Integration Within Desegregated School Systems: Guthrie High School, A Case Study

Eric A. Moore

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Senior Thesis

"Integration Within Desegregated School Systems: Guthrie High School, A Case Study"

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May 1994

Langston University
Langston, Oklahoma
INTEGRATION WITHIN DESEGREGATED SCHOOL SYSTEMS:
GUTHRIE HIGH SCHOOL, A CASE STUDY

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Submitted in partial fulfillment
of the requirements of the
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May 1994

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INTEGRATION WITHIN DESEGREGATED SCHOOL SYSTEMS:
GUTHRIE HIGH SCHOOL, A CASE STUDY

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## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>5</td>
</tr>
<tr>
<td>Rationale for the Study</td>
<td>5</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td>10</td>
</tr>
<tr>
<td>Limitations</td>
<td>10</td>
</tr>
<tr>
<td>Organization of Study</td>
<td>11</td>
</tr>
<tr>
<td>II. REVIEW OF THE LITERATURE</td>
<td>14</td>
</tr>
<tr>
<td>III. METHODOLOGY</td>
<td>42</td>
</tr>
<tr>
<td>Introduction</td>
<td>42</td>
</tr>
<tr>
<td>Population</td>
<td>42</td>
</tr>
<tr>
<td>Questionnaire Design</td>
<td>43</td>
</tr>
<tr>
<td>Interview Format</td>
<td>44</td>
</tr>
<tr>
<td>Administration of the Instrument</td>
<td>44</td>
</tr>
<tr>
<td>IV. PRESENTATION OF FINDINGS</td>
<td>46</td>
</tr>
<tr>
<td>Introduction</td>
<td>46</td>
</tr>
<tr>
<td>White Students</td>
<td>46</td>
</tr>
<tr>
<td>Black Students</td>
<td>49</td>
</tr>
<tr>
<td>Hispanic Students</td>
<td>51</td>
</tr>
<tr>
<td>Interviews</td>
<td>53</td>
</tr>
<tr>
<td>Summary</td>
<td>57</td>
</tr>
<tr>
<td>V. SUMMARY AND CONCLUSIONS</td>
<td>59</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Background of Study

Every man, woman, and child in the United States of America is guaranteed by law the right to an equal education as affirmed by the 1954 Supreme Court decision of Brown v. the Topeka, Kansas Board of Education. According to Chief Justice Earl Warren, who rendered his opinion at the conclusion of this historic case, separation in schools solely because of race denies minority children equal education opportunity and thus equal protection of the law (St. John, Race and Schooling 84).

It was believed that with this court decision blacks would be truly Americanized. The Court and the nation believed that with the rendering of this verdict, the cycle of ignorance and poverty would break (Monti 13). The desegregation ruling stressed the following:

a. equality of educational opportunity;
   b. non-tangible characteristics of schools, including racial isolation and its psychological effects;
   c. protection of minority children, rather than benefits to all children. (St. John, Race and Schooling 84)

Many schools, however, ignored the ruling because the judgment failed to provide any type of timetable to implement this policy.
It was not until the passage of the Civil Rights Act of 1964 that the Supreme Court actually began to take on any type of significance. Title IX of the Civil Rights Act called for the withdrawal of federal aid to districts found guilty of racial discrimination. Many schools districts agonized that discrimination applied to segregated school districts. Schools had to desegregate or shut down. Most districts chose the former.

In later years, this desegregation ruling and its intention would evolve to encompass a wide array of people and ideas. It was the hope of many that desegregation of schools would

a. eliminate the caste social structure of the South, and assure equal occupational opportunity for older blacks;

b. create a unified school system that would ensure school equality in facilities, personnel, and curriculum;

c. improve self-esteem of black children, while at the same time increase motivation to continue education and develop vocational aspirations;

d. benefit white children as well as black children because contact with blacks would make white children less prejudiced. (St. John, Race and Schooling 84)

In short, the hope of many desegregation supporters was that full integration of students would be accomplished.

Through the years, society - and more specifically, educators - have begun to use the words integration and desegregation synonymously. These terms, however, have distinctly two different meanings and goals. The confusion concerning the
meaning of these two terms has led to many controversies. An excellent definition of desegregation is provided by Meyer Weinberg:

Desegregation means the removal of systematic barriers to the attendance of children of all racial-ethnic groups in the same school. It may be achieved by legal directives of courts or administrative agencies, by voluntary means, or a combination of both. (172)

Daniel J. Monti also provides insight on desegregation:
"Successful desegregation usually requires the movement of many students, and staff, the introduction of academic and training programs, and community involvement" (3).

The key phrase in this definition is "the movement of students and staff." Desegregation can occur only with this process. With the movement of students, children of different socio-economic backgrounds and/or race are supposed to be educated equally under the controlled environment of the school. Desegregation under the right condition can indeed lead to integration:

Positive changes in inter-ethnic relations are likely to occur under conditions of equal status which lead to the emphasis of equal competence, similarity of ability, and social norms, and the enhancement of attraction and friendships between children regardless of background. (Hawley, Race and Schooling 146)

For the purposes of this paper, desegregation can simply be
defined as a system involving the moving of one group of school children and personnel with the purpose of integration.

Integration is considered a social process. It is generally acknowledged to be a monumental task. If integration is to be effective, it is "an ideological and political question that each society must decide for itself" (Amir 1). According to Meyer Weinberg, "Integration is a social situation of mutual respect and equal dignity in an atmosphere of acceptance and encouragement of distinctive cultural patterns" (174). Positive integration is likely to occur under conditions of "equal status, equal competence, similarity in ability and social norms..." (Amir 10). Desegregation under these conditions presents the opportunity for ethnic integration. The primary goal of integration that this thesis examines is that integration should foster positive social-emotional attitudes among children from different groups and inspire a willingness in children to maintain relationships with children from different social and racial settings (Amir, *School Desegregation* 9). Unfortunately, not all schools have been found to produce this type of setting. Many desegregated schools affect integration negatively:

There are several status relations that are cultivated in schools...that emphasize the inequality of the pupils' status in and out of the classroom - namely, processes of social comparison based on academic achievement or competition for grades, attention, and social standing.
These processes can counteract the positive effects of equality of school policy and teacher behavior towards pupils." (11)

The extent of integration can be determined by the comfort level of children of color. If students feel comfortable enough to learn and to cultivate friendships with students of another race in a desegregated school setting, then these students can be considered integrated into the public school system.

Statement of the Problem

This study seeks to determine whether Guthrie High School, a desegregated school in the town of Guthrie, Oklahoma, is integrated as intended by the rendering of the 1954 Brown v. Topeka, Kansas Board of Education decision. Emphasis in this study is placed upon the perceptions of African-American, Hispanic, and Caucasian students. The opinions of administrators and the school counselor are considered important as well.

Rationale For the Study

Integration within desegregated school systems is a topic that, according to several authors and professors, can be "counted on with two hands." This is an exaggeration; however, recent literature in this area is lacking. There have been several federally funded case studies, but all of the case studies have apparently been confined to urban settings. This thesis is unique in that it focuses upon the Guthrie, Oklahoma,
public high school system. Unlike many larger urban areas, this high school does not experience major problems such as busing, "white flight," the inability to find teachers with the resolve to teach within its district, magnet schools, and voluntary choice schools. Therefore, this study eliminates many of the above variables that have clouded previous existing integration studies. This study is confined to the high school level, whereas many case studies have been conducted on the junior high and grade school levels. (This is not to say, however, that case studies already conducted have not been reviewed.)

In Meyer Weinberg's *The Search For Quality Integrated Education* (1983), the author examined several case studies. One case study conducted by Charles Wheeler in 1974 studied eighty-two pre-school children attending two all-black and two interracial day care centers in Washington, D.C. Wheeler found no differences in self-concept among black children attending the four schools (173). Mona Thornton explored in 1978 the racial attitudes of white pre-schoolers in Connecticut. Thornton found an increasing tendency for these children to evaluate white positively and black negatively as they grew older (173). Judith Langlois and Cookie Stephan investigated desegregated kindergarteners and fourth graders from Austin, Texas, in 1977. Their study revealed that the older children tended to select members of their own racial-ethnic group for friendship choices, peer interaction, and general relationships (174). Ronald Lacoste did similar study in Austin, Texas, in 1975 of three
and four year olds concerning their racial attitudes. This study raised the question of whether the children's absence of racial conceptions arose from the lack of exposure to others that is inherent in segregated schooling (174). In 1975, Dona Boswell and John Williams researched racial attitudes of fifty white children in Winston-Salem, North Carolina. The researchers found a substantial correlation between racial attitudes of children and their mothers toward blacks (177). Nancy Tuma and Maureen Halinan in 1979 studied eighteen predominantly black fourth through sixth grade classrooms and probed into the friendship relations of the students. Their research revealed that "whiteness" was not clearly a highly valued characteristic in these schools and that majority black students tended to select children of their own race as friends (178). Beverly Jackson studied adjustment and social acceptance of 482 black and white fifth-eighth graders in Riverside County, California, in 1975. Jackson found that black children seemed more socially acceptable to other black children than to white children. Jackson also believed integration had apparently not markedly increased social acceptance between blacks and whites (179). Donald Carter and associates examined interracial peer acceptance in kindergarten through eighth graders in Buffalo, New York, in 1975. Carter found that blacks tended to select other whites to work with but not to play with. He also found that white children rated blacks more acceptable for social than for intellectual reasons (182). In 1975 Robert Young studied an anonymous urban high
school and the subject of student interaction. Young's study showed slight interracial interaction between students and revealed a high school situation that was desegregated but not integrated (183).

Cheryl Travis and Susan Anthony examined the personal adjustment of fifty-nine black and white junior and senior-level high school students at an unnamed high school in 1978 in its second year of desegregation. The researchers determined that there were no significant differences between black and white students in terms of spontaneity, self-regard, self-acceptance or capacity for intimate contact. Travis and Anthony felt that even if integration is stressful on students, this stress can be overcome within months (184). Bernard Drury investigated the relationship of student unrest and the quality of integration in six desegregated high schools in the state of Florida in 1973. Drury found that cross-racial exposure had a deleterious effect upon the self-concept of black students (186). Charles Bullock III examined the level of maturation in racial attitudes of eighth, tenth, and twelfth graders in the state of Georgia in 1977. Bullock found that as youngsters progress through high school, their racial attitudes increasingly reflect the attitudes they see in both their friends and their community (187). Richard Ayling examined a desegregated school that lacked integration in 1972. Ayling revealed that black and white students avoided each other completely and that administrative overreaction to racial conflict was the norm.
Black and White: Contact in Schools: Its Social and Academic Effects (1972) by Martin Patchen looked at the social and academic effects integration had on twelve Indianapolis, Indiana, high schools in 1970-1971. Patchen found that early contacts with another race contributed significantly to an individual student’s attitudes concerning the other race later in life. Patchen also found that participation in extracurricular groups, working in sub-groups on assignments, having similar values and interests, and racial proportions in classrooms had a direct outcome on the positive integration of students (17-351).

An urban sociological study conducted by Charles Willie Vert in 1978 entitled The Sociology of Urban Education focuses on the role of the principal and teacher in integration. Vert deduced that the best principal for an integrated school was one with an attitude of acceptance and strong leadership skills. The author also discovered that if students perceived the treatment of students by teachers as fair, students treated each other fairly (135-139). The School Principal and School Desegregation edited in 1982 by Charles C. Thomas contains a section by Susan Greenblatt whose study focused on South Boston High School from 1974-1978. Greenblatt identified several types of principals who worked at this school and acknowledged that an open-minded principal proved to be best (43-59). Results of a case study conducted by Janet Schofield appear in her book Black and White in School (1982). The study focuses upon an
urban sixth through eighth grade school, Wexler. This study revealed that administrators at this school considered race a valid consideration in planning and decision-making more than the faculty did. The author also revealed that black and white students based friendships on academic achievement levels and that black children as well as white children believed that white children were brighter and more hard working. As can be clearly seen by a review of these case studies, there has been an obvious deficiency in the area of integration studies for rural areas.

This study of Guthrie High School also includes the integration of Hispanic students. This study concerns itself with senior-level students as opposed to lower-level students. It is one of only a few studies of rural schools or schools in cities with populations below 15,000 people.

**Purpose of this Study**

This study was conducted to determine the following:

1. Can people of color be considered integrated into the Guthrie Public High School System?

2. Does Guthrie High School have any particular policies concerning the integration of students?

**Limitations**

This study is limited to Guthrie High School in Guthrie, Oklahoma. Guthrie, a small town, has an estimated population of between 13,000 to 15,000 people (see appendices A and B for information on the city of Guthrie). This study includes a
questionnaire administered to approximately 45% of the senior-level African-American students, 100% of the junior and senior-level Hispanic students, and approximately 20% of the school's Caucasian students. The percentage of white students was lower due to the larger number of white students in the senior class. Response rate to the questionnaire was 100%, and students appeared to take the questions posed to them seriously (see appendix C for racial breakdown of Guthrie High School students). This study also contains a literature review from the period 1954-1990. As stated earlier, recent studies on this subject are limited. Studies of rural or small town system are almost nonexistent. Interviews were conducted with the principal (white), vice-principal (black), and the school counselor (white). All three of these administrators attended Guthrie High School during the period of the sixties when desegregation was implemented. These three persons interviewed served as the only historical references concerning the early period of integration at Guthrie High School. A written history of the school system does not exist. Availability of student records was limited as well.

Organization of the Study

The introduction to this study, which includes background information, statement of the problem, rationale of the study, and limitations is included in Chapter One. Chapter Two contains a review of relevant literature concerning integration within desegregated school systems and areas associated with this topic.
The methodology used in this study is described in Chapter Three. Chapter Four presents the findings of the study. The last chapter consists of the summary and conclusion of this work.
A variety of books and essays have been written and case studies conducted on integration and desegregation. There has also been information secured on various legal cases on integration and desegregation.

The School Principal and School Desegregation edited by Charles C. Thomas (1982) contains an essay by Susan Greenblatt which provides a description of the roles of the chief administrators at South Boston High School and their relationships with other individuals both within the school system and within the community. This essay identifies several different types of principals and identifies the politics involved in the desegregation and integration of an urban school. Greeblatt reveals that the principal who worked best at this high school was one with an open mind and strong leadership skills (43-61).

The Black Superintendent: Messiah or Scapegoat by Hugh Scott (1980) tells of the problems of the urban student and how these problems affect his learning. Scott believes the deterioration of family life, decline of decent housing, decline of the church, rising costs of food, and decline in safety all play major roles in the lower achievement levels of minority children (3-6). Scott states,
A child's school behavior is contingent on both school and home environments. No child learns his mores, social drives, and values from books alone. The child learns his particular cultures from those around him. Individuals are often stimulated to act or refrain from acting by the anticipated reaction of their most intimate associates to the particular act (6-7, 12-13).

This information proves relevant in examining why integration has had difficulties in some school systems.

In his book _The Sociology of Urban Education_ (1978), Charles Vert Willie focuses on a variety of subjects, but two chapters proved especially relevant. Chapter eleven is entitled "The Role of Teacher and Principal in Integration." Willie did a study on the principals of four desegregated junior high schools. From this study, the author concluded that a principal with an attitude of acceptance and with leadership skills was best suited for an integrated school. The author also deduced that the principal's role is the most important in establishing a school climate favorable for integration. Neither a threatening principal nor a "hands off" type of leader would prove adequate (135-137). This study also examined the role of the teacher pertaining to the integration of students of color into desegregated school systems. The author discovered that students responded to integration according to the situation that they find themselves in. If students are treated fairly, then they
treat each other fairly (137-139). Chapter three, entitled "White Flight, Community Control, and the City-Suburban Connection," focuses on the issue of "white flight" or the leaving of whites from the inner city school systems to the suburban schools. Willie feels that this problem has been exaggerated and that "white flight" is not necessarily a race issue but an economical one. Willie pointed out that middle class America has been leaving the inner city school since World War II (29-32).

Race and Education by Lawrence R. Marcus (1986) provides two excellent points concerning school desegregation and the benefits to whites because of desegregation. Marcus lists five hypotheses concerning desegregation. They are as follows:

1. Younger children seem to benefit more from school desegregation than older children.
2. City, size, or region is unrelated to desegregation policies.
3. Length of exposure to desegregation has not proved to be an important variable
4. Findings do not depend upon the definition of desegregation.
5. Methods used by a community to achieve desegregation do not determine whether academic gain results. (225)

Marcus feels that the benefit to whites during desegregation is greatest when the following situations exist:
1. There is little racial hostility among students.
2. Teachers and administrators understand and accept minority students.
3. The majority of students in any given class are from middle or upper socio-economic classes.
4. Desegregation occurs within the classroom.
5. Rigid ability and tracking do not occur.
6. The community is not inflamed by racial conflict.

(225)

A study by Amir, Yehuda, and Shlomo Sharan entitled School Desegregation (1984) focuses both upon desegregation and integration. These authors feel that positive changes in desegregated classrooms are likely to occur in classrooms under conditions of equal status, similarity of ability, and social norms because they enhance the attraction and friendship among children in the class regardless of ethnic background (10).

The author also states the goal of integration:

One of the prominent goals of ethnic integration in the schools is to foster positive social-emotional attitudes among children from different groups, and a willingness to maintain relationships with children from different social settings. (11-12)

Both authors also believe that desegregation without integration could have the following negative consequences:

1. Loss of self esteem for minority children;
2. A decline in a minority's identification with
Daniel J. Monti's urban study *A Semblance of Justice: St. Louis School Desegregation and Order in Urban America* (1985) provides examples of the problems of an urban city and the integration of students of color within its various school systems. This book includes solutions such as busing, white-flight, and voluntary choice school plans. During the years of 1976 and 1977 the following problems were found in the Kinloch junior and senior high schools:

1. An apparent pattern of disparate suspension rates for black and white students.
2. The inability of many black youngsters to participate in extracurricular activities.
3. The use of prejudicial language and materials in the classroom.
4. The perception of black youngsters that they were not wanted at their school.
5. The reliance of white staff on black staff to have ready-made solutions to problems involving black students. (108-109)

*Black Education: A Quest for Equity and Excellence* edited by Willie Smith and Eva Chunn (1989) contains an essay written by Charles Vert Willie entitled "The Intended and Unintended Benefits of School Desegregation" in which Willie reveals that large urban cities such as Atlanta, Milwaukee, and St. Louis have desegregation plans that prohibit all-white schools but
that these cities contain several all-black schools (129).
The author states that desegregation has had a greater impact upon the white student than the black student:

Desegregation has enhanced the self concepts of individuals in both racial populations by enabling blacks in predominantly white settings to overcome a false sense of inferiority, while whites in predominantly black settings have overcome a false sense of superiority. These outcomes of school desegregation help equip students in both racial populations to acquire the kinds of attitudes they need for adult living. (134)

Willis D. Hawley provides useful information in his book *Strategies For Effective Desegregation* (1983). Hawley uses several studies done by others to reveal important facts and statistical information. A study done by Karl E. Taeuber and Franklin D. Wilson in 1979 finds that Hispanics, Asians, and American Indians have experienced little desegregation. Hispanics were found to be especially segregated in the areas of the West and Southeast (4). Hawley cites another author, Adin Noboa, to show that Hispanics and blacks are used in some school systems to avoid black-white desegregation by classifying Hispanics as whites and mixing them with blacks (4). Hawley uses a report made by Gary Orfield in 1982 to a Subcommittee on Civil and Constitutional Rights of the United States House of Representatives to show that there is still much racial
isolation in the American school system. Orfield found that in 1980, 63 percent of black students nationwide attended schools that were over half minority, and 33 percent attended schools that were 90 percent to 100 percent minority (5). Hawley feels that the following steps are needed to improve levels of interracial tolerance between white and minority students to lead to successful integration.

1. Cooperative interracial contact is provided for both in classrooms and in extracurricular activities.
2. Integration Programs are integrated with the rest of the curricula and are continuous.
3. School and district officials make their support for better race relations clear and known to teachers, students, and parents. (13)

The Harris Poll conducted in 1982 was used by Hawley to reveal the following:

1. A 53 percent majority of adults, blacks, and whites believe that black children would do better "if they all went to school with white children." Only 16 percent think that black children would do better under segregated conditions.
2. Seventy-two percent of whites and 92 percent of blacks simply do not believe the claim that "if black children all went to school with white children the education of white children would
suffer, because black children would hold back the white children."

3. A majority of both black and white respondents nationwide think that most black and white children will be going to school together five years from now. Harris suggested that there is a sense that future desegregation is inevitable. (15)

Finally, Hawley uses a recent study by Noboa (1980) to show the benefits Hispanics have received from desegregated schools. Noboa found that Hispanics were more likely than others to have access to a broad range of special programs such as bilingual instruction (165).

Race and Schooling in the City edited by the Academy of the Arts and Sciences (1981) contains several essays. "The Evolution of School Desegregation Policy, 1964-1979" by Diane Ravitch provides important information about school integration. Ravitch makes several points concerning integration:

1. Racial and economic integration by themselves do not seem to change school performance greatly.

2. The process of integration can be an occasion for altering ongoing routines in a large school system. Preparation and leadership matter and can determine if the integration of students is a positive or negative process.
3. Schools are part of the urban political process. They educate but also socialize children and supply jobs to adults. Integration is a piece of the fabric of political authority.

4. Integration has been accomplished far more satisfactorily in middle-sized cities than in the nation's twenty or urban metropolises.

5. Voluntary behavior concerning integration can be more effective than coerced action.

6. School integration will come more easily when there is integration of neighborhood housing arrangements. (2-3)

Diane Ravitch added data by tracing the history of school desegregation from 1964-1979. Ravitch stresses the importance of the 1964 Civil Rights Act Title VI which empowered the federal government to cut off federal funds to districts that were guilty of racial discrimination. However, she points out that Title IV of this act defines desegregation as the assignment of students to public schools and within such schools without regard to their race, color, religion, or national origin but that desegregation shall not mean the assignment of students to public schools in order to overcome racial imbalance (11). This definition proves important because it points out that racial balance is not necessary for a school to be considered desegregated. Ravitch points out that according to the Office of Civil Rights, by 1972 46.3 percent of all pupils located
in the South were in schools more than fifty percent white and that only 24.5 percent were in schools ninety percent or more minority. This made the South the most desegregated region in the United States of America (12). Finally, Ravitch poses several concerns about desegregation:

The needs of Hispanic children are not identical to black children. The requirements of bilingual programs present new problems. Is a bilingual classroom for Hispanics only considered segregated? (16)

Ravitch also asks several pertinent questions concerning urban desegregation.

What does desegregation mean in a city like Detroit, which is now 80 percent non-white, or Chicago, 75 percent non-white? Is a school considered desegregated where at least 10 percent is of another race? In an urban setting...there is no understanding of what desegregation ought to be. (22)

Nancy St. John, in Race and Schooling in the City (1981), writes about "The Effects of school Desegregation on Children." St. John, in examining literature between 1954 and 1974, finds a parallel in the limitations of all studies. St. John, as well as several other researchers, believes that there is an "absence of a well-developed and commonly accepted theory to guide the questions researchers ask or the way they interpret their findings" (85). The author states, "Many studies lack a proper control group: for instance, if a whole district
desegregates, there are no segregated school children with whom to compare the desegregated" (86). Other flaws St. John finds in desegregation and integration studies include size and randomness of students surveyed, definition of desegregation and integration, measurement of variables, tests of statistical significance, and the prejudice of the researcher (86).

St. John also examines academic achievement, self-concept and motivation, racial attitudes and behavior, and conditions of effective school desegregation. The author finds based on a review of existing studies prior to 1974 that desegregation had positive effects on academic achievement and that those who had attended integrated public schools had better jobs and higher incomes throughout at least three decades of their lives.

St. John, in her review of self-concept and motivation, divides these areas into three sub-areas: anxiety, aspiration, and self-concept. She cites a study by Edgar Epps in 1975 that states that the impact of desegregation upon anxiety depends on the educational environment of the school (90-91). The author also concludes that desegregated youth have more realistic ambitions than those in segregated schools and that although several studies state that desegregation has a negative effect on the self-concepts of minority children, "the long-run benefits of a more challenging academic environment may be greater than the short-run discouragement involved" in the desegregation process (91-92). Additional information provided by St. John includes her ideas for effective school desegregation:
1. The role of the principal is extremely important in planning for and implementing desegregation.

2. The importance of developing an interracial staff at all levels and of assuring minority and majority group faculty equal status in the life of the school is monumental.

3. The importance of the use of integrated texts and multi-cultural texts is significant.

4. Desegregation plans should implement effective conditions for "favorable" contact - or contact that is on an equal status basis, long-term, intimate, in pursuit of common goals, and sanctioned by those in authority.

5. Similarity in socio-economic backgrounds between black and white students plays a major role in desegregation and integration. (94-98)

St. John concludes with her definition of an integrated classroom:

A school with these assets might be called truly integrated: strong leadership given by the principal, a teaching staff that is unbiased and trained in handling diversity in the classroom, cultural pluralism of the curriculum, and equality of status for each racial group within the school. (99)

Race and Schooling in the City features an essay showing
the importance of housing segregation to school integration. An article by Nathan Glazer entitled "Race and the Suburbs" states that in order for integrated communities to exist, the proportion of blacks should be low, and the social, economic, and educational status of blacks and whites should be much the same in that community (141). This point is made by several social scientists relative to fostering integration.

Another essay in Race and Schooling in the City, "Increasing the Effectiveness in School Desegregation" by Willis D. Hawley, lists five primary objectives of school desegregation:

1. To end racial isolation among, and within, schools.
2. To increase racial tolerance and understanding among children and adults of all races.
3. To improve the academic performance of low achievers.
4. To enhance the self-concept and aspirations to achieve among minorities.
5. To increase the social equality through increased access for minorities to higher education, higher status jobs, and higher income. (146)

Hawley also expresses opinions about the effect of desegregation on the relationship of students of different races:

1. School desegregation increases "friendly" interracial contact.
2. School desegregation does not lead to increasing amounts of school violence.
3. Where any given racial group constitutes a very small percentage of a school or classroom, the individuals in that group may be racially isolated and develop defensive and negative feelings toward the dominant group.

4. In almost all cases, blacks are less prejudiced than whites, and desegregation may decrease the prejudice of blacks more than whites.

5. The organization of schools and classrooms and the behavior of teachers toward students are critical factors in determining the effects of desegregation. (148)

Hawley further adds that several behaviors by teachers and principals are vital to the improvement of race relations and thus provide a climate for integration. The author states the following:

1. Interracial interaction within classrooms and schools is encouraged in learning and play situations as well as through seating patterns.

2. Teachers are unprejudiced;

3. Achievement grouping and tracking do not result in substantial racial isolation within schools.

4. Positive goals are emphasized by teachers and principals.

5. Efforts are made to equalize the status of different races with respect to the sharing of
particular tasks being pursued. (149)

Brown in Perspective (1980) edited by Derrick Bell presents a vast array of opinions, theories, and essays pertaining to the Brown v. Topeka Board of Education ruling of 1954. Of special significance is a chapter by Sara Lawrence Lightfoot entitled "Families as Educators." Lightfoot believes that data concerning integration and desegregation have proved inconclusive. Lightfoot also believes that children within desegregated school systems face problems at home that deter integration. The author states:

> There are great disparities that often exist between the style, values, and attitudes demanded by parents and caretakers, and those required by teachers. More important..., lower class children are poorly prepared to approach the task of learning in school, while middle-class children develop into assertive and reflective leaders. (9-10)

Lightfoot feels strongly that a "critically important ingredient of educational success for black and white children lies in the power relationship between the schools and community" (17).

Robert L. Carter offers a different perspective on the Brown v. Board of Education ruling. Carter, in his essay entitled "A Reassessment of Brown v. Board," focuses on the inadequacies of this Supreme Court decision. A key participant in this 1954 landmark decision, Carter feels that those seeking desegregation of schools were seeking equal educational opportunity and not necessarily integration. Carter states about the Brown case,
Both Northern and Southern liberals and blacks at the time considered racial segregation by law as the primary race relations evil in this country. It was not until Brown was decided that blacks were able to understand that the fundamental vice was not legally enforced racial segregation itself, but white supremacy. (23)

Carter states that rather than focusing on integration, educators should focus on equal education for black students in urban areas:

While we fashioned Brown on the theory that equal education and integration was one and the same, the goal was not integration, but equal educational opportunity. Similarly, although the Supreme Court in 1954 believed that educational equality mandated integration, Brown required equal educational opportunity. A number of blacks and whites believe that equal educational opportunity does not require integration. (27)

Daniel Selakovich, in his book Ethnicity and the Schools (1978), provides insight into the issue of black nationalism and integration. Regarding the differences between blacks, American Indians, and Hispanics, Selakovich states,

Regarding educational demands, blacks have a special case. Unlike Indians who resisted assimilation and Mexican-Americans and European immigrants who weren't
really organized for school battles, and were more or less passively resistant to assimilation, blacks actively sought it. They wanted into the system and pushed for legal recognition for the same kind of treatment that whites received in schools. (46) Regarding the issue of Black Nationalism, Selakovich believes that a big change overtook the black community during the mid 1970's. The black community, according to the author, began to relish community control as "white flight" of the urban areas began. This community control included the various school systems. Selakovich believes this attitude was caused by the disgust of black citizens with integration and because of the failure of integrated schools to meet the special needs of blacks (57). The author further points out that the goals of the black nationalist and the white racist are the same. Both oppose busing and both want community control of schools. Black nationalists and supporters of integration both wanted power, full recognition as citizens, and an equal share of the goods and services and opportunities of the system for their people (56-58). In conclusion, Selakovich offers his opinion on the use of ethnicity and education:

Black ethnicity continues to be used by blacks and whites. It enables a few blacks to gain political power, while providing whites an excuse to continue in their practice of exclusion and segregation. (64)
The author firmly believes that black ethnicity combats limited educational opportunities for African-Americans while at the same time fosters racism.

The Carrot or the Stick for School Desegregation Policy (1990) by Christine H. Rossetti provides information on the effects of desegregation on children as well as information on big city school desegregation. Rossetti points out that according to the Civil Rights Act of 1964, a school is considered desegregated as long as it contains a minority population above ten percent (29). Therefore an eighty-nine percent white school is considered desegregated. Rossetti states that desegregation has four goals:

1. Eliminate the effects of past discrimination;
2. Solve the achievement gap between black and white children;
3. Eliminate the unequal status and conflict between the races;
4. Increase the amount of minority self-esteem and motivation. (31)

These goals of Rossetti are very broad and comprehensive. Rossetti also uses a study completed in 1983 by Mahard and Crain to show that exposure to white children had positive effects on the achievement of minorities. Mahard and Crain state that the greater the percentage of white children in a classroom, the greater the minority child will benefit (32). Rossetti also provides statistical information on regional minority
enrollment (see appendix F).

School Desegregation: Past, Present and Future edited by Walter G. Stephan and Joe R. Feagin (1980) provides a brief overview of school desegregation in its first chapter. This chapter by Stephan contains a valuable historical statement provided by a psychologist who was instrumental in the decision of Brown v. Topeka Board of Education. Kenneth Clark, creator of the infamous "doll" test, testified to the Supreme Court:

I have reached the conclusion from the examination of my own results and from an examination of the entire field that discrimination, prejudice, and segregation have definite detrimental effects on the personality development of the Negro child. The essence of this detrimental effect is a confusion in the child's concept of his own self-esteem such as basic feelings of inferiority, conflict, confusion and his self-image, resentment, hostility toward himself, and hostility towards whites. (10)

This statement by Clark reinforces the importance of desegregation and the attainment of integration.

The authors feel that ethnic integration is important to the establishment of a strong society. This section further states that ethnic integration in schools promises to have a more long-term effect than in other social institutions because schools influence the youngest members of society (5). Pertaining to this subject, the author refers to two studies by Crain and Mahard in 1978 and Inbar and Addler in 1978 that stressed the importance of integration:

Experiencing cross-ethnic relations at an early age and in the school setting may be a critical element in a child's social development, preparing him to live in a multiethnic society and to maintain social attitudes and behavior relatively free of prejudices to members of other sub-groups. (5)

The authors also state that the desegregated school provides a higher level of educational services and stimulation to lower class pupils. The potential influence of peers raises expectations for investing energy in academic learning and higher teacher expectations for academic performance. All have a major influence on the minority pupil in a desegregated school system (7-8). This chapter reveals that the most effective means for coping with the problems of ethnic attitudes and relationships involves direct contact (9). Direct contact between different ethnic groups can eliminate stereotypes and help foster one of the main goals of integration: the fostering of positive socio-emotional attitudes among children of different groups.
and a willingness to maintain relationships with children from different social settings (9). The authors feel that optimal conditions must be established for minority children to have a feeling of fuller acceptance into mainstream society. The following conditions must be met for these conditions to exist:

1. Conditions of equal status must be established by both the teacher and principal;

2. There must be similarity in the children's ability and social norms. (10)

Amir, Sharan, and Ben-Ari believe that desegregation without integration can have negative consequences such as the lowering of a child's self-concept and may precipitate the loss of a child's cultural and ethnic integrity. In fact, the danger of assimilation into the majority group's culture confronts many minority groups both in and outside of the classroom. Several researchers feel that the loss of a child's cultural and ethnic identity may lead to social alienation, marginality, and individual confusion and aimlessness (13). Desegregation without integration can produce terrible results.

Black and White in School by Janet Ward Schofield (1982) includes a case study on sixth through eighth graders at Wexler school. The chapter entitled "The Teacher's Ideology" provides insight into the thinking of teachers at a desegregated school. This chapter reveals that many teachers feel they are forced to choose between either creating positive race relations in the classroom or making academics their top priority (41).
Instructors have pressure from white parents and students if ideas such as cooperative learning and racially conscious seating arrangements cause any problems with white students (42-48). In general, the administrators at this school considered race a valid consideration in planning and decision-making more than the faculty (51).

In the area of extracurricular activities, cooperation between students of both races proved promising. In the classroom students maintained friendships based upon the level of their academic achievement. Consequently, the majority of minority students that were on a lower academic track than their white classmates did not interact with their white classmates (84-96). Finally, the author states in the chapter entitled "Separate and Unequal" that several studies reveal that children in desegregated school systems often perceive white children as more intelligent and/or more academically motivated than black students. The author points out that Bringham (1974) felt this perception is formed by the white students and not their black peers (93). Other researchers, including Collins and Noblitt (1977), Green and Gerhard (1974), and Ogbu (1974), found that blacks shared the whites' view that whites were brighter and more hard-working (93). Regardless of which study one examines, these results are alarming.

The last chapter in Black and White in School is entitled "The Fourth R." This chapter focuses on the romantic interaction among the Wexler students, particularly between students of
different races. It is noted that all interracial relationships involved black boys and white girls. These interracial relationships between white girls and black boys caused problems between black and white girls. These problems were identified two ways. Rivalry or jealousy often led to mutual hostility and fights between girls when they wanted the same boy, regardless of his race. Also, black girls felt white girls were stealing "their men" (148-153). These two problems often caused difficulties with integration between the two.

Black-White Contact in Schools: Its Social and Academic Effects by Martin Patchen (1972) examined twelve desegregated high schools in Indianapolis, Indiana, between 1970 and 1971. Patchen used informal interviews, student questionnaires, administrative questionnaires, and teacher questionnaires to gain insight into race relations. The author arrives at several conclusions concerning other-race schoolmates, friendly contact between students of different races, and unfriendly contact between races. The author also provides several policy recommendations to improve black-white relations in the Indianapolis high schools. Patchen found in his studies that all students were affected by early interracial contacts such as in grade school. These early contacts contributed significantly to the individual student's attitude concerning the other race. Secondly, all students were affected by the racial attitude of the parents and peers (84-92, 330). Patchen also revealed that miscommunication between races causes
problems. In fact, both black and white students saw members of the other race as "stuck up" or unfriendly. The author further pointed out that one of the situations that caused black students to have negative reactions to whites occurred when blacks were the clear minority in their classroom (331). The following situations were found to increase positive attitudes toward whites by black students:

1. Blacks were not a clear numerical minority in classrooms.

2. The racial attitudes of white peers was positive.

3. There was a perception of fair treatment by school administrators and teachers.

(138-161, 331)

The author also found that the sex of the students involved affected racial attitudes. Patchen found that white boys in the Indianapolis school systems had more negative attitudes toward blacks than white girls (331). Other factors that positively affected friendly relations between black and white students included the following:

1. Participation in extracurricular groups such as sports, clubs, musical groups, and theatre groups;

2. Working in sub-groups during classes on assignments (such as homework);

3. Similar values, behavior, and interests;
4. High academic achievement or involvement by black students. (186-206, 331-332)

Patchen also felt that racial proportions in the classroom played a major role in race relations. Patchen found the following concerning racial proportions:

1. Where there was a small black minority, especially under 10 percent, social friction in the classroom remained relatively low and academic outcomes from both races proved high.

2. A large black minority - up to forty percent - increased friction between races considerably, but academic outcomes remained high.

3. When there was a clear black minority in the classroom - 60 percent or higher - social relations between blacks and whites were at their best, but academic were the lowest.

(138-161, 349)

Thus, when deciding racial mixing in the classrooms, administrators should pay close attention to the social and academic effects, which are two separate entities.

Meyer Weinberg, in his book The Search For Equality Integrated Education (1983), provides important information on integration. Chapter four, "Changing Discriminatory Educational Processes," focuses on discrimination in desegregated school systems. Weinberg presents several case studies in this chapter:
1. A 1976 study of Rodgers and Bullock focused on 170 black and white officials of thirty-one school districts in Georgia. Sixty-two percent of these officials expressed opposition to desegregation, while only thirty-two percent favored it. There was a clear racial separation of views; nine out of ten black officials favored desegregation. Fifty-nine percent of the white officials in this survey felt that the impact of desegregation was negative; sixty-three percent of black officials felt the impact was positive.

2. Maldonado and Byrne conducted a 1978 study of Chicanos in Utah. The findings revealed that no Chicanos sat on the board of education, no local superintendents were Chicano, only 4 out of 637 principals were Chicano, and only two Chicanos were members of forty local state school boards. In fact, only two percent of certified employees in the state's school system were Chicano.

3. Birdin questioned 1,250 black and white teachers in twelve Illinois school districts with reference to their apprehensions about teaching in schools predominantly of the opposite race. The study found blacks were more apprehensive on school-related matters, while whites were more apprehensive of matters on intimate personal relationships such as interracial
relationships.

4. Jean Ann Linney investigated school desegregation in Danville, Illinois, a town of about 40,000 people. Linney found that bused black children were relatively isolated and friendless, while black children attending neighborhood schools gained in academic achievement and social acceptability. (94-96, 104)

Weinberg provides additional research in chapter eight, "Moving from Desegregation to Integration," on integration and desegregation:

Desegregation means the removal of systematic barriers to the attendance of children of all racial-ethnic groups in the same school. Ideally, desegregation leads to integration. Integration is a social situation marked by mutual respect and equal dignity in an atmosphere of acceptance and encouragement of distinctive cultural patterns. An integrated school educates all children effectively, without regard to race or class. Desegregation is the bridge between segregation and integration. (172)

Weinberg also reveals that lower income black students in a racially desegregated classroom may suffer a drop of self-esteem. He states that blacks prefer their own race and blacks select whites to work with but not to play with (180-182). Weinberg concludes that there is a lack of studies and research on Hispanic students and that school and residential segregation
of Hispanics is growing significantly (325-326). Weinberg believes that future studies of integration and desegregation studies will face the following situations:

1. a severe shortage of research funds;
2. the role of housing taken into account increasingly;
3. intra-district inequalities in school funding as a major direction in research;
4. racism fully and more systematically studied;
5. educational practice and research moving away from an emphasis on desegregation and closer to non-segregation;
6. equity within higher education becoming a regular concern of researchers;
7. greater attention paid to equity problems in the educational systems of other countries.

(328-331)

It is obvious that much of the information in this literature review conflicts. There is, however, some common ground. Relevant data in the review of the literature will be referred to in answering the question "Are children of color integrated into the Guthrie Public High School System?"
CHAPTER III
METHODOLOGY

Introduction

This study was developed and conducted to determine if students of color are integrated into the Guthrie Public High School System. The determination of integration or non-integration is based primarily on data received through a questionnaire. The questionnaire and methodology are modeled after studies of Martin Patchen which appear in his book Black-White Contact in Schools, Weinberg’s study in The Search For Quality Integrated Education, and the studies of Nancy H. St. John in Race and Schooling in the City. These three sources provided a basis for phrasing questions and determining how to look for information. The questionnaire was given to twenty senior-level white students, fourteen junior-senior level Hispanic students, and twelve senior-level African-American students. Information was secured from the forty-six students by the high school counselor.

Population

The study was conducted in Guthrie, Oklahoma, a city of approximately 13,000 to 15,000 citizens. Guthrie Public High School has approximately 981 students (as of October 1, 1993). This study focuses on the senior-level students, with the exception of the Hispanic students, which include both junior and senior-level students. There were twenty-seven African-American senior-level students, fourteen Hispanic junior
and senior-level students, and 115 white students. The total number of senior-level students was 172. (For additional information see appendix C.) In addition, the principal, vice-principal, and school counselor were asked their opinions on a variety of subjects pertinent to integration.

**Questionnaire Design**

The questionnaire was designed to find the comfort level of students of color with white students, and vice-versa. Through this comfort level as revealed in the surveys as well as the analysis of perceptions by various administrators, the thesis determines whether people of color are integrated into the Guthrie Public High School System. The questionnaire consists of ten questions and includes an area at the bottom for additional comments (see appendix D). Each question has a definite purpose. Question one seeks general knowledge of the Brown v. Topeka Board of Education ruling. Question two seeks the students' perceptions of the fairness of teachers. Question three looks for students' feelings on interracial dating. The fourth question is concerned with student interaction outside the classroom. Question five focuses on student interaction outside the classroom within the school environment. Question six centers on friendships. The seventh question asked about the comfort level of students. Question number eight focused on students' perception of equality. The ninth question centers on the school climate. The last question also focuses on student interaction within the classroom.
In addition, at the beginning of the questionnaire students were asked about their race, age, sex, living area, length of time attending Guthrie schools, college plans, career aspirations, and school activities. This information allows more accurate assumptions to be formed on the how and why of student attitudes and perceptions, as well as their comfort level.

**Interviews**

Informal interviews were conducted with the principal, vice-principal, and school counselor. Interviews were conducted as conversations with no set questions asked. The interviewed individuals were former students of Guthrie High School from between 1963 and 1970. Interviews of these three individuals provided insight on the integration process of the Guthrie High School System in 1967. (See Appendix E for information.) Information was also obtained from these individuals about teacher-student relations and student-student relations. Policies concerning the integration of students of color was also obtained from these three individuals as well as additional insightful information.

**Administration of the Instrument**

A random sampling of senior-level students was selected by the high school counselor for the administering of the questionnaire. The counselor took care to select a variety of students based on activity involvement and socio-economic background. Students filled out the questionnaire in front of
the counselor.

Interviews were conducted in the offices of the respective administrators. Interviews ranged from twenty to sixty minutes.
CHAPTER IV

PRESENTATION OF FINDINGS

This study seeks to determine if children of color can be considered integrated into the Guthrie Public High School System. The literature reviewed provides information on integration. For the purpose of this thesis, the definition supplied by Meyer Weinberg will be used as a guiding point for the conclusion: "Integration is a social situation marked by mutual respect and equal dignity in an atmosphere of acceptance and encouragement of distinctive cultural patterns" (174). As stated in Chapter I, integration can also simply be determined by the comfort level of children of color. If students feel comfortable enough to cultivate their learning and seek friendships with students regardless of race, then these students can be considered integrated. This chapter presents the findings of a questionnaire presented to forty-six Guthrie High School senior-level students and information obtained from interviews from the principal, vice-principal, and school counselor conducted in the spring of 1994. The findings are categorized first by race and then combined. Questionnaire items are divided into three sections: General Knowledge, Perception/Attitudes, and Interaction.

WHITE STUDENTS

Knowledge

The study reveals that many white students have considerably different attitudes and perceptions, as well as interaction
habits, than their Hispanic and Black counterparts. Whites show surprising knowledge concerning the Brown v. Board of Education ruling. Sixty percent of all white students surveyed feel they understand this historic desegregation case. There proved no difference in the results of white males and females to this question.

### Attitudes/Perceptions

Questions two, three, eight, and nine focus specifically on student attitudes and perceptions. A little over half (55%) of the white students surveyed feel the teachers treat all students equally regardless of race. Again, the results for males and females show little difference. Sixty percent of white males and fifty percent of white females believe teachers are biased toward or against certain students in the classroom. Thirty percent of students surveyed feel interracial dating is wrong. Forty percent of males surveyed and only twenty percent of the females feel this way. One white student expressed his views on interracial dating:

> The only reason I believe interracial dating is wrong is because of the problems it causes. Stereotyping parents can be angry enough to tear apart a family relationship over a meaningless date...I hope that perhaps someday these barriers can be broken so that people can be accepted for who they are. (Survey)

Thirty percent of white students feel that certain races are more intelligent than others (40% white female compared to 20%
white males). Finally, 90% of all white students stated that someone of another race in school has expressed a negative statement about their race.

Interaction

Questions 4, 5, 6, 7, and 10 focus on the interaction between students of different races. Only 35 percent of white students stated that they socialize with students of a different race at least five times each month. Socialize encompasses going out and attending activities with, as well as talking on the telephone. Fifty percent of white males socialize with students of different races compared to only 20 percent of white females. Question number five centers on student interactions outside the classroom within the school system. Only 25 percent state that they eat lunch or breakfast with at least two students of a different race on a daily basis, and only one additional student eats with students of two or more other races on a weekly basis. Males and females answered this question about the same (30% to 20%). All of the white students, however, state that they have two or more friends of a different race. Twenty percent of white students prefer sitting near students of the same race. Of that twenty percent, no males feel this way, while a large number of females are concerned with whom they sit near (40%). One white male student stated, "I feel everyone is equal in the eyes of the Lord." In the area of helping students of other races academically, ninety percent of white students state that they have worked on an assignment with a student of another race (Question 10).
BLACK STUDENTS

Knowledge

A surprisingly low percentage (50%) of black students surveyed have knowledge of the Brown v. Topeka Board of Education ruling of 1954. According to the survey, black females have considerably more knowledge concerning this desegregation case than black males. Sixty percent of black females surveyed have knowledge of this Supreme Court decision, while only 43% of black males know about this historic ruling.

Attitudes/Perceptions

Black students were given the same survey as white students, but their answers appear distinctly different. Eighty-one percent of black students feel there is equal treatment in the classroom from the teacher. Sixty-seven percent of black males feel this way, while all of the black female students feel there is fairness in the classroom based on race. One black male chose not to answer this question. One hundred percent of the black students surveyed feel interracial dating is acceptable Only 17% of the black students feel that some races are more intelligent than others. Only the female students feel this way (40%). Black males collectively said there is no difference in intelligence between races (100%). Black students had the lowest total for question number nine as well. Fifty-eight percent of black students had been subject to negative comments about their race. Females appeared to suffer this occurrence more frequently than males. Eighty percent of black females
have been subjected to negative comments about their race as compared to only 43% of black males. (Perhaps fear of black males is the cause.)

**Interaction**

Black students had high totals for the survey in terms of interaction, meaning high positive and high negative effects. Sixty-six percent of black students socialize with two or more students of a different race. Males socialize more than females with students of other races (71% male to 60% female). Again, 66% of black students choose to eat with students of a different race on a daily basis, with the same percentages corresponding (71% male to 60% female). Ninety-one percent of black students state they have two or more friends of a different race. Only one black male does not have friends of two other races. Thirty-three percent of black students prefer sitting by students of their own race. Black males are the only students surveyed who have a seating preference based on race (57%). Last, 100% of black high school senior-level students have worked on an assignment with a student of a different race.
HISPANIC STUDENTS

Knowledge

The percentage of Hispanic students ranks somewhere between black and white students in almost every category. However, when it comes to question number one, Hispanic response was considerably lower than that of blacks and whites. Only 38% of Hispanic students understand the Brown v. Topeka Board of Education decision. Females have the most knowledge of this case (57%), while few of the male Hispanics have an understanding of this Supreme Court ruling (17%).

Attitudes/Perceptions

Seventy-nine percent of Hispanic students feel that the teachers treat students equally regardless of race. Males and females responded similarly to this perception (83% to 79%). One hundred percent of both male and female Hispanic students feel that interracial dating is acceptable. One Hispanic male commented, "It does not matter what kind of race you belong to or where you come from; we're all the same."

Twenty-one percent of Hispanic students feel that some races are more intelligent than others. Male Hispanic students harbor this perception more than female (33% male to 17% female). Question nine asked "Has a person of a different race ever said anything to you negatively about your race?" Seventy-one percent of Hispanic students stated this has happened before. Eighty-three percent of Hispanic male students have experienced negative statements while 63% of the female students have been subjected
to derogatory statements about their race.

**Interaction**

Hispanic students interact frequently with students of different races. Seventy-nine percent of Hispanic students socialize with two or more students of a different race at least five times a month. Male students socialize with other races more than females (83% male to 75% female). Hispanic students interact within the school environment with other students as well. Eighty-five percent of Hispanic students eat with two or more students of a different race on a daily basis. Once again, this occurs more frequently with males than females (100% male to 75% female). One hundred percent of male and female Hispanic students have at least one friend of a different race. Eighty-six percent of these students have two or more friends of a different race. One male and one female responded that they have only had one friend of a different race. No Hispanics surveyed determine their seat location based on race (100%), the highest total for all three races. Finally, as with all other races surveyed, 100% of Hispanic students stated they have worked on an assignment with a student of a different race.
INTERVIEWS

Principal

Earl Sykes, the principal of Guthrie High School, is straightforward and optimistic concerning race relations at Guthrie High School. Sykes was a sophomore when the Guthrie School System tried to integrate students of color for the first "real" time in 1968. Concerning race relations of students Sykes states, "People don't really look at black and white at Guthrie High School. There is one set of rules, and the fights that have occurred have not been racially motivated."

Sykes works to ensure positive relations for all students. Concerning academics, he states, "Academic ability for all races is equal, although I do feel that achievement tests are biased. The opportunity is here (Guthrie High School) whether you are black or white."

Sykes is also proud that the strongest high school student next year is black and that he went to school with her mother. Sykes points out that in 1993-1994 Guthrie has two Academic All-Staters, one white and one black. Sykes expects to hire more black teachers. He stated,

I would like to see more black high school graduates come back to Guthrie High School to teach. We also need to make a better effort in hiring minority coaches! For some reason, it is hard to attract minority coaches and instructors to the Guthrie Public High School System. Sykes also believes that activities, especially sports, play
a major role in the social integration of students of color. Sykes said that although sports such as basketball (all black boys team in 1993-1994) and baseball (one black player) appear segregated, this situation results from interest and especially from ability. Finally, when asked if Guthrie High School has any special policies for the integration of students Sykes stated, "We don't necessarily have any particular policies. My main problem is being aware of gangs and keeping up with the latest slang." Sykes went on to add,

We do have a rule in the yearbook concerning racial slurs (see appendix F). This is mainly to stop the word "Nigger." Some white students view this rule as unfair because blacks use the word on each other more than whites. I mainly made the racial slur rule to stop problems ahead of time!

Sykes also believes that the vice-principal, Joe Kennedy (black), helps with race relations in the high school.
Vice-Principal

Joe Kennedy is the vice-principal for Guthrie High School. Kennedy attended the Guthrie School System while it was gradually integrating (1963) and attended high school with many of the current black students' parents. Kennedy also acts as disciplinarian of the high school. He says he would rather reason with a student than suspend him because he feels a suspension just adds to the problem. Kennedy also has several opinions on desegregation and integration:

We as black people have a tendency to segregate ourselves. Some of the most racist people are black people. We need to stop seeing everything in terms of black and white.

When asked about the fairness of teachers, Kennedy added,

Some teachers don't treat all the students the same. They lack high expectations of black students and are often surprised by their intelligence. Some teachers ask questions in ways that students are afraid to answer. I believe that there are a lot cultural and socio-economical differences in the classrooms that teachers ignore.

Nevertheless, Kennedy believes, "It's the product that counts."

Kennedy also says that black students have higher overall grade point averages than their racial counterparts and that black students are "in everything." Kennedy says that if black students make it past the ninth grade, they graduate.
Kennedy thinks that history books need to be rewritten to include the accomplishments of all Americans. If this were done, minorities would have a greater sense of pride in themselves and their race. Finally, when asked about particular policies relevant to integration, Kennedy cited one area:

The Black Heritage Club has been renamed the Heritage Club. The Club is now multi-cultural and includes blacks, Hispanics, and whites. Everyone needs to learn about their heritage.
Counselor

Terrianne Lowe, the high school counselor, like Sykes and Kennedy attended Guthrie High School during the process of integration. Lowe was a high school senior in the year 1968. Before becoming counselor at Guthrie High School, Lowe worked at Millwood High School (predominantly black school in Oklahoma City, Oklahoma). Lowe offered several opinions about race relations and conveyed the feelings of white students:

Some whites feel discriminated against. You'll just hear comments. Some kids got suspended for using racial slurs. White students felt this treatment was unfair. It's no big deal. White students get along with black students very well.

The theory that some black and white girls have poor relations because of interracial dating was expressed by the counselor:

There is a lot of fighting over interracial dating. Black girls say white girls take all of their men. White girls say that black guys just treat them better. There have been some knock-down drag-out fights. Also, many white boys are not interested in black girls. This just adds to the problem.

Overall, Lowe believes that race relations are good at the high school and that the interracial dating problem is not a major issue.

As the results of the questionnaire and interviews reveal, there are differences in attitudes, perceptions, and interaction
habits among students of the three races surveyed. The administrators and counselor seem to be caring individuals, and Guthrie High School is definitely a place where integration is taking place. Furthermore, it appears that some white students feel discriminated against whereas minority students do not. This feeling of discrimination may be responsible for the differences in minority response patterns for questions 2, 3, 5, 6, and 8. Also, Guthrie High School does have two policies pertaining to the integration of students. These policies show concern for all students. Guthrie High School appears to provide an environment that is ideal for integration. Although students of color are not totally integrated into the high school system, for the purposes of this thesis students of color can be considered integrated.
CHAPTER V
SUMMARY AND CONCLUSIONS

Chapter One presents the background for this study. It also includes research questions to which answers were sought. Chapter two presents the pertinent literature on desegregation, integration, race relations, and Brown v. Board of Education. These subjects all contribute to the idea of "Integration Within Desegregated School Systems." Chapter Three provides a description of the research methodology, the questionnaire used in the survey, and the interview format. Chapter Four is a brief presentation of the results obtained from the questionnaire and interviews. The questionnaire was administered to Guthrie High School senior-level students. The interviews were conducted with the principal, vice-principal, and school counselor.

Can Students of Color be considered integrated into the Guthrie High School system? The answer to this question is yes. The environment of Guthrie High School, the minority students' perceptions, the effective leadership of the high school administrators, and the student interaction with students of other races are all positive. Reports of unfairness and feelings of isolation are few. These types of responses are described repeatedly in the review of literature as making for effective desegregation and positive integration. The comfort level of students of color in academic achievement and in the formation of friendships is high. Guthrie High School is by no means perfect, but it can be considered a model for other schools.
Guthrie High School corresponds with Meyer Weinberg's definition of an integrated school system:

Integration is a social situation marked by mutual respect and equal dignity in an atmosphere of acceptance, and encouragement of distinctive cultural patterns. (174)

Does Guthrie High School have any particular policies concerning integration of students? The answer to this question is affirmative. Guthrie has a policy against racial slurs (Appendix F), and the school has also changed the name of one of its clubs to reflect multi-culturalism rather than separatism.

Other Oklahoma school systems should follow the example and policies that this high school has established. To insure integration in desegregated school systems, public high schools must be willing to listen, learn, and adapt. School systems must be willing to seek out administrators, counselors, and teachers who have experience in positive race relations, or, like the three interviewed individuals, have been a part of the process of integration.

Public school systems, colleges, education majors, and other education officials can use the survey results to compare their school integration levels. Areas not covered in this thesis include the correlation between the environment and racial attitudes and the academic achievement levels of integrated school children compared to non-integrated children. These are areas that can be further researched. This thesis and the findings of the questionnaire add to the body of knowledge.
concerning this subject. It is recommended that studies be conducted on other school systems to determine integration within desegregated school systems and that integration-level within desegregated urban school systems be compared with that of rural school systems, which seem to have made far more progress toward true integration than urban counterparts as of 1994.
APPENDICES
APPENDIX A

GUTHRIE DEMOGRAPHICS
DEMographics

Guthrie is located in central Oklahoma in Logan County. It is easily accessible to major cities in the state. Oklahoma City is 20 minutes to the south and Stillwater is 45 minutes to the northeast of Guthrie. The major highways through Guthrie are Interstate Highway #35, U.S. Highways #33 and #77.

According to the 1985 census from the Oklahoma Employment Securities Commission, the population of Guthrie is 13,000. The projected population for Guthrie in the year 2000 is 19,700 and the population of Logan County is 39,400. Of the 13,000 currently living in Guthrie 29.3% are over 65 years of age; 18.7% are between the ages of 64-50; 17.8% are between 49-35; 21.3% are between 34-25, and 12.4% are under 24 years of age. Of these 13,000 people 57.3% have lived in Guthrie for over 15 years. 36.2% of the people living in Guthrie are currently retired, 35.7% are blue collar workers, 26.7% white collar workers, and 1.0% are students. In general, Guthrie is an older community; this has helped to maintain its historic values.
### Labor Force

<table>
<thead>
<tr>
<th>Year</th>
<th>Males 16+</th>
<th>In Labor Force</th>
<th>Females 16+</th>
<th>In Labor Force</th>
<th>Unemployed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>6688</td>
<td>69.6%</td>
<td>4852</td>
<td>45.9%</td>
<td>3.1%</td>
</tr>
</tbody>
</table>

### Occupation

<table>
<thead>
<tr>
<th>Year</th>
<th>Managerial/Executive</th>
<th>Professional</th>
<th>Technical</th>
<th>Clerical</th>
<th>Sales</th>
<th>White Collar</th>
<th>Craftsmen</th>
<th>Operatives</th>
<th>Services</th>
<th>Laborers</th>
<th>Farm Workers</th>
<th>Blue Collar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>9.1%</td>
<td>9.2%</td>
<td>2.3%</td>
<td>16.0%</td>
<td>10.1%</td>
<td>46.6%</td>
<td>16.6%</td>
<td>13.9%</td>
<td>12.1%</td>
<td>5.4%</td>
<td>5.4%</td>
<td>53.4%</td>
</tr>
</tbody>
</table>

### Schooling

<table>
<thead>
<tr>
<th>Year</th>
<th>Population 25+</th>
<th>High School Only</th>
<th>College 1-3 Years</th>
<th>College 4+ Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>15460</td>
<td>1768506</td>
<td>132768560</td>
<td></td>
</tr>
</tbody>
</table>

### Median School Years, 1980

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12.33</td>
<td>12.46</td>
<td>12.48</td>
</tr>
</tbody>
</table>

### Housing Units

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Units</th>
<th>Owner-Occupied</th>
<th>Renter-Occupied</th>
<th>Vacant/Year-Round</th>
<th>Vacant Seasonal</th>
<th>Condominiums</th>
<th>Mobile Homes</th>
<th>Stability (5-Yr)</th>
<th>Turnover (1-Yr)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>10569</td>
<td>70.4%</td>
<td>18.7%</td>
<td>10.6%</td>
<td>0.3%</td>
<td>23</td>
<td>942</td>
<td>47.8%</td>
<td>10.8%</td>
</tr>
</tbody>
</table>

### Median Value, 1980

- Logan, CO, OK: $32837
- Oklahoma: $35616
- United States: $47267

### Median Rent, 1980

- Logan, CO, OK: $102
- Oklahoma: $164
- United States: $199

### Units per Structure

<table>
<thead>
<tr>
<th>Year</th>
<th>1 Unit</th>
<th>2 Units</th>
<th>3-4 Units</th>
<th>5+ Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>91.7%</td>
<td>2.8%</td>
<td>3.2%</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

### Units by Year Built

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>20.9%</td>
<td>16.0%</td>
<td>13.7%</td>
<td>9.9%</td>
<td>39.6%</td>
</tr>
</tbody>
</table>


Urban Decision Systems/PO Box 25953/Los Angeles, CA 90025/(800) 633-9568
### Aggregate Income 1989

<table>
<thead>
<tr>
<th>Total ($Mil)</th>
<th>Logan CO, OK</th>
<th>Oklahoma</th>
<th>United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>246.8</td>
<td>35491.5</td>
<td>12795</td>
<td></td>
</tr>
</tbody>
</table>

### Household Income 1989

<table>
<thead>
<tr>
<th>Income Level</th>
<th>Percentage</th>
<th>Logan CO, OK</th>
<th>Oklahoma</th>
<th>United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0 - 4,999</td>
<td>9.4%</td>
<td>8.6%</td>
<td>6.5%</td>
<td></td>
</tr>
<tr>
<td>$5,000 - 9,999</td>
<td>14.1%</td>
<td>13.9%</td>
<td>10.5%</td>
<td></td>
</tr>
<tr>
<td>$10,000 - 14,999</td>
<td>12.9%</td>
<td>12.6%</td>
<td>10.6%</td>
<td></td>
</tr>
<tr>
<td>$15,000 - 19,999</td>
<td>11.8%</td>
<td>11.7%</td>
<td>10.0%</td>
<td></td>
</tr>
<tr>
<td>$20,000 - 24,999</td>
<td>11.4%</td>
<td>10.2%</td>
<td>9.1%</td>
<td></td>
</tr>
<tr>
<td>$25,000 - 29,999</td>
<td>8.5%</td>
<td>8.5%</td>
<td>8.1%</td>
<td></td>
</tr>
<tr>
<td>$30,000 - 34,999</td>
<td>6.6%</td>
<td>7.8%</td>
<td>7.8%</td>
<td></td>
</tr>
<tr>
<td>$35,000 - 39,999</td>
<td>6.3%</td>
<td>6.2%</td>
<td>6.6%</td>
<td></td>
</tr>
<tr>
<td>$40,000 - 49,999</td>
<td>8.3%</td>
<td>8.6%</td>
<td>10.5%</td>
<td></td>
</tr>
<tr>
<td>$50,000 - 74,999</td>
<td>7.6%</td>
<td>8.3%</td>
<td>13.1%</td>
<td></td>
</tr>
<tr>
<td>$75,000+</td>
<td>3.0%</td>
<td>3.7%</td>
<td>7.1%</td>
<td></td>
</tr>
</tbody>
</table>

Median HH Income:
- Logan CO, OK: $20,768
- Oklahoma: $21,615
- United States: $27,010

Avg HH Income:
- Logan CO, OK: $24,872
- Oklahoma: $26,749
- United States: $33,972

### Average Household Size 1989
- Logan CO, OK: 2.74
- Oklahoma: 2.52
- United States: 2.61

### Nonfamily Households 1989
- Logan CO, OK: 23.2%
- Oklahoma: 27.6%
- United States: 28.6%

### Families 1980

<table>
<thead>
<tr>
<th>Type</th>
<th>Logan CO, OK</th>
<th>Oklahoma</th>
<th>United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Children</td>
<td>54.6%</td>
<td>53.5%</td>
<td>54.3%</td>
</tr>
<tr>
<td>Married Couples</td>
<td>87.1%</td>
<td>85.7%</td>
<td>82.1%</td>
</tr>
<tr>
<td>Married With Children</td>
<td>53.1%</td>
<td>51.3%</td>
<td>52.3%</td>
</tr>
</tbody>
</table>

### Families 1989
- Logan CO, OK: 7573
- Oklahoma: 952035
- United States: 66148000

### Average Family Size 1989
- Logan CO, OK: 3.23
- Oklahoma: 3.05
- United States: 3.18

### Family Income 1989

<table>
<thead>
<tr>
<th>Income Level</th>
<th>Percentage</th>
<th>Logan CO, OK</th>
<th>Oklahoma</th>
<th>United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0 - 4,999</td>
<td>4.8%</td>
<td>5.1%</td>
<td>4.2%</td>
<td></td>
</tr>
<tr>
<td>$5,000 - 9,999</td>
<td>10.3%</td>
<td>10.0%</td>
<td>6.8%</td>
<td></td>
</tr>
<tr>
<td>$10,000 - 14,999</td>
<td>12.0%</td>
<td>11.3%</td>
<td>8.3%</td>
<td></td>
</tr>
<tr>
<td>$15,000 - 19,999</td>
<td>12.3%</td>
<td>11.4%</td>
<td>9.1%</td>
<td></td>
</tr>
<tr>
<td>$20,000 - 24,999</td>
<td>12.8%</td>
<td>10.9%</td>
<td>9.0%</td>
<td></td>
</tr>
<tr>
<td>$25,000 - 29,999</td>
<td>9.8%</td>
<td>9.5%</td>
<td>8.5%</td>
<td></td>
</tr>
<tr>
<td>$30,000 - 34,999</td>
<td>7.9%</td>
<td>9.2%</td>
<td>8.7%</td>
<td></td>
</tr>
<tr>
<td>$35,000 - 39,999</td>
<td>7.5%</td>
<td>7.4%</td>
<td>7.5%</td>
<td></td>
</tr>
<tr>
<td>$40,000 - 49,999</td>
<td>10.0%</td>
<td>10.5%</td>
<td>12.6%</td>
<td></td>
</tr>
<tr>
<td>$50,000 - 74,999</td>
<td>9.0%</td>
<td>10.3%</td>
<td>16.4%</td>
<td></td>
</tr>
<tr>
<td>$75,000+</td>
<td>3.6%</td>
<td>4.5%</td>
<td>9.0%</td>
<td></td>
</tr>
</tbody>
</table>

Median Fam Income:
- Logan CO, OK: $24,133
- Oklahoma: $25,683
- United States: $32,390

Avg Fam Income:
- Logan CO, OK: $28,148
- Oklahoma: $30,483
- United States: $39,009

### Vehicles

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
<th>Logan CO, OK</th>
<th>Oklahoma</th>
<th>United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Vehicles</td>
<td>9.3%</td>
<td>8.3%</td>
<td>13.2%</td>
<td></td>
</tr>
<tr>
<td>1 Vehicle</td>
<td>26.9%</td>
<td>32.9%</td>
<td>35.7%</td>
<td></td>
</tr>
<tr>
<td>2+ Vehicles</td>
<td>63.8%</td>
<td>58.8%</td>
<td>51.2%</td>
<td></td>
</tr>
</tbody>
</table>

Total Autos:
- Logan CO, OK: 18504
- Oklahoma: 2315190
- United States: 145605152

Avg Vehicles/HHld:
- Logan CO, OK: 1.88
- Oklahoma: 1.76
- United States: 1.57

### POPULATION

<table>
<thead>
<tr>
<th>Year</th>
<th>25.0 MILE RING</th>
<th>50.0 MILE RING</th>
<th>100.0 MILE RING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994 Projection</td>
<td>266613</td>
<td>1309458</td>
<td>2646036</td>
</tr>
<tr>
<td>1989 Estimate</td>
<td>233252</td>
<td>1208790</td>
<td>2470806</td>
</tr>
<tr>
<td>1980 Census</td>
<td>167995</td>
<td>1018535</td>
<td>2147124</td>
</tr>
<tr>
<td>1970 Census</td>
<td>122099</td>
<td>839361</td>
<td>1798820</td>
</tr>
</tbody>
</table>

% 80-89 Change

- 38.8%
- 18.7%
- 15.1%

% 70-80 Change

- 37.6%
- 21.3%
- 19.4%

In Group Qtrs 1989

- 6.4%
- 3.1%
- 2.7%

### HOUSEHOLDS

<table>
<thead>
<tr>
<th>Year</th>
<th>25.0 MILE RING</th>
<th>50.0 MILE RING</th>
<th>100.0 MILE RING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994 Projection</td>
<td>101355</td>
<td>519143</td>
<td>1049037</td>
</tr>
<tr>
<td>1989 Estimate</td>
<td>86187</td>
<td>471918</td>
<td>965991</td>
</tr>
<tr>
<td>1980 Census</td>
<td>57814</td>
<td>380089</td>
<td>804656</td>
</tr>
<tr>
<td>1970 Census</td>
<td>36459</td>
<td>276410</td>
<td>602747</td>
</tr>
</tbody>
</table>

% 80-89 Change

- 49.1%
- 24.2%
- 20.1%

% 70-80 Change

- 58.6%
- 37.5%
- 33.5%

### RACE 1989

- White: 85.4%
- Black: 11.2%
- Amer. Indian: 1.7%
- Asian/Pacific Islndr: 1.0%
- Other: 0.7%

### SPANISH ORIGIN 1989

- 1.7%

### SEX & MARITAL STATUS 1980

- Males: 48.9%
- Females: 51.1%
- Single: 31.2%
- Single: 24.4%

### AGE 1989

<table>
<thead>
<tr>
<th>Age Group</th>
<th>25.0 MILE RING</th>
<th>50.0 MILE RING</th>
<th>100.0 MILE RING</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 5</td>
<td>9.4%</td>
<td>9.9%</td>
<td>9.7%</td>
</tr>
<tr>
<td>6 - 13</td>
<td>12.0%</td>
<td>11.5%</td>
<td>11.6%</td>
</tr>
<tr>
<td>14 - 17</td>
<td>5.9%</td>
<td>5.4%</td>
<td>5.3%</td>
</tr>
<tr>
<td>18 - 20</td>
<td>5.8%</td>
<td>4.7%</td>
<td>4.4%</td>
</tr>
<tr>
<td>21 - 24</td>
<td>8.1%</td>
<td>7.8%</td>
<td>6.9%</td>
</tr>
<tr>
<td>25 - 34</td>
<td>18.2%</td>
<td>18.7%</td>
<td>18.1%</td>
</tr>
<tr>
<td>35 - 44</td>
<td>16.0%</td>
<td>14.7%</td>
<td>14.9%</td>
</tr>
<tr>
<td>45 - 54</td>
<td>9.3%</td>
<td>9.5%</td>
<td>9.6%</td>
</tr>
<tr>
<td>55 - 64</td>
<td>6.7%</td>
<td>7.5%</td>
<td>7.8%</td>
</tr>
<tr>
<td>65+</td>
<td>8.6%</td>
<td>10.3%</td>
<td>11.7%</td>
</tr>
<tr>
<td>Median Age, Total</td>
<td>29.9</td>
<td>30.7</td>
<td>31.7</td>
</tr>
<tr>
<td>Median Age, Males</td>
<td>29.3</td>
<td>29.8</td>
<td>30.5</td>
</tr>
<tr>
<td>Median Age, Females</td>
<td>30.7</td>
<td>31.7</td>
<td>32.8</td>
</tr>
</tbody>
</table>

### HOUSEHOLD SIZE 1989

- 1-Person: 22.6%
- 2-Person: 34.5%
- 3-4 Person: 34.6%
- 5+ Person: 8.3%


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<table>
<thead>
<tr>
<th>Category</th>
<th>25.0 MILE RING</th>
<th>50.0 MILE RING</th>
<th>100.0 MILE RING</th>
</tr>
</thead>
<tbody>
<tr>
<td>RETAIL SALES ($000)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GAF stores</td>
<td>1411267</td>
<td>7746641</td>
<td>14663680</td>
</tr>
<tr>
<td>Durable goods</td>
<td>28.3%</td>
<td>25.4%</td>
<td>24.6%</td>
</tr>
<tr>
<td>Lumber, bldg mat, mtr home</td>
<td>59812</td>
<td>393456</td>
<td>762188</td>
</tr>
<tr>
<td>General merchandise stores</td>
<td>146507</td>
<td>857105</td>
<td>1592830</td>
</tr>
<tr>
<td>Food stores</td>
<td>292991</td>
<td>1531912</td>
<td>3139128</td>
</tr>
<tr>
<td>Automotive dealers</td>
<td>326475</td>
<td>2090432</td>
<td>3865272</td>
</tr>
<tr>
<td>Gasoline stations</td>
<td>75436</td>
<td>383576</td>
<td>761594</td>
</tr>
<tr>
<td>Apparel stores</td>
<td>97253</td>
<td>422306</td>
<td>808231</td>
</tr>
<tr>
<td>Home furnishings stores</td>
<td>95724</td>
<td>437350</td>
<td>768550</td>
</tr>
<tr>
<td>Eating &amp; drinking places</td>
<td>177020</td>
<td>838617</td>
<td>1536662</td>
</tr>
<tr>
<td>Drug stores</td>
<td>33919</td>
<td>206772</td>
<td>388095</td>
</tr>
<tr>
<td>Misc retail stores</td>
<td>106138</td>
<td>585308</td>
<td>1041509</td>
</tr>
<tr>
<td>TOTAL RETAIL ESTABLISHMENTS</td>
<td>1374</td>
<td>7173</td>
<td>14634</td>
</tr>
<tr>
<td>Lumber, bldg mat, mtr home</td>
<td>58</td>
<td>318</td>
<td>700</td>
</tr>
<tr>
<td>General merchandise stores</td>
<td>30</td>
<td>158</td>
<td>354</td>
</tr>
<tr>
<td>Department stores</td>
<td>10</td>
<td>59</td>
<td>122</td>
</tr>
<tr>
<td>Food stores</td>
<td>173</td>
<td>905</td>
<td>2054</td>
</tr>
<tr>
<td>Grocery stores</td>
<td>136</td>
<td>726</td>
<td>1702</td>
</tr>
<tr>
<td>Automotive dealers</td>
<td>85</td>
<td>545</td>
<td>1168</td>
</tr>
<tr>
<td>Auto &amp; home supply</td>
<td>43</td>
<td>275</td>
<td>602</td>
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<tr>
<td>Gasoline stations</td>
<td>91</td>
<td>476</td>
<td>991</td>
</tr>
<tr>
<td>Apparel stores</td>
<td>185</td>
<td>791</td>
<td>1543</td>
</tr>
<tr>
<td>Men's wear stores</td>
<td>19</td>
<td>77</td>
<td>126</td>
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<tr>
<td>Women's wear stores</td>
<td>65</td>
<td>298</td>
<td>564</td>
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<tr>
<td>Shoe stores</td>
<td>39</td>
<td>195</td>
<td>370</td>
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<tr>
<td>Home furnishings stores</td>
<td>103</td>
<td>489</td>
<td>998</td>
</tr>
<tr>
<td>Furniture stores</td>
<td>27</td>
<td>123</td>
<td>280</td>
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<td>Appliance stores</td>
<td>7</td>
<td>47</td>
<td>111</td>
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<tr>
<td>Radio TV stores</td>
<td>25</td>
<td>137</td>
<td>259</td>
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<tr>
<td>Eating &amp; drinking places</td>
<td>341</td>
<td>1936</td>
<td>3665</td>
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<tr>
<td>Restaurants &amp; lunchrooms</td>
<td>316</td>
<td>1769</td>
<td>3348</td>
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<tr>
<td>Bars</td>
<td>14</td>
<td>87</td>
<td>171</td>
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<td>Drug stores</td>
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<td>250</td>
<td>541</td>
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<td>Misc retail stores</td>
<td>258</td>
<td>1306</td>
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<td>Sporting goods stores</td>
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<tr>
<td>Jewelry stores</td>
<td>10</td>
<td>49</td>
<td>80</td>
</tr>
<tr>
<td>Book stores</td>
<td>33</td>
<td>133</td>
<td>270</td>
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</tbody>
</table>

Source: Jan. 1, 1989 UDS Estimates
Census ZIP Business Patterns 1986 (XRC)
Urban Decision Systems/PO Box 25953/Los Angeles, CA 90025/(800) 633-9568
APPENDIX C

GUTHRIE HIGH SCHOOL POPULATION
1993-94 APPLICATION FOR ACCREDITING: HIGH SCHOOL  
Oklahoma State Department of Education  
ACCREDITATION SECTION

ONE ORIGINAL and ONE COPY of this application must be filed with the Accreditation Section, State Department of Education, 2500 N. Lincoln, Oklahoma City, OK 3105-4599, AFTER OCTOBER 1 and ON OR BEFORE OCTOBER 15. A copy is to be kept on file in the office of the local school and one copy should be filed in the office of the superintendent.

CERTIFICATE OF ACCURACY

I hereby certify that the information contained in the following report is complete and correct.

Street address: 200 Crooks Drive  
Mailing address: 200 Crooks Drive  
City, State, Zip: Guthrie, OK 73044  
Phone (Include area code): 405-282-5906

Date: 10-14-93

1. Membership as of October 1 (use only grades included in high school)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Black non-Hispanic*</th>
<th>Alaskan or Am. Indian*</th>
<th>Hispanic*</th>
<th>Asian or Pacific Isl.*</th>
<th>White non-Hispanic-Other*</th>
<th>Total</th>
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<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
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<tr>
<td>9</td>
<td>32</td>
<td>16</td>
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<td>7</td>
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<tr>
<td>10</td>
<td>17</td>
<td>18</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>7</td>
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<td>11</td>
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<td>12</td>
<td>13</td>
<td>14</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>N/G**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Grand Total</td>
<td>81</td>
<td>60</td>
<td>17</td>
<td>18</td>
<td>12</td>
<td>19</td>
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<tr>
<td>Limited English† Total by ethnic group</td>
<td>12</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1992-93 graduates Total by ethnic group</td>
<td>14</td>
<td>13</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>3</td>
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</tbody>
</table>

* The student is a member of a specific ethnic group if he/she, or the community, considers him/her to be a member of that group.  
** Students who have passed compulsory attendance age, who are required by the State of Oklahoma to be served by the public schools, should have this group in school reported as "N/G" (nongraded).  
† See instruction sheet for Limited English Proficiency definition. State Aid is paid on Limited English from this total.  
PLEASE TOTAL ACROSS BY GRADE LEVEL AND DOWN BY ETHNIC GROUP.
APPENDIX D

QUESTIONNAIRE
This questionnaire will be used in a College Honors Program thesis. Please be as truthful as possible. Your identity will be held secret.

BACKGROUND

Race:
Age:
Sex:
Do you live in a urban or rural area?
How long have you attended Guthrie schools?
Will you attend college upon graduation?
What are your career plans?
In what school activities are you involved?

Responses

Please circle either yes or no for the items below?

(1). I understand the Brown vs. Board of Education case of 1954.
   Yes  No

(2). My teachers treat all students equally, regardless of race.
   Yes  No

(3). Interracial dating is wrong.
   Yes  No

(4). After school and/or weekends, I socialize (go to movies, have spend the night, attend activities with, talk on telephone etc.) with two or more members of a different race at least five times a month.
   Yes  No
(5). a. I eat with (breakfast, lunch) two or more students of a different race on a daily basis. 
   Yes No

   b. I eat with (breakfast, lunch) two or more students of a different race on a weekly basis. 
   Yes No

(6). a. I have two or more friends of a different race. 
   Yes No

   b. I have one friend of a different race. 
   Yes No

(7). In the classroom, I prefer sitting by students of my own race. 
   Yes No

(8). With exceptions, Some races are more intelligent than others. 
   Yes No

(9). Has a person of a different race ever said anything to you negatively about your race? 
   Yes No

(10) I have worked on an assignment with a student of a different race. 
    Yes No

Please write any comments or concerns below
APPENDIX E

SCHOOL HISTORY
APPENDIX E

Guthrie High School, like all schools in 1954, desegregated because of the 1954 Brown v. Topeka Board of Education ruling. However, Guthrie did not officially mandate integration until 1968. This information was made available through Terrianne Lowe, a senior at Guthrie High School in 1968; Earl Sykes, a sophomore in 1968; and Joseph Kennedy, a high school graduate of Faver High School in 1963.

After 1954, students were given a choice about which high school they wanted to attend. Most blacks chose their high school, Faver (see picture A), and whites attended their high school, now the Junior High School (see Picture B). Although the majority of blacks attended Faver High School, some black students such as Joseph Kennedy attended the predominantly white high school for academic and athletic reasons. He candidly recalled Faver High School:

Faver High School was the center of the black community, almost like a church. I attended the white high school in 1963 because Faver did not offer college preparatory courses and college was in my plans. The difference in the teachers at Faver and the other high school was that teachers at Faver genuinely cared.

According to Kennedy, white officials lured black athletes away from Faver during the voluntary choice program by shutting down Faver athletic programs:
Athletes were forced to attend the predominantly white high school. In 1958 or '59 the basketball program was cut at Faver. In 1963 the football program was cut as well. The schools finally consolidated around 1967-1968. In fact, the Guthrie Public School System eliminated the voluntary choice plans and neighborhood schools in the fall of 1967. The district built a new high school (picture C) and turned Faver into a sixth grade, and the white high school was converted to a junior high. Terrianne Lowe, a senior at that time, made this observation:

Black kids were the ones that resisted integration. Black kids felt they had better facilities at Faver. No one really wanted to leave their own school.

Earl Sykes, was a sophomore in the year 1968. Sykes remembered some race-related fights but attributed them mostly to reactions to the Civil Rights Act of 1968. By 1970, students felt more acceptance toward the system.

Today Sykes (Picture D) is the principal, Lowe the school counselor (Picture E), and Joseph Kennedy (Picture E) the vice-principal of Guthrie High School. The three individuals work together well and can be considered a primary reason that students of color are so well integrated into the Guthrie High School System.
A. Faver High School

B. Predominantly White High School

C. Current High School
A. Earl Sykes, Principal

B. Terrianne Lowe (Left) School Counselor
C. Joseph Kennedy (Right) Vice-Principal
1st Offense - Written notice to parents or phone contact.

2nd And all additional offenses - Assignment to ISS for two days unless the maximum number of days/ISS assignments per semester have been reached. In that case, each tobacco offense will result in a two day out of school suspension.

RACIAL SLURS

It makes no difference if the racial slurs are in jest or earnest. "Flag words" are also considered racial slurs.

1st Offense - Three (3) day suspension
2nd Offense - Five (5) day suspension
3rd Offense - Five (5) day to one (1) year suspension.

LUNCHROOM OFFENSES

Cutting in line, leaving a tray or dirty table, not following instruction of a staff member, and other minor offenses during lunch will result in five (5) lunch detentions per offense. Major infractions will be handled as outlined elsewhere in his handbook.

VANDALISM AND OTHER OFFENSES

Any student committing an act of vandalism, theft, gambling or forgery is subject to suspension. Damaged or stolen school property must be paid for or replaced by the offending student. The use or possession of stink bombs and/or any other object that would be detrimental to the educational process or that might disrupt any event, class, etc., will also be considered vandalism.

Repeated offenses of the above may result in more severe penalties of suspension and/or appropriate CIVIL ACTION.

WEAPONS

Students should not bring any type of instrument to school that is likely to be used as a weapon or tool with which to deface or vandalize school property. Instruments such as the following may be considered weapons:

1. Knives
2. Firearms and/or facsimiles (including cap guns, etc.).
3. Explosives
4. Metal Objects (chains, brass knuckles, etc.).
5. Clubs.
6. Sharp or pointed instruments.
7. Stun guns.
8. Chemical sprays.

Violations of this policy will result in administrative action.
1st Offense - Written notice to parents or phone contact.

2nd And all additional offenses - Assignment to ISS for two days unless the maximum number of days/ISS assignments per semester have been reached. In that case, each tobacco offense will result in a two day out of school suspension.

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6. Sharp or pointed instruments.
7. Stun guns.
8. Chemical sprays.

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APPENDIX G

MINORITY STATISTICS
### Racial Composition of Schools, by Minority Enrollment and Region

<table>
<thead>
<tr>
<th></th>
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<tbody>
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<td>63.6</td>
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<td>80.9</td>
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<table>
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<td>U.S. average</td>
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BIBLIOGRAPHY


Monti, Daniel J. A Semblance of Justice: St Louis School


VITA

Eric A. Moore
Candidate for the Degree of
Bachelor of English
and
Completion of
E.P. McCabe Honors Program

Thesis: Integration Within Desegregated School Systems:
Guthrie High School, A Case Study

Major: English

Biographical Information:

Personal Data: Born Bossier City, Louisiana, December 24, 1972, the son of Ivory and Marcia Moore

Education: Graduated from Guthrie High School, Guthrie, Oklahoma, in May 1990; will complete requirements for Bachelor of Arts degree at Langston University in May 1994, having also completed all requirements in the E.P. McCabe Honors Program.

Honors and Activities: Participant in Edwin P. McCabe Honors Program; recipient of Woodrow Wilson Fellowship for Graduate Study in Public Affairs, University of Minnesota; Vice-President, Student Government Association; Vice-President, NAACP, Langston University Chapter; listed in Who's Who Among American Colleges and Universities; member of Scholars Club, Kappa Alpha Psi Fraternity, Inc., Alpha Pi Chapter; Selected as Outstanding Langston University English Major, 1994.