-----|-----|-----|-----|--------|-----------------------|
| White  | 95  | 101 | 110 | 107 | 103 | 95  | 88     | 93                    |
| Indian | 36  | 41  | 46  | 41  | 40  | 30  | 25     | 69                    |
| Negro  | 12  | 9   | 12  | 8   | 10  | 11  | 11     | 92                    |
| Total  | 142 | 151 | 168 | 156 | 153 | 136 | 124    | 87                    |

highest for any of the surveyed years. Part of this can be explained by the population growth which was taking place in the Anadarko area during the time that this class was in the secondary schools. Note also in Table 13 in the appendix the steady increase over the years in the

per cent the Indian enrollment was to the total enrollment. The Indian enrollment reached 25 per cent of the total enrollment for five of the six years this class was in the secondary schools as contrasted to 10 per cent or less for five of the six secondary school years of the 1954-55 graduation class as shown in Table 1 in the appendix.

The number of graduates in 1968 and the per cent of the seventh grade class enrollment of 1962-63 to graduate from high school in 1968 are shown in Table 14. Table 14 also shows the number enrolled in each category for the six secondary school years of the class which graduated in 1968. The enrollment for this class reflected

TABLE 14

THE NUMBER OF STUDENTS ENROLLED BY GRADE IN ANADARKO  
SECONDARY SCHOOLS BY RACE FOR THE CLASS WHICH WAS  
IN THE SEVENTH GRADE IN 1962-63 AND LATER  
GRADUATED FROM HIGH SCHOOL IN 1968

| Grade  | 7   | 8   | 9   | 10  | 11  | 12  | Grads. | % of 7th<br>Graduated |
|--------|-----|-----|-----|-----|-----|-----|--------|-----------------------|
| White  | 97  | 94  | 107 | 101 | 96  | 91  | 82     | 85                    |
| Indian | 46  | 49  | 45  | 37  | 35  | 29  | 22     | 48                    |
| Negro  | 13  | 12  | 13  | 12  | 12  | 11  | 9      | 69                    |
| Total  | 156 | 155 | 165 | 150 | 143 | 131 | 113    | 72                    |

the population growth in the school district for the past several years. The percentage of the seventh grade enrollment of Indian students to graduate showed a decrease for

this class from the four previous classes. When school personnel were asked the reasons, they gave marriage, pregnancy, and military enlistments chiefly. The Indian enrollment during the junior high school years for this class was high compared to previous years and was 25 per cent or more of the total class enrollment for five of the six years this class was in the Anadarko Secondary Schools as shown by the data in Table 14 in the Appendix.

The Indian enrollment in grades 8 and 9 exceeded 50 for the first time in the history of the school in the class which graduated in 1969 from high school. Table 15 shows the number enrolled by race for the six secondary school years of the class which graduated in 1969. This

TABLE 15

THE NUMBER OF STUDENTS ENROLLED BY GRADE IN ANADARKO  
SECONDARY SCHOOLS BY RACE FOR THE CLASS WHICH WAS  
IN THE SEVENTH GRADE IN 1963-64 AND LATER  
GRADUATED FROM HIGH SCHOOL IN 1969

| Grade  | 7   | 8   | 9   | 10                         | 11  | 12  | Grads. | % of 7th<br>Graduated |
|--------|-----|-----|-----|----------------------------|-----|-----|--------|-----------------------|
| White  | 96  | 105 | 115 | M<br>i<br>s<br>i<br>n<br>g | 98  | 85  | 78     | 81                    |
| Indian | 39  | 51  | 55  |                            | 36  | 31  | 26     | 67                    |
| Negro  | 18  | 19  | 20  |                            | 15  | 13  | 12     | 67                    |
| Total  | 153 | 175 | 190 |                            | 149 | 129 | 116    | 76                    |

class showed a marked increase in enrollment through grade 9 which reflected the population growth brought about in part by the location of industry in Anadarko.

The percentage of seventh grade enrollment of Indian students to graduate from high school was much improved over the previous year. The total number of Indian graduates was also greater than for any other year.

Table 16 gives the total seventh grade enrollment for whites, Indians and Negroes for the high school graduating classes 1956 through 1972. Table 17 gives the per cent each enrollment was of the total enrollment for each year. Over the years, the per cent of Indian enrollment increased steadily while the per cent of white and Negro enrollment declined. This is clearly shown by the data in graph 1. Indications are that the Indian enrollment will continue to increase in the future.

The total seventh grade enrollment increased over the years from the high school graduated class of 1956 to the class which will graduate from high school in 1972, but growth was gradual and enrollment has had its ups and downs. The largest class was the seventh grade class of 1959-60 which later graduated from high school in 1965. These data are shown on graph 1 in the appendix.

Table 18 shows the twelfth grade enrollment for whites, Indians, and Negroes for the years 1956 through 1969. Table 19 gives the per cent of the twelfth grade enrollment by race for the twelfth grade classes from 1956 through 1969. Graphs 2 and 3 in the appendix also show these data in another form. Graph 2 shows an enrollment

TABLE 16

PREVIOUS ENROLLMENT BY RACE IN ANADARKO SECONDARY SCHOOLS FOR THE SEVENTH  
GRADE CLASSES WHICH GRADUATED OR WILL GRADUATE FROM HIGH SCHOOL  
1956 THROUGH 1972

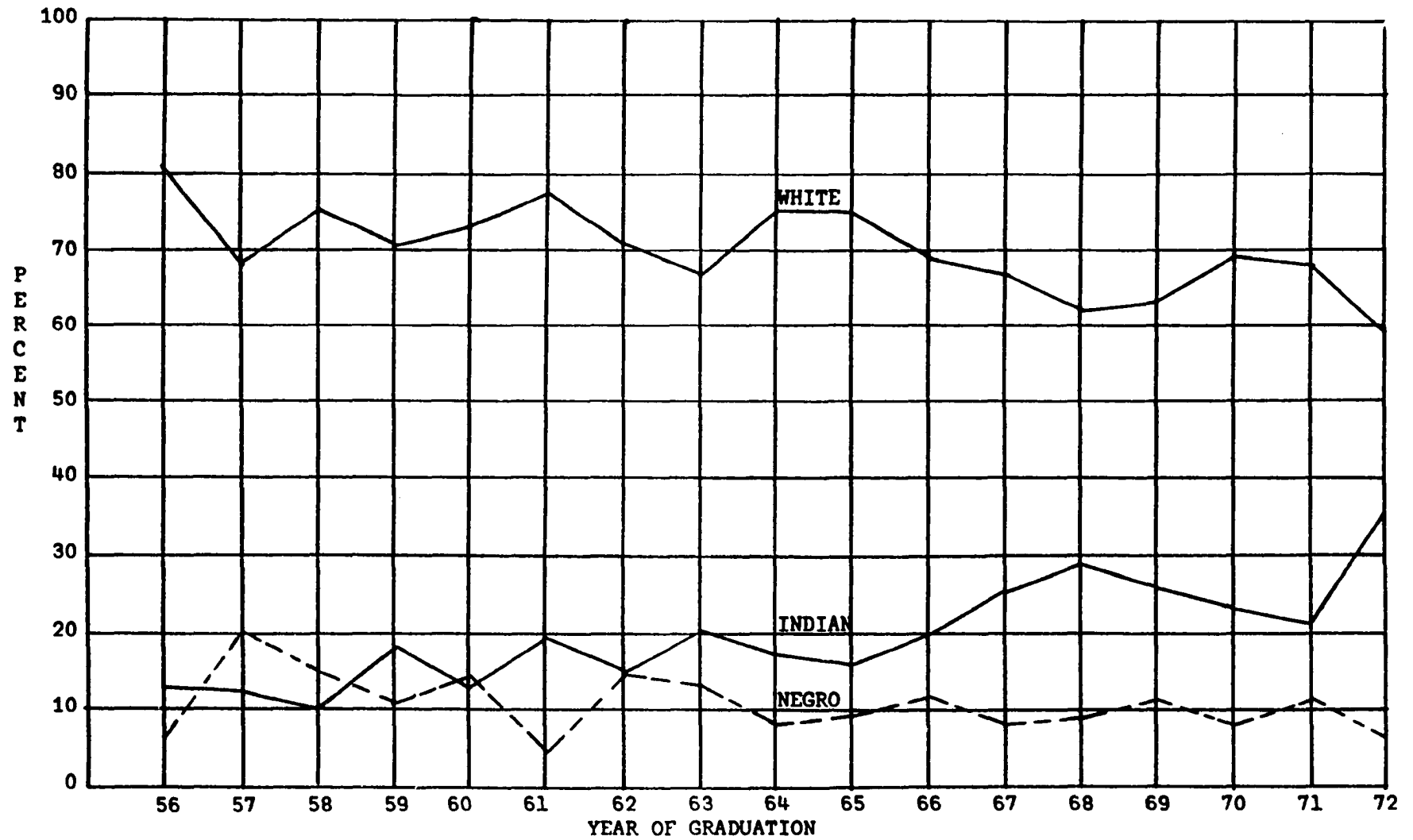
| Year of<br>Grad. | 56  | 57  | 58  | 59  | 60  | 61  | 62  | 63  | 74  | 75  | 66  | 67  | 68  | 69  | 70  | 71  | 72  |
|------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| White            | 109 | 113 | 129 | 109 | 117 | 120 | 105 | 93  | 117 | 154 | 113 | 95  | 97  | 96  | 103 | 132 | 97  |
| Indian           | 18  | 20  | 17  | 28  | 21  | 29  | 22  | 28  | 27  | 33  | 33  | 36  | 46  | 39  | 34  | 40  | 57  |
| Negro            | 8   | 32  | 25  | 16  | 22  | 6   | 20  | 17  | 12  | 19  | 17  | 12  | 13  | 18  | 13  | 22  | 10  |
| Total            | 135 | 165 | 171 | 153 | 160 | 155 | 147 | 138 | 156 | 206 | 163 | 142 | 156 | 153 | 150 | 194 | 164 |

TABLE 17

PERCENT OF PREVIOUS SEVENTH GRADE ENROLLMENT BY RACE IN ANADARKO  
SECONDARY SCHOOLS FOR THE CLASSES WHICH GRADUATED OR WILL  
GRADUATE FROM HIGH SCHOOL 1956 THROUGH 1972

| Year of<br>Grad. | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 |
|------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| White            | 81 | 68 | 75 | 71 | 73 | 77 | 71 | 67 | 75 | 75 | 69 | 67 | 62 | 63 | 69 | 68 | 59 |
| Indian           | 13 | 23 | 10 | 18 | 13 | 19 | 15 | 20 | 17 | 16 | 20 | 25 | 29 | 26 | 23 | 21 | 35 |
| Negro            | 6  | 20 | 15 | 11 | 14 | 4  | 14 | 13 | 8  | 9  | 11 | 8  | 9  | 11 | 8  | 11 | 6  |

PERCENT OF PREVIOUS SEVENTH GRADE ENROLLMENT BY RACE IN ANADARKO  
SECONDARY SCHOOLS FOR THE CLASSES WHICH GRADUATED OR WILL  
GRADUATE FROM HIGH SCHOOL 1956 THROUGH 1972



Graph 1--Percent of Seventh Grade Enrollment by Race.

TABLE 18

TWELFTH GRADE ENROLLMENT AT ANADARKO HIGH SCHOOL FOR THE YEARS  
1956 THROUGH 1969

| Year   | 56 | 57 | 58 | 59  | 60 | 61  | 62 | 63 | 64  | 65  | 66  | 67  | 68  | 69  |
|--------|----|----|----|-----|----|-----|----|----|-----|-----|-----|-----|-----|-----|
| White  | 71 | 59 | 64 | 91  | 73 | 99  | 71 | 72 | 101 | 106 | 98  | 95  | 91  | 85  |
| Indian | 9  | 15 | 16 | 16  | 11 | 22  | 13 | 11 | 21  | 25  | 20  | 30  | 29  | 31  |
| Negro  | 7  | 12 | 10 | 12  | 12 | 10  | 9  | 5  | 12  | 15  | 11  | 11  | 11  | 13  |
| Total  | 87 | 86 | 90 | 119 | 96 | 131 | 93 | 88 | 134 | 146 | 129 | 136 | 131 | 129 |

TABLE 19

PERCENT OF TWELFTH GRADE ENROLLMENT BY RACE AT ANADARKO HIGH SCHOOL  
FOR THE YEARS 1956 THROUGH 1969

| Year   | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 |
|--------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| White  | 82 | 69 | 71 | 76 | 76 | 76 | 76 | 82 | 75 | 73 | 76 | 70 | 69 | 66 |
| Indian | 10 | 17 | 18 | 14 | 11 | 17 | 14 | 13 | 16 | 17 | 16 | 22 | 22 | 24 |
| Negro  | 8  | 14 | 11 | 10 | 13 | 7  | 10 | 5  | 9  | 10 | 8  | 8  | 9  | 10 |



increase trend in the twelfth grade although the number varied over the years. Graph 3 in the appendix and the data in Table 17 revealed that the percentage of Indian enrollment in each class tended to increase over the period covered. The percentage of whites and Negroes tended to decrease over the same period.

Table 20 shows the average number of years a student was enrolled in Anadarko Secondary Schools. This table shows that Negro students remained in the Anadarko Secondary Schools more years, on the average, than the other two races. The white students were next in total years enrolled in the schools with the Indian students enrolled the least number of years, on the average. Anadarko secondary schools have had a very transient pupil population with less than half of the students enrolling in the secondary schools all the six years. The data given in Table 20 revealed that Indian pupils moved around the most.

Table 21 shows the yearly average daily attendance of white, Indian, and Negro students for the graduating classes of 1956 through 1969 and includes the entire six year period that each class spent in Anadarko secondary schools. These statistics reveal that the Negro students led in yearly average daily attendance, the white students were second, and the Indian students were lowest in attendance. Coombs stated that "If all other variables could be

TABLE 20

AVERAGE NUMBER OF YEARS IN ATTENDANCE IN ANADARKO SCHOOLS  
FOR THE SIX SECONDARY SCHOOL YEARS

| Class  | 56  | 57  | 58  | 59  | 60  | 61  | 62  | 63  | 64  | 65  | 66  | 67  | 68  | 69  |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| White  | 3.4 | 3.2 | 3.0 | 3.5 | 3.2 | 3.7 | 3.3 | 3.7 | 3.5 | 3.9 | 3.6 | 3.7 | 3.6 | 3.7 |
| Indian | 2.4 | 3.0 | 3.2 | 3.3 | 3.0 | 2.7 | 3.1 | 3.0 | 3.3 | 3.4 | 2.6 | 3.1 | 2.8 | 3.0 |
| Negro  | 3.2 | 3.4 | 3.1 | 3.6 | 2.8 | 2.7 | 3.7 | 3.6 | 3.6 | 4.5 | 3.9 | 3.8 | 4.9 | 5.0 |

TABLE 21

AVERAGE DAYS ATTENDANCE PER PUPIL ENROLLED IN ANADARKO SECONDARY  
SCHOOLS FOR CLASSES GRADUATING FROM 1956 THROUGH 1969

| Class  | 56  | 57  | 58  | 59  | 60  | 61  | 62  | 63  | 64  | 65  | 66  | 67  | 68  | 69  |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| White  | 153 | 156 | 148 | 156 | 156 | 159 | 161 | 160 | 158 | 160 | 158 | 158 | 157 | 152 |
| Indian | 133 | 145 | 146 | 157 | 152 | 139 | 151 | 153 | 149 | 151 | 130 | 121 | 136 | 138 |
| Negro  | 161 | 167 | 172 | 160 | 162 | 154 | 165 | 160 | 153 | 164 | 162 | 162 | 163 | 164 |

held constant, pupils who attend school regularly would achieve consistently higher than those who do not."<sup>1</sup> In view of this it becomes apparent that irregularity in attendance is one of the major problems in educating Indian students in the Anadarko secondary schools. This conclusion was confirmed by all four of the school officials interviewed who identified irregular attendance as a major problem in Indian education.

In his study Bass reported that,

There is a rather high rate of transfer from one high school to another among Indian students. Of the 384 Indian graduates in the sample for this study, 130, representing 34 per cent, transferred at least once in their high school careers. A positive relationship exists between frequency of transfer and non-continuance of education beyond high school. If the transfer rate is high for graduates, it probably is even higher for dropouts.<sup>2</sup>

Table 22 shows the number of students graduating from Anadarko High School for the years 1956 through 1969. These data were divided into the categories of white, Indian, and Negro students. Examination of these data and a look at Graph 2 revealed that the total number of graduates was increasing with the number of Indian graduates showing the greatest increase.

Table 23 shows the per cent of the seventh grade

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<sup>1</sup>Coombs, op. cit., p. 9.

<sup>2</sup>Willard P. Bass, The American Indian High School Graduate in the Southwest (Albuquerque: Southwestern Cooperative Educational Laboratory, Inc., 1969), p. 20.

TABLE 22

NUMBER OF GRADUATES OF ANADARKO HIGH SCHOOL FOR  
THE YEARS 1956 THROUGH 1969

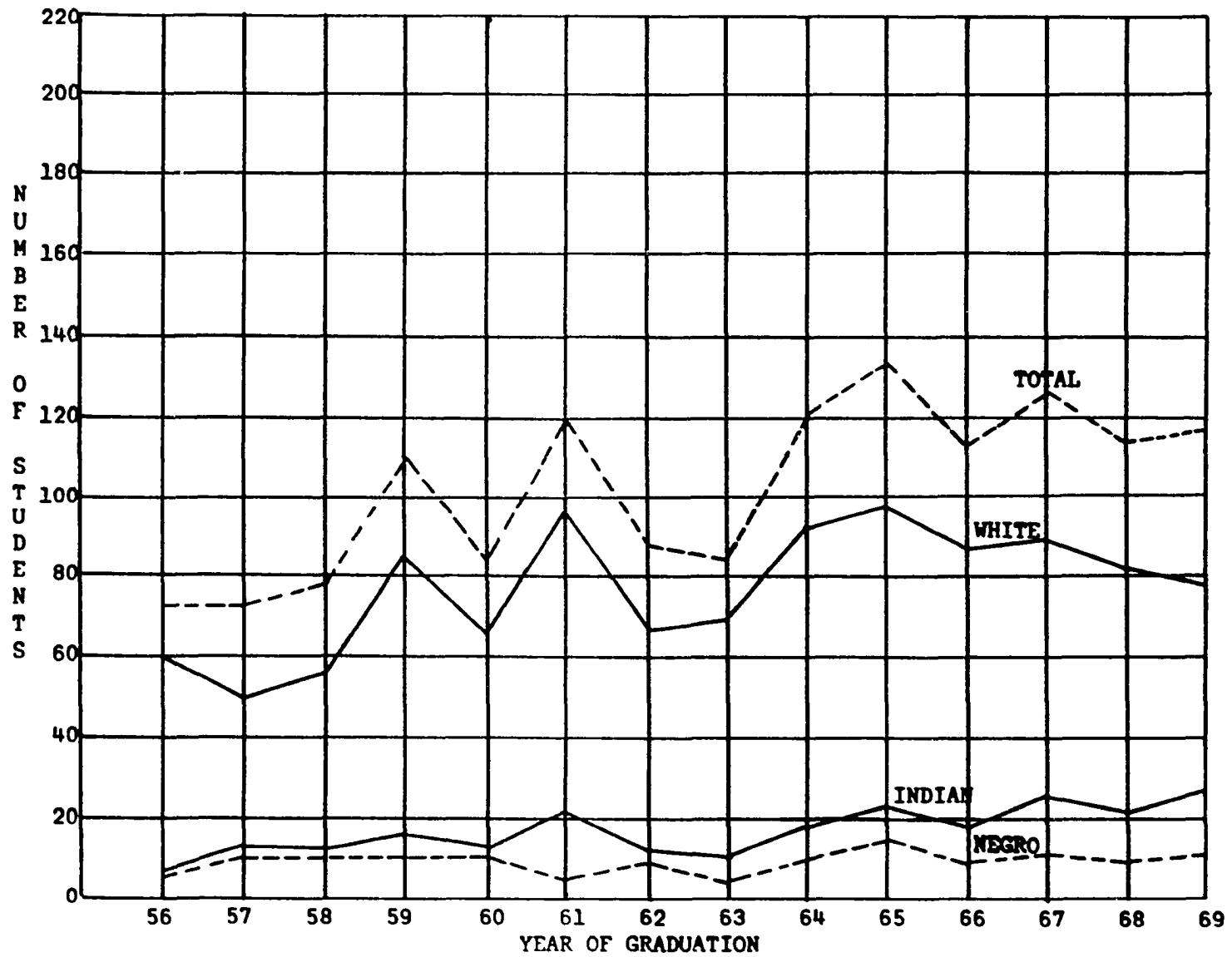
| Class  | 56 | 57 | 58 | 59  | 60 | 61  | 62 | 63 | 64  | 65  | 66  | 67  | 68  | 69  |
|--------|----|----|----|-----|----|-----|----|----|-----|-----|-----|-----|-----|-----|
| White  | 60 | 50 | 55 | 84  | 64 | 95  | 66 | 69 | 91  | 97  | 86  | 88  | 82  | 78  |
| Indian | 7  | 13 | 13 | 16  | 9  | 21  | 12 | 10 | 18  | 22  | 18  | 25  | 22  | 26  |
| Negro  | 6  | 10 | 10 | 10  | 10 | 5   | 9  | 4  | 10  | 14  | 9   | 11  | 9   | 12  |
| Total  | 73 | 73 | 78 | 110 | 83 | 121 | 87 | 83 | 119 | 133 | 113 | 124 | 113 | 116 |

TABLE 23

THE PERCENT OF 7TH GRADE ENROLLMENT TO LATER GRADUATE FROM ANADARKO HIGH  
SCHOOL FOR THE CLASSES WHICH GRADUATED FROM 1956 THROUGH 1969

| Class  | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 |
|--------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| White  | 55 | 44 | 43 | 77 | 55 | 77 | 55 | 79 | 78 | 63 | 76 | 93 | 85 | 81 |
| Indian | 39 | 65 | 76 | 57 | 43 | 72 | 54 | 36 | 67 | 67 | 55 | 69 | 48 | 67 |
| Negro  | 75 | 31 | 40 | 62 | 45 | 83 | 45 | 24 | 83 | 74 | 53 | 92 | 69 | 67 |
| Total  | 54 | 44 | 46 | 71 | 52 | 78 | 59 | 60 | 76 | 65 | 69 | 87 | 72 | 76 |

NUMBER OF GRADUATES OF ANADARKO HIGH SCHOOL BY RACE  
FOR THE YEARS 1956 THROUGH 1969



Graph 2---Number of Graduates.

enrollment to later graduate from the twelfth grade. It must be kept in mind that the Anadarko school was growing during this period of time and the enrollment in successive years should have increased each year, especially for the classes graduating from high school in 1966, 1967, 1968, and 1969. These classes should have increased in enrollment each year they were in the secondary schools because of the growth of the city and school district population caused by the influx of new families into the community to fill jobs created by the construction of Fort Cobb Lake and Dam and the Sequoyah Carpet Mill. The per cent of completion for the high school graduation classes from 1956 through 1969 ranged from 44 per cent for the 1957 graduation class to 87 per cent for the 1967 graduation class. Overall, the graduation rate for Negro students was lowest and the graduation rate for white students was highest. The growth of the school district from 1962-63 to the present time tended to make the holding power percentages higher than they would have been without this growth.

Starting with the 1955 graduation class and ending with the 1969 graduation class, 417 Indian students had enrolled in the seventh grade and 240 later graduated from high school. This amounted to 57 per cent of the seventh grade enrollment of Indian students graduated from high school. This drop-out rate of 43 per cent was about the

same as the 46 per cent given in the Southwestern Cooperative Educational Laboratory report<sup>1</sup> on drop-outs for the Kiowa tribe and other Oklahoma Indian Tribes. For the same period of time, 258 Negro students enrolled in the seventh grade classes, 144 graduated from high school for a 56 per cent graduation rate. Also, 1,669 white students enrolled in the seventh grade classes from 1955 through 1969 and 1,131 later graduated from high school for a completion rate of 67 per cent. Although the 57 per cent high school completion rate for Indian students enrolled in the seventh grade at Anadarko Schools is not good, it is better than most other areas in the United States. The Anadarko Schools do better than most in holding the Indian students until high school graduation.

In a book edited by Daniel Schreiber, it was reported, "a reanalysis of data collected by the Bureau of the Census suggests that 70% of all dropouts come from families whose income is below \$5,000 a year."<sup>2</sup> Low income dropouts were classified by Schreiber<sup>3</sup> as four types:

1. School Inadequate--those who may have difficulty in completing school because of low intellectual functioning.

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<sup>1</sup>Owens and Bass, op. cit., p. 18.

<sup>2</sup>Daniel Schreiber, ed., The School Dropout (Washington: National Education Association, 1964), p. 12.

<sup>3</sup>Ibid., pp. 13-17.

2. School rejecting--those students propelled by a push away from school who find school as presently conducted confining, unuseful, ego-destructive.
3. School perplexed--those students who have been largely ignored in the emphasis on cultural values operating as barriers to school achievement among those of low income.
4. School irrelevant--those students who are not interested in school as such. They have a job level in mind which does not require much education.

Bass listed these opinions of Indian high school graduates as to why some fellow Indian students did not graduate from high school:

- Lack of personal interest or motivation
- Lack of home encouragement
- Poor financial or social conditions at home
- Marriage or pregnancy
- Lack of ability or poor foundation
- Lack of encouragement at school
- Behavior problems, especially drinking
- Social maladjustment in school
- Attraction of a job and money
- School located too far from home
- Program unrelated to interests
- Military enlistment.<sup>1</sup>

In researching the information available in the Anadarko Public Schools and talking with school officials, community leaders, and Indian parents, it was concluded that Anadarko secondary school students dropped out chiefly

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<sup>1</sup>Bass, op. cit., p. 55.



for the reasons listed above.

The Indian Education Division of the Oklahoma State Department of Education reported the data given in Table 24. These figures revealed some interesting facts when the per cent of eighth grade graduates was computed state wide and for Caddo County for schools which participated in the Johnson-O'Malley Program. For the entire state, the eighth grade classes of 1959-60 through 1964-65 graduated 7,465 Indian students but the senior classes of 1962-63 through 1968-69 graduated 4,198 Indian students which was 56 per cent of the total eighth grade graduates for the corresponding classes. For the same years, Caddo County schools graduated 482 eighth graders from 1959-60 through 1964-65 and 301 twelfth graders for the years 1963-64 through 1968-69, which was 62 per cent of the corresponding graduated eighth graders. The rate of graduation for Caddo County schools was higher than the rate for the State of Oklahoma for Indian students for the surveyed years. The highest graduation rate for the state occurred with the eighth grade class of 1962-63. In 1962-63, Oklahoma schools graduated 1,005 Indian pupils from the eighth grade of the Johnson-O'Malley schools. Four years later, 655 Indian pupils graduated from the high schools, a completion rate of 65 per cent. The highest graduation rate for Caddo County schools occurred with the eighth grade class of 1961-62. In 1961-62, Caddo County schools graduated 55

TABLE 24

NUMBER OF INDIAN PUPILS IN JOHNSON O'MALLEY SCHOOLS IN  
OKLAHOMA FOR THE YEARS 1958-59 THROUGH 1968-69<sup>1</sup>

| School Year | STATE OF OKLAHOMA |        |                       |     | CADDO COUNTY |        |                       |    |
|-------------|-------------------|--------|-----------------------|-----|--------------|--------|-----------------------|----|
|             | Enrolled          | A.D.A. | Graduates<br>8th 12th |     | Enrolled     | A.D.A. | Graduates<br>8th 12th |    |
| 1958-59     | 11,999            | 10,806 | 973                   | 419 | 709          | 621    | 71                    | 25 |
| 1959-60     | 12,171            | 10,710 | 964                   | 419 | 655          | 570    | 56                    | 24 |
| 1960-61     | 11,448            | 10,309 | 1,126                 | 457 | 576          | 533    | 86                    | 40 |
| 1961-62     | 11,524            | 10,363 | 1,116                 | 430 | 782          | 717    | 55                    | 23 |
| 1962-63     | 12,348            | 11,188 | 1,005                 | 429 | 803          | 717    | 36                    | 34 |
| 1963-64     | 12,634            | 11,447 | 1,105                 | 492 | 860          | 777    | 83                    | 43 |
| 1964-65     | 12,867            | 11,738 | 1,176                 | 651 | 946          | 871    | 95                    | 57 |
| 1965-66     | 13,318            | 12,102 | 1,239                 | 649 | 960          | 837    | 92                    | 46 |
| 1966-67     | 12,790            | 11,681 | 1,184                 | 655 | 808          | 722    | 92                    | 47 |
| 1967-68     | 13,119            | 11,902 | 1,133                 | 698 | 782          | 695    | 80                    | 37 |
| 1968-69     | 15,282            | 14,336 | 1,238                 | 624 | 864          | 751    | 63                    | 37 |

<sup>1</sup>Oklahoma State Department of Education, Biennial Report, 28th Through 33rd  
(Oklahoma City: State Board of Education, 1960 through 1970).

Indian pupils from the eighth grade. Four years later 46 Indian pupils graduated from Caddo County high schools, a completion rate of 84 per cent. These figures indicate that Caddo County schools do much better than average in keeping Indian students until high school graduation.

#### Results of Standardized Achievement Tests

For purposes of this study, the results of the California Achievement Tests were studied for persons enrolled in the Anadarko schools in the secondary grades from 1960 through 1969. The results from these tests were available for the seventh grade classes beginning with the seventh grade class which graduated from high school in 1965 through the seventh grade class which graduates from high school in 1972. The averages for these test results are given in Table 16 in the appendix. The results from the California Achievement Tests were available for grade nine for the high school graduation classes of 1964 through 1972 with the exception of three years. Only partial results were available however, for one of those years.

Close examination of the California Tests revealed that the white students performed best on the tests, the Indian students did next best, and the Negro students performed at the lowest level. Graph 4 in the appendix shows data of the California Achievement Test results for the seventh grade classes. The largest difference between the

whites and Indians for the total battery at the seventh grade level occurred with the 1966 high school graduation class when the grade placement difference was .9. The greatest difference between Negro students and white students occurred on the total battery with the 1969 graduation class. The grade placement difference there was 1.9 grades.

Results of the California Achievement Test are also presented for the ninth grade in Table 17 in the appendix for the 1964 through 1972 high school graduation classes. The two minority races still placed performance wise behind the white majority at the ninth grade level, in most cases, but the differences were not much larger after two more years of schooling past the seventh grade. Graph 5 in the appendix interprets the data contained in Table 17. Over the years the differences in achievement levels between the races appeared to be getting smaller. The school instituted a reading program in the junior high school in the 1963-64 school year and this appeared to have improved the scores in reading and language for all groups. For this program, all seventh graders were required to take reading. The arithmetic scores, however, decreased. Performance in this area can possibly be attributed to the inclusion of modern mathematics in the curriculum. The California Achievement Tests which were used were designed to test performance in traditional math and not the modern mathematics.

The national norm for the total seventh grade on the California Achievement Test was 7.7 and for the ninth grade, it was 9.7. A comparison of the results given in Tables 16 and 17 in the appendix with these norms revealed that the white students were generally above the national norms on the total battery at the seventh grade levels while the Indians and Negroes were generally below the norms for the classes graduating in 1965, 1966, 1967, 1968, and 1969 and above the norms for the classes graduating in 1970, 1971, and 1972. Integration of the elementary schools in 1966 and the closing of a Catholic Mission School in 1965 may be part of the reason for this improvement. The Catholic Mission School had a large number of Indian students with very few white students. With the closing of the Mission School and the closing of the Negro elementary school, all the students were placed in more racially integrated classrooms with only one grade to a teacher. In the Mission School and the Negro elementary school, two or more grades were in one class under one teacher.

Coleman found in his study that metropolitan students in the Northeast section of the United States did best on standardized achievement tests. Results were interpreted as the number of grade levels various groups were behind in relation to metropolitan students in the

Northeast.<sup>1</sup> The results he reported were:

| Grade                             | <u>Grade Levels Behind</u> |          |           |
|-----------------------------------|----------------------------|----------|-----------|
|                                   | <u>6</u>                   | <u>9</u> | <u>12</u> |
| <u>Verbal Ability</u>             |                            |          |           |
| White, Nonmetropolitan, Southwest | .3                         | .4       | .8        |
| Indian American                   | 1.7                        | 2.1      | 3.5       |
| Negro, Nonmetropolitan, Southwest | 2.0                        | 3.3      | 4.7       |
| <u>Reading Comprehension</u>      |                            |          |           |
| White, Nonmetropolitan, Southwest | .1                         | .3       | .5        |
| Indian American                   | 2.0                        | 2.3      | 3.2       |
| Negro, Nonmetropolitan, Southwest | 2.4                        | 3.3      | 4.5       |
| <u>Math Achievement</u>           |                            |          |           |
| White, Nonmetropolitan, Southwest | .3                         | .3       | .8        |
| Indian American                   | 2.0                        | 2.4      | 3.9       |
| Negro, Nonmetropolitan, Southwest | 2.4                        | 3.2      | 5.6       |

Although the differences were not as great, the results of the California Achievement Tests given in the Anadarko secondary schools were virtually the same. In the appendix, in tables 18, 19, and 20, results are given for California Achievement Tests administered to three classes for a three year period. A close inspection of these tables revealed that the differences in average grade placement between the white students and the two minority group students became larger as the classes progressed through school. Coleman reported substantially the same information. The low scoring students at the seventh grade level and ninth grade level tended to drop out of school at grades ten and eleven and there was a corresponding increase in achievement test scores which would not be so

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<sup>1</sup>Coleman, op. cit., pp. 274-5.

large an increase if all the students had remained in school.

#### Anadarko Secondary School Curriculum

The curriculum offered to high school students at Anadarko increased from a total of 40 units in 1961-62 to 66 units in the 1968-69 school year. This 66 units did not include the courses offered at the Fort Cobb Vocational Technical Center. Table 25 lists the units in each subject matter field for the years 1961-62 through 1968-69.

In English language arts, Anadarko High School offered four years in English with grouping of students by ability levels only at grades eleven and twelve. Two levels were offered in each of these two grades; one for college bound students and one for the non-college bound. The students were allowed to choose which English course they would enroll in after counseling sessions with the counselor and an English teacher. Ability in English as evidenced by past achievement and future educational plans were major factors in the placement process. Two courses in speech were generally offered, one at the ninth grade level and one course for students enrolled in grades ten, eleven, and twelve.

In mathematics, a student could take Algebra I, Plane Geometry, Algebra II, and Mathematical Analysis if he was so inclined. Students in the ninth grade could take

TABLE 25

## ANADARKO SECONDARY SCHOOL CURRICULUM--UNITS OFFERED

|                                      | 1961-62 | 1962-63 | 1963-64 | 1964-65 | 1965-66 | 1966-67 | 1967-68 | 1968-69 |    |
|--------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|----|
| Language Arts                        | 6       | 6       | 6       | 6       | 5       | 8       | 7       | 8       |    |
| Mathematics                          | 4       | 4       | 5½      | 5½      | 5       | 5½      | 6       | 5       |    |
| Social Studies                       | 4½      | 5       | 6       | 6       | 6       | 7       | 6       | 7       |    |
| Science                              | 3       | 3       | 4       | 4       | 4       | 4       | 4       | 4       |    |
| Foreign Language                     | 2       | 2       | 2       | 2       | 2       | 2       | 2       | 2       |    |
| Business Education                   | 5       | 5½      | 6½      | 6½      | 7½      | 8½      | 8       | 12      | 79 |
| Vocational Education                 | 8       | 8       | 10      | 10      | 13      | 8       | 17      | 12      |    |
| Industrial Arts                      | 4       | 3       | 3       | 4       | 4       | 10      | 2       | 5       |    |
| Fine Arts                            | 2       | 3       | 3       | 3       | 6       | 7       | 8       | 8       |    |
| Health & Safe. Educ.                 | 1½      | 1½      | 1½      | 1½      | 1½      | 3       | 3       | 3       |    |
| Area Voc-Tech. School<br>(Fort Cobb) |         |         |         |         |         |         |         | 24      |    |
| Total                                | 40      | 40½     | 47½     | 48½     | 54      | 63      | 63      | 90      |    |



composite mathematics instead of Algebra I if they so desired. Placement was mostly by student choice. Modern mathematics textbooks and materials were used throughout the school.

In the social studies curriculum, students could take civics, democracy, American history, world history, Oklahoma history, and sociology or economics at times.

As recently as the 1961-62 school year, the course offerings at Anadarko High School served chiefly the basic purpose of preparing students for college. At that time vocational work consisted of vocational agriculture and vocational home economics. The school had little else to offer the terminal high school student in the way of vocational preparation. Since that time, vocational offerings have been expanded to include distributive education, cooperative office occupations, and auto body repair. With the start of the 1968-69 school year, Anadarko High School students participated in the Caddo-Kiowa Vocational Technical Center, which offered a more complete vocational program. There was considerable interest at Anadarko High School among all students in business courses and a student desiring to do so could major in business and prepare for many secretarial, typist, stenographic, bookkeeping, receptionist, or filing jobs.

Physical education, except for competitive athletics, is totally absent from the secondary school

curriculum in the Anadarko Secondary Schools. A physical education program needs to be developed in the secondary schools which will encompass the entire student body.

However, there is an elementary school physical education program in the intermediate grades which is staffed by teachers well qualified to teach physical education. The school has some excellent physical education equipment.

The Anadarko High School science curriculum included courses in General Science for freshmen, biology for sophomores, and chemistry and physics for juniors and seniors. Music students could take vocal music or instrumental music each year but only one course in music theory was available. Many Indian students appear to excel at art work and all students could take art each year in grades 7 through 12 if they so desired. The foreign language offerings were limited to two years of Spanish.

As vocational courses were added to the school curriculum, the offerings in industrial arts dropped off. Anadarko Junior High School offered three years of wood shop, but work in the fields of metals, electricity, and small engine repair was nonexistent. The Indian or Negro boy who enrolled in vocational agriculture was a rarity indeed. Almost none of the boys from minority groups enrolled in vocational agriculture. After questioning many persons about this, it was concluded that interest in this area was not present among boys from the minority

groups and therefore they did not enroll in vocational agriculture classes. On the other hand, girls from the minority groups did enroll in vocational home economics classes and showed much interest in these classes.

In distributive education and cooperative office education, many of the students enrolled need to have a job after school to really benefit from the program. Very few of the minority group students enrolled in these two programs, and one of the reasons appeared to be the lack of ability to secure jobs in the community as training stations.

The establishment of the vocational-technical center at Fort Cobb for the 1968-69 school year was strongly supported by Anadarko School officials and the voters of the Anadarko School District. All students who so desired could go to this vocational-technical center and enroll in a vocational course during their junior and senior years. The courses offered at the vocational-technical center were suited to students at all levels of ability. The students were usually counseled by the high school counselor concerning their suitability for various vocational courses before their enrollment. Anadarko school records and standardized test results were utilized by the counselor. The Anadarko School needs to make a study of the feasibility of offering more technical education courses. A

study should also be made to determine to what extent, if any, ability grouping should be utilized in the Anadarko school classes, particularly in view of the large Indian enrollment currently there.

#### Stability of Staff

The secondary schools in Anadarko probably had their greatest problem in retention of their professional staffs. The high school has had four principals in the past four years and will have its fifth principal in five years for the 1969-70 school year. The principal's major functions were to provide educational leadership and guide the faculty in the improvement of instruction and the quality of the curriculum. With an average one year tenure it hardly seemed possible that a principal could effectively carry out either of these functions.

The secondary school faculty also had a high rate of turnover in the period studied. In the high school in the 1964-65 school year, eleven of 24 teachers, or 46 per cent, were new to their positions. In the 1965-66 school year, eight of 25 teachers, or 32 per cent were new to their positions. In the 1966-67 school year, ten of 27 teachers, or 37 per cent, were new additions to the staff. In the 1967-68 school year, twelve of 27 teachers, or 44 per cent, were new to their positions. Of the 24 certificated people on the 1964-65 high school staff, only six,

or 25 per cent, still remained on the staff. A continuity of program and programs of quality are difficult or impossible to develop with a staff which turns over at this rapid rate. Most of the professional people apparently left to accept better paying jobs in other schools. Some have also left because of dissatisfaction with teaching conditions or because of unsatisfactory service. Careful attention, without doubt, needs to be given to the creation of conditions which can attract and hold able teachers and administrators on the staff.

#### Special Services

The Anadarko School System employed a full time nurse who divided her time between all five schools and spent some time on large group health instruction. The school also employed a full time speech therapist who worked with students with speech and hearing difficulties at all levels.

When school officials were questioned about the educational programs and services most beneficial for Indian children, the responses were the lunch program, the guidance program, attempts to make the students feel welcome and to make them feel wanted, and the recently organized visiting counselor program administered by the Indian division of the State Department of Education. This counseling program has helped in keeping some students in school

through home visits and in dissemination of educational and vocational information, especially as it relates to college financial aid and job placement. Qualified Indian counselors have been hired to work with Indian students with educational problems. These counselors have established good lines of communication between the students, the school, and Indian homes. This program has been in operation since the 1967-68 school year and was regarded as beneficial to the Indian students at Anadarko.

There were no special education classes in the Anadarko Secondary Schools to take care of the needs of students requiring special education services. Special education classes need to be provided for those students requiring the classes.

The Anadarko Secondary School students were served in 1968-69 by two cafeterias, one at the high school and one at the junior high school. The schools participated in the National School Lunch Program administered by the Oklahoma State Department of Education for the State of Oklahoma. Well balanced, nutritious meals were prepared and served for the noon meal by competent cooks. Students were charged for the noon meals but arrangements were made for those unable to pay the full price to either participate without charge or at a reduced price. The schools participated in the Johnson O'Malley program whereby indigent Indian students ate at reduced prices if they

lived outside the corporate limits of the city. The school was reimbursed approximately 16 cents per meal under the Johnson-O'Malley Program by the Federal Government. Under the provisions of the Johnson-O'Malley legislation, Indian students, regardless of need, living inside the city limits of a town of 500 or more population were excluded from the benefits of this legislation. This legislation should be changed so that all students who are indigent Indians could benefit regardless of location. There is no doubt that educational opportunities are much better for most students when they are served a good noon meal at school.

The Anadarko school system had one full time nurse to take care of its 2,300 pupil enrollment. The school nurse had many and varied duties such as looking after and referring injured students and suddenly ill students, helping with immunization programs, doing ear and eye testing, and administering small and large group health counseling practices. Needless to say, one nurse was kept busy and could not adequately provide the needed health services for a school system of 2,300 students.

The school did not have the services of a doctor, or psychologist, or dentist. An enlarged intermediate or basic school unit could probably provide much improved health services over those now available.

Such a school district could provide needed services

including those of a medical doctor, a school psychologist, and a dentist to the school children of the enlarged district. This type program could be funded by a county or enlarged school district or possibly funded through Title III of the Elementary and Secondary Education Act on a non-permanent basis in the case of the latter. This type of program might also be a multi-county project involving two or more Southwestern Oklahoma counties.

The small size of most Oklahoma school districts makes it nearly impossible for many school districts to provide needed educational services which are highly beneficial to the students. It therefore becomes necessary to have cooperative projects between districts or bring about radical school district reorganization. School district reorganization for larger administrative units should be the ultimate goal for the provision of these services and this effort is long overdue.

The guidance and counseling program in the Anadarko secondary schools had been in operation since the late 1950's and had more continuity over a period of years than any other service program in the secondary schools. A full-time counselor was utilized in the high school and another in the junior high school. These counselors helped with enrollment procedures, schedule making, and placement of students. Both current counselors were well qualified for their positions by training, experience, and personal



characteristics. Both functioned well in individual counseling and group counseling activities but needed more time for both individual and group counseling. Vocational and educational counseling could be improved with more group counseling time for dissemination of vocational and educational information of a general nature.

The counseling program could also be improved if the counselors had more time to spend in individual counseling. Many students could be helped to make wiser educational and vocational decisions through effective individual counseling. The disadvantaged and minority group students would especially benefit from more individual counseling. Many of these students need assistance related to adjustment to school, personal development, seeking employment, opportunities for post high school education, financial matters, personal hygiene, and interpersonal and intergroup relations.

A local civic club sponsored a career day one day a year. This career day was well organized and was a valuable addition to the counseling program at Anadarko High School. High schools in the immediate vicinity were invited to send their students to the career day. Successful individuals from many different occupations visited with the students about various occupations.

Drop-out, holding power, and follow-up studies of enrollees and graduates need to be made in the Anadarko

Schools and results kept as permanent records at the high school.

Anadarko secondary schools had a testing program using standardized achievement and mental ability tests for all grades and reading tests for primary grades. The standardized test results were made available to the instructional staff, but the results of standardized tests should be put to better use by the professional staff. In-service education for the teachers on the uses of standardized test results should be instituted at the schools. Many teachers do not know what information is available about their students and to what uses this information could be put.

#### The Extra-Classroom Activity Program

A wide variety of extra-classroom activities was present in both the senior high school and the junior high school. Many of the activities had entrance requirements related to class membership, athletic participation, or academic standing. The extra-class participation by individual students was limited by school policies so that more students could have membership and hold office in various activities. For example, a student could not hold office as president in two major activities. The extra-class activity program was aimed at developing skills in group processes, leadership, promoting citizenship, and

teaching good use of leisure time. The activity program was structured to complement, rather than to compete with, the academic program of the school. Participation by minority group students in extra-classroom activities was very limited except for Indian club and athletics.

According to the Evaluative Criteria of the National Study of Secondary School Evaluation,<sup>1</sup> a good activity program should:

1. Complement and enrich classroom activities.
2. Be based upon study and analysis of student interests and needs.
3. Provide for student participation in school government.
4. Provide educational experiences through assembly programs with student participation.
5. Provide educational opportunities for worship and service activities.
6. Provide educational opportunities for students in fields of publication such as the school newspaper and yearbook.
7. Provide varied music activities for the students.
8. Provide educational opportunities for students in dramatics and speech activities.

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<sup>1</sup>National Study of Secondary School Evaluation, Evaluative Criteria, 1960 Edition (Washington: National Study of Secondary School Evaluation, 1960), pp. 241-56.

9. Provide physical activities for both boys and girls.
10. Provide a variety of school clubs for the students.

Anadarko Secondary Schools had active student councils with good student representation but the minority groups should be given a larger part in these activities.

Up until the present high school was built without an auditorium, the schools had a variety of assembly programs with good student participation. However, with occupancy of the new high school building, the assembly programs have been too few in number. The Indian Club was responsible for one assembly program a year, but minority group students needed to participate more in assembly programs.

Anadarko High School had a journalism class and club which published a school newspaper in 1968-69. This activity provided educational opportunities for many students from all races. The school also had an annual staff which published a school annual. This activity also provided educational opportunities for the students who enrolled in the activity. One Negro girl was yearbook editor in 1965-66, but very few minority group students took part in these activities.

Anadarko secondary schools provided a good variety of music activities and had an excellent participation in chorus groups, especially at the junior high school level

where as many as 200 students were in mixed chorus. Many public appearances were made by the singing groups and students from the minority groups participated extensively in this activity.

Drama and speech activities were limited and should be expanded to get participation from more students, especially minority group students.

Physical activities for boys were limited to interschool activities; however, participation by minority group students occurred in competitive athletics. Physical activities for girls were non-existent and need to be included in the activity program.

Many of the activities helped promote better human relations but more activities need to be structured to promote better human relations and to involve more disadvantaged minority group students.

The most popular extra-class activity with the Indian youth was the Indian Club. The purpose of this club was to promote pride in being an Indian and in Indian history and culture. Resource people were used to help teach some of history and culture. The resource people also led in Indian songs and dances and helped to teach the Indian youth the songs and dances. The Indian Club carried on many activities during the school year and was accepted as an integral part of the school activity program by all students. For the Indian students, the club has been a

great help in promoting Indian history and culture and in developing a good self image. Membership in the club has run as high as fifty students in the high school.

#### Administrative and Financial Structure

As noted earlier, the Anadarko Public School System was administered by a seven-member board of education with two members elected by the entire voting populace each year for three-year terms. Every third year, three members are elected for three-year terms. No members of minority groups had served on the Board of Education with one exception. One man with some Indian blood once served on the board in the 1950's. The Board of Education is a policy-making body which gains its powers and functions from the laws of the State of Oklahoma. The Board employed the two top administrative officers of the school, a superintendent and assistant superintendent. Once the two top administrative officers had been secured, the board of education depended on them to recommend all other personnel for hiring, promotion, and retention. However, at times, the board of education has tended to interview and hire some key personnel without the recommendation of the superintendent. For the most part, the board of education, however, allowed the administrative staff of the school to administer the schools and put into effect the policies of the board of education without much interference.

The Anadarko School System had tended to be very traditional in its approach to providing educational opportunities to the youth it serves. However, in recent years, some progress had been made by adopting new curricular materials in math and science, by expanding the vocational curriculum, by instituting remedial and developmental reading programs, and by starting a functioning in-service program for teachers.

The Anadarko School System had a small tax base of approximately \$5.5 million from which to derive ad valorem taxes. The school had a hard financial struggle until Public Law 874 was passed by the United States Congress. This law has helped the finances of the school considerably, providing 10 to 15 per cent of the total school budget. Financial help came also with the enactment of Title I of the Elementary and Secondary Education Act. More will be said about federal aid later. An examination of the budget of the school revealed that approximately 20 per cent of its finances came from federal sources, approximately 20 per cent from local ad valorem taxes and 60 per cent derived from state aid and state taxes apportioned back to the school district.

Under the leadership of the current Board of Education and superintendent of schools, the school had upgraded the vocational education program, instituted developmental and remedial reading programs, started free

kindergarten in 1968-69 for all students, totally integrated all the schools, started a school health program, added a junior high school counselor, added to the school plant, and started a speech therapy program. The present school board and superintendent have created a climate in which educational opportunities can be further improved. However, with the added financial aid provided by Title I of the Elementary and Secondary Education Act and Public Law 874, which provides federal aid to applicant school districts which have parents of students living on and/or working on federal property, more and better educational programs could possibly have been provided for the gifted students and the slow learners. Many of the gifted students have not been challenged by programs which are traditional in nature and geared to the needs of the average students.

For the slow learners, more money could well be spent in providing smaller class size, in providing teacher aides so that more work with individual students could be done in the classrooms, and in providing special education classes. The school system also needs an elementary guidance program. Another area where much could be done is the area of in-service education for the teachers to bring about better human relations in the school system. Except for a few conferences attended by individual faculty members, human relations is left to chance. Professional



educators generally agree that a deep commitment to the concept of equal educational opportunity and a concern for disadvantaged and minority group students means a dedicated faculty that understands the problems to be dealt with in achieving these goals.

Segregation of different groups could be commonly observed in the cafeterias, the halls, and in the areas where the students spent time before school and at noon. Even though human relations were often good, much can be done to improve them and the administration will have to set the course and guide the process.

In the Anadarko School System, as in many schools, enough concern has not been present for the quality of the instructional program. Some excellent work had gone on in some classrooms, but this had been generally due to quality work on the part of individual members of the instructional staff. In-service education and departmental meetings had been left mainly as a function of the central office with the assistant superintendent administering the in-service program and leading the in-service and departmental meetings.

Bass stated that, "All teachers of Indian children should have special training through orientation sessions, workshops, in-service training programs, and special college courses to enrich their understanding of the values

and problems of Indian children in school."<sup>1</sup>

In a report published by the Oklahoma State Department of Education and the University of Oklahoma Human Relations Center, the authors stated,

The key to good human relations in the school is faculty and school leaders who exemplify in their behavior toward each other and toward students a genuine commitment to basic moral, ethical, and political values of the American democratic society with emphasis on respect for the individual. Faculty seminars and other in-service activities, utilizing competent outside resource people and consultants have been found useful.<sup>2</sup>

These in-service activities should be structured so that teachers will become aware of individual differences and group differences and become aware of the different ethnic and cultural backgrounds of their students. The teachers not only should be aware of these differences but be able to act and react in learning situations in an unbiased and unprejudiced manner. The teachers should also be able to lead students to overcome their bias and prejudice toward those who are different from them.

The administrative staff of the junior high school had been stable but the junior high principal was overloaded with work not connected with the principalship up to the 1968-69 school year. An improvement was made for that year by restricting the principal's duties to the

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<sup>1</sup>Bass, op. cit., p. 71.

<sup>2</sup>Oklahoma Curriculum Improvement Commission, op. cit., p. 11.

junior high school principalship.

The tenure of the administrative staff of the high school has been very short as pointed out earlier. One principal left in 1966 after three years' tenure. Since then, three principals have served one year each and a fourth is to begin the 1969-70 school year. It was obvious that either a poor employment situation existed or that poor selection procedures were used, or both. Some of these persons were not qualified by training, experience, or personal characteristics. Some had to rush off to the university immediately after being employed to complete work required for State Department of Education certification to hold the job. More care should be used in the selection of the man employed to fill the principalship. When selecting a principal, it would be well to consider the statement of Hunt and Pierce, "We insist, rather, upon educational statesmanship, the concept that the principal must bring to bear upon his daily duties his own strength of character, imagination, and intellectual curiosity and thus stimulate people, reshape events, and influence the future."<sup>1</sup> The Oklahoma Association of Secondary School Principals stated the following regarding the secondary school principalship:

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<sup>1</sup>Herold C. Hunt and Paul R. Pierce, The Practice of School Administration (Houghton Mifflin Co., Boston, 1958), p. 277.

Thus, the principal as an educational leader must have a deep commitment to the achieving of equality of educational opportunity and to the developing of schools which can attain this goal. He should work courageously to create in the school conditions which will permit all students to gain equal access to the school programs which will meet their needs. He must pledge himself to make effective the integration of minority individuals and groups in the life of the school and ultimately of the community.

To attain these goals the principal must be professionally competent. Boards of education and superintendents of schools should provide him with the authority to exercise his responsibility for effective leadership within a framework of careful adherence to the integrity and the human rights of both teachers and students.

The principal should be provided with a professional administrative and supportive staff in sufficient quantity to permit him to exercise a genuine leadership role in the improvement of the quality of instruction.

The principal has the responsibility of creating the conditions which encourage effective participation, not only of the faculty but also of students, in decision making and in the development of policies and regulations affecting the school. He must recognize the changing nature of the societal climate for children and youth and make adequate provision for deeper involvement of faculty and students in the life of the school and in this decision-making process.

In the last analysis the principal is responsible for creating a healthy and stimulating climate in the school within which superior education will be possible. In turn, we believe that a principal has a right to expect the active continuing support of the superintendent and board of education as he discharges his responsibilities to the staff and to the students within the above framework.

Finally, the principal is responsible for interpreting honestly and clearly; the accomplishments and needs of the school to the superintendents, the board of education and to the community which the school serves.<sup>1</sup>

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<sup>1</sup>Oklahoma Association of Secondary School Principals, "The Secondary School Principalship," Oklahoma City, 1969, pp. 2-3. (Position Paper.)

Characteristics of the Community

The Anadarko community was unique in that it included substantial numbers of three racial groups, and one of these races, the Indian race, was composed of several different tribes, each with its own history and cultural characteristics. The community had a high rate of turnover in its population due to personnel transfers in and out of the community by the Bureau of Indian affairs, Western Farmers Electric Cooperative, and Sequoyah Carpet Mills. A newcomer to the town need not feel out of place because he will also find many other newcomers about.

The community had many employment opportunities for all races at Sequoyah Carpet Mills and the Bureau of Indian Affairs offices. The Bureau of Indian Affairs had preferential employment for Indians and over half its Anadarko personnel was Indian. Many community leaders stated that the town, in general, accepted the Indian and Negro populace fairly well. However, observation showed that main street businesses were owned, operated, and staffed by whites. There were some exceptions, but not many.

In talking with Albert Pyle, superintendent of Riverside Indian School and Marion Wilkinson, Academic Head of Riverside Indian School, both men expressed the opinion that the Anadarko community did better than most in the field of human relations. Both men stated that the Anadarko community had excellent relations among and between

different ethnic groups. Mr. Wilkinson expressed the opinion that Anadarko people were accustomed to other ethnic groups and integration of groups and accept this as a way of life.

Two men who worked in the Bureau of Indian Affairs offices were interviewed. These were Sidney Carney, Area Director for the Bureau of Indian Affairs, and Luke Toyebo, Educational Specialist. Both men seemed to feel that the Anadarko School System was doing an average job of educating Indian students but that there was much room for improvement. Both men voiced the opinion that the presence of the Bureau of Indian Affairs offices, Riverside Indian School, Indian City, Southern Plains Indian Museum, and the American Indian Exposition tended to help upgrade Indian education in that Indian employment at these institutions raised the level of Indian income and the level of social acceptance of Indians by the white community. There were, also, many Indians of position in the community to serve as images for young Indians.

Carney stated that the vocational-technical center in Caddo County was certainly an asset to all children served by the school, including Indian students. Mr. Toyebo mentioned two things which were suggested by many of the Indian parents: better communications needed to exist between Indian students and parents and teachers, and Indian children needed teachers who like and respect

them. Both Mr. Carney and Mr. Toyobo expressed the opinion that more Indian history and culture should be taught in the public schools at Anadarko.

Two community leaders were interviewed and asked to identify factors in the community which enhanced the educational opportunities of Indian students. These men were Waldo Zerger, Anadarko mayor in 1962-64 and Carl West, Vice President of Indian City, U.S.A., and a member of the Western Plains Indians Arts and Crafts Commission. Both men expressed the opinion that Indian people were recognized as a part of the community and that most people in the community were proud of the Indian background of the area. Both men also mentioned that Anadarko businessmen and the Chamber of Commerce had worked to bring about better race relations and to promote Indian institutions in the community by helping to establish Indian City, U.S.A., the American Indian Hall of Fame, and promoting financially and publicity-wise the American Indian Exposition.

Rosemary Ellison, curator of the Southern Plains Indian Museum at Anadarko was interviewed and expressed the opinion that the museum promoted pride in things Indian and that the museum acted as a positive educational force in the area because school groups and classes toured the facility throughout the year. Nettie Standing, manager of the Indian Crafts Shop at the museum, held the opinion

that the crafts shop not only provided a means of income for some individuals but also acted as an educational agency in passing on knowledge of Indian arts and crafts to new generations.

At the tourist attraction south of Anadarko known as Indian City, U.S.A., the author interviewed George Moran, Manager, and Dixon Palmer, Chief Guide at Indian City. Moran stated that many job opportunities were open to Indians at Indian City and that only Indians were hired as guides and dancers. Both Mr. Moran and Mr. Palmer were emphatic in their opinion that Indian City has stimulated interest in and study of Indian history and culture in this area. The Indian villages were planned and built with the supervision of the University of Oklahoma after much research. This tourist facility had not only aided the economy of the area but had caused some of the Indians to change some of their beliefs about their past because of the authenticity of the village. Dixon Palmer had done much in the area to revive Indian culture, art forms, and songs and dances. Mr. Palmer devoted much of his time to visiting schools in the area to give programs and instruct students. He had taught the younger students the Kiowa songs and dances.

The secretary of the Anadarko Chamber of Commerce was one of the few white people who admitted that prejudice and discrimination did exist in Anadarko to some extent.



He mentioned that Indians might own houses anywhere in Anadarko but they could not rent houses in some areas of Anadarko. He also specifically mentioned the existence of social discrimination in the community. Martin expressed the opinion that Indian City and the annual American Indian Exposition have both built a better self-concept among Indians and caused Indian people to be more active in other community affairs.

In Anadarko, Indians were members of civic clubs, active in the churches, and in school connected organizations such as PTA. All races and ethnic groups took part in the PTA and school booster clubs.

In February of 1964, the Indian Education Program of the Human Relations Center at the University of Oklahoma organized the Anadarko Intertribal Group. This was a group of adult Indians who met, and continue to meet, on a regular basis to identify Indian problems and matters of local concern. The group discussed problems of interest and concern to Indians, formulated solutions, and took actions to solve some of the problems. Dr. Glenn Snider, Bob Miller, and Boyce Timmons of the University of Oklahoma helped organize the Intertribal Group and had acted as resource people and consultants. Resource people and speakers had been secured from the University of Oklahoma, local agencies, State agencies, and Federal agencies. The work of this group had tended to help Indian people better

understand the dominant culture, to know what services were available from various agencies, and to better understand the educational system at Anadarko.

In summary, most persons interviewed seemed to feel the Indian people were fairly well accepted in the community and that the presence of the Bureau of Indian Affairs offices, Riverside Indian School, Southern Plains Indian Museum, Indian City, and the American Indian Exposition tended to raise the status of the Indian people in the community and in their own eyes. Also, these facilities in the community created many employment opportunities for Indians, raised the economic level of the community and enhanced the educational opportunities of Indian students. The presence of all these agencies in the community brought in many well educated Indian people who were leaders, not only for the Indian people, but for the entire community. Anadarko appeared fortunate to have all of these facilities and the type of people who were employed at these facilities, not only for economic reasons, but for the leadership provided in the community by the employees of the agencies and business concerns located there. The Chamber of Commerce and many community leaders apparently worked hard to get and keep all of these facilities in the vicinity.

Effects of Current Federal Legislation

The Anadarko School System had participated in virtually all the federal programs for which it qualified. One of the present elementary schools was built with Public Law 815 funds in the 1950's. Public Law 815 of the United States Government provides financial help in building construction to applicant school districts with unusual growth in enrollment caused in part by federal installations in the area. Funds were allocated to school districts on the basis of need and the number of children enrolled in school whose parents worked on and/or lived on federal property.

Funds available on a matching basis from Title III of the National Defense Education Act have been used to equip the mathematics, science, social studies, foreign language, industrial arts, and social studies classrooms. The school system had made good use of these funds and had good equipment and facilities in the named departments. This had probably led to better educational opportunities for many students.

The Johnson O'Malley Act

The school system had participated in the school lunch section of the Johnson-O'Malley Legislation since its inception. The Johnson-O'Malley Act was passed by the United States Congress in 1936 to aid in the education of Indian children. For years, flat grants were given to

schools based on need and the number of Indian children enrolled. Starting in the 1940's, the State of Oklahoma has had an approved plan whereby Johnson O'Malley funds for Oklahoma have gone for enrichment, special services, and supervision. Schools qualifying for Public Law 874 funds cannot qualify for Johnson-O'Malley funds except for reimbursement for lunches furnished by the school to eligible Indian pupils. Under the Johnson-O'Malley program in Oklahoma, Anadarko Public Schools had received reimbursement at the rate of 16 cents per meal for all meals served to indigent Indian students who lived outside the city limits. The education of these students had probably been enhanced by having a noon meal since many of them probably would otherwise have gone without the meal or would not have had a well-balanced, nutritious meal. The educational leaders interviewed mentioned this program as a real asset to the school. The major weakness of the Johnson-O'Malley program was that it did not benefit Indian children who lived inside the city limits.

The Anadarko School System had benefitted from the federally impacted area aid to schools under Public Law 874. The school district had qualified for an entitlement of from \$80,000 to \$100,000 per year for several years. The law provided funds for applicant school districts which had students enrolled in school whose parents worked on and/or lived on federal property. For purposes of this

law, restricted Indian land was considered as federal property. The receipt of Public Law 874 funds partly compensated the district for the revenue lost because ad valorem taxes were not levied on restricted Indian land. Public Law 874 funds went for general school support and were not designated for any specific program. For the most part, however, Public Law 874 funds were used to hire additional teachers for the school system. For instance, in the 1968-69 school year, Anadarko qualified for a minimum of 81.7 teachers under the state guidelines for payment of state foundation aid. The school hired 100 teachers, or 18.3 teachers more than the minimum for which they received state foundation aid. Many of these teachers' salaries were financed by Public Law 874 funds. This reduced class size and also added needed programs to the school curriculum.

The beginning salary for a classroom teacher with no experience and a B.S. degree at Anadarko in 1968-69 was \$5,200 which was 4 per cent above the state minimum. The maximum classroom teacher salary was \$6,800 which was 7 per cent above the state minimum. However, some teachers were paid more for extra duties.

Title I of the Elementary and Secondary Education Act was a program of great benefit to the Anadarko School System. Funds received from Title I had been spent over the past four years to provide health services, guidance services, summer school, a speech therapy program, teacher

aides, reduction of class size, developmental and remedial reading programs, expanded music programs, food services to children from low income families, and to purchase needed equipment and materials.

The programs provided under Title I of the Elementary and Secondary Education Act were established to help educationally-deprived students from low income families and many of these students came from the minority groups. The reading program was instituted to help slow readers improve their reading rate and comprehension and to help develop good reading habits. The speech therapy program had helped many students overcome speech difficulties which were affecting all their educational endeavors. Many students had been furnished meals, or musical instruments, or classroom supplies so that they could better take part in classroom activities.

Title II of the Elementary and Secondary Education Act had also been of great benefit to the Anadarko School System. Title II funds had allowed the libraries in the school to be better stocked with reading and audio-visual materials. Combining Title I and Title II, ESEA funds, the school system had been able to offer much better library services in the secondary schools. The libraries at the junior high school and senior high school improved their selection of books and materials and two qualified full-time librarians were on duty at the libraries. Both

libraries were operated efficiently and were well utilized by the many students and the faculties of the two schools. Library services could be improved by the provision of more clerical help.

Without Public Law 874 and Title I, ESEA funds, the Anadarko School System would have to cut its professional staff by one-fifth, thereby drastically reducing educational opportunities for the students in the school system. Without funds from these two sources, the Anadarko School District would have, without doubt, a very minimal educational program.

It would probably pay the school system to seek other funds available through the Bureau of Indian Affairs, or private foundations, or other federal programs such as Title III, ESEA, to fund some experimental or exemplary programs dealing with Indian education or other minority group education in the school. The administrative staff, perhaps, might consider the formulation of proposals worthy of funding through the Bureau of Indian Affairs, or Title III, ESEA, or the Ford Foundation, to mention a few. Very few schools have students with such varied cultural, social, racial, and economic backgrounds as Anadarko.

#### Interviews with Indian Families

There is little doubt that the different cultural backgrounds of American Indians have an effect on the

education of Indian children. Luke Toyebo and Sidney Carney both identified cultural differences as factors in the education of Indian children. One cultural difference both men mentioned was the negative attitude toward regular employment that some Indians have.

Carl West identified lack of good communications between the races as a problem and also the Indians' view of financial responsibility. The Indians who are not acculturated are used to the idea of sharing all of their material possessions with their relatives. Of course, this practice tends to keep many Indians in poverty, because if they accumulate material goods, their relatives move in with them and they stay until the host no longer has material goods. Sidney Carney, Area Director of the Bureau of Indian Affairs, quoted one Indian employee as saying, "I cannot afford this job, I have to support too many people."<sup>1</sup>

To try to get at some of the cultural factors which affected Indian education, an instrument was developed with the help of the Consultative Center at the University of Oklahoma to use in interviewing Indian families. In developing this instrument, the list of dominant cultural traits of the majority culture quoted from Coombs<sup>2</sup>

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<sup>1</sup>Sidney Carney, Statement made during an interview, July, 1969.

<sup>2</sup>Coombs, op. cit., p. 104.



on pages three and four of this study played an important part. Thirty Indian families were selected at random to be visited and interviewed. The author visited each home and put the responses to the questions on the instrument developed for that purpose. The number of families was set at thirty because it was felt that this would give a good cross section of the Indian population sending children to the secondary schools at Anadarko. The instrument appears in the appendix.

The author visited the homes and was well received in all of them. No one refused to answer questions. In visiting these homes, it was found that most homes were probably typical American homes for Western Oklahoma.

Fourteen of the homes were inside the Anadarko City limits and sixteen were outside the city. The Kiowa Tribal members were encountered most often, but the author also found Comanche, Apache, Arapahoe, Delaware, Caddo, Wichita, Creek, and Sioux tribal members. Of the homes visited, eight had telephones but twenty-two did not have a telephone. Many different occupations were listed but the head of the household in seven homes, which was 23 per cent of those interviewed, was unemployed and one was disabled. The average number of people living at each home was six with twelve individuals reported living at one house. Fourteen of the heads of the household had finished high school with sixteen having less than a high school

education. One head of the household had attended college, one had a B.S. Degree, and one had a Masters Degree. Of those not finishing high school, the median grade level finished was grade nine. This corresponded with the figure of 8.9 for the general population of the State of Oklahoma given earlier in this study.

In every home visited, English was the language spoken in the home. Only twelve heads of households admitted to being able to speak an Indian language.

For the homes visited, seven were rated in excellent condition by the author, fifteen in good condition, and only eight homes in fair condition. Of the homes visited, nineteen were owned by the occupant, nine were rented by the occupant, while two occupants were allowed to reside there by some relative. Two of the houses had four rooms, three had seven rooms, fourteen had five rooms, and eleven had six rooms. All the homes had running water and all but two had inside toilet facilities. All the houses had natural gas or LPG, and all reported having electricity and television. Fifteen reported air conditioning of some type while only two reported a kitchen disposal. All but two homes reported having a radio.

Fourteen homes reported that they subscribed to no magazines while sixteen said that they subscribed to one or more magazines. Nine homes did not subscribe to any newspaper, ten homes subscribed to one paper, nine

homes subscribed to two papers, one home subscribed to three papers, and one reported subscribing to four newspapers.

Twenty homes had novels, twenty-seven homes reported at least one dictionary, and nineteen homes reported owning a set of encyclopedia.

In the matter of vehicles, seven families owned none, sixteen families owned one vehicle, four families owned two vehicles, and three families owned three vehicles.

Three heads of the household had annual incomes under \$1,000, eight stated that they made between \$1,000 and \$2,000 per year, two stated they made \$2,000 to \$3,000 per year, thirteen said they received \$3,000 to \$5,000 per year, two said that they receive \$5,000 to \$10,000 annually, and two reported annual incomes in excess of \$10,000. Only eight homes reported income earners other than the head of the household. Three of these eight were the highest income households visited. The median family income was \$3,000 to \$5,000 yearly for the thirty surveyed families. There were thirteen of the thirty families with incomes below \$3,000 per year, which is the generally accepted poverty level income.

In community activities, twenty-three homes reported church participation, twenty-four reported taking part in tribal activities, sixteen took part in PTA, but only two belonged to a civic club.

In school activities, nineteen reported their children participated in FHA, only one reported participation of their children in FFA, eighteen reported 4-H participation by their children, twenty-four reported participation of their children in competitive athletics, and twenty-two reported Indian Club participation by their children. Other activities mentioned were art club, pep club, glee club, and band.

Twenty-eight homes reported that all eligible adults were registered to vote while only two said that not all eligible adults were registered. Thirteen reported voting in all elections and fifteen admitted to voting only in some elections.

Every family visited reported regular school attendance by their children except for illness. Some few did admit however, that their children missed as many as twenty days of school each year. Some Indian children did attend school regularly but some had very poor attendance records according to school records. A discrepancy apparently exists in what the homes define as regular attendance and what the schools define as regular attendance.

When questioned about the school, not one home reported any conflict between school teachings and home folkways and teachings. All homes but one reported that their children liked school. The one home had a recent

male dropout. When asked what their children liked most about school many said the children just liked school. Others identified athletics or some academic subject as best liked. Bass<sup>1</sup> found that Indian students gave athletics most often as their favorite activity in school.

When asked what their children liked least about school, most did not know. Some responded with an academic subject, Two things were mentioned several times. Three parents said teachers did not make clear, sufficient explanations and directions, and three parents said some teachers did not understand children.

When asked if they would like more Indian teachers for their children, twenty answered yes, one said no, and nine had no opinion. When asked if white teachers understand Indian students, nineteen responded that some do but some do not. Eight gave a yes answer while only three said no. When asked if white children understand Indian children, almost identical answers were received. It was interesting to note that almost all those questioned expressed the feeling that there is understanding of Indian students by white teachers and white students with some exceptions.

When asked about improvement of the education of Indian children in the Anadarko School System, many

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<sup>1</sup>Bass, op. cit., p. 23.

different things were mentioned leading one to believe that Indian parents are very perceptive about the needs of the local school system. Ten people said they would like to see better human relations in the school system. Seventeen people said they would like to see more Indian history, culture, and art in the curriculum. Seven parents stated that they would like for the teachers to make better explanations of subject matter material and assignments for the pupils. In connection with this, many parents stated that Indian children tend to be shy and will not ask for further explanation or clarification of material in the classroom. Other things which were mentioned were more required study, home visits by teachers, make the child feel welcome, girls basketball, and a physical education building at the high school.

When asked what one program benefits the Indian student the most, answers were many and varied. Mentioned most often were Indian club, vocational work, and reading. Practically every subject matter discipline was mentioned at least once. Many homes did not name any one program but said the whole educational program was good.

The last question in the interview dealt with Indian "giveaways." With this practice, an honored person at some event, such as the head dancer at a pow wow, gives gifts to other persons or groups. The gifts vary as to value and number, but sometimes the practice becomes very

expensive to the honored individual and his family. In the Southern Plains Indian Culture prior to 1875, an Indian received honor in his tribe not by what he accumulated but by what he gave away. Chiefs and warriors gave away ponies or blankets or buffalo robes to celebrate such events as marriage, coming of age of a boy, or the safe return of a war party containing a loved one. Some Indian warriors owned hundreds of horses so they could afford to give away five to ten horses and not be hurt economically. If they ran out of horses, they could go on a raid and get more. The giveaway practice continues today in the form of giving gifts to other individuals or organizations when honored or when a son returns safely from a war zone. Parents of a girl who is named a tribal princess give gifts to various individuals or organizations when their daughter is honored. Many Indian people also give gifts to Indian organizations out of thankfulness that a son has safely returned from the service. This brings honor to the son or daughter and to the family.

When asked about this practice and how they felt about it, some men quickly became defensive. It was found that opinions differed on the practice and that feelings could run high on the matter. It was pointed out several times that many people gave gifts at some events that they could not afford to give without straining their family budgets. The author had a young man tell him that he and

his family had saved for a "giveaway" and were going to go beyond their means to do it. In the white man's culture, men achieve status in part by what they acquire--clothing, big houses, farmland, big cars, bank accounts, etc.--but many Indians achieve status by what they give away.

In asking the questions listed on the instrument, it was found that fourteen had been the honored person while fifteen had not been so honored. Six expressed the opinion that this was a very good practice, seventeen responded that it was a good practice, and six said that it was a bad practice. This practice, coupled with the fact that some Indian people share every material possession that they own with their kin if asked to do so, would explain some of the poverty existing among Indians and the relative unconcern on the part of many about a steady job and income. Why bother to work too hard if you share all you earn with your kin? The ideal of sharing and giving gifts is a noble one but if carried to an extreme both can lead to financial ruin in this society today.

After visiting in the thirty Indian homes and talking with community leaders, the following conclusions were drawn:

1. Indian parents were fairly well satisfied with the schools, their children like school, and every parent contacted regarded education as very important for his children.



2. Indian families lived in homes comparable to other homes in the area occupied by persons of like financial means.
3. The Indian languages of the area were not being passed on to the new generation and were not a detrimental factor for education.
4. Many Indian families fell into the lower income brackets but some were in the highest income bracket. Poverty was definitely a problem which affects the education of Indian children in this area.
5. Indian children were more shy and less prone to participate in school than children of other ethnic groups in the Anadarko Schools.
6. Regular school attendance was a problem in some families but most Indian parents believed that their children attended school regularly.
7. Cultural differences were discernible in how some Indians felt about regular employment, in how some felt about acquiring material possessions, in how some regarded time or disregarded time, and in competitiveness. One community leader who employed some Indian workers stated that it was very difficult to get one Indian worker to supervise another if both were not acculturated.

8. The homes of Indian families were equipped with books, magazines, newspapers, and appliances probably comparable to other homes of like economic ability in the area.
9. There is no doubt that in some families, cultural differences did inhibit the education of the Indian children.

In his study, Bass found that, "The typical Oklahoma Indian high school graduate is married, graduated from a public high school, has had formal post high school training, is a skilled worker, and considers himself a success, but he is of partial Indian ancestry, lives off-reservation, attended a school where Indians were in the minority, speaks his tribal language not at all or poorly, and is employed by private industry."<sup>1</sup>

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<sup>1</sup>Bass, op. cit., p. 65.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### Findings of the Study

The problem was to investigate the educational opportunities and attainment of American Indian students in the Anadarko Public School System for the years 1956 to 1969 inclusive.

More specifically, the study described significant differences between the educational attainment of American Indians, whites, and Negroes in the Anadarko School System for the past fifteen years as shown by graduation rates and results of California Achievement Tests.

In addition, the study described the general holding power of the Anadarko School System for Indian pupils as compared to white and Negro pupils. This included some of the factors which have affected dropout rates.

Also, the study described the curriculum, school services, and administrative provisions existing in the Anadarko Schools which appeared to have affected school holding power for the Indian pupils and developed recommendations which might contribute to the development of a

school program which can more effectively meet the educational and other needs of these pupils.

In addition, community characteristics were studied and described as they related to the educational program of the Anadarko Schools.

The degree to which the cultural background of Indian children impinged on educational attainment was made by using an instrument developed for that purpose. A random sample of thirty Indian homes was selected and the parents interviewed. The responses of the parents were recorded using the instrument mentioned above.

The effects of current federal legislation on the education of Indian children were studied by examining the programs carried on by the school under the National Defense Education Act, the Elementary and Secondary Education Act, The Johnson O'Malley Act, and Public Laws 874 and 815.

Upon investigation of the educational attainment and opportunities of American Indian Students in the Anadarko Public Schools, it became apparent that much had been done, but it was also apparent that much remained to be done. Human relations in the school and the community need to be improved. Job opportunities need to be opened for Indian and Negro youth, who are qualified, in the retail businesses, the offices, the county government, and other places. Anadarko has made progress in creating job opportunities for minority group members, but much remains

to be done in this regard. Discrimination in rent housing existed and needs to be eliminated. Good rapport existed between the public schools, the community, and the Bureau of Indian Affairs, but better cooperation and sharing of information would bring about better educational opportunities and better human relations in the school and community.

The Anadarko School holding power needs to be improved, especially for minority group students. During the period from 1956 through 1969, only 57 per cent of the number of Indian students enrolled in the seventh grade later graduated from high school, while 56 per cent of the number of Negro students enrolled in the seventh grade later graduated from high school, and 67 per cent of the number of white students enrolled in the seventh grade later graduated from high school.

In the Anadarko Secondary Schools, the white students performed best on standardized achievement tests, with the Indian students second, and the Negro students third. In recent years, the minority group students tended to do better than previously on standardized achievement tests. The Negro students averaged more years enrolled in the secondary schools than the other two groups. In this category the white students were second with the Indian students third. The Negro students averaged more days per year in attendance in the secondary schools with the white

students second and the Indian students third. The Indian children in some families definitely did have an attendance problem and were a more mobile, transient group. The school system improved its attendance effort by hiring a full time person to check on chronic absentees during the 1968-69 school year.

The program instituted in the past few years by the Indian Education Division of the State Department of Education in cooperation with the Bureau of Indian Affairs, providing counseling services and home visitation services by qualified persons for schools with heavy concentrations of Indian pupils, had been beneficial, and this program should become more effective as the counselors become more experienced. Many Indian students were being counseled about educational and vocational decisions through this program and were receiving encouragement to stay in school.

Cultural differences probably have important effects on the education of Indian children and the personnel in the public schools need to be more aware of this so that this effect can be minimized. Altering the attitudes and behaviors of education personnel concerning minority group children and youth, however, is a difficult task indeed.

The Anadarko Secondary Schools did not have any programs devised specifically for the improvement of

education for Indian children. In quoting a study made of Indian education one author said, "As for the curriculum and text books, the authors say that without exception they are not adapted in any way whatsoever to Indian students."<sup>1</sup> This statement holds true for the Anadarko Secondary Schools.

Language was not a significant problem in the education of Indian children in Anadarko and apparently was not a problem generally in Western Oklahoma schools. All of the Indian students enrolling at Anadarko could speak English and most used the language with ease. The older Indians were concerned that the Indian languages will die out because of disuse.

The communication between the school and the Indian home at Anadarko was almost nonexistent. Indian parents were concerned about the education of their children, but did not go to the school or contact the school officials except on rare occasions. Most Indian parents interviewed were satisfied with the schools, but many of them wanted better human relations in the schools. This probably indicated a subtle dissatisfaction with treatment their children received in school.

The minority groups of Anadarko were represented on the City Council by one Negro member, but they were not represented on the school board. Considering the number

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<sup>1</sup>Carnegie Quarterly, op. cit., p. 3.

of citizens in Anadarko who are members of minority groups, at least one member of the Board of Education should be from a minority group. A group of citizens as large as the Indian population of Anadarko should have a voice in the decision making process which vitally affects the educational opportunities of their children.

While visiting in Indian homes and interviewing the Indian parents, it was discovered that Indian parents were vitally interested in the education of their children, tended to be satisfied with the school their children attended, maintained homes comparable to other homes in the area for families with like incomes, spoke English at home, had a desire to maintain Indian customs and culture, and wanted their children to adjust to a school and community life which was free of discrimination. However, some Indian families had incomes below the poverty line and economic factors undoubtedly played a major role in the education of children from these homes.

The Anadarko School System instituted a kindergarten program during the 1968-69 school year which was free to all kindergarten age children residing in the district. Efforts were made to get all eligible children into the kindergarten program. This should help many of the Indian children because they will start the formal educational process at an earlier age. Many of the deprived children in the school district will have learning



experiences in kindergarten that they would not receive at home.

One of the greatest weaknesses in the secondary school was the rapid turnover of the professional staff, both teachers and administrators. The factors causing the high rate of turnover in the staff should be identified and steps taken to remedy the situation. Better selection and retention policies for all professional personnel employed by the school district must be devised and followed. Anadarko High School needs an instructional leader who will stay with the job to give the high school program continuity.

Cooperation between various agencies in the community concerned with education was good but it should be improved. Exchange of information and ideas between the school system, the Bureau of Indian Affairs, the County Welfare Department, Riverside Indian School, and other community agencies should be more effective. Many agencies in the community concerned with education were totally unaware of what other agencies were doing. This resulted in a duplication and overlapping of services and confusion among the recipients of these services. All of the agencies should also carry out a cooperative informational service to let those eligible for services know what is available and how to apply for available services.

The Anadarko School System employed teachers from both minority groups. However, attempts should be made to

employ more members from these groups. More Negro teachers were needed at the high school level and the elementary level and more Indian teachers were needed throughout the school system. It would be desirable to employ the same percentage of Indian and Negro teachers on the faculty as the percentage of Indian and Negro students in the student body.

The school was not utilizing very many teachers' aides. Several teachers' aides would be a valuable addition to the staff, as they could help the teachers with the routine classwork so that teachers could spend more time on instruction. The aides could also make it possible for the students, especially from deprived families, to receive more individual attention.

A speech therapy program has been in operation at Anadarko since 1966. This is one activity carried on under Title I of the Elementary and Secondary Education Act which has benefited many students from minority groups and deprived homes. The school had employed competent teachers and given them enough time to do a good job with individual students.

The school had a special class for mentally handicapped students in 1965-66 which was financed by Title I of the Elementary and Secondary Education Act. However, it was difficult to employ and retain good special education teachers because they were unavailable and the

program was dropped.

A health program was instituted under Title I of the Elementary and Secondary Act in 1966 and proved to be a help to the students with health problems. The school nurse had also carried on a good testing program with the students for hearing and eye defects. Students needing help were referred to the proper source for help. This program benefited students from deprived homes especially, since students with health problems were detected in the routine screening of all the students.

The cafeteria services at Anadarko were adequate to serve all the students and the school administration encouraged the cooks to attend cooking schools operated by the School Lunch Section of the State Department of Education. All students who desired to eat in the school cafeterias were served a noon meal. Prices were adjusted on the basis of family income and number of persons living at home.

The guidance and counseling program at Anadarko was staffed with well qualified counselors who did good work with the students. The school met the requirements of the State Department of Education and the North Central Association of Secondary Schools and Colleges regarding the number of counselors hired, but the school needed more counseling personnel for the entire student body to receive adequate service in this area.

The activity program of the Anadarko Secondary Schools had a variety of activities which complemented and enriched the classroom program. More activities, however, are needed in which the minority students can take a leadership role. The school needed to make a conscious effort to train minority group students for leadership positions. The student bodies at the high school and the junior high school had elected minority group students to office but this occurred very infrequently. Minority group students participated well in Indian Club, competitive athletics, and vocal music but participation in other activities by minority group students was minimal.

The junior high school and the senior high school offered no physical education for boys and girls and an effective program is certainly needed in this field.

The State Department of Education is charged with the responsibility for providing coordination of educational efforts in the state, administration of the laws regarding education, and with providing leadership for education in Oklahoma. Unfortunately, leadership from the State Department of Education has been lacking in the state in many educational programs.

### Conclusions

More extra-classroom activities and a strengthened activity program need to be developed to elicit increased

participation from the Indian students.

The Indian languages of the area were not being passed on to the new generation. The Indian languages spoken in the home were not a detrimental factor for education of these students in the Anadarko School.

Poverty definitely affected the education of Indian children in the Anadarko area since many Indian families had poverty level total incomes.

Irregular attendance and frequent residence changes were probably deterrents to Indian student achievement in school and cultural differences tended to impinge unfavorably on the education of Indian children.

The significant lack of stability on the professional staff of the Anadarko Schools undoubtedly contributed negatively to the quality of the educational program.

If the needs of Indian pupils are to be met, much must be done to improve the quality of the curriculum and special services in the Anadarko Schools.

The State Department of Education through the years had not provided needed leadership to the schools of the state in the improvement of their educational programs for Indian students. As the federal government

years ago relinquished the major responsibility for educating Indian students and shifted this responsibility to the local school districts and to the state, it is a matter of deep regret that more has not been done to meet the educational and other needs of this minority group which has suffered so long at the hands of a careless nation.

The Anadarko School system needs to develop a meaningful in-service program for its educators, dealing with problems in Indian Education and improved human relations.

#### Recommendations

The school and the community had experienced a healthy growth for a number of years. Planning for the accommodation of future increases in the size of the school population needs to be done for several years in advance. The school board and the administration should draw up a long range building plan for the school district and a companion plan for financing the expansion of the school plant and program to accommodate future growth.

The administration also needs to plan for the

increase in Indian enrollment throughout the school system. Planning should be done now for good human relations in a school system that could possibly have a 50 per cent American Indian student enrollment in a decade.

The school needs to make a comprehensive study of drop-outs and their causes and then design a program for the schools aimed at reducing this drop-out rate.

Teachers and administrators should be made aware of cultural differences which affect Indian education through in-service educational programs which utilize outside resource people. The in-service program should utilize resource people who are knowledgeable about problems in Indian education. The in-service program should also deal with how to structure the curriculum to bring about improved educational opportunities for Indian students.

The schools should devise a curriculum to fit the needs and interests of the Indian students and then select or devise appropriate textbooks and reference books in some of these courses or experiences. One course which should be included in the curriculum is a course dealing with Indian history and culture.

Activities of special interest to Indian students should be promoted in the schools.

The kindergarten program should be strengthened and made a part of the regular school program. Attendance should be compulsory and the program should be financed like the rest of the school program in the public schools in the state. The school officials at Anadarko should make every effort to get all eligible children enrolled in the kindergarten program regardless of their race, but no effort should be spared to get all of the deprived or minority group children in the district enrolled in kindergarten.

Some attempt should be made, through the Bureau of Indian Affairs, or the State Department of Education, Indian Section, to institute a program whereby the salaries of qualified Indian teachers could be subsidized so that qualified Indian teachers may be recruited to teach in the public schools.

More teachers' aides need to be employed by Anadarko Schools to help teachers with routine work so that the teachers could spend more time on instruction.

The State Department of Education, in many areas, has not provided needed leadership. One of the areas in which leadership has been lacking is the area of human relations. The State Department of Education should expand the Human Relations Division staff so that it can extend its services more broadly to the public schools of the state. This newly created division of the State Department of Education should also provide more leadership



in the desegregation and integration of the schools. The Division of Indian Education and the Division of Human Relations should collaborate to enhance educational opportunities for Oklahoma Indians and other minority groups.

The Anadarko School should design projects for the improvement of minority group education and submit these project proposals to the proper agencies for funding. One good source of funding not being utilized by the Anadarko Public Schools is Title III of the Elementary and Secondary Education Act. This act provides funding for exemplary and innovative educational programs.

The Federal Government has varied legislation which provides assistance to schools for the education of Indian students. Some of these programs should be terminated or consolidated with other programs. The Johnson O'Malley Act could be combined with the National School Lunch Program and Public Law 874. The Elementary and Secondary Education Act is the best existing legislation for the improvement of education of deprived children, but many times the funds provided for the improvement of educational opportunities for deprived students have been used for the entire student body. The Federal Government needs to examine its role in financing Indian education and devise a better means of bringing about improved educational opportunities for Indian students in the public schools.

The school needs to organize special education classes for primary and upper elementary students with low mental ability. Many of the mentally handicapped students come from deprived homes and minority group homes and can be helped by being placed in special education classes.

The health program needs to be expanded by adding more personnel and doing more work in the areas of teaching personal hygiene and disease prevention.

More time needs to be provided the counselors for individual counseling and group counseling. The present counselors spent much of their time in enrollment procedures, student check out procedures, senior counseling and freshman counseling. More individual work needs to be done with minority groups and potential dropouts.

The curriculum at Anadarko could be improved through a good in-service program for the teaching staff and by making an effort to obtain longer tenure for the staff members. This can probably be accomplished by better hiring and retention policies and better salaries.

More activities, programs, and courses designed specifically for the education of Indian students need to be made a part of the curriculum at Anadarko.

The Vocational-technical center at Fort Cobb can serve a need for vocational education of the minority group students at Anadarko but the students need to be better informed about what is available at the center and counseled

about which courses best fit their aptitudes and interests. Vocational programs designed specifically to meet the needs of Indian students should be studied by the staff of the vocational-technical center and included in the course offerings.

At one time, the Anadarko Public Schools had an elementary guidance program financed by Title I of the Elementary and Secondary Education Act. However, this program was dropped after a year and a half of operation. The Anadarko school system should operate a good elementary guidance program which can be of great value to all the students, but especially to those students from deprived homes.

The City of Anadarko, Caddo County, and the businesses of the area need to make a study of community housing and employment practices and eliminate much discrimination because of race in these important areas of concern.

The number of students enrolled in the school system has significantly increased over the past seven years and will probably continue to increase. The number of Indian students was increasing rapidly and the percentage of Indian students to total enrollment had also increased greatly over the past seven years. Anadarko Public Schools could have a 40% to 50% Indian enrollment in the next five years. Since the total enrollment and percentage of Indian enrollment has significantly increased

in the Anadarko Public Schools it seems that well calculated efforts should be launched to develop a challenging contributive and innovative program designed to appropriately meet the needs of this Indian enrollment.

Educational programs and activities designed specifically for the improvement of educational opportunities for Negro students need to be instituted at Anadarko. The results of standardized achievement tests show this to be a critical need.

## APPENDIX

### FAMILY INFORMATION SHEET

1. Name of head of household: \_\_\_\_\_ Tribe \_\_\_\_\_
2. Address \_\_\_\_\_ 3. Phone No. \_\_\_\_\_  
\_\_\_\_\_ 4. Occupation \_\_\_\_\_
5. Ages of persons living at the home \_\_\_\_\_
6. Highest educational level of head of household \_\_\_\_\_
7. Highest educational level of spouse \_\_\_\_\_
8. What languages are spoken in your household:  
(a) English \_\_\_\_\_ (b) Tribal language \_\_\_\_\_ (c) Other \_\_\_\_\_
9. General condition of the home: Excellent \_\_\_\_\_ Good \_\_\_\_\_  
Fair \_\_\_\_\_
10. Nature of occupancy: Self-owned \_\_\_\_\_ Rented \_\_\_\_\_ Other \_\_\_\_\_
11. No. of rooms in home: \_\_\_\_\_
12. Facilities in home: Running water \_\_\_\_\_ Bathroom \_\_\_\_\_  
Kitchen disposal \_\_\_\_\_ Natural gas \_\_\_\_\_ Air conditioning \_\_\_\_\_  
Electricity \_\_\_\_\_ T.V. \_\_\_\_\_ Radio \_\_\_\_\_
13. No. of magazine subscriptions \_\_\_\_\_ No. of newspaper sub-  
scriptions \_\_\_\_\_. Does the home have novels \_\_\_\_\_ diction-  
aries \_\_\_\_\_ encyclopedia \_\_\_\_\_?
14. No. of automobiles and pickups owned \_\_\_\_\_. Make and age  
of vehicles \_\_\_\_\_.
15. Annual income of head of household \_\_\_\_\_, Source  
\_\_\_\_\_. Annual income of the other  
family wage earners \_\_\_\_\_.
16. Family participation in community activities: Church \_\_\_\_\_  
Tribal activities \_\_\_\_\_ PTA \_\_\_\_\_ Civic Clubs \_\_\_\_\_

17. Participation in school activities: FHA\_\_\_ FFA\_\_\_  
4-H\_\_\_ Athletics\_\_\_ Indian Club\_\_\_ Others\_\_\_
18. Are family members over 21 registered to vote?\_\_\_  
Vote how often: All elections\_\_\_ Some elections\_\_\_  
None\_\_\_
19. Type of employment: Full time\_\_\_ Part-time\_\_\_  
Seasonal\_\_\_
20. Is attendance of children in public schools regular?  
Yes\_\_\_ No\_\_\_ . Approximate no. of days missed per  
year\_\_\_
21. Most frequent causes of absenteeism if any: Sick-  
ness\_\_\_ Work\_\_\_ Tribal affairs\_\_\_ Motivation\_\_\_  
Other\_\_\_
22. Is your child taught anything at school which con-  
flicts with your folkways and teachings? Yes\_\_\_ No\_\_\_
23. How do your children feel about school? Like\_\_\_  
Dislike\_\_\_ No expressed feelings\_\_\_
24. What do your children like most about school?\_\_\_  
Like least about school?\_\_\_
25. How important do you consider an education for your  
sons? Very important\_\_\_ Some importance\_\_\_ Little  
importance\_\_\_  
Your daughters? Very important\_\_\_ Some importance\_\_\_  
Little importance\_\_\_
26. Would you prefer more Indian teachers for your chil-  
dren? Yes\_\_\_ No\_\_\_
27. Do you feel that white teachers understand Indian  
students? Yes\_\_\_ No\_\_\_
28. Do you feel that white students understand Indian stu-  
dents? Yes\_\_\_ No\_\_\_
29. If you could be head of the Anadarko Schools, what  
three things would you do to improve education for  
Indian children?  
(a)\_\_\_ (b)\_\_\_  
(c)\_\_\_
30. What one program do you think benefits the Indian  
children the most in the Anadarko School System?  
\_\_\_\_\_

31. In some Indian Tribes, an honored person gives gifts to several other persons. Have you ever been the honored person giving the gifts? Yes\_\_\_ No\_\_\_. Do you think this practice is very good\_\_\_ good\_\_\_ bad\_\_\_?

TABLE 1

THE PERCENT OF STUDENTS ENROLLED EACH YEAR IN  
ANADARKO SECONDARY SCHOOLS BY RACE FOR THE  
1955 HIGH SCHOOL GRADUATION CLASS

| Grade  | 7   | 8   | 9   | 10  | 11  | 12  | % of 7th<br>Graduating |
|--------|-----|-----|-----|-----|-----|-----|------------------------|
| White  | 71  | 75  | 72  | 74  | 74  | 75  | 65                     |
| Indian | 14  | 10  | 9   | 9   | 10  | 8   | 40                     |
| Negro  | 15  | 15  | 19  | 17  | 16  | 17  | 71                     |
| Total  | 100 | 100 | 100 | 100 | 100 | 100 | 62                     |

TABLE 2

THE PERCENT OF STUDENTS ENROLLED EACH YEAR IN  
ANADARKO SECONDARY SCHOOLS BY RACE FOR THE  
1956 HIGH SCHOOL GRADUATION CLASS

| Grade  | 7   | 8   | 9   | 10  | 11  | 12  | % of 7th<br>Graduating |
|--------|-----|-----|-----|-----|-----|-----|------------------------|
| White  | 81  | 80  | 77  | 79  | 79  | 82  | 55                     |
| Indian | 13  | 14  | 12  | 9   | 9   | 10  | 39                     |
| Negro  | 6   | 6   | 11  | 12  | 12  | 8   | 75                     |
| Total  | 100 | 100 | 100 | 100 | 100 | 100 | 54                     |

TABLE 3

THE PERCENT OF STUDENTS ENROLLED EACH YEAR IN  
ANADARKO SECONDARY SCHOOLS BY RACE FOR THE  
1957 HIGH SCHOOL GRADUATION CLASS

| Grade  | 7   | 8   | 9   | 10  | 11  | 12  | % of 7th<br>Graduating |
|--------|-----|-----|-----|-----|-----|-----|------------------------|
| White  | 68  | 68  | 66  | 68  | 70  | 69  | 44                     |
| Indian | 12  | 12  | 17  | 17  | 18  | 17  | 65                     |
| Negro  | 20  | 19  | 17  | 15  | 12  | 14  | 31                     |
| Total  | 100 | 100 | 100 | 100 | 100 | 100 | 44                     |



TABLE 4

THE PERCENT OF STUDENTS ENROLLED EACH YEAR IN  
ANADARKO SECONDARY SCHOOLS BY RACE FOR THE  
1958 HIGH SCHOOL GRADUATION CLASS

| Grade  | 7   | 8   | 9   | 10  | 11  | 12  | % of 7th<br>Graduating |
|--------|-----|-----|-----|-----|-----|-----|------------------------|
| White  | 75  | 67  | 66  | 71  | 65  | 71  | 43                     |
| Indian | 10  | 14  | 15  | 11  | 15  | 18  | 76                     |
| Negro  | 15  | 19  | 19  | 18  | 10  | 11  | 40                     |
| Total  | 100 | 100 | 100 | 100 | 100 | 100 | 46                     |

TABLE 5

THE PERCENT OF STUDENTS ENROLLED EACH YEAR IN  
ANADARKO SECONDARY SCHOOLS BY RACE FOR THE  
1959 HIGH SCHOOL GRADUATION CLASS

| Grade  | 7   | 8   | 9   | 10  | 11  | 12  | % of 7th<br>Graduating |
|--------|-----|-----|-----|-----|-----|-----|------------------------|
| White  | 71  | 68  | 67  | 73  | 79  | 76  | 77                     |
| Indian | 18  | 21  | 21  | 18  | 11  | 14  | 57                     |
| Negro  | 11  | 11  | 12  | 9   | 10  | 10  | 62                     |
| Total  | 100 | 100 | 100 | 100 | 100 | 100 | 71                     |

TABLE 6

THE PERCENT OF STUDENTS ENROLLED EACH YEAR IN  
ANADARKO SECONDARY SCHOOLS BY RACE FOR THE  
1960 HIGH SCHOOL GRADUATION CLASS

| Grade  | 7   | 8   | 9 | 10  | 11  | 12  | % of 7th<br>Graduating |
|--------|-----|-----|---|-----|-----|-----|------------------------|
| White  | 73  | 70  | M | 74  | 72  | 76  | 55                     |
| Indian | 13  | 14  | i | 15  | 15  | 11  | 43                     |
| Negro  | 14  | 16  | s | 11  | 13  | 13  | 52                     |
| Total  | 100 | 100 | i | 100 | 100 | 100 | 52                     |
|        |     |     | n |     |     |     |                        |
|        |     |     | g |     |     |     |                        |

TABLE 7

THE PERCENT OF STUDENTS ENROLLED EACH YEAR IN  
ANADARKO SECONDARY SCHOOLS BY RACE FOR THE  
1961 HIGH SCHOOL GRADUATION CLASS

| Grade  | 7   | 8   | 9   | 10  | 11  | 12  | % of 7th<br>Graduated |
|--------|-----|-----|-----|-----|-----|-----|-----------------------|
| White  | 77  | 77  | 80  | 84  | 82  | 76  | 79                    |
| Indian | 19  | 19  | 14  | 10  | 12  | 17  | 72                    |
| Negro  | 4   | 4   | 6   | 6   | 6   | 7   | 83                    |
| Total  | 100 | 100 | 100 | 100 | 100 | 100 | 78                    |

TABLE 8

THE PERCENT OF STUDENTS ENROLLED EACH YEAR IN  
ANADARKO SECONDARY SCHOOLS BY RACE FOR THE  
1962 HIGH SCHOOL GRADUATION CLASS

| Grade  | 7   | 8   | 9   | 10  | 11  | 12  | % of 7th<br>Graduated |
|--------|-----|-----|-----|-----|-----|-----|-----------------------|
| White  | 71  | 73  | 71  | 69  | 70  | 76  | 63                    |
| Indian | 15  | 15  | 15  | 17  | 18  | 14  | 54                    |
| Negro  | 14  | 23  | 14  | 14  | 12  | 10  | 45                    |
| Total  | 100 | 100 | 100 | 100 | 100 | 100 | 59                    |

TABLE 9

THE PERCENT OF STUDENTS ENROLLED EACH YEAR IN  
ANADARKO SECONDARY SCHOOLS BY RACE FOR THE  
1963 HIGH SCHOOL GRADUATION CLASS

| Grade  | 7   | 8   | 9   | 10  | 11  | 12  | % of 7th<br>Graduated |
|--------|-----|-----|-----|-----|-----|-----|-----------------------|
| White  | 67  | 67  | 69  | 71  | 74  | 82  | 74                    |
| Indian | 20  | 21  | 17  | 16  | 16  | 13  | 36                    |
| Negro  | 13  | 12  | 14  | 13  | 10  | 5   | 24                    |
| Total  | 100 | 100 | 100 | 100 | 100 | 100 | 60                    |

TABLE 10

THE PERCENT OF STUDENTS ENROLLED EACH YEAR IN  
ANADARKO SECONDARY SCHOOLS BY RACE FOR THE  
1964 HIGH SCHOOL GRADUATION CLASS

| Grade  | 7   | 8   | 9   | 10  | 11  | 12  | % of 7th<br>Graduated |
|--------|-----|-----|-----|-----|-----|-----|-----------------------|
| White  | 75  | 73  | 72  | 78  | 76  | 75  | 78                    |
| Indian | 17  | 19  | 22  | 16  | 18  | 16  | 67                    |
| Negro  | 8   | 8   | 6   | 6   | 6   | 9   | 88                    |
| Total  | 100 | 100 | 100 | 100 | 100 | 100 | 76                    |

TABLE 11

THE PERCENT OF STUDENTS ENROLLED EACH YEAR IN  
ANADARKO SECONDARY SCHOOLS BY RACE FOR THE  
1965 HIGH SCHOOL GRADUATION CLASS

| Grade  | 7   | 8   | 9   | 10  | 11  | 12  | % of 7th<br>Graduated |
|--------|-----|-----|-----|-----|-----|-----|-----------------------|
| White  | 75  | 71  | 73  | 75  | 72  | 73  | 63                    |
| Indian | 16  | 18  | 16  | 16  | 17  | 17  | 67                    |
| Negro  | 9   | 11  | 11  | 9   | 11  | 10  | 74                    |
| Total  | 100 | 100 | 100 | 100 | 100 | 100 | 65                    |

TABLE 12

THE PERCENT OF STUDENTS ENROLLED EACH YEAR IN  
ANADARKO SECONDARY SCHOOLS BY RACE FOR THE  
1966 HIGH SCHOOL GRADUATION CLASS

| Grade  | 7   | 8   | 9   | 10  | 11  | 12  | % of 7th<br>Graduated |
|--------|-----|-----|-----|-----|-----|-----|-----------------------|
| White  | 69  | 70  | 67  | 70  | 75  | 76  | 76                    |
| Indian | 20  | 20  | 23  | 23  | 16  | 16  | 55                    |
| Negro  | 11  | 10  | 10  | 7   | 9   | 8   | 53                    |
| Total  | 100 | 100 | 100 | 100 | 100 | 100 | 69                    |

TABLE 13

THE PERCENT OF STUDENTS ENROLLED EACH YEAR IN  
ANADARKO SECONDARY SCHOOLS BY RACE FOR THE  
1967 HIGH SCHOOL GRADUATION CLASS

| Grade  | 7   | 8   | 9   | 10  | 11  | 12  | % of 7th<br>Graduated |
|--------|-----|-----|-----|-----|-----|-----|-----------------------|
| White  | 67  | 67  | 66  | 69  | 67  | 70  | 93                    |
| Indian | 25  | 27  | 27  | 26  | 26  | 22  | 69                    |
| Negro  | 8   | 6   | 7   | 5   | 7   | 8   | 92                    |
| Total  | 100 | 100 | 100 | 100 | 100 | 100 | 87                    |

TABLE 14

THE PERCENT OF STUDENTS ENROLLED EACH YEAR IN  
ANADARKO SECONDARY SCHOOLS BY RACE FOR THE  
1968 HIGH SCHOOL GRADUATION CLASS

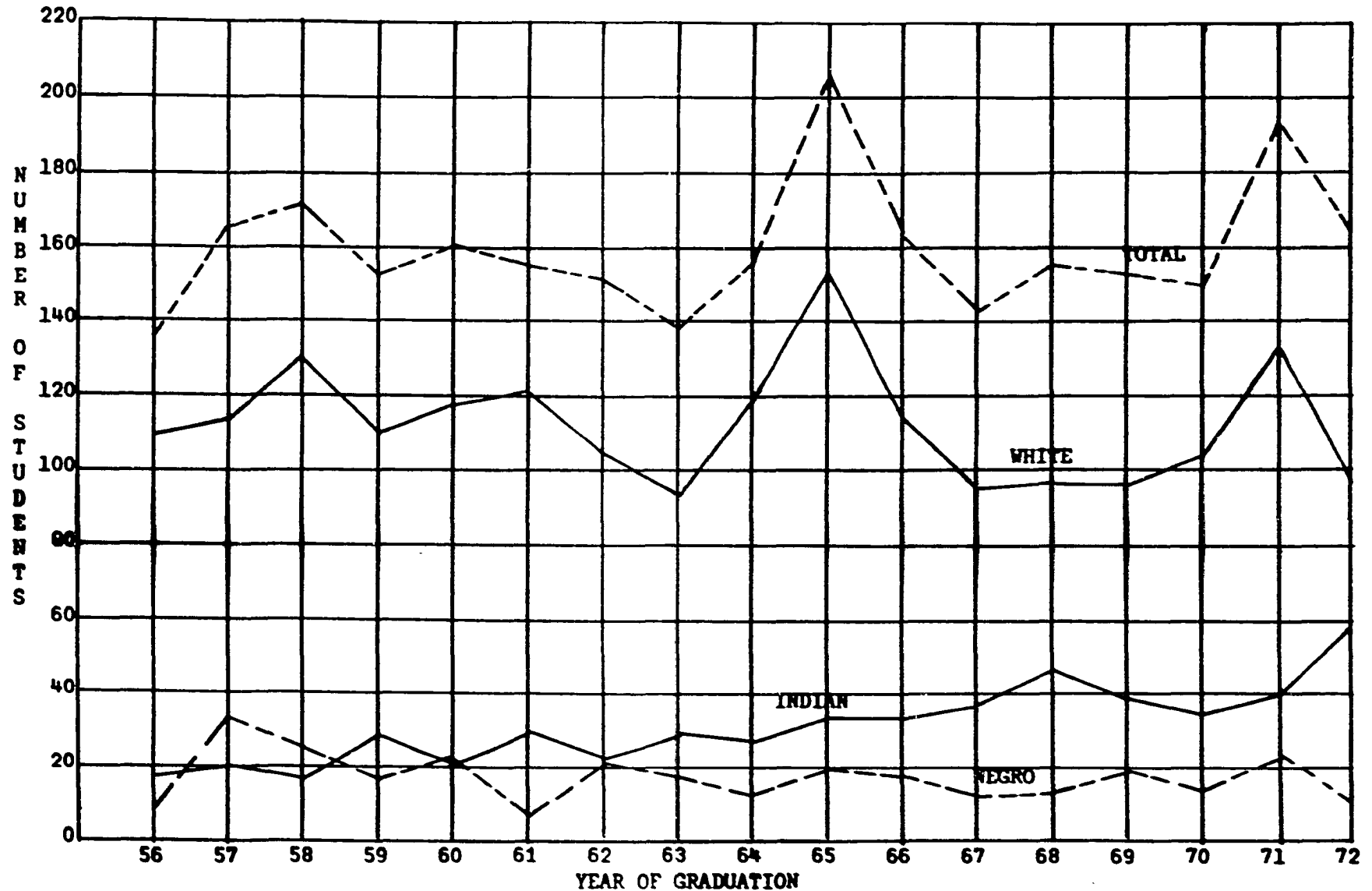
| Grade  | 7   | 8   | 9   | 10  | 11  | 12  | % of 7th<br>Graduated |
|--------|-----|-----|-----|-----|-----|-----|-----------------------|
| White  | 62  | 61  | 65  | 67  | 67  | 69  | 85                    |
| Indian | 29  | 32  | 27  | 25  | 25  | 22  | 48                    |
| Negro  | 9   | 7   | 8   | 8   | 8   | 9   | 69                    |
| Total  | 100 | 100 | 100 | 100 | 100 | 100 | 72                    |

TABLE 15

THE PERCENT OF STUDENTS ENROLLED EACH YEAR IN  
ANADARKO SECONDARY SCHOOLS BY RACE FOR THE  
1969 HIGH SCHOOL GRADUATION CLASS

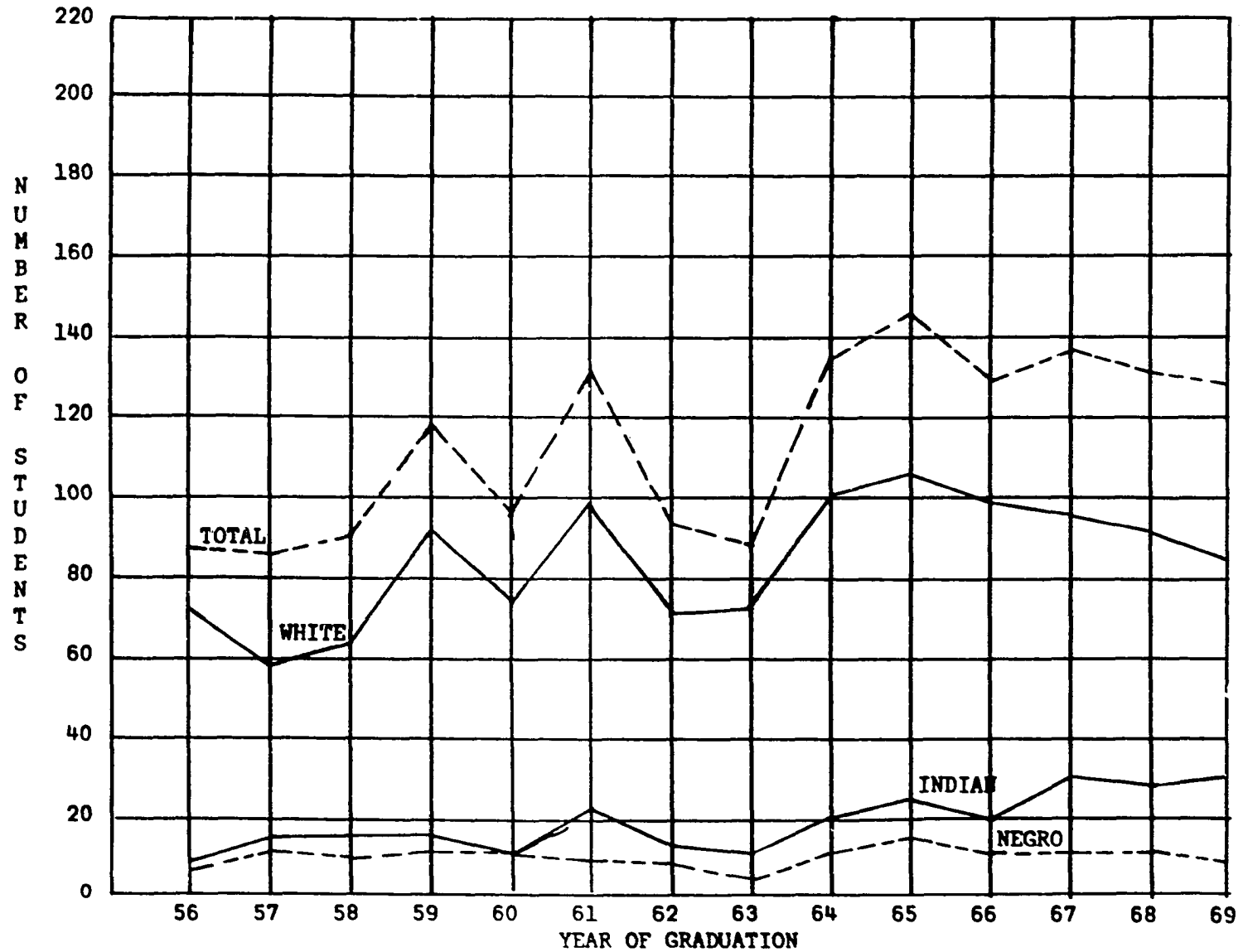
| Grade  | 7   | 8   | 9   | 10                              | 11  | 12  | % of 7th<br>Graduated |
|--------|-----|-----|-----|---------------------------------|-----|-----|-----------------------|
| White  | 63  | 60  | 61  | M<br>i<br>s<br>s<br>i<br>n<br>g | 66  | 66  | 81                    |
| Indian | 26  | 29  | 29  |                                 | 24  | 24  | 67                    |
| Negro  | 11  | 11  | 10  |                                 | 10  | 10  | 67                    |
| Total  | 100 | 100 | 100 |                                 | 100 | 100 | 76                    |

THE ENROLLMENT BY RACE IN ANADARKO SECONDARY SCHOOLS FOR THE  
SEVENTH GRADE CLASSES WHICH GRADUATED OR WILL GRADUATE  
FROM HIGH SCHOOL 1956 THROUGH 1972



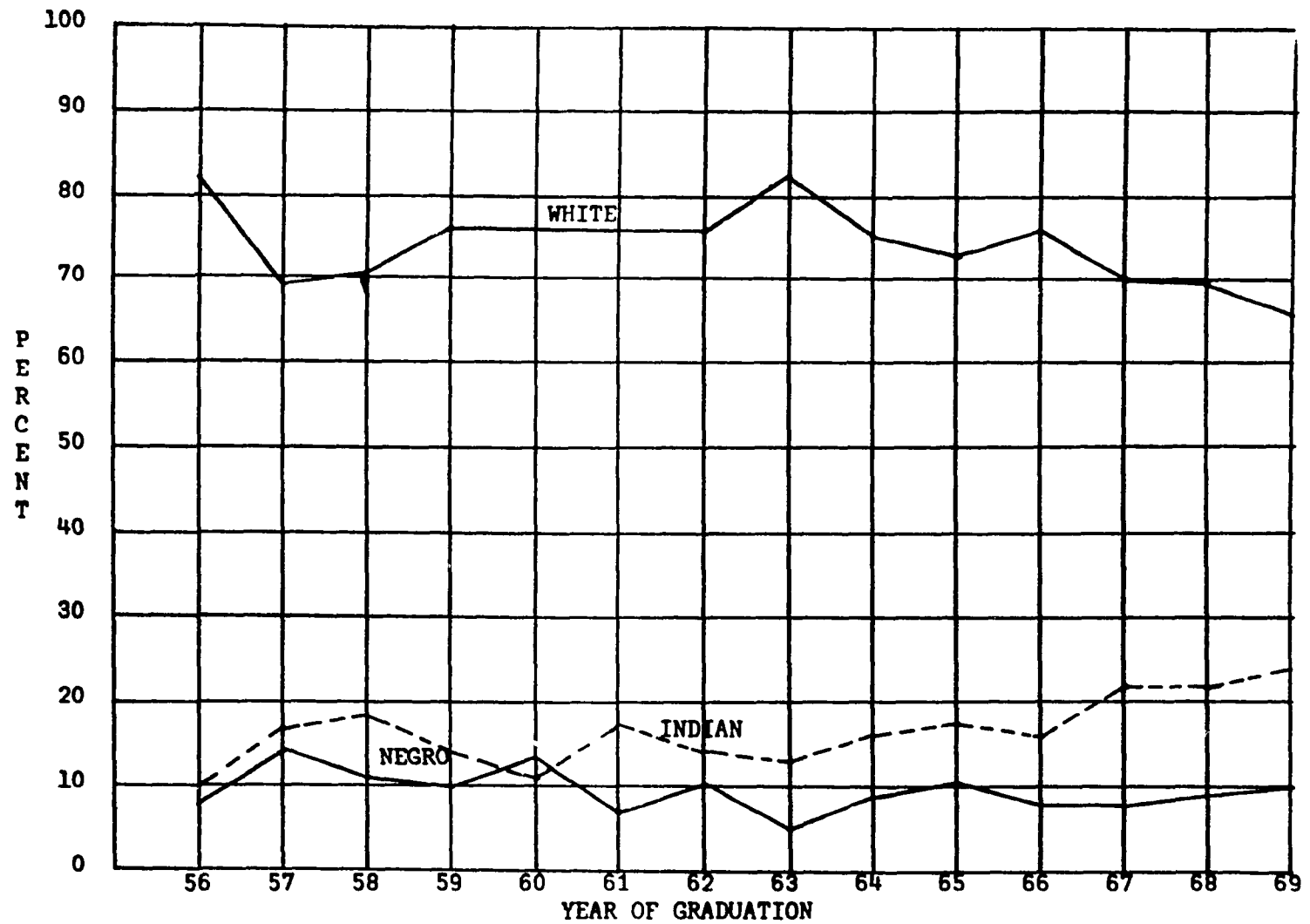
Graph 1--Seventh Grade Enrollment by Race.

TWELFTH GRADE ENROLLMENT AT ANADARKO HIGH  
SCHOOL FOR THE YEARS 1956 THROUGH 1969



Graph 2--Twelfth Grade Enrollment by Race.

PERCENT OF TWELFTH GRADE ENROLLMENT BY RACE AT ANADARKO  
HIGH SCHOOL FOR THE YEARS 1956 THROUGH 1969



Graph 3--Percent of Twelfth Grade Enrollment by Race.

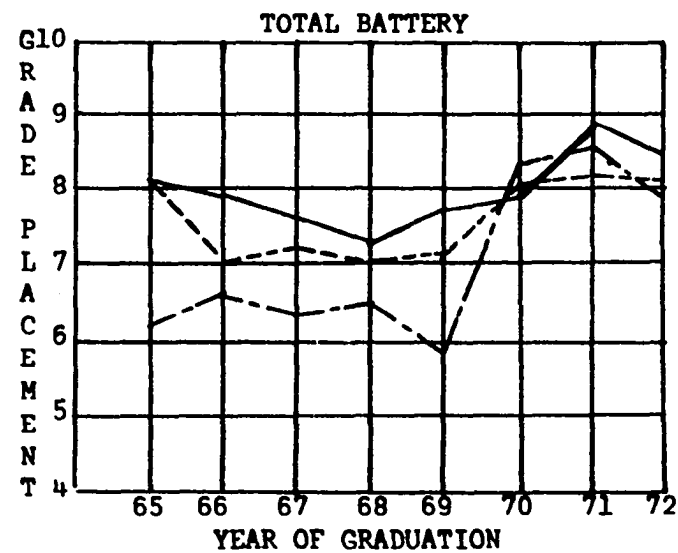
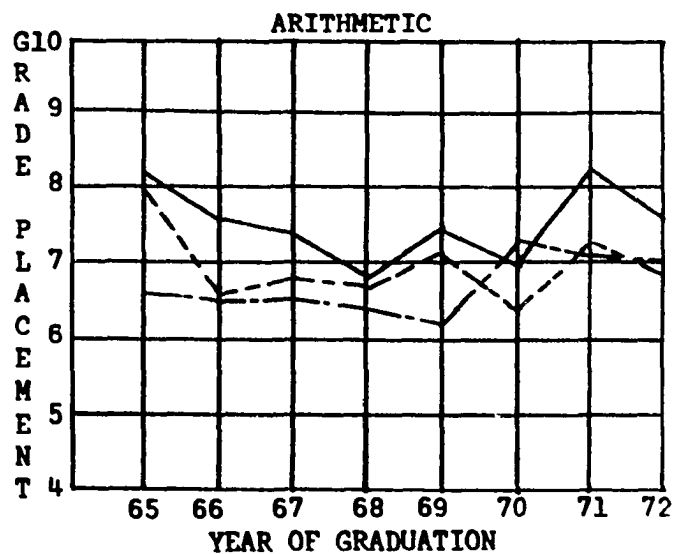
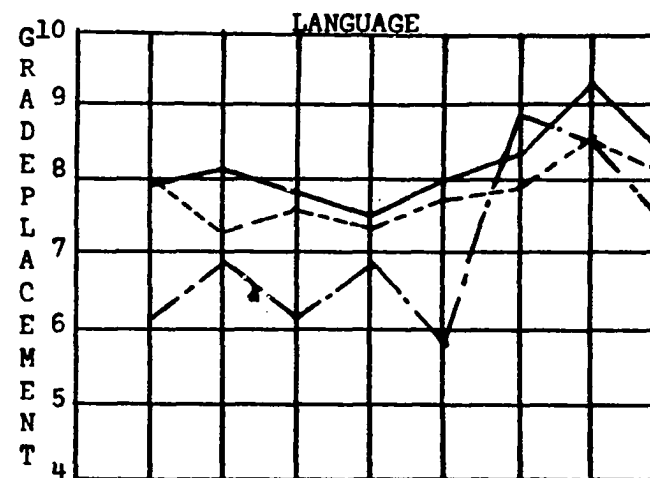
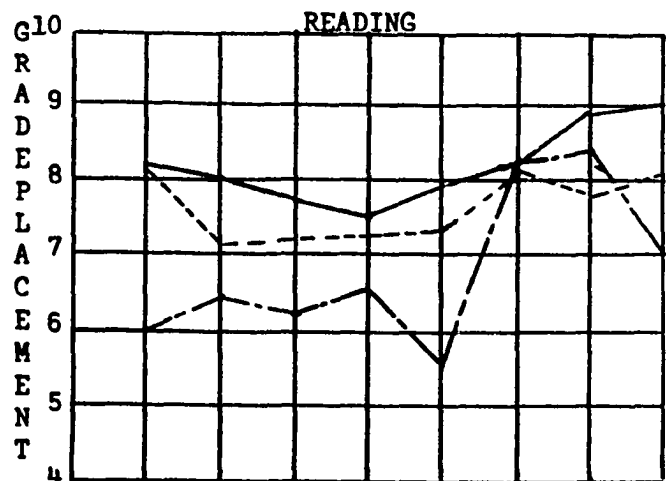
TABLE 16

CALIFORNIA ACHIEVEMENT TEST RESULTS FOR SEVENTH GRADE  
CLASSES WHICH GRADUATED OR WILL GRADUATE FROM  
ANADARKO HIGH SCHOOL 1965 THROUGH 1972

| <u>Year of<br/>Graduation</u> | 1965 | 1966 | 1967 | 1968 | 1969 | 1970 | 1971 | 1972 |
|-------------------------------|------|------|------|------|------|------|------|------|
| <u>READING</u>                |      |      |      |      |      |      |      |      |
| White                         | 8.2  | 8.0  | 7.7  | 7.5  | 7.9  | 8.2  | 8.9  | 9.0  |
| Indian                        | 8.2  | 7.1  | 7.2  | 7.2  | 7.3  | 8.1  | 7.8  | 8.1  |
| Negro                         | 6.0  | 6.4  | 6.2  | 6.5  | 5.5  | 8.2  | 8.4  | 7.0  |
| <u>ARITHMETIC</u>             |      |      |      |      |      |      |      |      |
| White                         | 8.2  | 7.6  | 7.4  | 6.8  | 7.4  | 7.9  | 8.2  | 7.6  |
| Indian                        | 8.0  | 6.6  | 6.8  | 6.7  | 7.0  | 6.4  | 7.2  | 6.9  |
| Negro                         | 6.6  | 6.5  | 6.5  | 6.4  | 6.2  | 7.2  | 7.1  | 7.0  |
| <u>LANGUAGE</u>               |      |      |      |      |      |      |      |      |
| White                         | 7.9  | 8.1  | 7.8  | 7.5  | 8.0  | 8.3  | 9.3  | 8.3  |
| Indian                        | 8.0  | 7.2  | 7.6  | 7.3  | 7.7  | 7.9  | 8.5  | 8.1  |
| Negro                         | 6.1  | 6.8  | 6.1  | 6.8  | 5.8  | 8.8  | 8.5  | 7.4  |
| <u>TOTAL BATTERY</u>          |      |      |      |      |      |      |      |      |
| White                         | 8.1  | 7.9  | 7.6  | 7.3  | 7.7  | 7.9  | 8.9  | 8.5  |
| Indian                        | 8.1  | 7.0  | 7.2  | 6.0  | 7.1  | 8.0  | 8.2  | 8.0  |
| Negro                         | 6.2  | 6.6  | 6.3  | 6.5  | 5.8  | 8.3  | 8.5  | 7.9  |



CALIFORNIA ACHIEVEMENT TEST RESULTS FOR SEVENTH GRADE CLASSES  
WHICH GRADUATED OR WILL GRADUATE FROM ANADARKO HIGH  
SCHOOL 1965 THROUGH 1972



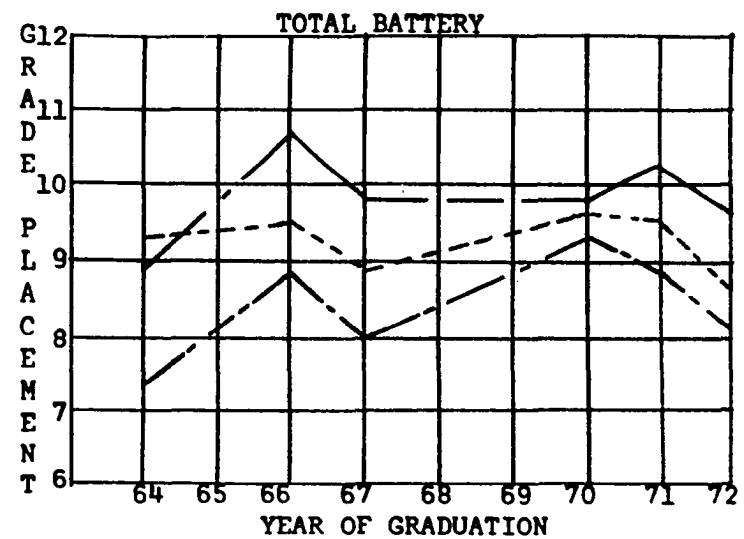
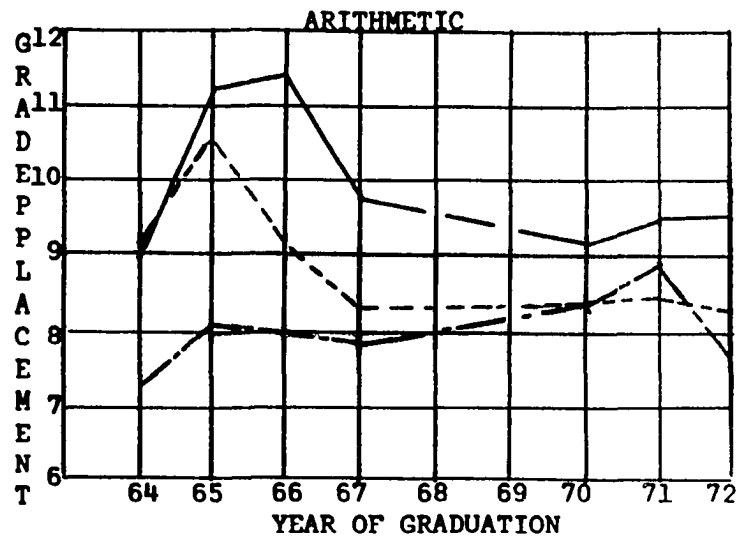
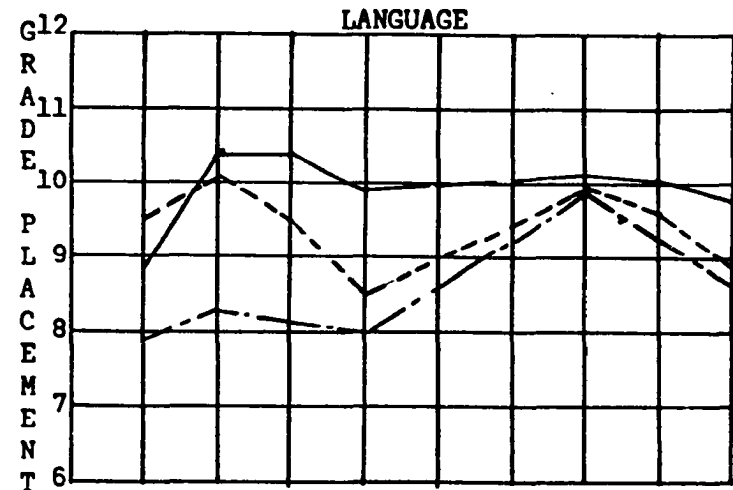
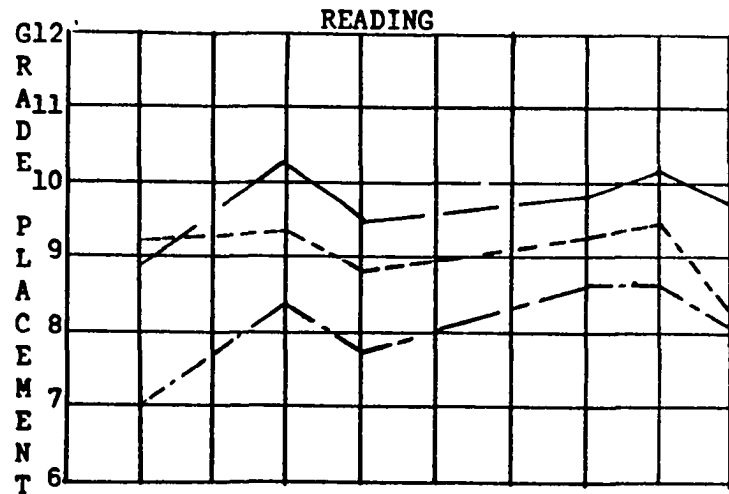
Graph 4--Seventh Grade California Achievement Test Results.

TABLE 17

CALIFORNIA ACHIEVEMENT TEST RESULTS FOR NINTH GRADE  
CLASSES WHICH GRADUATED OR WILL GRADUATE FROM  
ANADARKO HIGH SCHOOL 1964 THROUGH 1972

| <u>Year of<br/>Graduation</u> | 1964 | 1965 | 1966 | 1967 | 1968 | 1969 | 1970 | 1971 | 1972 |
|-------------------------------|------|------|------|------|------|------|------|------|------|
| <u>READING</u>                |      |      |      |      |      |      |      |      |      |
| White                         | 8.9  |      | 10.2 | 9.5  |      |      | 9.8  | 10.1 | 9.7  |
| Indian                        | 9.2  |      | 9.3  | 8.8  |      |      | 9.3  | 9.4  | 8.3  |
| Negro                         | 7.0  |      | 8.3  | 7.7  |      |      | 8.6  | 8.6  | 8.1  |
| <u>ARITHMETIC</u>             |      |      |      |      |      |      |      |      |      |
| White                         | 8.9  | 11.2 | 11.4 | 9.7  |      |      | 9.2  | 9.5  | 9.6  |
| Indian                        | 9.1  | 10.6 | 9.1  | 8.3  |      |      | 8.3  | 8.9  | 8.3  |
| Negro                         | 7.3  | 8.1  | 8.0  | 7.9  |      |      | 8.4  | 8.5  | 7.7  |
| <u>LANGUAGE</u>               |      |      |      |      |      |      |      |      |      |
| White                         | 8.8  | 10.3 | 10.3 | 9.9  |      |      | 10.1 | 10.9 | 9.8  |
| Indian                        | 9.5  | 10.1 | 9.5  | 8.5  |      |      | 9.9  | 9.6  | 8.9  |
| Negro                         | 7.9  | 8.3  | 8.1  | 8.0  |      |      | 9.9  | 9.2  | 8.6  |
| <u>TOTAL BATTERY</u>          |      |      |      |      |      |      |      |      |      |
| White                         | 8.9  |      | 10.6 | 9.8  |      |      | 9.8  | 10.2 | 9.6  |
| Indian                        | 9.3  |      | 9.5  | 8.9  |      |      | 9.6  | 9.5  | 8.6  |
| Negro                         | 7.4  |      | 8.8  | 8.0  |      |      | 9.3  | 8.9  | 8.1  |

CALIFORNIA ACHIEVEMENT TEST RESULTS FOR NINTH GRADE CLASSES  
WHICH GRADUATED OR WILL GRADUATE FROM ANADARKO HIGH  
SCHOOL 1964 THROUGH 1972



WHITE
  INDIAN
  NEGRO

Graph 5--Ninth Grade California Achievement Test Results.

TABLE 18

CALIFORNIA ACHIEVEMENT TEST RESULTS FOR THE YEARS  
THE 1968 GRADUATED CLASS WAS IN SEVENTH,  
TENTH, AND ELEVENTH GRADES

| Grade                | 7   | 10   | 11   |
|----------------------|-----|------|------|
| <u>READING</u>       |     |      |      |
| White                | 7.5 | 12.1 | 12.5 |
| Indian               | 7.2 | 10.3 | 11.4 |
| Negro                | 6.5 | 10.3 | 10.4 |
| <u>ARITHMETIC</u>    |     |      |      |
| White                | 6.8 | 12.4 | 12.3 |
| Indian               | 6.7 | 10.6 | 11.2 |
| Negro                | 6.4 | 10.3 | 9.7  |
| <u>LANGUAGE</u>      |     |      |      |
| White                | 7.5 | 11.5 | 11.6 |
| Indian               | 7.3 | 11.4 | 11.7 |
| Negro                | 6.8 | 11.1 | 10.5 |
| <u>TOTAL BATTERY</u> |     |      |      |
| White                | 7.3 | 12.2 | 12.4 |
| Indian               | 7.0 | 10.9 | 11.3 |
| Negro                | 6.5 | 10.6 | 11.1 |

TABLE 19

CALIFORNIA ACHIEVEMENT TEST RESULTS FOR THE YEARS  
THE 1969 GRADUATED CLASS WAS IN THE SEVENTH,  
TENTH, AND ELEVENTH GRADES

| Grade                | 7   | 10   | 11   |
|----------------------|-----|------|------|
| <u>READING</u>       |     |      |      |
| White                | 7.9 | 11.0 | 12.3 |
| Indian               | 7.3 | 10.0 | 11.6 |
| Negro                | 5.5 | 8.2  | 8.5  |
| <u>ARITHMETIC</u>    |     |      |      |
| White                | 7.4 | 10.3 | 11.5 |
| Indian               | 7.1 | 9.8  | 11.0 |
| Negro                | 6.2 | 7.1  | 7.3  |
| <u>LANGUAGE</u>      |     |      |      |
| White                | 8.0 | 11.1 | 12.1 |
| Indian               | 7.7 | 11.0 | 12.1 |
| Negro                | 5.8 | 8.8  | 9.6  |
| <u>TOTAL BATTERY</u> |     |      |      |
| White                | 7.7 | 11.1 | 12.7 |
| Indian               | 7.1 | 10.4 | 11.8 |
| Negro                | 5.8 | 8.1  | 8.4  |

TABLE 20

CALIFORNIA ACHIEVEMENT TEST RESULTS FOR THE YEARS  
THE CLASS WHICH GRADUATES IN 1970 WAS IN THE  
SEVENTH, NINTH, AND TENTH GRADES

| Grade                       | 7   | 9    | 10   |
|-----------------------------|-----|------|------|
| <b><u>READING</u></b>       |     |      |      |
| White                       | 8.2 | 9.8  | 11.2 |
| Indian                      | 8.1 | 9.3  | 10.1 |
| Negro                       | 8.2 | 8.6  | 9.6  |
| <b><u>ARITHMETIC</u></b>    |     |      |      |
| White                       | 7.0 | 9.2  | 10.4 |
| Indian                      | 6.4 | 8.3  | 8.1  |
| Negro                       | 7.2 | 8.4  | 8.9  |
| <b><u>LANGUAGE</u></b>      |     |      |      |
| White                       | 8.3 | 10.1 | 11.7 |
| Indian                      | 7.9 | 9.9  | 11.0 |
| Negro                       | 8.8 | 9.9  | 11.8 |
| <b><u>TOTAL BATTERY</u></b> |     |      |      |
| White                       | 7.9 | 9.8  | 11.4 |
| Indian                      | 8.0 | 9.6  | 10.3 |
| Negro                       | 8.3 | 9.3  | 10.3 |

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