

**A NOTE ON INDIAN GRADUATIONS FROM U.S. FOUR-YEAR
COLLEGES AND UNIVERSITIES**

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Donald R. Deskins recently published a survey of "Minority Recruitment Data" in the University of Michigan's Rackham Reports (1981, Vol. 7, No. 2). His data on Native Americans in 362 baccalaureate institutions for 1978-79 shows that they received 2,504 baccalaureate degrees, which is 0.5% of the total. This indicates a participation rate for Natives that is now higher than the national average, since Natives constitute just over 0.4% of the U.S. population. Natives have much higher per capita rates of participation in colleges and universities than the Black and Hispanic populations.

I have abstracted the following data on 1978-79 baccalaureate degrees conferred on Native Americans. They show that only a small proportion of Natives are involved in minority institutions and they are underrepresented in private institutions. They are at their national proportion (0.4%) in very large institutions and have even higher participation rates at large, medium, and small schools.

Minority Institutions	01%
Private Institutions	0.3%
Size of Institution	
Small (1-499 degrees)	0.7%
Medium (500-999)	0.8%
Large (1-1,999)	0.5%
Very Large (2,000 plus)	0.4%

The rates are low in institutions in the northeast Ivy League (0.3%) and midwest Big Ten and Chicago schools (0.2%), regions where there are fewer

Native people, but still surprisingly high in such eastern systems as the City University of New York (0.7%). California now has the largest Indian population of any U.S. state and Indians have preferred the smaller range of schools so participation rates are as we would expect with a moderate participation in the University of California system (0.4%) and a very high rate in the California State University system (1.2%). The "State Universities" emphasize the baccalaureate while the "University of California" schools are noted for their graduate level programs.

Deskins' data on Natives by discipline are arrayed below in an ordinal way, according to importance to Native people.

	Number	% of Native Total	Native Proportion of Total Degrees
Education	513	20.5%	0.4%
Business & Management	361	14.4%	0.4%
Social Sciences	338	13.5%	0.6%
Public Affairs & Services	144	5.8%	0.7%
Psychology	137	5.5%	0.6%
Health Professions	133	5.3%	0.4%
Engineering	131	5.2%	0.4%
Fine & Applied Arts	118	4.7%	0.6%
Interdisciplinary Studies	118	4.7%	0.6%
Biological Sciences	110	4.4%	0.4%
Letters	81	3.2%	0.4%
Agriculture & Natural Resources	68	2.7%	0.4%
Home Economics	66	2.6%	0.6%
Communications	56	2.2%	0.3%
Physical Sciences	44	1.8%	0.4%
Mathematics	30	1.2%	0.5%
Architecture	25	0.9%	0.3%
Foreign Languages	18	0.7%	0.2%
Computer Science	9	0.4%	0.2%
Area Studies	2	0.1%	0.1%
Library Science	2	0.1%	0.7%
All Others	2	0.1%	
TOTALS	2,504	100.0%	0.5%

High school graduation rates among U.S. Native people are lower than the general U.S. rates so it appears that there is a fairly large core of very determined, or as we say in the social sciences "upwardly mobile", Native people who stay with the education system right through to the baccalaureate degree. Indians also have a per capita participation rate at the graduate level that is higher than the national average. The choice of disciplines are in line with

resolving Native community problems. Thus there is little interest in foreign languages and foreign area studies, but strong interests in such service and applied subjects as education, social sciences, business, nursing, and engineering.

We do not pay much official attention to racial recruitment or quotas in Canada so comparable data is not available here. Canadian Native education levels are now about two years lower than those of U.S. Indians, about 9 years versus 11 years among young adults of high school graduation age. However the 10-20 year parallel evolutionary lag of Canadian Indian events behind U.S. Indian events seems to be working in the sphere of education, as well as in urbanization, politics, and other spheres. Thus I predict that by the year 2000 Native Canadians will increase their average level of young adult education to about 11 years and have a college and university participation rate that is higher than the national average, with baccalaureate disciplinary concentrations in education, social sciences, business, nursing, and engineering. At the graduate level there is currently a very strong interest in law, which means that there will be an oversupply of Native lawyers in just a few years, which will in turn encourage Natives to go into other graduate fields.