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ABSTRACT

The study was motivated by 2 concerns: (1) a large proportion of offenses that are committed both by juveniles and adults are never reported or officially recorded; and (2) without detailed information concerning the delinquent acts committed by non-Indian youths in the Wind River Reservation area of Wyoming it is impossible to ascertain whether or not the delinquency involvement of American Indian youths is high compared to other youths living in the same general area. Therefore, a self-report questionnaire on delinquent acts, alcohol use, and drug use was developed during the spring of 1972 and administered to 9th-12th grade students at Lander Valley High School and Wind River High School. The findings were based on a sample of 355 white males and 315 females; 68 Indian males and 62 females. There was little overall difference in the delinquency involvement of Indian and Anglo males--with the notable exception that Indians were more involved than Anglos in offenses centering around the school. Compared to Anglos, a significantly higher portion of both male and female Indian youths had doubts about whether or not they would complete high school, did not plan to attend college, felt that they were not as smart as their peers, received lower grades in school, and had dropped out of school. With respect to illegal drug use, a higher proportion of Indian than Anglo males had used drugs, other than marijuana, and a higher proportion of Indian than Anglo females had smoked marijuana. The frequency of various delinquent acts were presented in tabular form. (FF)

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CHAPTER I

INTRODUCTION AND BACKGROUND

In the spring of 1971 The Joint Business Council of the Shoshone and Arapahoe Tribes of the Wind River Indian Reservation approached the Department of Sociology at the University of Wyoming concerning the possibility of conducting a study of the magnitude and dimensions of the delinquency problem on the Reservation. With funding from The Joint Business Council, the Youth Development and Delinquency Prevention Administration of the United States Department of Health, Education and Welfare and the University of Wyoming this study was initiated during the summer of 1971. In August 1972 a report, Planning Project in Juvenile Delinquency: Prevention and Control of Delinquency among Indian Youth in Wyoming, was completed. This report was based on data obtained from the records of the Court of Indian Offenses, the Tribal Police, the Juvenile Officer on the Reservation, the Riverton Police Department, the Lander Police Department and the Fremont County Sheriff's Department.

The findings of this study indicated that for fiscal years 1967 through 1971 there were about 12 Court of Indian Offenses appearances per year for each 100 Indian Youth on the Reservation aged 10 through 17. Nationally, in recent

years, there have been about 2.5 court appearances per year for youth in this age range. Thus the Reservation rate is nearly five times the national average. In addition, several Reservation youth were arrested each year by the Lander and Riverton Police Departments, the Fremont County Sheriff's Department, and no doubt by other law enforcement agencies elsewhere. Furthermore, it was found that during fiscal year 1971, 77 Indian youth had an official contact with the Juvenile Officer on the Reservation but were not referred to the Court of Indian Offenses for disposition.

As a part of this study a cohort of youth born between July 1, 1952 and June 30, 1953, and who therefore turned 18 years of age sometime during fiscal year 1971, was also investigated. This cohort included 15 Shoshone males, 20 Shoshone females, 48 Arapahoe males and 49 Arapahoe females. Of these Shoshone youth, 40.0% of the males and 35.0% of the females appear in the Juvenile Officer's records at least once on a delinquency charge. The six males who appear in the Juvenile Officer's records had 13 official contacts; they were charged with a total of 19 delinquent acts; and, they appeared in Court on nine occasions. The seven males who appear in the Juvenile Officer's records had 14 official contacts, were charged with 19 delinquent acts, and appeared in Court on nine occasions.

Among Arapahoe youth in this cohort, 50.0% of the males and 34.7% of the females appear in the Juvenile Officer's

records charged with at least one offense. The 24 males who appear in the Juvenile Officer's records had 72 official contacts, were charged with a total of 112 offenses, and appeared in Court on 52 occasions. The 17 females who appear in the Juvenile Officer's records had 42 official contacts, were charged with a total of 55 offenses, and appeared in Court 33 times.

Only a small proportion of the charges against these youth were for what are usually considered to be serious offenses, such as Assault, Assault and Battery, Auto Theft or Breaking and Entering. On the other hand, a large proportion of the charges were for offenses peculiar to juveniles -- acts which would not be considered offenses if committed by adults (Minor in Possession, Curfew Violation, Runaway, Wayward, Delinquent Child, etc.). A large percentage of the charges were for alcohol related offenses. In the Court of Indian Offenses sample for fiscal years 1967 through 1971, 28.6% of the charges against males and 24.6% of those against females were for alcohol related offenses (Minor in Possession, Public Intoxication, or Driving Under the Influence of Alcohol). In the 1971 fiscal year sample of Juvenile Officer cases not referred to the Court of Indian Offenses for disposition, 50.1% of the charges against males and 34.8% of those against females were for alcohol related offenses. And, of the charges against the cohort who turned 18 years of age sometime during fiscal year 1971, 35.9% of those against males and 23.0% of those

against females during the course of the entire period when they were under the jurisdiction of the Court of Indian Offenses sitting as a Juvenile Court were for alcohol related offenses.

On the surface, then, it appears that Wind River Indian Reservation youth have a relatively high delinquency rate involving predominately minor offenses and alcohol related offenses.

The Present Study

The present study was motivated by two principal concerns. First, a large proportion of offenses that are committed both by juveniles and adults are never reported or officially recorded. Therefore, they do not appear in the records of any official agency. In addition, only about one in five offenses known to the police is cleared through arrest (FBI, 1972:104); and it is only when an offense is cleared through arrest that any of the characteristics of the offender are known -- such as age, sex, race, etc. Those offenses which are recorded in official records, and those which are cleared through arrest, reflect not only the incidence of criminal or delinquent behavior in a population but also the manner in which the law is administered. Thus, according to Richard Quinney, "...the meaning of criminal statistics is clear: They represent the nature and extent of crime recognized in any given society or jurisdiction at any particular time (1970:123)." Therefore, it is probable that numerous offenses committed by both Indian

and non-Indian youth are never officially recorded because they are never discovered; or reported if discovered; or officially recorded if reported; or cleared through arrest if recorded.

Second, without detailed information concerning the delinquent acts committed by non-Indian youth in the Reservation area it is impossible to ascertain whether or not the delinquency involvement of Indian youth is high compared to other youth living in the same general area.

In order to deal with these problems a self-report type questionnaire concerning delinquent acts, alcohol use and drug use was developed during the spring of 1972 and administered to ninth through twelfth grade students at Lander Valley High School and Wind River High School in early May of that year.* The data obtained were coded, punched onto electronic data processing cards, and then transferred to tape for computer tabulation and analysis.

As presented in this report, the findings are based on a sample that includes 355 white males, 315 white females, 68 Indian males and 62 Indian females. Questionnaires were also completed by 47 other students. Four students did not complete the question concerning race on the questionnaire and have therefore been eliminated from the tabulations and analysis.

*This questionnaire is reproduced in Appendix A of this report.

In addition, 31 Mexican-American students, 2 Black students, 3 Oriental students, and 8 "Other" students have not been included in the tabulations and analysis. These students were not included in the report in order to make possible a tighter control over the race variable. The cultural backgrounds and life experiences of Mexican-American, Black, Oriental and "Other" students are likely to differ from those of whites and Indians. Elimination of these students from the analysis thus provides a more accurate comparison of the delinquency involvement of minority group Indian youth with that of dominant group white youth.

CHAPTER II

PREVIOUS RESEARCH ON INDIAN DELINQUENCY

There is a vast literature on juvenile delinquency. Review of publications in this area reveals, however, that very little research has been conducted on delinquency among American Indian youth. The majority of studies that do contain some information concerning Indian delinquency focus primarily on adult Indian criminal behavior, usually emphasizing the relationship between alcohol use and Indian criminality.

Utilizing data from the Federal Bureau of Investigation Uniform Crime Reports, Stewart computed Indian crime rates and concluded: "Nationally the Indian rate for all types of arrests is nearly three times that of Negroes and eight times that of whites (1964:61)." If only alcohol-related arrests are considered the Indian arrest rate is "twelve times greater than the national average and over five times that of Negroes (Stewart, 1964:61)." Stewart also presented some findings concerning Indian juvenile delinquency based on data for certain states and tribes. He pointed out that in 1955 the Indian population of South Dakota was five percent of the total population of the state, but "in the state training school approximately 25 percent of the boys and approximately 50 percent of the girls are Indians (1964:62) "

In addition, he noted that among various tribes located in the Southwest alcohol was involved in between 51 and 80 percent of juvenile offense cases.

Reasons (1972) also used F. B. I. Uniform Crime Reports data in his study of Indian crime and delinquency covering the years 1950 through 1969. In general, his findings support Stewart's conclusions. "Native Americans consistently have an arrest rate approximately three times that of blacks and ten times that of whites... (1972:81)." When he examined drinking-related offenses (drunkenness, driving while under the influence of alcohol, and liquor law violations) he found a much greater difference in rates between Indians and other racial groups. "The Native American arrest rate is generally eight times that of blacks and over twenty times that of whites... (1972:81)." For non-drinking related offenses he found that the Indian rate is four times higher than the white rate while the black rate is five times higher than the white rate.

The few publications that deal specifically with juvenile delinquency among Indians have also found higher arrest rates for Indian than white youth. The 1956 United States Senate hearings on juvenile delinquency provide a variety of information. Most officials of the reservations included in the study thought delinquency was increasing among Indian youth. This impression was difficult to document, however, because most reservations lacked facilities to handle any but the most serious crimes.

In the few instances where data were available increases in the arrest rate from one year to another were apparent. . Often these rates were well above the rates for white juveniles in nearby communities.

In 1967 another Senate hearing was conducted into the problems of juvenile delinquency among youth from the Pine Ridge Reservation in South Dakota. The report divided offenses committed by Indian juveniles into three categories based on the seriousness of the offense. The first category, petty offenses, included curfew violations, truancy, leaving boarding school without permission and driving without a license. The second category, low misdemeanors, included disorderly conduct, theft, liquor violations, malicious mischief and reckless driving. The last category, high misdemeanors, also included felonies because such offenses were very rare. Specific offenses included in this category were assault and battery, driving while under the influence of alcohol, burglary, escape, resisting arrest and assault with a dangerous weapon. Forty-four percent of all offenses fell into the first category, 47 percent into the second category, and only 9 percent were in the third category.

Several other points can also be derived from the findings of the 1967 U. S. Senate hearings. The majority of offenses were not serious delinquent acts. Males began committing offenses at an earlier age than females; and, male offenders outnumbered female offenders at every age level, although in the late teens females began to close the gap. From ages ten through fourteen

females accounted for approximately one out of four offenses. Between ages fifteen and seventeen the female proportion of offenses increased to approximately two out of five. In the sixteen-seventeen age group, about 25 percent of all Indian females and 37 percent of all Indian males were arrested for committing delinquent acts. No data concerning the delinquency involvement of white youth in nearby communities were provided, but it is nevertheless apparent that a substantial proportion of the Indian youth studied were involved in the commission of delinquent acts.

Explanations of Indian Delinquency

Reasons (1972:323) has suggested four factors which seem to be related to Indian crime and delinquency: economic status, anomie, cultural conflict and drinking. In general, Indians are disproportionately concentrated toward the bottom of the socioeconomic hierarchy. Their socioeconomic status is related to anomie. Lack of adequate resources limits their access to legitimate means through which to obtain culturally induced goals and aspirations. Restricted in access to legitimate opportunities, the Indian frequently finds himself in the position of either having to give up his goals or having to turn to illegitimate means to obtain them.

With respect to culture conflict, Reasons notes that the law generally reflects the norms of the dominant white society. Indians, however, have a cultural heritage which reflects

different attitudes toward crime and punishment than those that are expressed in the dominant society. For example, when a law was broken, Indians frequently relied on restitution rather than punishment. In addition, many Indian societies were basically communal, with little personal property. Norms prohibited any great accumulation of personal wealth. Giving and sharing were common. Respect for personal property and the related laws governing it does not, therefore, have a long tradition among most Indians (Riffenburgh: 1964). Because strong norms against certain illegal activities are lacking in many Indian cultures, certain criminal activities therefore tend to occur more frequently among Indians than non-Indians.

Riffenburgh (1964:40) also sees the conflict of cultural norms which exists between the Indian society and the dominant white society as a primary contribution to delinquency. These conflicts hinder the Indian's adjustment to the demands of the dominant culture. Frustration produced by these conflicts is sometimes expressed in deviant acts. One example of this conflict is the attitude toward competition. In many Indian societies it is considered to be in poor taste to excel over one's neighbors too often. Having been reared under this type of normative system, the Indian has considerable difficulty in understanding the success drives and goals which the schools and other agencies of the dominant society attempt to impose upon him. Failure to learn to compete successfully often leads to failure in school and frustration. Delinquency provides an outlet for these frustrations (Riffenburgh, 1964:41).

In her study of the Fort Hall Reservation, Minnis (1972) attributed the high delinquency rate there to four factors. She pointed out that frequently the prejudicial attitudes of the inhabitants of communities near the Reservation resulted in differential treatment of Indians arrested in those towns. The conflict between Indian and white culture contributed to attitudes of suspicion and misunderstanding. Another factor has to do with the family. Indian parents, and particularly those with little education, tend to be more permissive toward their children than is usual among whites in the United States. Among other things, the children are not encouraged to set high goals for themselves because the value of education is not perceived.

The third and fourth factors discussed by Minnis are closely related. The population structure of the tribe is such that the bulk of the population is concentrated in the younger age groups. Few adult Indian women work outside of the home, so the adult males, who constitute only about 25% of the population, must provide virtually all of the group's support. Economic conditions on the reservation are poor. Jobs are scarce, and those jobs available are frequently part-time or seasonal. In addition, because most of the males are unskilled, the jobs they are able to obtain are usually low-paying. The combination of a small proportion of the population attempting to support a larger proportion of the population and the little money that those who work earn results in a very low standard of living.

Minnis feels that the resulting poverty provides a breeding ground for delinquency (1972:334).

Dozier (1964) indicates that while alcohol may be a triggering factor for much Indian crime, its use may be explained historically in terms of the destruction of much of Indian culture, wardship, and Federal prohibition.

When white men began conquering the Indians, they attempted to impose their cultural norms on them. The Indian male, who once proved his worth through warfare and hunting, was no longer able to follow these pursuits. Placed on reservations where game was limited and warfare prohibited, the Indian male lost much of his self-esteem. Under the wardship concept the Indian became dependent upon the federal government for nearly everything. Food and clothing were sent to the reservations and then rationed to each Indian by the agent in charge. Also, Indians could not control their own land. Thus, the wardship program placed Indians in a peculiar status. They were forced to obey the federal government and perceive it as the provider, but they were denied the right to participate in decisions affecting them. Indians were not considered to be citizens of the United States and had no voting rights.

Even after the wardship policy was abolished, Federal prohibition of alcohol consumption by Indians continued. For Indians this attempt to save them from the effects of alcohol was yet another indication that the government did not view them as capable of making their own decisions. Because alcohol

was prohibited for so long, the Indian has had little opportunity to learn the drinking patterns associated with social rather than binge drinking (Dozier: 1964).

Finally, it should be noted that American Indians share problems similar to those faced by other minority groups. They often experience prejudice and discrimination in their dealings with the dominant society. Often they must cope with the negative influences of poverty, childhood deprivation, broken homes, and other factors which have frequently been found to be related to delinquency and other social problems (Riffenburgh, 1964).

CHAPTER III

INDIAN AND ANGLO DELINQUENCY: A PRELIMINARY COMPARISON

This chapter presents a preliminary comparison of Indian and Anglo delinquency controlling only for sex. Additional controls will be introduced later. The term Anglo is used rather than non-Indian since all Mexican American students as well as all non-Caucasian students included in the sample have been eliminated from the analysis for reasons previously cited.

The self-report questionnaire contained items dealing with a variety of delinquent acts as well as questions concerning alcohol and drug use. Two drug items, two alcohol items and 25 other delinquency items are analyzed in this chapter. The delinquency items range from acts that constitute felonies under Wyoming law to those that are relatively minor and are unlikely to result in an adjudication of delinquency unless engaged in repeatedly or as a part of a pattern of more seriously delinquent behavior. Also analyzed here are responses to two questions asking whether the individual had ever been convicted of a traffic offense other than a parking offense and whether the individual had ever been convicted of an offense other than a traffic offense.

Table 1 presents the proportion of Anglo and Indian males and females who indicated that they had committed each of the

Table 1

Percentage of Indian and Anglo Youth Who Indicated That They Had Committed Various Delinquent Acts During the Past Year, by Sex

Delinquent Act	Percent Committing Various Delinquent Acts					
	Male			Female		
	Anglo	Indian	P	Anglo	Indian	P
Truancy	42.1	62.1	.003	32.4	52.5	.003
Skipped School	49.9	67.7	.008	46.5	61.3	.033
Disobeyed teacher, school official	69.1	70.1		61.7	74.2	
Signed name to school excuse	16.5	24.2		21.0	42.6	.001
Disobeyed parents	90.9	88.1		94.0	95.2	
Defied parents to their face	43.1	36.4		47.8	38.3	
Ran away from home	10.2	18.2		13.3	29.5	.002
Said mean things to get even	81.1	79.1		87.3	93.5	
Made anonymous telephone calls	36.4	16.4	.001	41.5	33.9	
Trespassed	76.9	77.3		76.5	83.9	
Let air out of tires	35.8	41.8		17.1	29.0	.029
Marked on desk, wall, etc.	78.2	75.8		82.3	90.3	
Thrown eggs, garbage, etc.	45.2	34.8		17.1	25.8	
Broke windows	32.4	33.3		6.3	17.7	.003
Broke down clotheslines, etc.	24.1	30.3		10.5	27.4	.001
Put paint on something	28.9	25.4		18.4	35.5	.003
Broke street light	26.6	23.9		5.7	9.7	
Took things from desks, etc. at school	22.8	37.9	.010	7.6	26.2	.001
Took things worth under \$2	44.4	50.0		31.6	49.2	.008
Took things worth \$2 to \$50	16.0	18.2		9.6	19.7	.022
Took things worth over \$50	5.1	9.1		1.3	6.6	.009
Took car without owner's permission	13.6	15.2		10.5	16.4	
Drove car without license	64.6	71.2		55.4	70.5	.001
Fought -- hit or wrestled	66.6	71.2		41.5	67.7	.001
Beat up someone	41.9	63.6	.001	13.6	46.8	.001
Drank, parents absent	80.8	69.1	.030	73.6	82.3	
Drove car while intoxicated	37.7	41.2		18.7	29.0	
Smoked marijuana	18.3	23.5		14.0	27.4	
Used other drugs	6.0	14.7	.012	10.8	11.3	.009

above acts during the past year. There is a significant difference between Anglo and Indian males for seven of the twenty-nine offenses.*

A significantly higher proportion of Anglo than Indian males made anonymous telephone calls and drank an alcoholic beverage when a parent or guardian was not present. A significantly higher proportion of Indian than Anglo males were truant, skipped school, took things from desks or lockers at school, beat up someone and used drugs other than marijuana for kicks or pleasure. Truancy here, and throughout this report, refers to an unexcused absence from school for an entire school day while skipped school refers to coming to school but leaving without an excuse at some time during the day. In considering these findings it should be noted that, contrary to what might have been expected, a higher proportion of Anglo than Indian males indicated that they had drunk an alcoholic beverage when parents or guardians were absent; and, three of the five offenses committed by a higher proportion of Indian than Anglo males involve the school.

There is a significant difference between Anglo and Indian females for 16 of the 29 items. In every case a significantly higher proportion of Indian than Anglo females indicated having committed the offense during the past year. These offenses are: truancy, skipped school, signed someone else's name to a school excuse, ran away from home, let air out of tires, broke windows,

*Significance determined through the difference of proportions test.

broke down clotheslines, etc., put paint on something where it didn't belong, took things from desks or lockers at school, took things worth under \$2, took things worth between \$2 and \$50, took things worth over \$50, drove a car without a license or permit, fought, beat up someone, and smoked marijuana. Thus, a significantly higher proportion of both Indian males and females were truant, skipped school, took things from desks or lockers at school and beat up someone. And, while a higher proportion of Indian than Anglo males used some drug other than marijuana a higher proportion of Indian than Anglo females smoked marijuana. In addition, a significantly higher proportion of Indian than Anglo females were involved in running away from home and a variety of other offenses involving the school, vandalism, theft and fighting.

Tables 2 and 3 present these same offenses by race, sex and frequency of commission during the past year. Examination of Table 2 reveals a significant difference between Anglo and Indian males in the frequency of commission of six of these acts.* As above, Anglo males were found to drink while parents or guardians were absent and to make anonymous telephone calls significantly more frequently than Indian males. And, Indian males were found to engage in truancy, skipping school, taking things from desks or lockers at school and beating someone up more frequently than Anglo males. The only difference between these more detailed findings and those presented in Table 1 is that when frequency of commission of the act is considered there

*Significance determined through the use of Chi Square.

Table 2

Frequency of Commission of Various Delinquent Acts During Past Year by Anglo and Indian Males

Delinquent Act	Anglo			Indian			P<
	% Never	% 1-2	% 3+	% Never	% 1-2	% 3+	
Tuancy	57.9	25.1	16.9	37.9	21.2	40.9	.001
Skipped school	50.1	23.2	26.6	32.3	21.5	46.2	.01
Disobeyed teacher, school official	30.9	35.7	33.4	29.9	34.3	35.8	
Signed name to school excuse	83.5	11.1	5.4	75.8	10.6	13.6	.05
Disobeyed parents	9.1	29.9	61.0	11.9	32.8	55.2	
Defied parents to their face	56.9	26.1	17.0	63.6	27.3	9.1	
Ran away from home	89.8	8.2	2.0	81.8	15.2	3.0	
Said mean things to get even	18.9	32.2	48.9	20.9	40.3	38.8	
Made anonymous telephone calls	63.6	15.0	21.5	83.6	9.0	7.5	.01
Trespassed	23.1	19.1	57.8	22.7	15.2	62.1	
Let air out of tires	64.2	21.9	13.9	58.2	25.4	16.4	
Marked on desk, wall, etc.	21.8	29.9	48.3	24.2	33.3	42.4	
Thrown eggs, garbage, etc.	54.8	19.2	26.0	65.2	18.2	16.7	
Broke windows	67.6	22.4	9.9	66.7	24.2	9.1	
Broke down clotheslines, etc.	75.9	18.4	5.7	69.7	19.7	10.6	
Put paint on something	71.1	19.8	9.1	74.6	16.4	9.0	
Broke street light	73.4	16.1	10.5	76.1	17.9	6.0	
Taken things from desks, etc. at school	55.6	25.4	19.1	50.0	34.8	15.2	
Taken things worth under \$2	77.2	15.1	7.7	62.1	22.7	15.2	.05
Taken things worth \$2 to \$50	84.0	10.3	5.7	81.8	15.2	3.0	
Taken things worth over \$50	94.9	3.1	2.0	90.9	6.1	3.0	
Taken car without owner's permission	86.4	9.7	4.0	84.8	13.6	1.5	
Drove car without license	35.4	25.4	39.1	28.8	22.7	48.5	
Fought -- hit or wrestled	33.4	26.9	39.7	28.8	33.3	37.9	
Beat up someone	58.1	23.2	18.7	36.4	34.8	28.8	.01
Drank, parents absent	19.2	15.2	65.6	30.9	11.8	57.4	
Drove car while intoxicated	62.3	12.1	25.6	58.8	19.1	22.1	
Smoked marijuana	81.7	8.5	9.9	76.5	11.8	11.8	
Used other drugs	94.0	2.3	3.7	85.3	8.8	5.9	.02

Table 3

Frequency of Commission of Various Delinquent Acts During Past Year by Anglo and Indian Females

Delinquent Act	Anglo		Indian		P<
	% Never	% 1-2	% 1-2	% 3+	
Truancy	67.6	25.4	27.5	24.6	.001
Skipped school	53.5	26.0	27.4	33.9	.05
Disobeyed teacher, school official	38.3	39.2	37.1	37.1	.05
Signed name to school excuse	79.0	15.0	31.1	11.5	.01
Disobeyed parents	6.0	26.6	32.3	62.9	
Defied parents to their face	52.2	29.7	26.7	11.7	
Ran away from home	86.7	12.1	14.8	14.8	.001
Said mean things to get even	12.7	42.1	38.7	54.8	
Made anonymous telephone calls	58.5	19.0	17.7	16.1	
Trespassed	23.5	33.0	32.3	51.6	.05
Let air out of tires	82.9	12.7	17.7	11.3	
Marked on desk, wall, etc.	17.7	36.1	45.2	45.2	
Thrown eggs, garbage, etc.	82.9	8.5	17.7	8.1	.01
Broke windows	93.7	5.4	16.1	1.6	.01
Broke down clotheslines, etc.	89.5	9.2	17.7	9.7	.01
Put paint on something	81.6	15.8	29.0	6.5	.01
Broke street light	94.3	4.7	3.2	6.5	.02
Taken things from desks, etc. at school	92.4	6.0	21.3	4.9	.001
Taken things worth under \$2	68.4	20.8	26.2	23.0	.02
Taken things worth \$2 to \$50	90.4	7.3	9.8	9.8	.01
Taken things worth over \$50	98.7	1.0	4.9	1.6	.05
Taken car without owner's permission	89.5	7.9	14.8	1.6	
Drove car without license	44.6	19.6	27.9	42.6	
Fought -- hit or wrestled	58.5	21.2	45.2	22.6	.001
Beat up someone	86.4	8.2	32.3	14.5	.001
Drank, parents absent	26.4	16.8	17.7	74.2	.05
Drove car while intoxicated	81.3	11.4	19.4	9.7	
Smoked marijuana	86.0	5.4	21.0	6.5	.001
Used other drugs	89.2	5.1	3.2	8.1	

is no significant difference between Anglo and Indian males in the use of drugs other than marijuana.

Examination of Table 3 reveals a significant difference between Anglo and Indian females in the frequency of commission of 18 of the 29 offenses. As in the above analysis, the following offenses were found to be committed significantly more frequently by Indian than Anglo females: truancy, skipped school, signed someone else's name to a school excuse, ran away from home, let air out of tires, broke windows, broke down clotheslines, etc., put paint on something where it didn't belong, took things from desks or lockers at school, took things worth under \$2, took things worth between \$2 and \$50, took things worth over \$50, fought, beat up someone, and smoked marijuana. In addition, Indian females indicated that they more frequently disobeyed teachers or other school officials, drank while parents or guardians were absent and broke street lights. When frequency of commission of the offenses is considered, rather than simply whether or not the offense was committed during the past year, the difference between Indian and Anglo females is not significant for driving a car without a license or permit. Thus, from this analysis it is clear that not only does a higher proportion of Indian than Anglo females commit a number of offenses involving running away from home, the school, vandalism, theft and fighting but they also tend to commit these offenses more frequently than do Anglo females; and, Indian females also tend to drink alcoholic beverages in the absence of parents or guardians more frequently than Anglo females.

Convictions

Table 4 presents data concerning convictions for traffic offenses other than parking violations and offenses other than traffic offenses. Differences between Anglo and Indian males are not statistically significant for either type of offense. Differences between Anglo and Indian females are, however, significant for both types of offenses. A significantly higher proportion of Anglo than Indian females have been convicted of a traffic offense other than a parking violation while a significantly higher proportion of Indian than Anglo females have been convicted of an offense other than a traffic offense.

Conclusion

The data presented in this chapter indicate that except for certain offenses involving the school there is little difference in the reported delinquency involvement of Indian and Anglo males. Thus, to the degree that the Indian male is more delinquent than the Anglo male the offenses involved are relatively minor and seem to point primarily to greater problems in relation to the school. The situation is, however, very different for females. A higher percentage of Anglo than Indian females have been convicted of traffic offenses other than parking violations. But, a higher proportion of Indian than Anglo females have been convicted of an offense other than a traffic offense; and, Indian females are more frequently involved in running away from home, drinking alcoholic beverages in the

Table 4

Percent of Respondents Convicted of Traffic Offenses Other Than Parking Violations and Offenses Other Than Traffic Offenses, by Sex and Race

Convictions	Male		Female	
	Anglo	Indian	Anglo	Indian
Traffic offense other than parking	17.6	9.2	6.3	0.0*
Offense other than traffic offense	18.2	21.5	6.6	17.7**

*Difference of proportions test: $Z = 2.031$, $p = .042$

**Difference of proportions test: $Z = 2.878$, $p = .004$

absence of parents or guardians, and a variety of offenses centering around the school, vandalism, theft and fighting. Thus, although the Indian male appears, on the average, to be only slightly more delinquent than the Anglo male, there is little doubt that the Indian female is considerably more delinquent, on the average, than the Anglo female.

The analysis in this chapter has focused on a comparison of Indian and Anglo delinquency controlling for sex. Differences in Indian and Anglo delinquency involvement have been emphasized. Examination of the data presented here show, however, that a high proportion of both Indian and Anglo youth of both sexes have frequently engaged in numerous types of acts that could, under Wyoming statutes, be defined as delinquency. Some of these types of acts are relatively minor and would not be considered to constitute crimes if committed by an adult. On the other hand, perhaps a surprising number of youth admit having committed acts that are misdemeanors under Wyoming law, and many have committed acts that constitute felonies -- such as grand larceny.

CHAPTER IV

SOCIAL CLASS AND DELINQUENCY

This chapter explores the relationship between social class and delinquency. The basic question to be considered is whether or not differences that have been found between Anglos and Indians with respect to delinquency involvement are due to differences in social class distribution.

The relationship between social class and delinquency has been a matter of long and continuing debate. Numerous studies have found an inverse relationship between social class and delinquency, and several theorists have attempted to explain this relationship. For example, Miller holds that "lower class culture is a distinctive tradition many centuries old with an integrity of its own. (1958:19)." Furthermore, he holds that: "The lower class way of life...is characterized by a set of focal concerns -- areas or issues which command widespread and persistent attention and a high degree of emotional involvement (1958:6). These focal concerns include "trouble," "toughness," "smartness," "excitement," "fate," "autonomy," "belonging," and "status." According to Miller (1958:18):

1. Following cultural practices which comprise essential elements of the total life pattern of lower class culture automatically violates certain legal norms.
2. In instances where alternate avenues to similar objectives are available, the non-law-abiding avenue frequently provides a relatively greater and more immediate return for a relatively smaller investment of energy.

3. The "demanded" response to certain situations recurrently engendered within lower class culture involves the commission of illegal acts.

Glaser (1971) has pointed out that the lower class environment encompasses conditions which are not conducive to the learning of conforming behavior. Among these conditions are run-down homes in over-crowded neighborhoods, inadequate food and medical care, family disorganization, deprivation, and high visibility of certain types of criminal activities such as drug pushing, prostitution and graft.

Much earlier Shaw emphasized that many slum youth are in essence recruited into criminal activities through intimate association with older offenders. This is exemplified in the following quotation from his book The Jack-Roller (1930:54).

Stealing in the neighborhood was a common practice among the children and approved of by the parents. Whenever the boys got together they talked about robbing and made more plans for stealing. I hardly knew any boys who did not go robbing. The little fellows went in for petty stealing, breaking into freight cars, and stealing junk. The older guys did big jobs like stick-ups, burglary, and stealing autos. The little fellows admired the "big shots" and longed for the day when they could get into the big racket. Fellows who had "done time" were the big shots and looked up to and gave the little fellows tips on how to get by and pull off big jobs.

In developing his anomie theory of deviant behavior, Robert Merton concluded that: "...it appears from our analysis that the greatest pressures toward deviation are exerted upon the lower strata. Cases in point permit us to detect the sociological mechanisms involved in producing these pressures. Several researches have shown that specialized areas of vice and crime constitute a "normal" response to a situation where the cultural emphasis upon pecuniary

success has been absorbed, but where there is little access to conventional and legitimate means for becoming successful... Despite our persisting open-class-ideology, advance toward the success goal is relatively rare and notably difficult for those armed with little formal education and few economic resources. The dominant pressure leads toward the gradual attenuation of legitimate, but by and large ineffectual, strivings and the increasing use of illegitimate, but more or less effective, expedients (1968:199-200)."

In the development of their differential opportunity theory Cloward and Ohlin (1960) also imply that higher rates of crime and delinquency should be found among the lower than the middle and upper classes. They emphasize that:

We believe that each individual occupies a position in both legitimate and illegitimate opportunity structures. This is a new way of defining the situation. The theory of anomie views the individual primarily in terms of the legitimate opportunity structure. It poses questions regarding differentials in access to legitimate routes to success-goals; at the same time it assumes either that illegitimate avenues to success-goals are freely available or that differentials in their availability are of little significance...The cultural-transmission and the differential-association tradition, on the other hand, assume that access to illegitimate means is variable, but it does not recognize the significance of comparable differentials in access to legitimate means... The concept of differential opportunity structures permits us to unite the theory of anomie, which recognizes the concept of differentials in access to legitimate means, and the "Chicago tradition," in which the concept of differentials in access to illegitimate means is implicit. We can now look at the individual, not simply in relation to one or the other system of means, but in relation to both legitimate and illegitimate systems. (1960:150-151)

The obvious implication of differential opportunity theory is that while there tends to be a direct relationship between social class and access to legitimate opportunity structures there is an

inverse relationship between social class and access to various illegitimate opportunities; and, as a consequence one should expect to find higher rates of involvement in illegitimate activities among persons toward the bottom of the class hierarchy.

Finally, in a recent study of lower-class conventional criminals Casper (1972:148-149) has noted that:

The men interviewed have by and large "accepted" the norms implicit in the criminal law. But they have not "internalized" them. This is a somewhat subtle distinction, but I think it is crucial to understanding their relationship to the law and the reasons that they broke it. "Internalizing" a norm can be conceptualized as involving four steps: (1) acknowledging that the norm exists and understanding what behavior is prescribed or proscribed; (2) acknowledging the authoritativeness of the norm: accepting that it ought to be followed (such acceptance may be the product of a variety of factors: of a sense that the behavior prescribed enjoys a moral status, of an instrumental calculation that following a norm will provide benefits to the person by maintaining his property or protecting himself; of knowledge that failure to obey the norm will produce punishment that makes disobedience not worthwhile); (3) developing feelings of virtue (or self-worth) when one engages in conduct in conformity with the norm and guilt (negative feelings about oneself) when one violates the norm. (4) As a consequence of the first three steps, a norm is internalized when a person has a basic predisposition to behave in ways that are congruent with the norm. Only in extraordinary circumstances will the person consider violating the norm...The men I interviewed have not, by and large, internalized these norms. They have achieved the first two steps, but not the third or fourth.

Thus, because of incomplete internalization of norms, including legal norms, the violation of norms by lower class persons appears to be more probable than their violation by higher status persons, particularly under conditions of inadequate access to legitimate means of attaining culturally induced goals or aspirations.

Race, Class and Delinquency

As is apparent from Table 5 the Indian youth included in this study are disproportionately concentrated in the lower class, are somewhat underrepresented in the working class, and are distinctly underrepresented in the middle class.* Thus, it is possible that some of the differences that have been found in Indian and Anglo delinquency involvement are due to their differential social class distribution.

Tables 6, 7, and 8 present the percentage of Indian and Anglo youth who indicated that they had committed various delinquent acts during the past year by social class and sex. The data presented in these tables should be interpreted with caution because of the small number of persons, particularly Indians, in most of the categories. Had the number of persons in the sample been larger many of the differences not found to be significantly different in this analysis would no doubt be significant.**

Middle-Class Males

A significant difference between Indian and Anglo males was found for only two of the items--took a car without the owner's permission and used drugs other than marijuana. In both cases a higher proportion of Indian than Anglo males indicated having committed the act during the past year.

*Social Class was determined through the use of August B. Hollingshead's Two Factor Index of Social Position. New Haven: 1957. Classes I, II and III have been combined as "middle class" here because of the small number of persons in Classes I and II. Class IV is working class, and Class V is lower class.

**Significance determined through the difference of proportions test.

Table 5

Distribution of Respondents by Race and Social Class

Social Class	Anglo		Indian	
	#	%	#	%
Middle Class	256	38.7	21	16.7
Working Class	356	53.8	61	48.4
Lower Class	50	7.6	44	34.9
Totals	662	100.1	126	100.0

$\chi^2 = 81.62, 2df, p < .001$

Table 6

Percentage of Indian and Anglo Middle-Class Youth Who Indicated That They Had Committed Various Delinquent Acts During the Past Year, by Sex

Delinquent Act	Percent Committing Various Delinquent Acts				P
	Male		Female		
	Anglo	Indian	Anglo	Indian	
Tuancy	38.7	62.5	26.5	53.8	.041
Skipped school	50.0	62.5	49.5	46.2	
Disobeyed teacher, school official	69.3	100.0	66.7	76.9	
Signed name to school excuse	15.7	0.0	18.4	30.8	
Disobeyed parents	95.0	100.0	96.5	100.0	
Defied parents to their face	43.3	37.5	48.2	16.7	.037
Ran away from home	6.4	12.5	10.5	15.4	
Said mean things to get even	81.6	62.5	89.5	100.0	
Made anonymous telephone calls	39.7	12.5	41.2	38.5	
Trespassed	74.5	57.1	79.8	84.6	
Let air out of tires	35.0	50.0	14.0	38.5	.024
Marked on desk, wall, etc.	77.3	85.7	82.5	100.0	
Thrown eggs, garbage, etc.	48.9	28.6	14.9	23.1	
Broke windows	30.7	28.6	9.6	30.8	.025
Broke down clotheslines, etc.	24.1	14.3	14.0	46.2	.004
Put paint on something	26.2	0.0	23.7	38.5	
Broke street light	29.1	12.5	5.3	23.1	.018
Took things from desks, etc. at school	24.3	25.0	7.9	15.4	
Took things worth under \$2	42.4	37.5	31.9	61.5	.034
Took things worth \$2 to \$50	12.2	25.0	9.7	23.1	
Took things worth over \$50	4.3	12.5	0.9	7.7	
Took car without owner's permission	10.7	37.5	13.2	30.8	.024
Drove car without license	59.0	50.0	54.5	61.5	
Fought -- hit or wrestled	62.4	75.0	36.0	61.5	
Beat up someone	38.3	50.0	8.8	53.8	.001
Drank, parents absent	81.7	87.5	71.9	69.2	
Drove car while intoxicated	35.9	37.5	15.8	23.1	
Smoked marijuana	17.5	12.5	15.9	30.7	
Used other drugs	2.1	25.0	10.6	30.7	.038
Number	142	8	113	13	

Table 7

Percentage of Indian and Anglo Working-Class Youth Who Indicated that They Had Committed Various Delinquent Acts During the Past Year, by Sex

Delinquent Act	Percent Committing Various Delinquent Acts					
	Male			Female		
	Anglo	Indian	P	Anglo	Indian	P
Tuancy	46.7	71.4	.007	34.9	41.7	
Skipped school	51.6	65.7		46.2	64.0	
Disobeyed teacher, school official	67.9	75.0		60.5	64.0	
Signed name to school excuse	14.8	25.0		21.8	37.5	
Disobeyed parents	89.6	88.9		92.4	100.0	
Defied parents to their face	42.6	41.7		47.7	54.2	
Ran away from home	11.5	19.4		15.2	25.0	
Said mean things to get even	81.5	75.0		88.4	92.0	
Made anonymous telephone calls	34.8	22.2		40.7	36.0	
Trespassed	76.0	77.8		73.7	80.0	
Let air out of tires	36.1	33.3		18.6	20.0	
Marked on desk, wall, etc.	81.0	77.8		85.5	84.0	
Thrown eggs, garbage, etc.	42.9	41.7		20.3	28.0	
Broke windows	31.7	36.1		4.1	8.0	
Broke down clotheslines, etc.	21.9	30.6		7.6	12.0	
Put paint on something	29.9	30.6		16.3	32.0	
Broke street light	23.4	30.6		5.8	8.0	
Took things from desks, etc. at school	22.0	38.9	.032	8.2	25.0	.011
Took things worth under \$2	45.4	47.2		31.8	41.7	
Took things worth \$2 to \$50	18.0	13.9		7.6	12.5	
Took things worth over \$50	4.9	8.3		1.2	0.0	
Took car without owner's permission	15.3	11.1		8.8	8.3	
Drove car without license	68.1	77.8		57.1	70.8	
Fought -- hit or wrestled	69.4	66.7		45.9	64.0	
Beat up someone	43.2	58.3		14.0	40.0	.001
Drank, parents absent	81.0	77.7		72.6	92.0	.036
Drove car while intoxicated	38.0	55.6	.049	18.6	28.0	
Smoked marijuana	19.7	25.0		11.8	25.0	
Used other drugs	8.2	16.6		9.4	4.1	

Table 8

Percentage of Indian and Anglo Lower-Class Youth Who Indicated that They Had Committed Various Delinquent Acts During the Past Year, by Sex

Delinquent Act	Percent Committing Various Delinquent Acts					
	Male			Female		
	Anglo	Indian	P	Anglo	Indian	P
Truancy	23.8	50.0		41.4	62.5	
Skipped school	30.0	73.7	.006	34.5	66.7	.020
Disobeyed teacher, school official	71.4	50.0		48.3	83.3	.008
Signed name to school excuse	28.6	26.3		27.6	54.2	.049
Disobeyed parents	81.0	80.0		93.1	87.5	
Defied parents to their face	38.1	25.0		48.3	33.3	
Ran away from home	19.0	21.1		13.8	41.7	.022
Said mean things to get even	76.2	90.0		75.9	91.7	
Made anonymous telephone calls	23.8	5.0		48.3	29.2	
Trespassed	95.0	80.0		79.3	87.5	
Let air out of tires	33.3	45.0		20.7	33.3	.023
Marked on desk, wall, etc.	66.7	70.0		65.5	25.0	
Thrown eggs, garbage, etc.	33.3	20.0		6.9	20.8	
Broke windows	38.1	25.0		6.9	33.3	.001
Broke down clotheslines, etc.	28.6	30.0		13.8	37.5	.018
Put paint on something	33.3	25.0		10.3	37.5	
Broke street light	28.6	10.0		6.9	4.2	.004
Took things from desks, etc. at school	19.0	36.8		3.4	33.3	
Took things worth under \$2	42.9	63.2		31.0	50.0	
Took things worth \$2 to \$50	14.3	26.3		20.7	25.0	
Took things worth over \$50	4.8	5.3		3.4	12.5	
Took car without owner's permission	14.3	10.5		10.3	16.7	.048
Drove car without license	71.4	68.4		48.3	75.0	.007
Fought -- hit or wrestled	61.9	80.0		37.9	75.0	
Beat up someone	47.6	75.0		31.0	50.0	
Drank, parents absent	71.4	63.1		86.2	86.3	
Drove car while intoxicated	38.0	25.0		31.0	33.3	
Smoked marijuana	14.2	26.3		21.4	29.2	
Used other drugs	4.7	11.7		20.6	8.3	

Middle-Class Females

A significant difference between Indian and Anglo females was found for nine of the items. A significantly higher proportion of Anglo than Indian females defied parents to their face, while a higher proportion of Indian females were involved in truancy, letting air out of tires, breaking down clotheslines, etc., breaking street lights, taking things worth under \$2, beating up someone and using drugs other than marijuana.

Working-Class Males

A significant difference between Indian and Anglo working-class males was found for only three of the items -- truancy, took things from desks or lockers at school, and drove a car while intoxicated. In each case a higher proportion of Indian than Anglo males indicated having committed the offense during the past year.

Working-Class Females

A significant difference between Indian and Anglo working-class females was found for three of the items -- took things from desks or lockers at school, beat up someone, and drank when parents or guardians were absent. In each case a higher proportion of Indian than Anglo females indicated having committed the offense during the past year.

Lower-Class Males

Only one significant difference was found between Indian and Anglo lower-class males -- skipped school -- and this offense was committed by a higher proportion of Indian than Anglo males.

Lower-Class Females

A significant difference between Indian and Anglo lower-class females was found for nine of the items -- skipped school, disobeyed teacher or school official, signed someone else's name to a school excuse, ran away from home, marked on desks, etc., put paint on something where it didn't belong, took things from desks or lockers at school, took a car without the owner's permission, and fought. In each case a higher proportion of Indian than Anglo females indicated having committed the offense during the past year.

Convictions

Tables 9 and 10 present data concerning convictions for traffic offenses other than parking violations and offenses other than traffic offenses by social class, race and sex. No significant differences were found between Indian and Anglo males for either type of offense when social class is controlled. The data do indicate, however, that a significantly higher percentage of Anglo than Indian working-class females have been convicted of a traffic offense other than a parking violation; and, a significantly higher proportion of Indian than Anglo lower-class females have been convicted of an offense other than a traffic offense.

Conclusion

From the above analysis it is clear that when social class is controlled there are few significant differences between Anglo

Table 9

Percent of Female Respondents Convicted of Traffic Offenses Other than Parking Violations and Offenses Other than Traffic Offenses, by Race

Convictions	Middle-Class		Working-Class		Lower-Class	
	Anglo	Indian	Anglo	Indian	Anglo	Indian
Traffic offense other than parking	7.9	0.0	6.4	0.0*	3.4	0.0
Offense other than traffic offense	5.3	15.4	8.1	16.0	3.4	20.8**

*Z = 4.117, p = .001

**Z = 1.99, p = .046

Table 10

Percent of Male Respondents Convicted of Traffic Offenses Other than Parking Violations and Offenses Other than Traffic Offenses, by Race

Convictions	Middle-Class		Working-Class		Lower-Class	
	Anglo	Indian	Anglo	Indian	Anglo	Indian
Traffic offense other than parking	15.7	12.5	19.0	11.1	14.3	5.3
Offense other than traffic offense	17.3	12.5	18.5	27.8	19.0	15.8

and Indian males. In each case where differences were found, a higher proportion of Indian than Anglo males admitted having committed the offense during the past year. Thus, the Indian male appears to be only slightly more delinquent than the Anglo male.

Among females, working-class Indian youth were found to be only slightly more involved in delinquent acts than Anglo females; however, both middle-class and lower-class Indian females appear to be considerably more delinquent than middle and lower-class Anglos.

CHAPTER V

SUMMARY AND CONCLUSIONS

Studies based upon official records have consistently found a higher delinquency rate among American Indians than the general American population. There are, however, a number of problems associated with delinquency studies based upon official records. Many offenses are never discovered, or if discovered are not reported to law enforcement agencies, or if reported are not recorded in official records. In addition, nationally only about one in five offenses known to the police is cleared through arrest; and, it is only when an offense is cleared through arrest that the characteristics of the offender are known. Thus, those offenses which are recorded in official records and those which are cleared through arrest reflect not only the incidence of delinquent behavior in a population but also the manner in which the law is administered.

The present study is based upon a self-report questionnaire that was administered to ninth through twelfth grade students at Lander Valley High School and Wind River High School in early May of 1972. The self-report design of the study obviates the problems of studies based on official records mentioned above. In addition to background information, the questionnaire contained

several items concerning alcohol and drug use and twenty-five items dealing with the commission of a variety of delinquent acts ranging from juvenile status offenses to felonies. The twenty-five delinquency items plus two alcohol items and two drug items are analyzed in this report. The analysis focuses on a comparison of Indian and Anglo delinquency involvement controlling first for sex and then for social class and sex.

As detailed in Chapters III and IV of this report, there is little overall difference in the delinquency involvement of Indian and Anglo males -- with the notable exception that Indian males are more involved than Anglo males in offenses centering around the school. On the other hand, the data indicate that compared to the Anglo female the Indian female is considerably more involved in running away from home and in a variety of other offenses centering around the school, vandalism and assault.

Other data, contained in Data Book II: A Comparison of Indian and Non-Indian Delinquency in Wyoming, also point to difficulties in the relationship between Indian youth and the school. Compared to Anglo youth, a significantly higher proportion of both male and female Indian youth have doubts about whether or not they will complete high school, do not plan to attend college, feel that they are not as smart as their peers, receive lower grades in school, and have dropped out of school. Furthermore, Indian males are less involved than Anglo males in extracurricular activities; and, a higher proportion of Indian than Anglo females consider their classes to be dull and boring.

These findings, in addition to those previously presented, leave little doubt that there are problems in the relationship of Indian youth to the school. Further research should be undertaken to ascertain the precise causes of these problems and develop solutions to them.

In conducting research on the relationship between Indian youth and the schools it should not be assumed automatically that the entire problem lies with discriminatory school personnel or the policies, programs or general operation of the schools. It may be that all or a part of the problem lies here, or that whatever the causes of the problem changes in the schools can mitigate or eliminate it. For example, it may be that, however subtly or even unconsciously, some teachers are interacting with or acting toward Indian youth in such a way as to produce problems in the relationship of Indian youth to the school. If so, these attitudes and/or behavior patterns should be identified and corrected. It may be, as Dumont and Wax found in their study of the Tribal Cherokee (1969), that policies, programs, techniques, etc. appropriate in the teaching of white youth, given their cultural background, are inappropriate in teaching Indian youth from a different cultural background. To complicate matters further, it is just possible that the cultural traditions of Shoshone and Arapahoe youth are sufficiently different to require somewhat different teaching techniques for effective learning to take place. If so, these phenomena should be identified and appropriate teaching techniques developed.

Another possibility is that some white students may display anti-Indian attitudes and behavior patterns which make the school situation unpleasant for Indian students.

It is also possible that generalized anti-white attitudes among Indian youth developed apart from the school experience may carry over into the school situation. As is often the case with the police, the schools too may be viewed by members of minority groups as representing what is considered to be a repressive white power structure or establishment. Along this line it should be remembered that whether or not grievances Indian youth feel that they have against the schools are in fact real (in the sense that they accurately reflect empirical reality), if they are perceived to be and defined as real they will be real in their consequences.

Some findings from another study currently being conducted by the author are relevant to the above argument. A questionnaire completed in October 1973 by fifth through eighth grade students at Arapahoe, Mill Creek, Fort Washakie and Pavillion schools contained the following rather neutral question: "If you could change the world in any way you wanted, what change would you make?" In response to this question 8.2% of Indian males, 15.6% of Indian females, 3.4% of white males, and 6.8% of white females made statements to the effect that they wanted true equality for minority group peoples in the United States. However, 21.9% of Indian males and 15.6% of Indian females in the sample made

essentially anti-white statements. These were statements such as: "Kill all the white people and get their money." "Kick the whites out of the U. S." and "Nothing but Indians -- no whites." In contrast, no white female made an anti-Indian statement and only one white male made a statement that could be considered to be anti-Indian; and this statement was included in a longer response calling for equality of treatment for Indians: "Treat Indians equal, and make them work for a change." Given the neutrality of the question, one suspects that if more direct questions were posed the proportion of Indian students indicating anti-white sentiments would be even higher. Thus, there is the possibility that generalized anti-white feelings felt by many Indian youth may carry over into the school situation -- affecting both their perceptions of it and their adjustment to it.

Whether any of all of the above possibilities underlie the current problems between Indian youth and the schools, the situation should be researched thoroughly and the precipitating factors, whatever they are, dealt with forthrightly. Other studies have found that the beginnings of a delinquent career are often first noticeable in the relationship between the child and the school. The implication is that if preventive measures can be taken to reduce or eliminate problems between youth -- and here, particularly Indian youth -- and the schools, the development of serious delinquency involvement may be forestalled.

Contrary to what might have been expected on the basis of previous studies that relied on official records, the findings

did not in general indicate a greater involvement of Indian than Anglo youth in illegal drinking. Overall, a significantly higher proportion of Anglo males drank and drank more frequently in the absence of parents or guardians than was the case for Indian males. Although there is no significant difference in the proportion of Indian and Anglo females who drank in the absence of parents or guardians, Indian females were found to have drunk under these circumstances more frequently than Anglo females. When controls for social class were introduced, no significant differences were found between the proportions of Anglo and Indian males who had drunk an alcoholic beverage in the absence of parents or guardians during the past year. It was found, however, that a significantly higher proportion of Indian than Anglo working-class females had drunk an alcoholic beverage under these conditions. The analysis controlling for social class also revealed that during the past year a significantly higher proportion of Indian than Anglo working-class males had driven a car while intoxicated. Thus, overall, the findings do not support the conclusion that Indian youth are much more involved than Anglo youth in illegal drinking activities.

With respect to illegal drug use, a higher proportion of Indian than Anglo males had used drugs other than marijuana for kicks or pleasure during the past year, and a higher proportion of Indian than Anglo females had smoked marijuana. When frequency of use was considered, no differences were found between Anglo

and Indian males, but Indian females were found to smoke marijuana more frequently than Anglo females.

When controls for social class were introduced, it was found that a higher proportion of both middle-class Indian males and females had used drugs other than marijuana than was the case for their Anglo counterparts. Thus, there is an indication of a slightly greater use of drugs by Indian than Anglo youth -- but the difference is not great.

With regard to convictions, no significant differences were found between Indian and Anglo males for traffic offenses other than parking violations or offenses other than traffic offenses. However, a significantly higher percentage of Anglo than Indian females had been convicted of a traffic offense other than a parking violation and a significantly higher percentage of Indian than Anglo females had been convicted of an offense other than a traffic offense. When controls for social class were introduced, again no significant differences were found between Indian and Anglo males; however, it was found that a significantly higher percentage of Anglo than Indian working-class females had been convicted of a traffic offense other than a parking violation, and a significantly higher proportion of Indian than Anglo lower-class females had been convicted of an offense other than a traffic offense.

Finally, it should be noted again that this report has focused on differences between the delinquency involvement of

Anglo and Indian youth. Examination of the data indicates that a high proportion of both Anglo and Indian youth of both sexes and all social class levels have engaged in a variety of delinquent acts. Although the majority of the acts are relatively minor, many youth have engaged in what are considered to be serious offenses under Wyoming statutes.

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Appendix A

QUESTIONNAIRE

PART I

1. Age _____ 2. Male _____ Female _____ 3. Grade in School _____
4. Religious Preference
- ____ Protestant
 ____ Catholic
 ____ Jewish
 ____ Mormon
 ____ Other (Please specify)
-
6. Race
- ____ White (Anglo)
 ____ White (Spanish-American-Chicano)
 ____ Black
 ____ American Indian
 ____ Oriental
 ____ Other (please specify)
-
8. Do you plan to graduate from high school?
- ____ Definitely yes
 ____ Probably yes
 ____ Not sure
 ____ Probably not
 ____ Definitely not
-
11. Family Background
- ____ I live with both parents
 ____ I live with my mother
 ____ I live with my father
 ____ I live with step parents
 ____ Other (Please specify)
-
13. What is your father's occupation?
 Please be as specific as possible.
- _____

-
15. If your mother works outside the home, what is her occupation?
- ____ Yes, Full-time
 ____ Yes, part-time
 ____ No
5. Attendance at religious services
- ____ At least once a week
 ____ Several times a month
 ____ Several times a year
 ____ Once or twice a year
 ____ Never
-
7. If you are an American Indian, of what tribe are you a member?
- ____ Shoshone
 ____ Arapahoe
 ____ Other (Please specify)
-
9. Do you plan to attend college?
- ____ Definitely yes
 ____ Probably yes
 ____ Not sure
 ____ Probably not
 ____ Definitely not
-
10. What kind of job do you expect to get when you finish your schooling? _____
-
12. My parents are
- ____ Married and living together
 ____ Separated
 ____ Divorced and not remarried
 ____ Divorced and only father remarried
 ____ Divorced and only mother remarried
 ____ Divorced and both remarried
 ____ Other (Please specify)
-
14. Does your mother work outside the home?

16. What is the last year of school your father completed?

- less than 7 years of school
 7 - 9 years of school
 10 - 11 years of school but did not graduate from high school
 graduated from high school
 completed at least one year of college, but did not graduate
 graduated from a college or university with a B.A., B.S., or similar degree
 post graduate or professional training which led to a graduate degree

17. What is the last year of school your mother completed?

- less than 7 years of school
 7 - 9 years of school
 10 - 11 years of school but did not graduate from high school
 graduated from high school
 completed at least one year of college, but did not graduate
 graduated from a college or university with a B.A., B.S., or similar degree
 post graduate or professional training which led to a graduate degree

18. Did you ever win an award at school? 19. During the past year, how many extra curricular activities did you participate in?

- No
 Yes, once
 Yes, more than once
- one
 two
 three
- four
 five
 more than five

20. What grades did you receive the last marking period? _____

21. How many different jobs have you held in your lifetime? _____

22. Have you ever been fired from a job? 23. Have you ever dropped out of school?

- Yes
 No
- No
 Yes, once
 Yes, more than once

24. During the past year, have you ever skipped a whole day of school?
 No Yes If yes, how many times? _____

25. During the past year, have you ever come to school in the morning and then skipped one or more classes later in the day without permission?
 Yes No If yes, how many times? _____

26. How smart do you feel you are in comparison with others your own age?

- smarter than average
 average
 less smart than average

27. What do you think that your chances are of attaining your vocational (job) aspirations or goals?

- better than average
 average
 less than average

28. How well do you get along with your father?

- less well than average
 average
 better than average

30. Would you "fink" to parents?

- definitely yes
 probably yes
 probably no
 definitely no

32. Would you "fink" to police?

- definitely yes
 probably yes
 probably no
 definitely no

34. Would you hide a friend in trouble with the law?

- definitely yes
 probably yes
 probably no
 definitely no

36. If you were going to church, would you go mess around with your friends instead?

- definitely yes
 probably yes
 probably no
 definitely no

38. Would you skip school with friends?

- definitely yes
 probably yes
 probably no
 definitely no

40. Would you go steal gas with friends?

- definitely yes
 probably yes
 probably no
 definitely no

29. How well do you get along with your mother?

- less well than average
 average
 better than average

31. Would you "fink" to teachers?

- definitely yes
 probably yes
 probably no
 definitely no

33. Would you hide a friend who had run away from home?

- definitely yes
 probably yes
 probably no
 definitely no

35. If you were watching TV, would you go mess around with friends instead?

- definitely yes
 probably yes
 probably no
 definitely no

37. If you were doing homework, would you go mess around with friends instead?

- definitely yes
 probably yes
 probably no
 definitely no

39. Would you break into a place and steal some stuff with friends?

- definitely yes
 probably yes
 probably no
 definitely no

41. Would you do something your parents had told you never to do with friends?

- definitely yes
 probably yes
 probably no
 definitely no

PART II

FOR EACH OF THE QUESTIONS IN PART II, PLEASE INDICATE HOW MANY TIMES YOU HAVE ENGAGED IN THE TYPE OF ACTION INDICATED DURING THE PAST YEAR.

42. Walked on some grass, yards, or fields where you weren't supposed to:

- one or two times
 three or four times
 five to ten times
 more than ten times
 none

43. Marked with a pen, pencil, knife, or chalk on walls, sidewalks, or desks:
 none
 one or two times
 three or four times
 five to ten times
 more than ten times
44. Thrown eggs, tomatoes, garbage, or anything else like this at any person house or building:
 none
 one or two times
 three or four times
 five to ten times
 more than ten times
45. Broken out any windows:
 none
 one or two times
 three or four times
 five to ten times
 more than ten times
46. Broken down anything such as fences, or a flower bed, or a clothesline:
 none
 one or two times
 three or four times
 five to ten times
 more than ten times
47. Put paint on anything you weren't supposed to be painting:
 none
 one or two times
 three or four times
 five to ten times
 more than ten times
48. Broken out any light bulbs on the street or elsewhere:
 none
 one or two times
 three or four times
 five to ten times
 more than ten times
49. Let air out of somebody's tires:
 none
 one or two times
 three or four times
 five to ten times
 more than ten times
50. Disobeyed your parents:
 none
 one or two times
 three or four times
 five to ten times
 more than ten times
51. Purposely said mean things to someone to get back for something they had done to you:
 none
 one or two times
 three or four times
 five to ten times
 more than ten times
52. Had a fight with one other person in which you hit each other or wrestled:
 none
 one or two times
 three or four times
 five to ten times
 more than ten times
53. Disobeyed teachers, school officials, or others who told you what to do:
 none
 one or two times
 three or four times
 five to ten times
 more than ten times
54. Defied parents' authority to their face:
 none
 one or two times
 three or four times
 five to ten times
 more than ten times
55. Made anonymous phone calls just to annoy the people you called:
 none
 one or two times
 three or four times
 five to ten times
 more than ten times
56. "Beat up" anybody in a fight:
 none
 one or two times
 three or four times
 five to ten times
 more than ten times

57. Signed somebody's name other than your own to an excuse for absence from school:

- none
 one or two times
 three or four times
 five to ten times
 more than ten times

59. Taken things from someone else's desk or locker at school that the person would not want you to take:

- none
 one or two times
 three or four times
 five to ten times
 more than ten times

61. Taken a car for a ride without the owner's permission:

- none
 one or two times
 three or four times
 five to ten times
 more than ten times

63. Run away from home:

- none
 one or two times
 three or four times
 five to ten times
 more than ten times

58. Taken little things (worth less than \$2) that you were not supposed to take:

- none
 one or two times
 three or four times
 five to ten times
 more than ten times

60. Taken things of value (between \$2 and \$50) that you were not supposed to take:

- none
 one or two times
 three or four times
 five to ten times
 more than ten times

62. Taken things of large value (over \$50):

- none
 one or two times
 three or four times
 five to ten times
 more than ten times

64. Driven a car without a driver's license or permit:

- none
 one or two times
 three or four times
 five to ten times
 more than ten times

PART III

65. During the past year, did you ever smoke pot (marijuana)?

- No, never
 Yes, one or two times
 Yes, three or four times
 Yes, five to ten times
 Yes, more than ten times

66. During the past year, have you ever used any other drugs for pleasure or kicks?

- No, never
 Yes, one or two times
 Yes, three or four times
 Yes, five to ten times
 Yes, more than ten times

67. If you used any drugs for pleasure or kicks during the past year, please list the drugs you used and the number of times you used each:

68. If you smoked marijuana or used other drugs for pleasure or kicks, did you usually do this:

- alone
 with one friend
 with two friends
 with more than two friends

69. Have you ever been found guilty of a traffic offense other than a parking violation?
 Yes No
70. Have you ever been found guilty of an offense other than a traffic offense?
 Yes No
71. How do you think that most of your fellow students feel about the drinking of alcoholic beverages by high school students when adults are not present?
 strongly approve slightly disapprove
 moderately approve moderately disapprove
 slightly approve strongly disapprove
72. How do you personally feel about the drinking of alcoholic beverages by high school students when adults are not present?
 strongly approve slightly disapprove
 moderately approve moderately disapprove
 slightly approve strongly disapprove
73. What do you think that the legal age should be for purchasing and drinking beer?

74. What do you think that the legal age should be for purchasing and drinking wine?

75. What do you think that the legal age should be for purchasing and drinking hard liquor (gin, whiskey, etc.)? _____
76. During the past year, have your friends ever attempted to influence you to drink an alcoholic beverage when adults were not present?
 No, never Yes, five to ten times
 Yes, one or two times Yes, more than ten times
 Yes, three or four times
77. If your friends have attempted to influence you to drink an alcoholic beverage when adults were not present, how did they try to influence you?

78. Have your parents ever attempted to influence you not to drink alcoholic beverages under any circumstances whatsoever?
 No, never Yes, five to ten times
 Yes, one or two times Yes, more than ten times
 Yes, three or four times
79. Have your parents ever attempted to influence you not to drink alcoholic beverages when they are not present?
 No, never Yes, five to ten times
 Yes, one or two times Yes, more than ten times
 Yes, three or four times
80. Do your parents usually keep wine, beer or hard liquor in the home?
 Yes, most of the time
 Yes, occasionally
 No, never

90. During the past year, how many times did you drink an alcoholic beverage when a parent or guardian was not present?

- none
- one or two times
- three or four times
- five to ten times
- more than ten times

91. If you drink alcoholic beverages when adults are not present, how do you usually obtain these beverages? _____

92. If you drink alcoholic beverages when adults are not present, where and with whom do you usually drink? _____

93. During the past year, how many times have you "felt high" as a result of drinking?

- none
- one or two times
- three or four times
- five to ten times
- more than ten times

94. During the past year, how many times have you been "drunk" as a result of drinking?

- none
- one or two times
- three or four times
- five to ten times
- more than ten times

95. During the past year, how many times have you been "sick" as a result of drinking?

- none
- one or two times
- three or four times
- five to ten times
- more than ten times

96. During the past year, how many times have you "passed out" as a result of drinking?

- none
- one or two times
- three or four times
- five to ten times
- more than ten times

97. During the past year, how many times have you experienced a loss of memory for a brief period as a result of drinking?

- none
- one or two times
- three or four times
- five to ten times
- more than ten times

98. During the past year, how many times have you been stopped by the police as a result of drinking? _____

99. During the past year, how many times did you drive a car after you had had a good bit to drink? _____

100. Have you ever had an accident with a car after you had been drinking?
 Yes No

101. How many times have you gotten into trouble with your parents as a result of drinking?

- never
- once or twice
- several times

Drinking is important to people for different reasons. Think about your own reasons for drinking and check all the things listed below which make you feel like having a drink or which are things about drinking that are important to you:

- makes get-togethers fun
 - feeling lonely
 - it makes you feel peaceful
 - makes you worry less about what others are thinking about you
 - it's a pleasant way to celebrate
 - to change your perspective on things
 - just to have a good time
 - just for the experience
 - because it's a pleasant recreation
 - just because it's fun
 - for religious reasons
 - helps you forget you are not the kind of person you would like to be
 - it enhances your senses
 - makes you feel less shy
 - adds a certain warmth to social occasions
 - feeling under pressure
 - it helps you understand yourself
 - it's a nice way to celebrate special occasions
 - makes you feel more satisfied with yourself
 - makes dinner dates out seem more special
 - feeling mad
 - makes the future seem brighter
 - it helps you understand others
 - because you would rather feel "high" than "straight"
 - to get your mind off problems at home or school or work
 - because it puts you "in tune" with nature
 - because it's enjoyable to join with people who are enjoying themselves
 - it makes you a better person
 - it's often part of a congenial social activity
 - gives you more confidence in yourself
 - other (Please specify) _____
-

THANK YOU FOR YOUR COOPERATION WITH THIS STUDY