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The University of Oklahoma, Ph.D., 1974
Education, general

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THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

BLACK STUDENT DROPOUT RATE
AND THE
RACIAL COMPOSITION OF THE SCHOOL

BY ,
FREDDIE FOSHEE CUDJOE

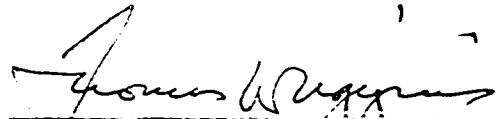
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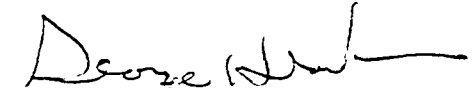
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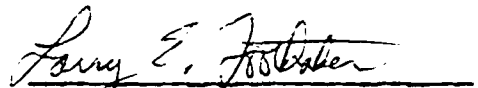
BLACK STUDENT DROPOUT RATE
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ACKNOWLEDGEMENTS

I wish to express my deepest gratitude to Thomas Wiggins for his excellent guidance in formulating this paper; to Larry Toothaker for his kind assistance in statistical design; to George Henderson, for his support and encouragement; to Charles Butler, for his valuable assistance; and to Michael Langenbach for his patient concern.

Sincere thanks also to the Oklahoma State Department of Human Relations, Officials of Health, Education and Welfare at Dallas, and Eugene Wheeler who made data collection possible.

I am deeply grateful to Lance Gudjoe, for his many thoughtful acts of encouragement and support; to Lance Jr., Patrick and Mother who were very patient; and to Don Bloom and Annette Gunter, whose cooperation in data gathering and manuscript preparation made this paper possible.

Gratefully dedicated to "Mama Foshee"

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CHAPTER I

INTRODUCTION

The 1954 Supreme Court decision *Brown vs the Topeka Board of Education* resulted in the most significant development in modern public education; the desegregation of schools. Before the *Brown* decision, public schools in Oklahoma as well as other Southern states operated from constitutionally sanctioned separate facilities for Black students, as long as those facilities equaled the White counterpart. Laws for the purpose of keeping facilities separate were enacted and enforced even when it meant busing Black and White students as much as fifty miles or more each day.

President Lyndon Johnson said of school desegregation,

Few issues facing us as a nation are of such importance: important because of the vital role that our public schools play in the nation's life and its future; because the welfare of our children is at stake; because our national conscience is at stake; and because it presents us a test of our capacity to live together in one nation in brotherhood and understanding.¹

The end of "separate but equal" was attained by the position of the courts which stated that "separate but equal" had no place in the doctrine of public school education. It further expounded that separate educational facilities are inherently unequal and therefore in direct opposition to the fourteenth amendment. In accordance

¹Theodore Hesburgh, Understanding School Desegregation (Quoting Lyndon Johnson), U.S. Commission on Civil Rights (Clearinghouse Publications No. 28, 1971), p. 10.

to the role of public educators in assuring equal treatment, the Court said:

Today education is perhaps the most important function of state and local governments. Compulsory school attendance laws, and the great expenditure for education, both demonstrated our recognition of the importance of education to our democratic society. In these days it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity where the state has undertaken to provide it is a right which must be made available to all on equal terms.¹

Educators of the fifties generally agreed that Black students were irreparably harmed by segregated schools. The stigmatizing labels placed upon Black schools in segregated communities in the wrong section of town created conditions that seriously impaired the social and academic effectiveness of Black students. This is evidenced in data from *Racial Isolation in the Public Schools*,² a publication of the committee commissioned by President Lyndon Johnson to study the effects of segregated schools upon the Black community. Findings of the report conclude that Black students in segregated schools have lower achievement levels, restricted aspirations and lower confidence in their own abilities. These students grow into Black adults who do not participate in the mainstream of American society and exhibit behaviors of fear, dislike and avoidance of White Americans. It is likely, according to this report, that the effects of "Racial isolation can ever be undone when it is compelled by law." The committee is explicit concerning the necessity of having Black

¹Inequality in School Financing; the Role of the Law, U. S. Commission on Civil Rights, August, 1972, (Clearinghouse Publications, No. 39), pp. 6-7.

²John Hannah, *Racial Isolation in the Public Schools*. A Report of the U. S. Commission on Civil Rights, I (U. S. Printing Office).

integrated into the mainstream of education. The major point in the committee's argument was that the isolation of Blacks in the Public schools was significantly different from the meaning of ethnic or religious separation of other minority groups which is basically separation by choice. Blacks, first enslaved, later segregated by law, presently segregated and discriminated against by a combination of governmental and private action, has had a history of isolation that is singularly unique. Hannah says:

In the light of this history and the feelings of stigma generated in Negro children by attendance at racially isolated schools are realistic and cannot be easily overcome.¹

The effects of the segregated school upon the personal and ethical effectiveness of White children were also apparent in the Supreme Court decision to desegregate the schools. School segregation was pictured as presenting the White child with a distorted view of society which "ill-equips them to enter the world of reality - a multi-racial and multi-cultural world." The Supreme Court listed cynicism among White students and a loss of faith in the nation's will and capacity to live up to its avowed principles as the result of segregated schools. In regards to the growing discontent among White children, the courts commented: "They see moral emptiness and hypocrisy and are rejecting many of America's traditional values and traditional institutions, which they believe are responsible for these failures."²

Some observers contended that segregated schools were more damaging to White children than to Black. Clark states that at

¹Hannah, Racial Isolation, pp. 193-94.

²Hesburgh, School Desegregation, p. 10.

least Black children understood what was being done to them and therefore "struggled" against this type of dehumanization. White children on the other hand sometimes succumbed to the subtle dehumanization effects.¹

The 1954 decision to desegregate schools also had opponents in many social scientists, educators, and community leaders. The housing patterns of most communities prevented the mixing of bodies, without the massive moving of students from one section of town to the other. Even some liberals felt that the "burdens" of integration should not be placed on the shoulders of the young. Civil rights leaders, however, felt that the public schools were ideal "breeding grounds" for the cohesive development of a society. School administrators were divided in their opinions as to whether "integrated education" would enhance or retard the quality of instruction in the public schools.

Resistance to the Brown decision was felt most in the Southern states. The Border states: Delaware, Maryland, West Virginia, Kentucky, Missouri and Oklahoma accepted the Brown decision from the outset. Their courts made no attempt to nullify the Supreme Court's ruling.

Oklahoma, as well as the other Border states, was faced with the problem of how to desegregate its schools in the most expedient manner. All Oklahoma townships of three or more per cent Black population, operated dual systems of education. Surrat, in describing the mood of the times in Oklahoma following the Brown decision, notes that schools in Oklahoma did not desegregated during the 1954-55

¹Ibid., p. 11.

term. Dr. Oliver Hodge, Superintendent of Public Instruction for the State of Oklahoma, felt that to desegregate schools immediately would have a disastrous effect upon the existing school system. He asked for a year of preparation before the actual implementation of a desegregation plan. Because two entirely different tax bases supported the separate Negro and White schools; thus a bi-racial dual administered budget for each school district, Surrat thought that the delay in desegregating schools in Oklahoma was due more to financial reasons than any other. In an election in the Spring of 1955, Oklahoma voters approved an amendment to the state constitution providing for a uniform school tax levy and merger of the school tax budgets. Acting upon this directive from the people of Oklahoma, Governor Raymond Gary and other state officials including the State Attorney General, the State Board of Education and Superintendent Hodge issued a four-point policy statement declaring:

- (1) "The state no longer would pay the bill for two school systems; (2) all state statutes conflicting with the U.S. Supreme Court were void. School aid would be calculated 'consistent with the decisions of the Supreme Court;' (3) 'transfers of children, both White and Colored, to the schools of the choice of their parents will be recognized.'"¹

An exploratory desegregation plan began that fall in Oklahoma City and numerous other smaller school districts in Oklahoma. No unified system of desegregation was implemented; each school district designed its own plan. Larger cities such as Oklahoma City drew new geographic zone lines and established new feeder relationships for its schools. Freedom of choice, the policy of allowing students to transfer to schools that were not already overcrowded, if they

¹Reed Surrat, The Ordeal of Desegregation, (New York and London: Harper and Row, 1966), pp. 83-84.

could give a valid reason, was generally encouraged by school administrators. Surrat stresses that many superintendents, such as Chester Swanson of Oklahoma City, were careful not to force either White or Negro children to attend certain schools for the sake of racial intermixture. Swanson considered the requests of Negro leaders to desegregate the schools as unreasonable. He assessed the desires to integrate schools as, "wanting us to build fences and force people inside."¹

Surrat also uses Ardmore as an example of the antipathy some school boards had for the will of Black leaders to desegregate the schools.

In Ardmore the school board policy was to let the problem solve itself. When questioned about the board's indefinite statement, Superintendent George D. Hann said, "We did that deliberately. If you couldn't understand what it means, then it was a pretty good statement, huh?"²

In an attempt to desegregate her schools with the least amount of public indignation, Oklahoma closed her Black schools. Eighty high schools, formerly Black, were closed between 1958 and 1970. The only Black high schools not closed were in Taft and Boley, all-Black townships, and Tulsa and Oklahoma City. In this reorganization of facilities, more than 400 Black teachers were fired and 40,000 Black students were bused to newly desegregated, formerly all-White schools.³ The phenomenon of the dropout rate of those 40,000 students and other Black students who followed them is the locus of this study.

¹Ibid., p. 83.

²Ibid., p. 84.

³Report of Expulsions and Suspension, Human Relations Division State Department of Education, January, 1974.

The impact of school desegregation on personality and achievement has been the subject of many studies.¹ Weinberg categorizes these studies into three general areas: Desegregation and Academic Achievement; Aspirations and Self-Concept; and the Student in School and Family.² These studies are valuable in assessing the success or failure of desegregated schools. More basic issues, however are "What impact does school integration have upon the Black student's potential for finishing high school?" "Do desegregated schools meet the interests of Black students?" "Do academic emphases of desegregated schools interest Black students?" This study will attempt to trace the impact of school desegregation upon the Black dropout rate in Oklahoma.

¹The researcher has found over fifty studies concerning the Impact of Desegregation on Minority Students. Listed below are only a few: (selected at random)

Paul N. Geisel, I.Q. Performance, Educational and Occupational Aspirations of Youth in a Southern City: A Racial Comparison (Doctoral dissertation, Vanderbilt University, 1962), University Microfilms No. 63-1838; Harold N. Stinson, The Effects of Desegregation on the Adjustment and Values of Negro and White Students (Doctoral dissertation, George Peabody College for Teachers, 1963), University Microfilms Order No. 64-5089; Jane D. Lockwood, An Examination of Scholastic Achievement, Attitudes, and Home-Background Factors of Sixth Grade Negro Students in Balanced and Unbalanced Schools (Doctoral dissertation, University of Michigan, 1966), Microfilms Order No. 67-6303; Mark Chesler and Phyllis Segal, Characteristics of Negro Students Attending Previously All-White Schools in the Deep South (Ann Arbor: Institute for Social Research, University of Michigan, September, 1967).

²Meyer Weinberg, Desegregation Research: An Appraisal, Phi Delta Kappa Commission, Summer 1966, pp. 229, 237.

CHAPTER II

BACKGROUND OF THE PROBLEM

Statement of the Problem

The problem of this research is: Is there a relationship between the Black student dropout rate and the racial composition of the school? The researcher proposed to investigate the retention power of desegregated schools compared to the retention power of segregated schools, in relationship to Black students. Three questions were researched.

1. What effect has the segregated/desegregated status of the school had upon the number of Black student dropouts?
2. What are some of the factors that influence the Black student to drop out of schools?
3. Are there sex differences in the Black dropout rate in segregated/desegregated schools?

Related Literature

Factors in the paradoxical rise of the Black dropout rate in recent years can be found in various studies, writings, and newspaper articles. A large percentage of leading social scientists, authors and educational researchers have at one time or another given opinions or findings on the school integration phenomenon. The unique aspects of the Black dropout condition necessitates a review of literature that encompasses a wide range of related subject matter. The researcher has reviewed literature that seems most pertinent to this study.

The researcher has found only one other study that deals with the Black dropout rate in desegregated schools. Bryant in 1968 found in Angleton, Texas that the dropout rate for Black students rose significantly in the first year of desegregation for that community. On the other hand, the impact of school desegregation on personality and achievement has been the subject of many studies. One could hardly study the Black dropout rate without an understanding of the effects of school desegregation upon Black students, their parents, and their decision making.

Riles sees the problem of dropouts as nothing new. He calls the dropout the school's failure and not that of the student. He blames irrelevant school programs that have no meaning for student aspiration, or learning problems for creating conditions that caused students to be "pushed out of school." He also defines the dropout problem as one that has been with us in a different context for many years. "Fifty years ago," writes Riles, "today's dropouts would not have attended high school at all. They would have quit school before reaching the secondary level and would not have been considered dropouts; they would simply have joined the work class."¹

Miller and Harrison studied thirteen Black male dropouts who had difficulty obtaining or keeping jobs. These dropouts, who were labeled unemployable, declared that they did not drop out of school, but were asked or forced to leave. "Pressure was exerted on them, they feel, to the extent that they could not stay in school. They define themselves as "pushouts" rather than dropouts. Most have

¹Wilson C. Riles, Presentation to the Committee on Mental Retardations Conferences on Problems of Education of Children in the Inner City, (August, 1969), p. 2.

been suspended from at least two schools."¹

In spite of this attitude, Miller and Harrison found their interviewees to be supportive of school life:

The youth are perplexed by school, because it places great constraints on their behavior, is not intrinsically interesting, and does not have visible connection with the actual content of jobs on the outside. They recognize however, that a high school diploma is a necessary credential for many jobs.²

Hill sees Black support of school life as indicative of the high aspiration level of Black families. He cites high achievement orientation as one of the major strengths of Black families and refutes the opinion of sociologists who term that orientation as unrealistic.

About eighty per cent of Blacks entering college today come from homes in which the father did not attend college, meaning that poor Blacks are entering college in unprecedented numbers. More Black than White college students tested noted that their parents wanted them to finish college (eighty per cent of Blacks to sixty-four per cent of Whites). Black college dropout rates were lower than was estimated by researchers from the American Council on Education, another indication of the positive working of an achievement orientation.³

Coleman studied and found what he called a "peculiar and ill-understood highly unrealistic idealized aspiration among Black students."⁴

Goff studied vocational aspirations of Negro students by socioeconomic status and I.Q. and found Black children to have the higher

¹S. M. Miller and Ira Harrison, Types of Dropouts: "The Unemployables," The Blue Collar World, edited by Arthur Shostak. (Prentice Hall, Inc., Englewood Cliffs, New Jersey), p. 469.

²Ibid., p. 470.

³Robert B. Hill, The Strengths of Black Families (New York: Emerson Hall, Publisher, 1972), p. 76.

⁴James Coleman, Race Relations and Social Change. (Baltimore: Center for the Study of Social Organization of Schools, Johns Hopkins University, July, 1967), p. 31.

aspirations.¹ Cox in studying the high aspiration level of Black students attempts to explain it this way:

Even as far back as Slavery, Negro aspiration was everywhere evident. We could not conceive of an institution of hope such as the Negro Spiritual in any other enslaved class. For it is self-respect that gives to the American Negro inner security in the face of injuries.²

Because one of the major strengths of the Black family is its high achievement orientation, a potential fear of the Black community is that their children will lose this high aspiration level in desegregated schools. Studies by Blake show that:

- (a) Segregated Black students had higher average levels of aspiration than did desegregated Blacks.
- (b) White teachers of Black students guide them away from college preparatory studies and into manual and vocational training schools.
- (c) The desegregated school attempts to make Black students have what the teachers assess as a more realistic appraisal of their abilities.³

There is often disparity between what the teacher calls realistic appraisal and what parents call realistic appraisal.

Fichter states that lower income Blacks have an amazing tenacity in striving for schooling. His study in 1961 of Black graduates of southern colleges shows that they seem to have a very strong

¹Regina Goff, "Some Educational Implications of the Influence of Rejection on Aspirational Levels of Minority Group Children, Journal of Experimental Educations (December, 1954), p. 181.

²Oliver C. Cox, Caste, Class and Race: A Study in Social Dynamics. (New York Monthly Review Press, 1959), p. 441.

³Elias Blake Jr., A Comparison of Interracial and Intraracial Levels of Aspiration (Doctoral dissertation, University of Illinois, 1960), pp. 27-28.

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determination to finish college.

There is a shorter intergenerational distance between the father who did not finish grade school, and who is a laborer, and the son who finishes college to be a professional.¹

Fichter further asserts that having known Black students who have overcome odds to get an education allows him to repudiate the position taken by many researchers that high aspirations for Blacks is unrealistic.²

Whether desegregated schools changed in their organizational and curricula approaches may be a contributing factor to the Black dropout rate. The failure of many compensatory programs in the "Jensen era" is viewed as a rationalization for poor teacher preparation and laissez-faire classroom techniques.³ Jensen's allegation of genetic inferiority among Black students created insecurity in some teachers as to their abilities to adequately instruct Black students. ~~Noar~~ attributes the failure of compensatory programs and some desegregated schools in general upon the poor preparation of teachers. She believes that even when teachers were ideologically supportive of desegregation, they sometimes did not greet the desegregation of schools with much hope. She blames the lack of appropriate classroom skills courses on the persons whose duty it was to prepare teachers for integration.

. . . they were given ideas and courses about human relations and the value of integration: they were not aided in

¹Joseph Fichter, Young Negro Talent -- Survey of the Experiences and Expectations of Negro Americans who Graduated from College in 1961 (Chicago: National Opinion Research Center, November, 1964), p. 62.

²Ibid., p. 62.

³Nicholas Anastasiow, Education Relevance and Jensen: Conclusions, Phi Delta Kappan LI (September, 1969), pp. 32-35.

mastering teaching logic that would be more effective in the new situation.¹

Katz found that in many cases where teachers experienced difficulty in desegregated classrooms, no special teaching or curricular adaptations were made. Repeated studies have shown the importance of deliberate classroom changes that are required for effective desegregation.² Katz's findings concur with those of Weinberg's:

It is said with truth that disadvantaged Negro youngsters are in need of special attention, smaller classes, a better quality of instruction, and teachers better prepared to understand and set high standards for them.³

The role of the teacher in providing students with a climate that facilitates learning and ostensibly the desire to finish school has been studied by other leading researchers. Segal shows that many teachers in newly-desegregated schools made no effort to constructively counteract the tensions accompanying the interracial interactions with their classrooms. She studied teachers in a newly-desegregated school in Alabama from two standpoints: the role of the teacher and its relation to classroom atmosphere and its expectancy or non-expectancy of achievement by the Negro desegregators. She found that most teachers permitted White students to establish the tone of the classroom. "This attitude of the teachers increased classroom anxiety. Segal also found that when desegregators regarded White students as fair, it was usually when teachers had exercised

¹Gertrude Noar, What Research Says to the Teacher - Teaching the Disadvantaged. Association of Classroom Teachers of N.E.A., 1967.

²Irwin Katz, Desegregation or Integration in Public Schools? The Policy Implications of Research (Unpublished paper prepared for the National Conference on Equal Educational Opportunity in American Cities, November 16-18, 1967), p. 16

³Ibid., p. 16.

the kind of positive leadership that breeds classroom amiability.¹

Geisel cites the importance of teachers in the educating of Black students:

The teacher for the White child is likely to be simply an instrumental agent of the school. For the Negro child she also represents a status position and a respected social role . . . The Negro child who feels he is important in the eyes of the teacher is optimistic about the future and also thinks that education is very important. This pattern is much less pronounced for White youth.²

In a comparison of the attitudes of Black teachers to the attitudes of White teachers concerning Black students, Gottlieb found that Black teachers have a more positive attitude toward Black students than White ones. Gottlieb conducted the study by supplying each teacher with a checklist of characteristics of students and asking them to check those characteristics that applied to their students. While White teachers tended to see Black students as high-strung, impetuous, lazy, moody, rebellious, and talkative, Black teachers viewed the same students as ambitious, cooperative, energetic, fun-loving and happy.

Gottlieb believes that Black teachers see physical supplies and facilities as the major obstacle in teaching Black children, while White teachers see shortcomings in the students and their parents as major obstacles to effective teaching. He also found that Black teachers are less pessimistic about Black students and their educational futures than are White teachers, because many Black teachers

¹Phyllis Segal, Characteristics of Negro Students Attending Previously All-White Schools in the Deep South (Doctoral dissertation, Ann Arbor Institute for Social Research, September, 1967), p. 15.

²Paul N. Geisel, I.Q. Performance, Educational and Occupational Aspirations of Youth in a Southern City: A Racial Comparison (Doctoral dissertation, Vanderbilt University, 1962), University Microfilms Order No. 63-1838, p. 64.

have come from similar backgrounds to those of their students, yet have managed to overcome social barriers and attain positions of responsibility and status. Gottlieb warns that, "White teachers who carry their attitudes into the desegregated school will create a special handicap for Negro children."¹

Randolph also praised the Black teacher, by enumerating the techniques she used to motivate her students.² Dubois in an article written in 1935 cites the advantages of Black teachers for Black students.

The proper education of any people includes sympathetic touch between teacher and pupil; knowledge on the part of the teacher not simply of the individual taught, but of his surroundings and background, and the history of his class and group, such contact between pupils and between teacher and pupil, on the basis of perfect social equality as will increase this sympathy and knowledge.³

Opinions in the 70's are somewhat different; most Blacks now understand that there can be the rapport between Black child and White teacher of which Dubois speaks, as evidenced by interracial schools, but it will take the patience of such teachers as those in a study by Wayson, who in responding to a questionnaire that asked why they (White teachers) stayed in slum schools, answered, "They need me."⁴ Katz further elaborates on the subject of need in Black students

¹David Gottlieb, Goal Aspirations and Goal Fulfillments: Differences Between Deprived and Affluent American Adolescents (Unpublished paper delivered at the annual meeting of the American Orthopsychiatric Association, March 19, 1964), p. 12.

²A. Phillip Randolph, "The Meaning of Our Numbers," Integrated Education, October-November, 1963, p. 4 of Article.

³W. E. B. Dubois, "Does the Negro Need Separate Schools?" Journal of Negro Education, IV (July, 1935), 328-35.

⁴William Wayson, Expressed Motives of Teachers in Slum Schools (Doctoral dissertation, University of Chicago, 1966), Cited by Weinberg in Desegregation Research, p. 221.

in his study of the dependency of Black students upon teacher attitude. He finds that "Teacher attitudes toward Negro children will be highly important for their classroom behavior."¹

The literature suggests that Black students in desegregated schools suffer some psychological upheaval, not always negative. Weinberg has this observation:

Negro children usually appear in the desegregation process as passive partners in learning. They are the ones who, if at all, receive special services in the new school. Yet the passivity is only apparent. Under conditions of change their self-awareness is aroused.²

The questions Weinberg considers of prime importance are: "How do Negro children add up these experiences?" "What happens to their self-conceptions?" "Are they overwhelmed by new challenges and driven to self-depreciation?"³ Other researchers consider of prime importance the question of whether they will last long enough to receive a high school diploma.

Boone in 1942 predicted that "Negro students attending a White school may expect to find the denial of unlimited opportunity, the occurrence of social embarrassments and the proof that American democracy needs adjustment to accommodate him."⁴ The Williams and Ryan study described the behavior of Black students in a newly-desegregated school as that of isolationism unless sought out for more informal

¹Katz, Desegregation, p. 63.

²Weinberg, Desegregation, p. 28.

³Ibid., p. 28.

⁴W. H. Boone, "Problems of Adjustment of Negro Students at a White School," Journal of Negro Education, (October, 1942), p. 483.

activities.¹ The American Political Science Association interviewed five Negro students in each of twenty-three predominantly White colleges and found that the students felt they were not accepted on their individual merit by administration or student body. They also felt that they were thought of as "different or an outsider."² Myers in commenting on the status of Black students in predominantly White schools observes: "It is quite possible that the Negro youth who stars in today's football game may be excluded from the victory celebration that night."³ The Office of Civil Rights interviewed Black students at a newly-desegregated school and found their attitudes to be characterized by insecurity concerning social activities. It was also observed that the races tended to be separate in cafeterias, assembly halls, school grounds, and even in classrooms.⁴ Pierce speaks of the pressures imposed upon Black students in desegregated schools.

In this situation the incessant burden is on him to prove himself to the satisfaction of the majority. The converse does not hold. The drain on the psychic economy can be of a quality and quantity that the person has never experienced in a lifetime in a segregated school and segregated community. Thus the Negro adolescent who has the possibility

¹Robin Williams, Jr. and Margaret W. Ryan, Schools in Transition: Community Experiences in Desegregation, (University of North Carolina Press, 1954), p. 244.

²American Political Science Association, Equal Protection of the Laws in Public Higher Education (Washington, D.C.: Government Printing Office, 1960).

³Edmund Dean Myers, Jr., Effects of Social and Educational Climate of High Schools Upon the Academic Performance of Negro and White Adolescents (Doctoral dissertation, Johns Hopkins University, 1967), University Micro-film Order No. 67, p. 200.

⁴(O.C.R) Office of Civil Rights, HEW Study, Conducted During Spring 1969 in Five Southern States.

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of moving up must be prepared for a Culture Shock. The school must provide him with hope.¹

Indications of extreme anxiety concerning their status in desegregated schools may be manifest in aggressive behavior of Black students. A statewide survey of student expulsions in Oklahoma for 1973 shows that a disproportionate number of students expelled were Black.² In Oklahoma City alone 70.8 per cent of the students expelled since the implementation of Oklahoma City's major desegregation plan have been Black. Killackey of the Daily Oklahoman newspaper, citing 1972 census figures, states that only 27.4 per cent of all students in Oklahoma City are Black.³

Researchers disagree whether disruptive behavior on the part of Black students is the result of overpermissive classroom climates, provocative hostile stimuli, or inconsistent classroom climates that fluctuate between hostile provocative stimuli and extremely permissive behavior.

Behavior problems in desegregated schools were studied by Banks and Di Pasquale in Buffalo. It was found that there was some disparity between what teachers saw as behavior problems and what students viewed as behavior problems.⁴ Another possible factor in the phenomena of the Black dropout is the growing disenchantment

¹Chester Pierce, "Problems of the Negro Adolescent in the Next Decade in Minority Group Adolescents in United States" (Baltimore, Maryland: Williams and Wilkins, 1968), p. 22.

²Statistics from a Survey Done by the State Department of Education, Oklahoma City, Oklahoma.

³Jim Killackey, "Race Not Basis for Expulsions," Daily Oklahoman, Friday, November 2, 1973.

⁴Ronald Banks and Mary Ellen Di Pasquale, A Study of the Educational Effectiveness of Integration (Buffalo, New York: Buffalo Public Schools, January, 1969), p. 1.

among Black students with desegregated schools. A survey made by Siggers in Berkeley, California revealed that more Blacks planned to go to Black colleges. They felt that there is more support in segregated schools where leadership roles and academic status are gained under limited competition.¹ This and other surveys of similar nature have interjected a new note of anxiety concerning the treatment of Black students in desegregated schools. Siggers voices this anxiety.

There is a large amount of evidence that the minority child has been considered inferior by teachers and school administrators. Expectations of low I. Q. and low achievement have become self-fulfilling prophecies for minorities.²

Letters to newspaper editors from concerned parents also reflect an attitude of discontent with desegregated schools. Mason, in an article in the Daily Oklahoman speaks clearly of this concern.

I propose that we abandon the idea of school integration in favor of quality education. I propose an awakening of the Black community from the misguided notion that quality education can only be found on the other side of town. I propose to inform the Black community that it is the Black child, his child that is losing in this game. I propose a resettlement in the schools that serve the Black communities and demand the total resources for quality education. We as Black people must reverse the spiral of futility. We must teach our youth that excellence can and must be found in the palms of his own hands. He must be taught that he has no need to raise a clenched fist or wear loud colors or raise the threat of violence to be seen and recognized . . . Then and only then will integrated education be meaningful for the Black student.³

Influences from the Black community exert pressures upon students to either endure or not endure the vicissitudes of desegregated schools.

¹Kathleen Siggers, "How Can Children Retain a Sense of Ethnic Identity and Individual Self-worth in an Integrated Classroom?" Intergroup, University of California (1971), p. 1.

²Ibid., p. 1.

³Walter Mason, "Letters to the Editor," Daily Oklahoman and Times, (November 21, 1969).

Many desegregated schools have climates of such warmth and understanding that any student would grow and develop in its environment.

Some segregated schools had damaging climates and caused Black students to have attitudes of such inferiority that they too failed in their approach to learning. Again Dubois from a 1935 position may have relevant advice.

. . . theoretically the Negro needs neither segregated schools nor mixed schools. What he needs is education. What he must remember is that there is no magic either in mixed schools or in segregated schools. A mixed school with poor and unsympathetic teachers, with hostile public opinion and no teaching of truth concerning Black folk is bad. A segregated school with ignorant placeholders, inadequate equipment, poor salaries and wretched housing, is equally bad. Other things being equal, the mixed school is the broader, more natural basis for the education of all youth. It gives wider contacts; it inspires greater self-confidence; and suppresses the inferiority complex. But other things seldom are equal, and in that case, sympathy, knowledge and the truth outweigh all that the mixed school can offer.¹

Conclusions from the Literature

The researcher's conclusions from the literature are sometimes similar and sometimes contradictory to those of Weinberg, whose studies of desegregation research hold high implication for a study on Black dropouts in desegregated schools. The points of implication most relevant to this study concern six major areas: (1) Black attitudes toward education; (2) Black aspiration level; (3) Black community attitudes toward desegregated schools; (4) Teacher importance in minority education; (5) Intelligence as a factor in minority education; and (6) Black student morale in desegregated schools.

1. Black Attitudes Toward Education

The researcher's review of the literature clearly shows the

¹Dubois, Does the Negro Need Separate Schools? p. 328.

high regard for education that Blacks have as evidenced in the studies by Miller, Riles and Coleman.¹ This high education orientation has not been diminished by the traditional lack of reciprocal educational outlets for Blacks. Studies by Cox and Hill show that Blacks will tend to seek high educational goals even in the face of somewhat negative circumstances.²

2. Black Aspiration Level

Intricately intertwined with the Black student's high education orientation is his high aspiration level. The belief that education will be the ultimate tool of his liberation from stigma forces him to aspire for high status positions that will prove his worthiness for acceptance into the mainstream. This high aspiration level, termed unrealistic by researchers such as Coleman,³ prove to be highly realistic when measured in the context of studies by Cox and Fichter. Weinberg also finds the Black student's aspirations to be as high and often higher than those of White students.⁵

3. Black Community Attitudes Toward Desegregated Schools

Writings of Dubois and Mason⁶ are examples of the disenchantment of some community leaders with desegregated schools. This disenchantment along with the growing influence of Black Nationalism

¹Miller, Dropouts; Riles, Presentation; Coleman, Equality.

²Cox, Caste; Hill, Strengths.

³Coleman, Equality.

⁴Cox, Caste; Fichter, Talent.

⁵Weinberg, Desegregation.

⁶Dubois, Does the Negro; Mason, Quality.

could be a contributing factor in the implications for dropout behavior. There still remains, however, potential for a strong core of dedicated integrationists in the Black community. These while lending widespread support for desegregated schools still see the need for curricular, organizational and administrative reforms in those schools.

4. Teacher Importance in Minority Education

Teacher attitude toward Black students is perhaps the most important of all the points of implications for dropouts. Throughout the related literature one is constantly reminded of the role teachers must play in nurturing the aspirations and motivations of the minority group child. Researchers such as Segal believe that the teacher can be the deciding factor in whether a Black student will remain in school or drop out of it.¹ Studies by Blake show that the attitudes of White teachers toward Black students are less supportive than those of Black teachers toward Black students.²

5. Intelligence as a Factor in Minority Education

This controversial issue has been studied by many researchers. Weinberg lists over fifty studies made to determine if desegregation enhanced or retarded the academic growth of Black students. His conclusions were that desegregated schools improved the academic achievement of Black children.³ It is logical to conclude that the potential for improvement (a viable intelligence quotient) was always present.

¹Segal, Characteristics.

²Blake, Comparison.

³Weinberg, Desegregation.

6. Black Student Morale in Desegregated Schools

Weinberg believes that desegregation has most often benefitted the Black child's self-esteem and virtually never harmed it. He further asserts that desegregation has facilitated Negro acceptance of color as a constructive factor, while heightening Negro willingness to live and learn with Whites. School desegregation makes ethnic identification proceed at a faster rate than would happen in a segregated situation, states Weinberg, and Black students soon experience a decrease in anxiety about their performance after a year of integration.¹ The researcher concludes from other findings that the morale of Black students in desegregated schools is sometimes less than conducive to the motivation for remaining in school. Williams states that student relations under desegregation have been marked by toleration for the most part, and less prominently by both violence and positive respect.

The expulsion rate for Black students is disproportionately high in desegregated schools and social isolation for Black students is also uncommonly high. One cannot deny that these conditions may enhance the Black student's self-awareness, but the researcher suspects that conditions such as these could hardly raise the Black student's self-esteem. The researcher however is gratified that desegregation has caused a clearer understanding of the unique educational problems of Black students.

Definition of Terms

Several terms have been developed to clarify this study.

Dropout - a pupil who leaves a school, for any reason except death,

¹Weinberg, Desegregation, p. 156.

before graduation or completion of a program of studies and without transferring to another school.

Reciprocity - The social exchange of love, friendship, help, advice and emotional support.

Desegregated - a school district that has received a cover letter of compliance with the Civil Rights Act of 1964.

Racial Composition - desegregated with racial balance.

Interpersonal Relationships - being, related to, or involving relations between persons.

Defenses - the set of psychological self-images that allows one to believe in his own personal worth.

Behavioral Difficulty - behavior classified by administration as that which causes a student to be expelled or suspended from school.

Hostile Provacative Stimuli - stimulus intended to provoke negative response.

Reciprocal Viability - the potential for equal social exchange.

CHAPTER III

THEORETICAL FRAMEWORK AND HYPOTHESES

The theoretical framework for this study is based on the writings of Blau, White, Maslow, Turner, Harrison and Gouldner,¹ especially their concepts of the relationship of the success or failure of group members, and their interaction with the social system.

Blau holds that established members of a social system tend to resist newcomers to the system, especially if those newcomers are perceived to be from a lower social stratum. He further states that new group members must assume a role of deference to the established members of the system to attain acceptance status. Acceptance in a higher social stratum, however, is usually at the expense of rewarding social interaction since the new member must assume a subordinate role.² Utilizing these theories of Blau, the researcher suspects that Black students who later dropped out of desegregated schools were met with what they perceived to be either overt indifference

¹Peter M. Blau, Exchange and Power in Social Life (New York: John Wiley and Sons, Inc., 1967); Robert B. White, Lives in Progress. (New York: Holt, Rinehart and Winston, 1952); Arthur Turner, A Conceptual Scheme for Describing Work Group Behavior (Copyright 1961 by the President and Fellows of Harvard College); Roger Harrison, "Defenses and the Need to Know, Human Relations Training VI, No. 4 (Winter, 1962-63); Abraham Maslow, Motivation and Personality (New York: Harper and Bros., November 21, 1969); Alvin Gouldner, "The Norm of Reciprocity," American Sociological Review XXV (April 1960), pp. 161-78.

²Blau, Exchange.

or covert hostility by the established group (White students and teachers). The resulting negative interaction of the two groups did not allow Black students to assume a role of deference to the dominant group; to have done so would have been admitting that the dominant group possessed qualities worthy of attitudinal deference.

The knowledge that he had to assume a subordinate role in the already established social system (formerly all-White schools) may have tended to increase the Black student's potential for dissatisfaction with the system. He did not rationalize that because he was the newcomer, he had to establish himself as a viable member of the status group. He only knew that in return for his physical presence to a unified school system, society had promised him free access to all of her rewards.

This very physical presence paradoxically may have tended to increase the Black dropout's dissatisfaction with the established system. Maslow believes that every man's behavior is based on certain physiological needs of the Black student. Maslow, however, pictures man as a wanting animal . . . as soon as one of his needs is satisfied another appears in its place. When man's physiological needs are satisfied and he is no longer fearful of his physical welfare, his social needs become important motivators of his social behavior since it is the unsatisfied need that motivates behavior. When social needs are thwarted, he behaves in ways which tend to defeat organizational objectives. He becomes resistant and antagonistic; but Maslow believes that this behavior is a consequence, not a cause.¹

¹Maslow, Motivation.

The researcher believes that Black students who dropped out of formerly all-White schools had a potential for dissatisfaction with the established group that was born with the closing of the Black school. The removal of this last symbol of his defenses made him unable to establish his reciprocal viability. His expected role of subordinate, according to Blau, made it increasingly difficult to reciprocate for benefits received in the new social systems, because subordinate group members are seldom in a position to reciprocate appropriately for benefits offered to them. Group members in this position often decide not to accept these benefits in an effort to protect themselves against the dire consequence of lack of reciprocation.¹ These factors, while seeming to force the potential Black dropout into the role of reluctant guest, also inhibit his efficient resolution of value conflicts in intergroup transactions. The only course left for victims of this condition is escape from an intolerable environment.

From this theoretical base the researcher assumes the basic hypothesis for this study.

1. Basic Hypothesis

The dropout rate for Black students is greater in counties where schools are desegregated than it was in counties where schools were segregated.

Gouldner sees reciprocity as a significant influence upon the stability of social systems in general. He also holds that the concept of reciprocity is basic to the functional value of the system.¹

¹Blau, Social Exchange.

²Gouldner, Reciprocity.

If the student has not been engaged in some activity that will cause him to feel he has contributed to the status of the school, then he will tend to doubt his ability to reciprocate for favors received. Students who do not have the opportunity to represent the school in contests, dramatics, sports, or some honorable way may tend to be non-participators or disruptors in classrooms. It is possible that students who feel they cannot contribute to a cause will feign indifference to that cause.

The researcher bases the first specific hypothesis upon these concepts (all hypotheses are stated in the null.)

Hypothesis I.

Of the Black students who list "lack of interest" in school-work as a dropout reason, the proportion for desegregated schools is less than, or equal to, the proportion of dropouts for segregated schools.

Basic also to the success of group members in a social system are positive interpersonal relationships with other group members as well as with the social system in general. Turner states that,

The relationships and new work activities which emerge in a group will strongly influence the satisfaction which group members derive from their work experience. Where there is relatively frequent interaction and members like each other, satisfaction is usually relatively high.³

Positive interpersonal relationships enhance the functional defenses of individuals in a social setting.

¹Eugene Wheeler, The School Dropout - An Issue of the State Department of Education (Oklahoma City, 1972).

²Turner, Interpersonal Relationships.

The role of defenses in the success of group members in a social setting were studied by Harrison. He states that defenses are our only protection against anger or abusive behaviors directed to us. When these defenses are taken from us, anxiety causes us to replace positive defenses with negative ones.¹ The expulsion rate of Black students in Oklahoma could be indicative of the consequences of defenselessness. The researcher suspects that Black student dropouts having lost their positive defenses have replaced those defenses with negative behavior.

The researcher believes that even without the indecisive aura of whether busing and racial mixing were right or wrong, some intergroup conflict would have been apparent between White and Black students. The traditional competition between groups for power, influence and recognition usually results in positive intergroup respect. It is only when groups are asked to interact in a punitive environment, that they begin to exhibit negative interpersonal relationships. Because of the vast news media coverage of predominantly negative responses to integration, it is likely that most students are aware of the controversy surrounding desegregated schools. Therefore, the second specific hypothesis for this study deals with possible results of negative interpersonal relationships and defenses.

Hypothesis II.

Of the Black students who list "behavioral difficulty" as a dropout reason, the proportion of dropouts for desegregated schools is less than, or equal to, the proportion of dropouts for segregated schools.

¹Harrison, Defenses.

The special place of new group members in a higher stratum than their former social stratum influences their success-failure ratio according to Blau. If the new member held a superordinate position in the old system, he finds it difficult to hold subordinate positions in the new social system. Conversely, the transition from old system to new is smoother if the role is one of subordination in both groups.¹ Black females are unaccustomed to roles of subordination in a school setting because in segregated schools they were able to assume roles of academic equality or leadership without impairing their viability as women. The researcher feels that the concept of woman's place in desegregated schools will be stultifying to Black females. The third hypothesis deals with the sex role differences in segregated and desegregated schools.

Hypothesis III.

The dropout rate for Black females is in the same proportion to the dropout rate for Black males in a segregated school, as it is in a desegregated school.

Maslow believes that group members are more successful within social systems that give rewards.² White reports on the process of growth in a social setting as a result of reward. He indicates that creative interest always suffers when one feels competitive, hostile or under the necessity to prove that he is not inferior. When the self is threatened and requires defense, there is no energy left over to be expended on creative tasks. The peace of mind that

¹Blau, Social Exchange.

²Maslow, Motivation.

goes with security and the rewards that come from encouragement are important aids to constructive growth.¹

The researcher feels that because desegregated schools are based on the competitive dispensation of rewards (grades, appointments, elections to school offices), the established group will receive the larger share of these rewards. The resultant absence of rewards for them will cause the potential Black dropout to drop out of the competition for school rewards and eventually the school. Hypothesis Number Four is reflective of misdirected energy in a perceived rewardless environment.

Hypothesis IV.

Of the Black students who list "academic difficulty" as a drop-out reason, the proportion of dropouts for desegregated schools is less than, or equal to, the proportion of dropouts for segregated schools.

¹White, Lives.

CHAPTER IV

DESIGN OF STUDY

Population and Sample Studied

The problem was treated as a comparative study of the holding power of segregated and desegregated schools in Oklahoma in relationship to their Black students. Although the county was studied, and is the unit of analysis for this paper, the total population of Black dropouts in fifty-two counties in the years 1965-66 and 1971-72 who were respondents to the dropout survey were the subjects of this study.

A stratified random sampling of eighteen counties in Oklahoma in three stratum categories: Large, medium, and small were chosen from the total population of fifty-two counties with five per cent or more Black population.

The school year 1965-66 was randomly chosen as the segregated year from a pool of eight years from which there was available data. The school year 1971-72 was chosen because in that year all Oklahoma Counties were in compliance with the Civil Rights Act of 1964.

Procedure for Collecting Data

Data was collected in three stages: In Category One the researcher compiled the Black student dropout figures for each county in the school year 1965-66 when the schools were segregated. These figures were found in a study of school dropouts conducted for a

period of eight years by Eugene Wheeler for the State Department of Education.¹ To establish a dropout-enrollment proportion for 1965-66 the researcher examined copies of desegregation compliance letters submitted to the regional office of Health, Education and Welfare. These letters, written by superintendents of the school districts within the eighteen counties of the sample for this study, yielded the Black enrollment figures for 1965-66. Figures of Black enrollment were not available in a formalized setting because it was illegal to list students by race in 1965-66.

Stage Two entailed compiling the Black student dropout rate for each county of the sampling when its schools were desegregated. Again the researcher used statistics on dropouts from Eugene Wheeler's study. Black enrollment figures were readily available from the State Department of Education because the law forbidding mention of race had been repealed.

The data in Stage Three are responses to a questionnaire administered by Wheeler to 1,862 Black students who dropped out of school in 1965-66, and in 1971-72.

Treatment of Data

A three-stage analysis of the data was made in an attempt to study the relationship between the Black student dropout rate and the racial composition of the county's schools.

The first stage of data analysis entailed comparing the Black dropout-enrollment ratio for a single county in the designated segregated year, with the Black dropout-enrollment ratio of the same county in the designated desegregated year.

¹Eugene Wheeler, School Dropout Data, 1965-1972, State Department of Education, Oklahoma City, Oklahoma, 1973.

In the second stage of data analysis, the researcher compared the composite dropout-enrollment ratio of the total sampling of counties in a desegregated year with the dropout-enrollment ratio of the total sampling of counties in a segregated year. The counties were then classified as having "higher retention power in a desegregated year; lower retention power in a desegregated year or no significant difference in retention power."

In the third stage of analysis the researcher sought to determine the frequencies of specific responses to Dropout Reasons in a desegregated year. To find the dropout proportion, the basic formula used was:

$$P = \frac{f}{N}$$

Where: P = Proportion

f = Frequency (dropouts)

N = Number (enrollment)

To test the basic hypothesis of this study and specific hypotheses one, two, and four, a test of two proportions was used:¹

$$Z = \frac{P_1 - P_2 - \frac{N}{2N_1N_2}}{\sqrt{\frac{P(1-P)}{N_1} + \frac{P(1-P)}{N_2}}}$$

Where: P₁ = Proportion for 1971-72

N₂ = Enrollment for 1965-66

P₂ = Proportion for 1965-66

N = Combined Enrollment

N₁ = Enrollment for 1971-72

P = Combined Proportions

The basic hypothesis and specific hypotheses one, two and four were tested at the .05 level of significance by referring the value of Z

¹Gene V. Glass and Julian C. Stanley, Statistical Methods in Education and Psychology, (Englewood Cliffs, New Jersey: Prentice-Hall, 1970), pp. 324-25.

to the critical value from the normal distributions for a one tailed test ($Z = 1.65$)

Hypothesis Three was tested using a Chi-square test.¹ The critical value for the Chi-square distribution at the .05 level with one degree of freedom is 3.84. The basic formula for Chi-square is:

$$\chi^2 = \sum \frac{(O - E - .5)^2}{E}$$

Where: χ^2 = Chi-square

= Sum of

O = Observed frequency

E = Expected frequency

.5 = Yates Correction

¹Ibid., p. 229.

CHAPTER V

FINDINGS

Within the limitations of the data obtained, the number of Black student dropouts in Oklahoma (52 counties) has increased from 629 for a Black enrollment of 54,411 in 1965-66, a segregated year, to 1,233 for a Black enrollment of 53,737 in 1971-72, a desegregated year. The basic hypothesis stated:

The dropout rate for Black students is greater in counties where schools are desegregated than it was in counties where schools were segregated.

This hypothesis, tested by using a test of two proportions, yielded a Z score of 17.96 (Z level of significance at the .05 level is 1.65 for a one tailed test).

Table I contrasts the enrollment, dropout frequency and enrollment-dropout proportion for Black students in all fifty-two counties in Oklahoma, where Blacks comprise at least five per cent of the total population. The Z score shown in the lower right hand column constitutes a statistically significant difference in the dropout rate for Black students in the counties' segregated year and their desegregated one.

TABLE I

BLACK DROPOUT-ENROLLMENT PROPORTION
FOR FIFTY-TWO COUNTIES IN OKLAHOMA

Total of All	1971-72			1965-66			
	Enrollment	Dropouts	Proportion	Enrollment	Dropouts	Proportion	Z
52 Counties	53,737	1,233	.02294	54,411	629	.01156	17.96

Conclusion: The dropout rate for Black students is significantly higher in desegregated schools than it was in segregated schools in Oklahoma.

In the sampling of eighteen counties used for this study, the number of Black student dropouts increased from 418 for a Black enrollment in 1965-66 to 1,018 for a Black enrollment of 41,880 in 1971-72. Using the test of two proportions these data yielded a Z score of 15.97.

Table II, shown on the following page, contrasts the enrollment, dropout frequency, and dropout-enrollment for Black students in the ~~random~~ sampling of eighteen counties for this study. The Z score shows a significant statistical difference in the Black dropout rate for the desegregated and segregated years.

TABLE II
BLACK DROPOUT-ENROLLMENT PROPORTION FOR
EIGHTEEN COUNTIES OF THE SAMPLING

1971-72				1965-66			
18 Counties	Enrollment	Dropouts	Proportion	Enrollment	Dropouts	Proportion	Z
Total of Sampling	41,880	1,018	.02430	41,840	418	.00999	15.97

Conclusion: The dropout rate for Black students is significantly higher in the counties of the sampling of this study, in the desegregated year than it was in the segregated year.

In the six counties of this study where Blacks comprised five per cent to six per cent of the total population, Black student enrollment declined from 3,207 in 1965-66 to 1,858 in school year 1971-72, but the number of Black dropouts increased from twenty-eight in 1965-66 to forty-nine in 1971-72.

When applied to these data, the test of two proportions yielded a Z score of 4.07. Table III on the following page contrasts the enrollment dropout frequency, and dropout-enrollment proportion for counties of the sampling where Blacks comprise five to six per cent of the total population. Again the Z score indicates a statistically significant difference in the Black dropout rate. It is noticeable, however, that four¹ counties have Z scores that show no statistically

¹Love, Pittsburg, Atoka and Nowata.

significant difference in the Black dropout rate for their segregated and desegregated years.

TABLE III
BLACK DROPOUT-ENROLLMENT PROPORTION FOR COUNTIES
OF FIVE TO EIGHT PER CENT BLACK POPULATION

County	% Black	Blacks 1971-72			Blacks 1965-66			Z=1.65
		Enrollment	Dropouts	Proportion	Enrollment	Dropouts	Proportion	
Creek	5%	723	16	.02213	1,935	12	.006201	3.41
Kiowa	5%	218	14	.064220	284	4	.01408	2.75
Love	6%	109	1	.00917	119	1	.00840	.586
Pittsburg	6%	496	7	.01411	530	4	.00754	.718
Atoka	6%	167	1	.00598	152	0	0	.048
Nowata	6%	145	10	.06896	187	7	.03743	1.04
Total		1,858	49	.02637	3,207	28	.008730	4.07

Conclusion: The Black dropout rate is significantly larger in de-segregated counties that have five to six per cent Black population, than it was in those same counties when they were segregated.

In the sampling of counties where the Black population is eight to ten per cent of the total population, Black enrollment rose from 29,603 in school year 1965-66 to 32,133 in 1971-72, while the number of Black dropouts increased from 322 in 1965-66 to 796 in 1971-72.

Table IV contrasts the enrollment, dropout frequency, and dropout-enrollment proportion for counties of the sampling where

Blacks comprise eight to ten per cent of the total population. Though the composite Z score indicates a statistically significant difference in the Black dropout rate for the segregated and desegregated years, the Z scores for three¹ counties are less than the critical value of Z at the .05 level. The dropout ratio for Blacks in Oklahoma County are disproportionately higher in a desegregated year than that of Tulsa County.

TABLE IV

BLACK DROPOUT-ENROLLMENT PROPORTION FOR COUNTIES
OF EIGHT TO TEN PER CENT BLACK POPULATION

County	% Black	Blacks 1971-72			Blacks 1965-66			Z=1.65
		Enrollment	Dropouts	Proportion	Enrollment	Dropouts	Proportion	
Jackson	8%	830	12	.01445	716	3	.00418	1.80
Seminole	9%	728	16	.02228	741	5	.006747	2.27
Carter	9%	1,075	23	.02139	1,075	17	.01581	.252
Wagoner	9%	543	4	.00736	550	2	.00363	.428
Tulsa	9%	10,967	116	.01057	10,502	98	.009331	.023
Oklahoma	10%	18,000	625	.03472	16,037	207	.01290	12.5
Total		32,133	796	.02477	29,621	332	.0112082	12.89

When applied to these data, the test of two proportions yielded a Z score of 12.89

¹Carter, Wagoner, and Tulsa Counties.

Conclusion: The Black dropout rate is significantly larger in desegregated counties that have eight to ten per cent Black population, than it was in those same counties when they were segregated.

In the counties of the sample where Blacks comprise thirteen to twenty-one per cent of the population, Black enrollment declined from 9,012 in 1965-66 to 140 in 1971-72, while Black dropouts increased from fifty-eight in 1965-66 to 140 in 1971-1972.

Table IV contrasts the enrollment, dropout frequency, and dropout-enrollment proportion for counties of the sampling where Blacks comprise thirteen to twenty-one per cent of the total population. Tilman County had a Z score that indicated no statistically significant difference in the dropout rate for Black students in its segregated and desegregated years. The composite Z score for this category of counties is considerably lower than that of the total population, and higher than that of counties where Blacks comprise five to six per cent of the total population.

TABLE V

BLACK DROPOUT-ENROLLMENT PROPORTION FOR COUNTIES OF
ELEVEN TO TWENTY-ONE PER CENT BLACK POPULATION

County	Black	Blacks 1971-72			Blacks 1965-66			Z=1.65
		Enrollment	Dropouts	Proportion	Enrollment	Dropouts	Proportion	
McCurtain	13%	1,163	14	.01203	1,427	1	.00070	3.52
Tilman	13%	583	18	.03087	656	3	.00457	1.37
Okmulgee	15%	1,751	33	.01884	1,953	7	.00359	4.34
Muskogee	17%	2,793	79	.02828	3,265	41	.012557	1.94
Choctaw	17%	799	14	.01752	814	0	0	3.53
Logan	21%	800	15	.01875	897	6	.00668	2.07
Total		7,889	140	.017746	9,012	58	.00643	6.94

The test of two proportions applied to this data yielded a Z score of 6.94.

Conclusion: The Black dropout rate is significantly larger in de-segregated counties that have thirteen to twenty-one per cent Black population, than it was in those same counties when they were segregated.

All counties of the sampling, except Oklahoma and Tulsa Counties had a decrease in Black enrollment from 1965-66 to 1971-72. Tulsa County's Black enrollment increased from 10,502 in 1965-66 to 10,967 in 1971-72. Oklahoma County's Black enrollment increased from 16,037

in 1965-66 to 18,000 in 1971-72. All counties in the sampling had an increase in the number of Black dropouts from 1965-66 to 1971-72. An exception to this general rule statewide, is Comanche County where the Black enrollment increased and the Black dropout rate decreased.

Tests of Specific Hypotheses

Raw data for three of the specific hypotheses were collected from questionnaires issued to the total group of Black students in Oklahoma who dropped out of school in 1965-66 and in 1971-72. A statistical proportion for each group was produced by dividing the frequency of target responses for each year, by the number of Black dropouts for each year. A test of two proportions was then applied to the raw data to produce a Z score. The significance level of Z at the .05 level is 1.65 for a one tailed test.

Hypothesis I

Hypothesis One proposed that there would be no statistically significant difference between the proportion of Black students who drop out of segregated and desegregated schools within the county who list "lack of interest in schoolwork" as a dropout reason. From the total group of 629 Black dropouts in 1965-66, eighty-one listed the target response for this hypothesis as their dropout reason. From the total group of 1,233 Black dropouts in 1971-72, 243 listed the target response as his dropout reason. The equation for the test of two proportions yielded a Z score of minus 3.17. Hypothesis One was not rejected.

Hypothesis II

Hypothesis Two proposed that there would be no statistically significant difference in the proportion of Black students who drop

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out of segregated and desegregated schools within the county who list behavioral difficulty as a dropout reason. Raw data collected from the questionnaires showed that from the total group of 629 Black dropouts in 1965-66, seventeen listed the target response for Hypothesis Two as their dropout reason. From the group of 1,233 Black dropouts in 1971-72, 175 listed the target response as their dropout reason. A comparison of these data produced a Z score of 7.63. Hypothesis Two was rejected.

Hypothesis III

Hypothesis Three proposed that the dropout number for Black females was in the same proportion to the dropout rate for Black males in segregated and desegregated schools within the county.

Raw data showed a dropout number of 279 for Black females in 1965-66, and for Black males 350. The dropout number for Black females in 1971-72, the desegregated year, was 630, and for Black males, 603. The researcher used a Chi-square test to compare the frequencies.

The resulting score was $X^2 = 7.56$. The value of Chi-square, with one degree of freedom, required for significance at the .05 level, is 3.84. Hypothesis Three was rejected.

Hypothesis IV

Hypothesis Four proposed that there would be no statistically significant difference in the proportion of Black students who drop out of segregated and desegregated schools within the county who list "academic difficulty" as a dropout reason. From the total dropout number of 629 dropouts for the 1965-66, eighty-one listed the target response as their dropout reason. From the total number of 1,233 Black dropouts for 1971-72, thirty-four listed the target response

as their dropout reason. The test of two proportions, when applied to this data yielded a Z score of minus 8.48. Hypothesis Four was not rejected.

Table VI contrasts the Dropout Reasons for the segregated and desegregated years. Lack of interest in schoolwork and academic difficulty show an inverse statistical difference to the researcher's hypothesis.

TABLE VI

TABLE OF PROPORTIONS FOR DROPOUT REASONS

Dropout Reason	1971-72			1965-66			Z=1.65
	Dropouts	Responses	Proportion	Dropouts	Responses	Proportion	
Lack of Interest in Schoolwork	1,233	243	.19708	629	163	.25914	-3.17
Academic Difficulty	1,233	34	.02757	629	81	.12877	-8.48
Behavioral Difficulty	1,233	175	.14193	629	17	.02702	7.63

Table VII shows the frequencies of Black male and female drop-outs for segregated and desegregated years.

TABLE VII

TABLE OF FREQUENCIES FOR SEX DIFFERENTIAL

	1971-72	1965-66	Total
Males	603	350	953
Females	630	279	909
Total	1,233	629	1,862

CHAPTER VI

DISCUSSION

The purpose of this study was to test selected effects of desegregation upon the dropout rate of Black students in Oklahoma, and to examine some common assumptions as to why Black students drop out of desegregated schools. To make this study, the following factors were taken into consideration:

1. Data concerning dropouts is seldom complete. It is rarely possible to find all of the persons who leave school permanently.
2. Expelled students are seldom listed as dropouts.
3. Responses to questionnaires may, or may not have been the only factor in the student's decision to drop out.
4. Though Black population declined in smaller communities, Black population sharply rose in the cities.
5. The dropout number for White students in Oklahoma also increased, but the enrollment increased.

This study was designed to include the above factors in the final assessment of whether desegregated counties had high or low retention power in relation to their Black students.

The high significance level of the cumulative data of all fifty-two counties ($Z=17.96$) and the high significance level of the data from the eighteen counties of the sample ($Z=15.97$) clearly

indicate that counties in Oklahoma had higher retention power in relation to their Black students in their segregated year than in their desegregated year. Statistics from this study eliminate academic difficulty as a significant variable in the dropout ratio of Black students in desegregated schools in Oklahoma. Based on this data ($Z = 8.48$), at least the student's perception of the difficulty of the work casts doubt upon the assumption of many educators that academic standards in segregated schools were lower than in desegregated schools. A factor in the lower achievement level of Black students in segregated schools may have been in the definition we give "lower achievement level." A clearer understanding of the dynamics of limited curricular offerings and poor facilities in a stigmatized community, may lead us to believe that what we considered "lower academic standards" were really only narrower ones. Concomitantly, what we assume to be a higher achievement level "for Black students" in desegregated schools may simply be broader or wider achievement gains.

"Lack of interest in schoolwork" is also rejected by the researcher as a significant variable in the Black dropout rate in Oklahoma, since it was a greater stimulus for dropping out of segregated schools than it was in desegregated schools ($Z = -3.17$). Conclusions are drawn from this data that not only are Black students interested in schoolwork, but are interested in learning in a desegregated school.

The Black female dropout rate was lower than that of the Black male in segregated schools and higher than that of the Black male in desegregated schools ($X^2 = 7.63$). The Armor Study hints at a reason for this, in its finding on the higher aspiration level of

Black females in a segregated school, than in a desegregated school.¹

Though Armor has no explanation for his conclusions, the researcher suspects that a contributing factor to this statistic may be the lack of extra-curricular activities of which a Black female may be involved in a desegregated school. The opportunity in segregated schools for Black females to take part in any activity, from the star in the school play to the lead solo in the school chorus, gave them more of an emotional involvement in schools, thus enhancing their motivation to stay in school.

"Behavioral difficulty" with a significance level of ($Z = 7.63$) can be viewed, in the light of this data, as a major contributing factor to the dropout rate of Black students in desegregated schools in Oklahoma. There is general disagreement as to why this is true. Until recently, parents were very supportive of school officials in decision making concerning the administration of punishment. The disproportionate expulsion and suspension rate of Black students in desegregated schools² has caused many parents to take a second look at disciplinary practices of desegregated schools.

It is of deep concern to Black parents that their children were educationally deprived in segregated schools and face a high attrition rate in desegregated ones. In all counties of Oklahoma, Black students lack even the choice of segregated schools. The researcher is not suggesting that there should be one, merely that.

¹David Armor, School and Family Effects on Black and White Achievement: A Re-examination of the U.S.O.E. Data (Cambridge, Massachusetts: Department of Social Relations, Harvard University, June, 1969), p. 62.

²Killacky, Citing statistics from State Department of Education, Daily Oklahoman, Friday, November 2, 1973.

schools should adopt an atmosphere in which Black students can be retained.

Indecision as to the advisability of desegregated schools rages in the Black community. Blacks who advocate separate schools feel that their children may develop race pride and ambition in segregated schools. They argue that segregated schools provide the reinforcement needed to feel competent to take advantage of limited opportunity. The public schools of Washington, D. C. that have developed students who are confident of their abilities, are examples for the Black separatists to use in their argument for segregated schools. Black leaders in Atlanta contend that most Black professionals come from segregated high schools. They contrast this with statistics that show a large percentage of Blacks who attend desegregated schools in the North, not only never finish high school, but drop out at the elementary or junior high school level. Katz confirmed by his study that students from Southern segregated schools are more highly motivated and consequently go to college more often their Northern counterparts.¹

Those who are dedicated integrationists see the broader achievement level of their children in desegregated schools; the human interaction between Black and White students; and the gains in self-respect and self-confidence of those Black students who cling tenaciously to educational goals, and are hopeful.

The researcher sees desegregated schools as an unavoidable reality for Black students. There is no reason why these schools cannot become what Gottlieb has termed, integrated or interracial ones, or those schools where children of all backgrounds are represented

¹Katz, Desegregation.

through the social system of the school not merely co-exist.¹

He also contends that though data reveal that incidents of school dropouts, absenteeism, and delinquency are less likely to occur in all Black schools within the South, he states that segregated schools are inferior to genuinely integrated or interracial schools.²

Along with the researcher's dream of interracial schools is a growing faith in the many creative techniques of which teachers are being made aware. Accountability will hopefully include, in the future, the retention power of the school. The ineffective teacher, hostile stimulus and social deprivation that is characteristic of schools with low retention power should become items of evaluation of the North Central Accreditation List. Teacher education institutions must take the initiative in training humanistic teachers. Educators in Oklahoma should steer clear of the trap of which, Wilkerson calls, "Biological and sociological determinism," giving teachers reasons why children can't learn.³

Because tests, grouping and remedial services administered in callous unconcern tend to highlight the academic inferiority of Blacks, they have failed to enter the competition for social status. This is especially true of Black females who held equal status with Black males in segregated schools and who are finding that in desegregated schools, they have less status than other members of the student body.

¹Gottlieb, Goal Aspiration.

²Ibid.

³Wilkerson.

The dynamic forces that cause any student to drop out of school are too complex to analyze in a single paper. It is enough to know that Black students drop out of segregated schools in greater numbers than they did in segregated ones. The pragmatic mind does not rationalize excuses, it makes solutions. Weinberg observes:

So too it is likely that the present generation has much to learn about the potential and the implementation of equal opportunity. We will learn something from events. The great danger is that old mental sets may overwhelm us. The color line is like a noose lying loosely around the neck of democratic reform. If we do not tear it away, it will tighten. In that case, all hope for educational reform will cease.¹

The complexities of our society will in the future, make ever increasing demands upon the relevancy of our educational system. In order to meet the challenges of accountability in this area, it is necessary that educators constantly reassess their instructional goals. Reassessment must include the provision of a school atmosphere that enhances the individuality of each student.

This study of Black dropouts is an effort to provide teachers with an empirical basis for the development of an instructional climate conducive to student growth and development.

¹Weinberg, Desegregation, p. 385.

CHAPTER VII

SUMMARY

This study was designed to compare the retention power of counties in Oklahoma in relationship to their Black students in a segregated and desegregated year; and to compare the effects of four dropout reasons on Black students in a segregated and desegregated year. The year 1965-~~66~~ was chosen for a segregated year and the year 1971-72 was chosen as a desegregated year.

The subjects were taken from two categories:

1. A random sampling of eighteen counties in three population categories:
 - (a) Counties of five to six per cent Black population,
 - (b) Counties of eight to ten per cent Black population,
 - (c) Counties of thirteen to twenty-one per cent Black population.
2. The total group of Black dropouts for 1965-66;
The total group of Black dropouts for 1971-72.

Counties used in the sampling were: Creek, Kiowa, Love, Pittsburg, Atoka, Nowata, Jackson, Seminole, Carter, Tulsa, Wagoner, Oklahoma, McCurtain, and Tillman.

Raw data were compiled from the dropout-enrollment-proportion for Black students of each county in 1965-66 and 1971-72. The two proportions were tested using a test of two proportions which yielded Z scores of 4.07 for counties of five to six per cent Black population;

12.62 for counties of eight to ten per cent Black population and 6.94 for counties of thirteen to twenty-one per cent Black population. The total Z score for the sampling was 15.97. The total Z score for the parent population of fifty-two counties was 17.96.

Raw data for dropout reasons were compiled from the questionnaire issued to Black dropouts in years 1965-66 and 1971-72. Three hypotheses for this were formulated from this questionnaire.

- I. There is no difference between the proportion of Black students who drop out of segregated and desegregated schools within the county who list "lack of interest in schoolwork" as a dropout reason.
- II. There is no difference between the proportion of Black students who drop out of segregated and desegregated schools within the county who list "behavioral difficulty" as a dropout reason.
- III. There is no difference between the proportion of Black students who drop out of segregated and desegregated schools within the county who list "academic difficulty" as a dropout reason.

The proportions of responses were tested using the test of two proportions. A Z score of minus 3.12 was produced for hypothesis one; of minus 8.48 for hypothesis two and of plus 7.63 for hypothesis three.

Raw data for hypothesis three were compiled by comparing the dropout number for Black females for segregated and desegregated years with that of the dropout number for Black males in the two years.

The hypothesis stated: The dropout rate for Black females is in the same proportion to the dropout rate for Black males, in a segregated school. Chi-square was applied to raw data and yielded a Chi-square score of 7.63. The critical value of Chi-square at the .05 with one degree of freedom is 3.84.

Conclusions

1. The dropout rate for Black students in Oklahoma is significantly higher in desegregated schools than it was in segregated schools.
2. The proportion of Black dropouts who listed "lack of interest in schoolwork as a dropout reason is significantly lower in desegregated schools than it was in segregated schools in Oklahoma.
3. The proportion of Black dropouts who listed "academic difficulty" as a dropout reason is significantly lower in desegregated schools than it was in segregated schools in Oklahoma.
4. The proportion of Black dropouts who listed behavioral difficulty as a dropout reason is significantly higher in desegregated schools than it was in segregated schools in Oklahoma.
5. The dropout rate for Black females is significantly lower than that of Black males in a segregated school and significantly higher than that for Black males in a desegregated school.

Recommendations and Implications for Further Study

This study of the relationship between the racial composition of the school and its Black dropout rate has revealed several areas of further investigation that would possibly complement this study. The following recommendations and implications for further study stem from these areas.

First, this study was confined to counties in Oklahoma. Similar studies conducted throughout the Southern and Border states would add an extra element of understanding of the dynamics of Black dropout behavior. If the findings from these studies support the basic hypothesis of the present study, the researcher recommends the formation of a unified system of problem identification, analysis, and solution in the area of dropout prevention.

The researcher has found past dropout prevention programs to be less than effective because no systematized examination of the psychological and social implications of dropout behavior has evolved from these programs. The researcher feels that a successful dropout prevention project would have to involve parents, students and teachers working in teams to detect and prevent dropout behavior. These teams should investigate all areas of the potential dropout's environment including the behavior motivations of his teachers, parents and peers.

Counseling staffs with efficient skills in potential dropout detection would be a valuable asset for these teams, not only for the prevention of dropout behavior, but to help teachers and parents understand their role in contributing to the student's sense of failure and disorientation.

The second revelatory area of this study deals with implications for a successful racial mixing in desegregated schools. Data for the present study were gathered from classrooms where Black students were in the minority. A possible complementary study might entail control groups in classes of equal Black-White student ratio. Studies of the impact of White teachers, Black teachers and Black-White teacher teams upon these groups would also aid in helping to understand Black dropouts.

The researcher recommends that teachers in these control classrooms be studied for the impact of their professional style upon their classes; to ascertain if they use dichotomous instruction practices for Black and White children in the same classroom;¹ and to understand their motivational techniques.

The third area of further research should be that of disciplinary techniques in high retention schools. The present study shows that behavioral difficulty is the greatest contributing factor to the Black dropout rate in Oklahoma in desegregated schools. The researcher suspects that there is a serious, misunderstood value conflict between Black pupils and White schools. Nichols states that White culture is based on a "cognitive material, measured" orientation while Black culture is based on an "affective, man, feeling" orientation. Studies for a deeper understanding of each other would greatly facilitate the education of Black students and the effectiveness of desegregated schools.

¹Ed Nichols, The Epistemology of Racism, Presentation to the Teachers of the Catholic Archdiocese of Washington, D. C. Conference on the Education of Minority Group Children. February, 1974.

APPENDIX A

TABLE VIII
TEST DATA FOR DROPOUT RATES

County	% Black	1971-72			1965-66			Combined Years			Z = 1.65
		Enrollment N ₁	Dropouts F ₁	Proportion P ₁	Enrollment N ₂	Dropouts F ₂	Proportion P ₂	Enrollment N	Dropouts F	Proportion P	
Creek	5%	723	16	.02213	1,935	12	.006201	2,658	28	.0105342	3.41
Kiowa	5%	218	14	.064220	284	4	.01408	502	18	.0358565	2.75
Love	6%	109	1	.00917	119	1	.00840	228	2	.0087719	.58
Pittsburg	6%	496	7	.01411	530	4	.00754	1,026	11	.01072	.71
Atoka	6%	167	1	.00598	152	0	0	319	1	.00313	.048
Nowata	6%	145	10	.06896	187	7	.03743	332	17	.05120	1.04
Sub-Total		1,850	49	.023637	3,207	28	.0087309	5,065	77	.052023	4.07
Jackson	8%	830	12	.01445	716	3	.00418	1,546	15	.009702	1.80
Seminole	9%	718	16	.02228	741	5	.006747	1,459	21	.01439	2.27
Carter	9%	1,075	23	.02139	1,075	17	.01581	2,150	40	.01860	.252
Wagoner	9%	543	4	.00736	550	2	.00363	1,093	6	.005489	.428

TABLE V.CII - Continued
TEST DATA FOR DROPOUT RATES

County	% Black	1971-72			1965-66			Combined Years			Z = 1.65
		Enrollment N ₁	Dropouts F ₁	Proportion P ₁	Enrollment N ₂	Dropouts F ₂	Proportion P ₂	Enrollment N	Dropouts F	Proportion P	
Tulsa	9%	10,967	116	.01057	10,502	98	.009331	21,469	214	.00996	.023
Oklahoma	10%	18,000	625	.03472	16,037	207	.01290	34,037	832	.02444	12.5
Sub-Total		32,133	796	.02477	29,621	332	.0112082	61,754	1,128	.018266	12.89
McCurtain	13%	1,163	14	.01203	1,427	1	.00070	2,590	15	.00579	3.53
Tilman	13%	583	18	.03087	656	3	.00457	1,239	21	.01694	1.37
Oklmulgee	15%	1,751	33	.01884	1,953	7	.00358	3,704	40	.010799	4.34
Muskogee	17%	2,793	79	.02828	3,265	41	.012557	6,058	120	.01980	1.94
Choctaw	17%	799	14	.01752	814	0	0	1,613	14	.008679	3.53
Logan	21%	800	15	.01875	897	6	.00668	1,697	21	.01178	2.07
Sub-Total		7,889	140	.017746	9,012	58	.00643	16,901	198	.0117152	6.94

TABLE VIII - Continued
TEST DATA FOR DROPOUT RATES

County	% Black	1971-72			1965-66			Combined Years			Z = 1.65
		Enrollment N ₁	Dropouts F ₁	Proportion P ₁	Enrollment N ₂	Dropouts F ₂	Proportion P ₂	Enrollment N	Dropouts F	Proportion P	
Total of Sampling		41,880	1,018	.02430	41,840	418	.00999	83,720	1,436	.017152	15.97
Total of All Counties		53,737	1,233	.02294	54,411	629	.01156	108,148	1,862	.012171	17.96

Test of Two Proportions

$$Z = \frac{(P_1 - P_2) \dots \frac{N}{2N_1 N_2}}{\sqrt{\frac{(1 - P)P}{N_1} + \frac{(1 - P)P}{N_2}}}$$

All data was tested at the .05 level, critical value, Z = 1.65 for a one tailed test.

TABLE IX
TEST DATA FOR DROPOUT REASONS

	1971-72			1965-66			Combined Years			
	Dropouts	Responses	Proportion	Dropouts	Responses	Proportion	Dropouts	Responses	Proportion	Z = 1.65
Lack of Interest in Schoolwork	1,233	243	.19708	629	163	.25914	1,862	406	.21805	-3.17
Academic Difficulty	1,233	34	.02757	629	81	.12877	1,862	115	.0617615	-8.48
Behavioral Difficulty	1,233	175	.14193	629	17	.02702	1,862	192	.1031149	7.63

TABLE X
TEST DATA FOR SEX DIFFERENTIAL

	1971-72	1965-66	Total
Males	603	350	953
Females	630	279	909
	1,233	629	1,862

Chi-square

$$X^2 = \frac{|O - E|}{E} \cdot .5$$

The critical value of X^2 is 3.84 with one degree of freedom, at the .05 level.

APPENDIX B

Raw Data for Dropouts 1965-66

County	% Black	1965-66		
		Enrollment N_2	Dropouts F_2	Proportion $\frac{F_2}{N_2}$
Creek	5%	1,935	12	.0062015
Kiowa	5%	284	4	.01408
Love	6%	119	1	.00840
Pittsburg	6%	530	4	.00754
Atoka	6%	152	0	0
Nowata	6%	187	7	.03743
		3,207	28	
Jackson	8%	716	3	.00418
Seminole	9%	741	5	.0067476
Carter	9%	1,075	17	.01581
Wagoner	9%	550	2	.00363
Tulsa	9%	10,502	98	.009331
Oklahoma	10%	16,037	207	.01290
		29,621		
McCurtain	13%	1,427	1	.00070
Tilman	13%	656	3	.00457
Okmulgee	15%	1,953	7	.00358
Muskogee	17%	3,265	41	.012557
Choctaw	17%	814	0	0
Logan	21%	897	6	.00668
		9,012	58	
Total		41,840	418	.00999
All Counties		54,411	629	.01156

Raw Data for Dropouts 1971-72

County	1971-72			(N)	(P)
	Enrollment	Dropouts	Proportion		
	(N ₁)	(F ₁)	(P ₁)		
Creek	723	16	.02213	2,658	.0105342
Kiowa	218	14	.0642201	502	.0358565
Love	109	1	.00917	228	.00877
Pittsburg	496	7	.01411	1,026	.01072
Atoka	167	1	.00598	319	.00313
Nowata	145	10	.06896	332	.05120
	1,858	49			
Jackson	830	12	.01445	1,546	.009702
Seminole	718	16	.0222341	1,459	.01439
Carter	1,075	23	.02139	2,150	.01860
Wagoner	543	4	.00736	1,093	.005489
Tulsa	10,967	116	.01057	21,469	.00996
Oklahoma	18,000	625	.03472	34,037	.02444
	32,133	796			
McCurtain	1,163	14	.01203	2,590	.00579
Tilman	583	18	.03087	1,239	.01694
Okmulgee	1,751	33	.01884	3,704	.010799
Choctaw	799	14	.01752	1,613	.008679
Logan	800	15	.01875	1,697	.01178
	7,889	140			
Total	41,880	1,018	.02430	83,720	.017152
All Counties	53,737	1,233	.02294	108,148	.012171

Raw Data for Dropout Reasons

Dropout Reason 1965-66		No. of Dropouts
Lack of interest in schoolwork	163	629
Academic difficulty	81	629
Behavioral difficulty	17	629

Dropout Reason 1971-72		No. of Dropouts
Lack of interest in schoolwork	243	1,233
Academic difficulty	34	1,233
Behavioral difficulty	175	1,233

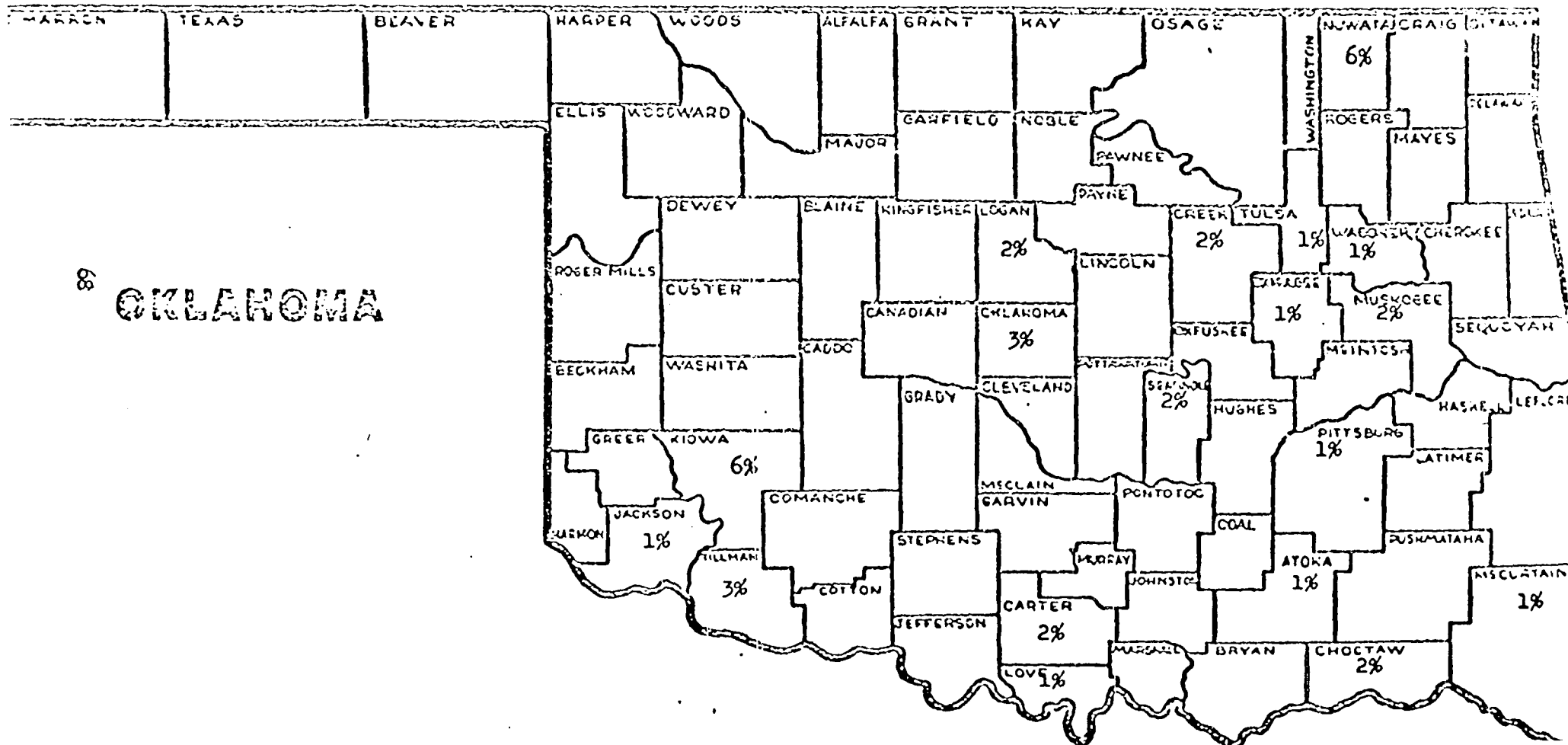
Sex Differential on Dropouts

1965-66	1971-72
Males 350	Males 603
Females 279	Females 630

APPENDIX C

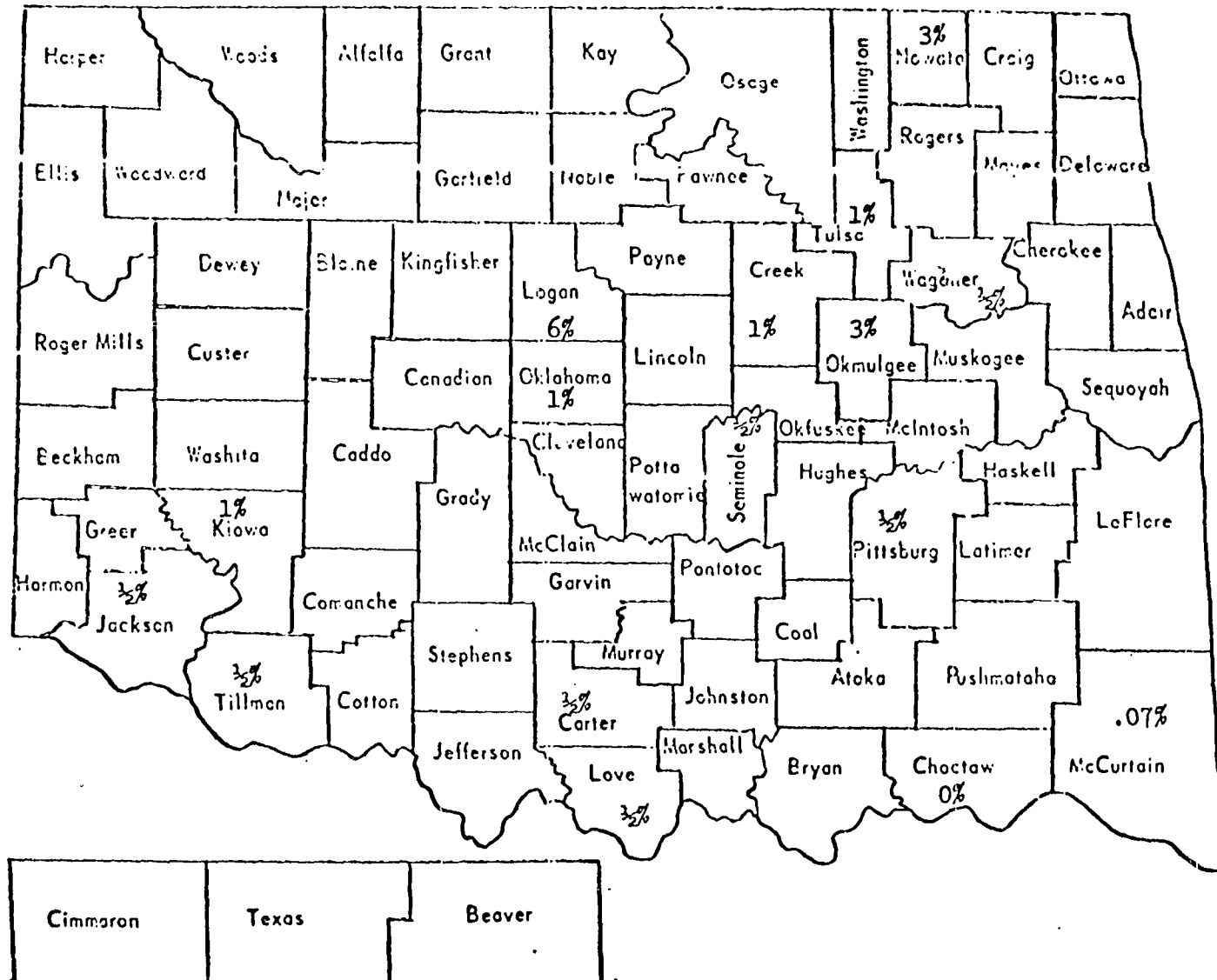
Black Dropout Rate in Percentages. 1971-72

Counties Of the Sampling



BLACK DROPOUT RATE IN PERCENTAGES 1965-66

COUNTIES OF THE SAMPLE



LOCATION AND PERCENTAGE BLACK POPULATION OF COUNTIES OF
THE SAMPLE



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