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# Knowledge of Idioms as an Indicator of Acculturation

Ciria Sanchez-Baca

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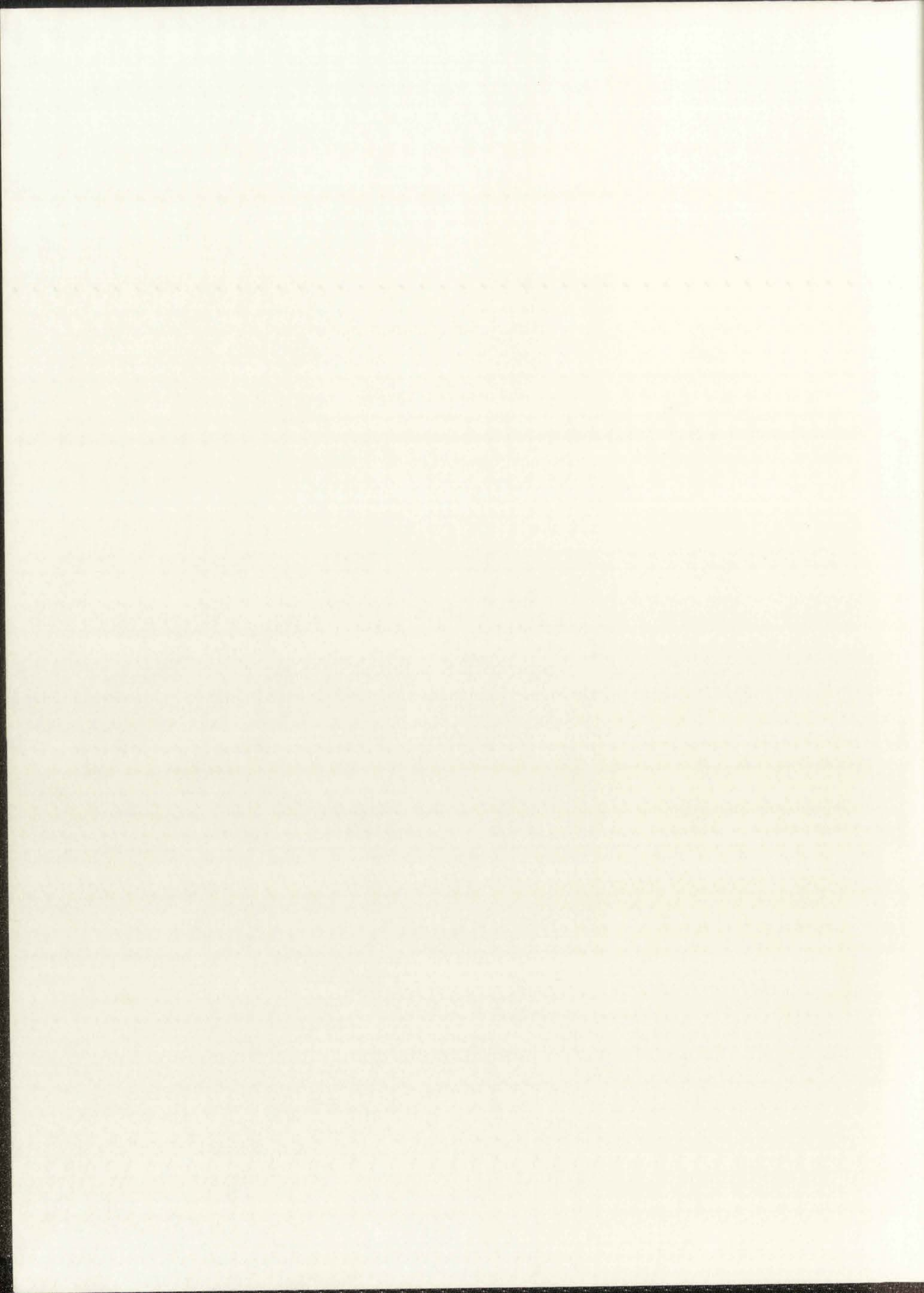
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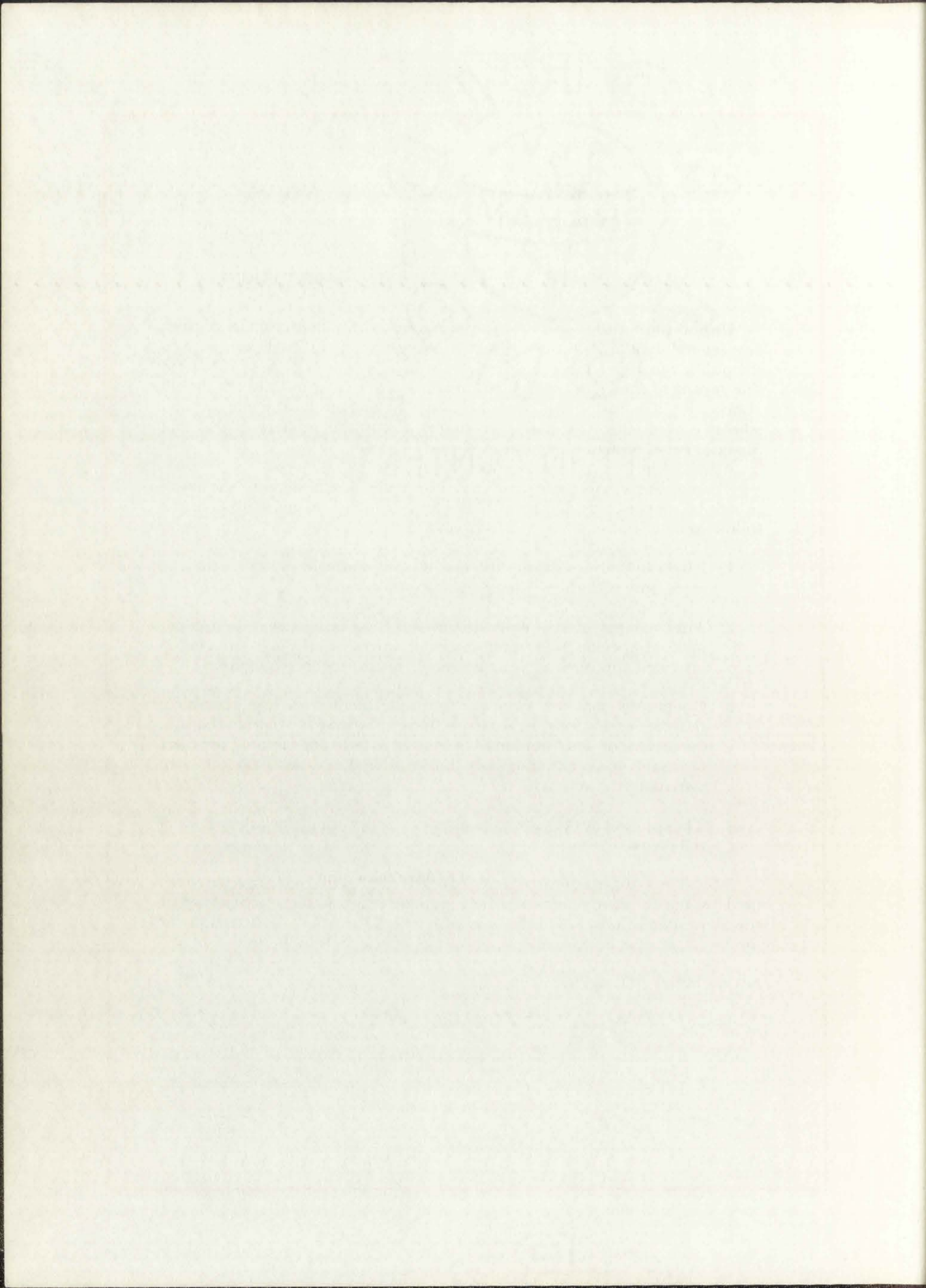
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DOCTOR OF PHILOSOPHY

KNOWLEDGE OF IDIOMS AS AN INDICATOR  
OF ACCULTURATION

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OF ACCULTURATION

BY

CIRIA SANCHEZ BACA

B.A., University of Albuquerque, 1963  
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DISSERTATION

Submitted in Partial Fulfillment of the  
Requirements for the Degree of  
**Doctor of Philosophy in Pupil Personnel Services**  
in the Graduate School of  
The University of New Mexico  
Albuquerque, New Mexico  
May, 1974



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### ACKNOWLEDGEMENTS

To those I have loved and lost:

Aurelio Marquez Baca

Josefina Sanchez Baca

Aurelio Sanchez Baca

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ABSTRACT OF DISSERTATION

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ABSTRACT

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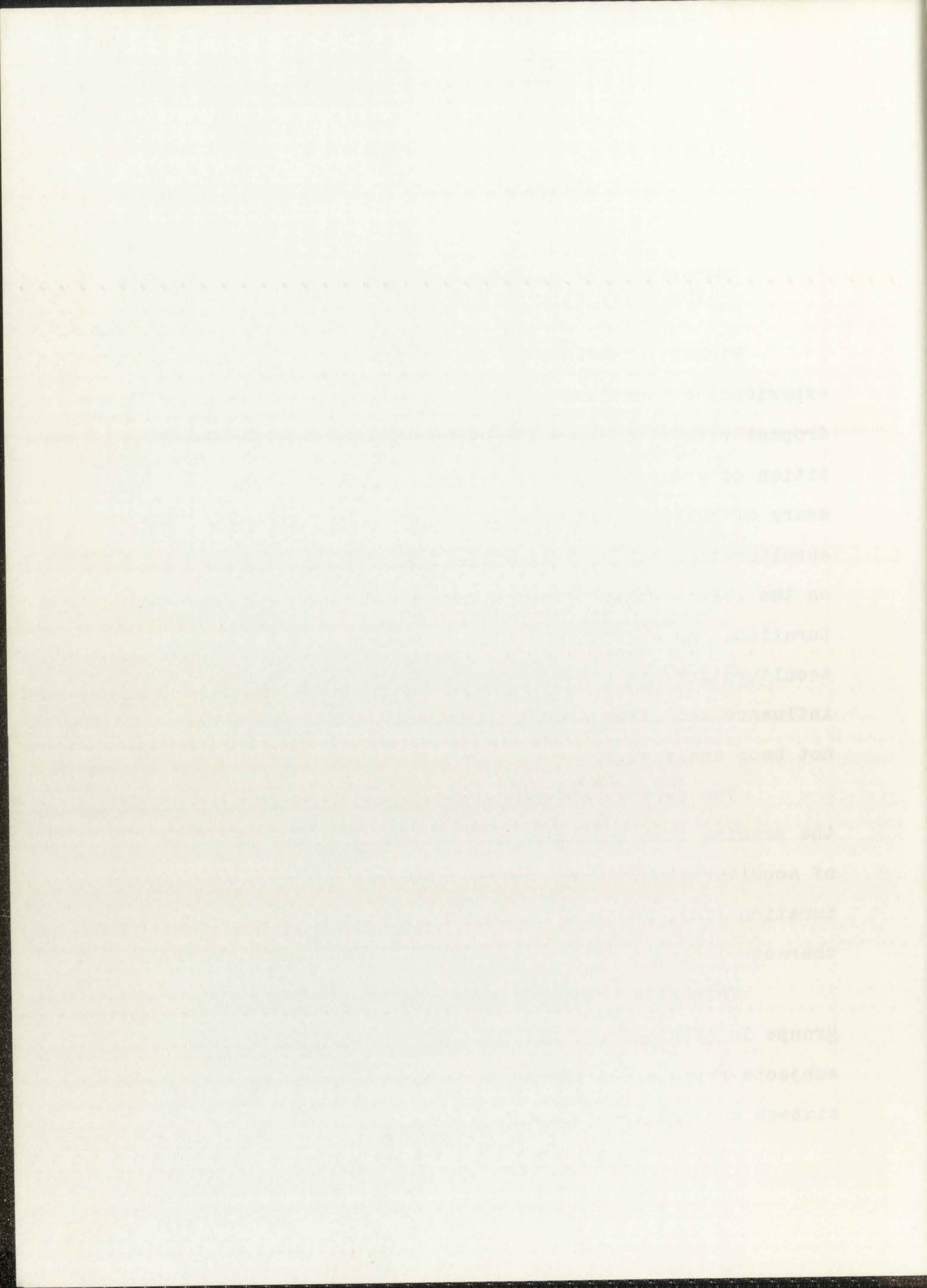
KNOWLEDGE OF IDIOMS AS AN INDICATOR  
OF ACCULTURATION

Ciria Sanchez-Baca, Ph.D.  
Department of Guidance and Counseling  
The University of New Mexico, 1974

Minority students in the United States are presently experiencing countless educational problems in school: dropout rate is high, reading achievement is low, and repetition of grades is more frequent. Although educators are aware of cultural differences and although the process of acculturation has been investigated, there is little research on the relationship of such educational problems to acculturation. An objective method of measuring the concept of acculturation has not been established; consequently, the influence and effects of this process on a student have not been analyzed.

The purpose of this study was an attempt to verify the premise that knowledge of idioms can be an indicator of acculturation. Forty idioms composed the Test of Acculturation (TA), and this instrument was also correlated with characteristics traditionally used to determine acculturation.

This study compared subjects from two cultural groups in Albuquerque, New Mexico. One hundred and twenty subjects represented the Anglo culture and one hundred and sixteen subjects represented the Mexican American culture.



Additional analyses were done with a sample of Anglo and Mexican American subjects from California. The Albuquerque Mexican American group was also divided into high acculturated and low acculturated based on scores from the TA.

Nine hypotheses were tested: one through three were directed toward determining whether the TA distinguished between cultural groups, and the remaining hypotheses dealt with comparisons within the Mexican American group on characteristics traditionally associated with an acculturating group.

The results of the study indicated that idioms can be used to differentiate the dominant culture from a minority culture group. The results also indicated that the TA correlated with characteristics generally used to determine acculturation: small families, grades, and availability of reading material.

In conclusion, this study has given credence to the use of idioms as a measure of acculturation and, although the development of the TA is rudimentary, enough evidence was provided to suggest that further refinement of the TA would be profitable in the study of acculturation.

Additional studies have shown a similar pattern of results in other studies. The present study was designed to test the hypothesis that the relationship between culture and the tendency to display obedience is mediated by the tendency to identify with authority figures. The results of the present study are consistent with this hypothesis. The tendency to identify with authority figures was found to be a significant predictor of obedience, and this relationship was mediated by the tendency to display obedience. The results also showed that the tendency to identify with authority figures was a significant predictor of obedience, and this relationship was mediated by the tendency to display obedience.

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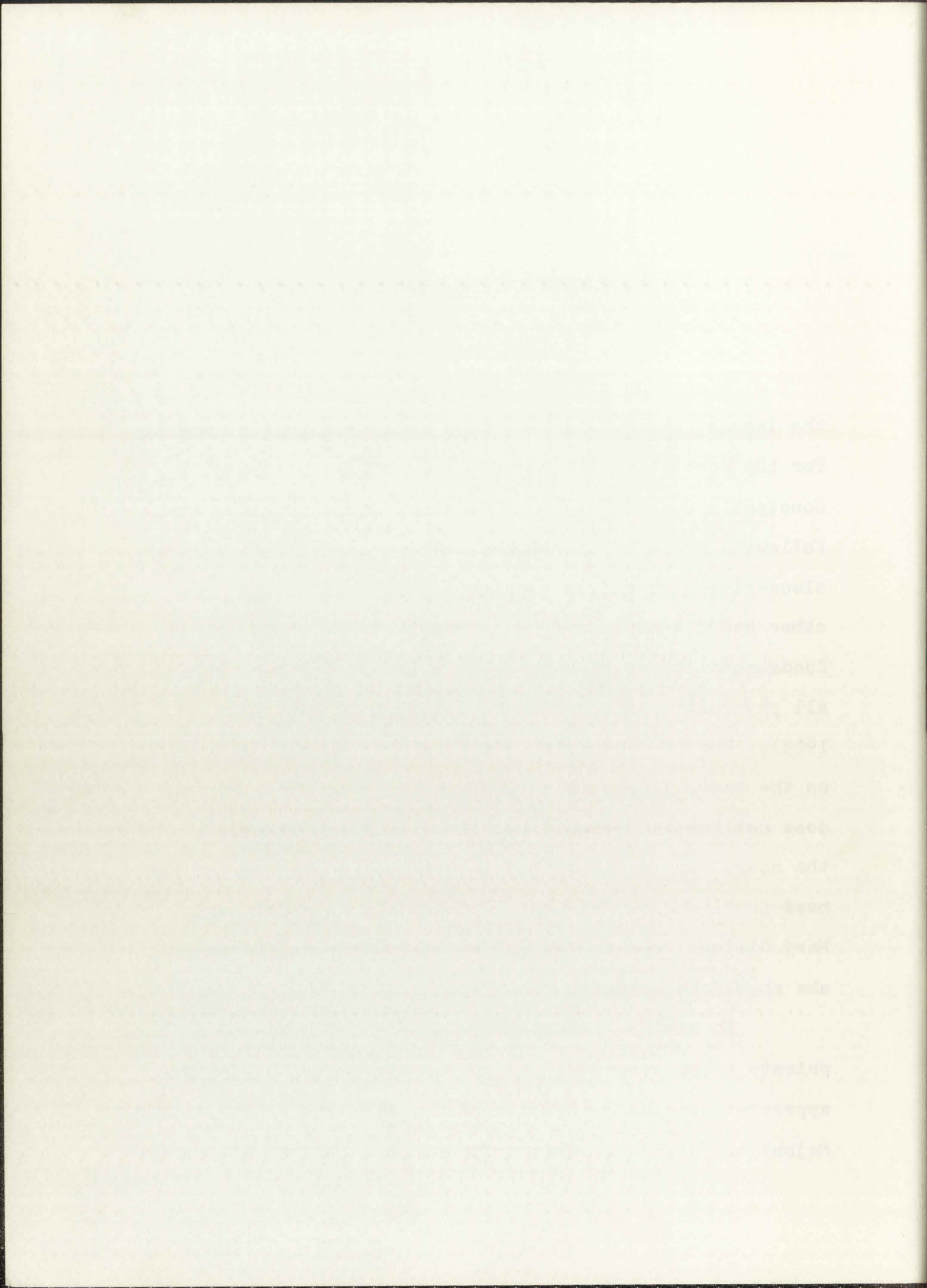
## CHAPTER I

### STATEMENT OF THE PROBLEM

#### Introduction

A word or concept may have one connotation for the layman; whereas, it may have quite a different meaning for the specialist. A case in point: Mary Citizen is constantly worried about her weight. Consequently, she follows a cycle of weight controlling activities, such as slenderizing exercises and low calorie diets. On the other hand, a physicist uses "mass" as one of the three fundamental quantities (length, mass and time) on which all physical measurements are based (Sears and Zemasky, 1963). For the physicist, "weight" is the pull of gravity on the body. A physicist would explain to Mary that she does not have a "weight" but rather a "mass" problem. On the moon, Mary would eliminate her weight problem but her mass problem would remain. Technically speaking, when Mary Citizen goes to "Weight Watchers" to control weight, she should be going to "Mass Watchers."

In similar fashion, "culture" to the layman is the private possession of a person who can quote Shakespeare, appreciate Picasso and/or identify Beethoven's Seventh (A Major) and Eighth (F Major) Symphonies. On the contrary,



to the specialist, every homo sapien has a culture.

What is it that thrill Spaniards as they witness the bloody contest between man and beast in an arena? Likewise, what is there about soccer that creates such intense interest in England; while on the same Sunday afternoon, millions of Americans are engrossed in a football game?

Although monogamy is the universally prevalent form of marriage, Persia, nevertheless, practices polygamy and Tibet practices polyandry. By the same token, the women of Japan wear kimonos, Balinese wear sarongs, and the women of the Angas African tribe are naked until they marry.

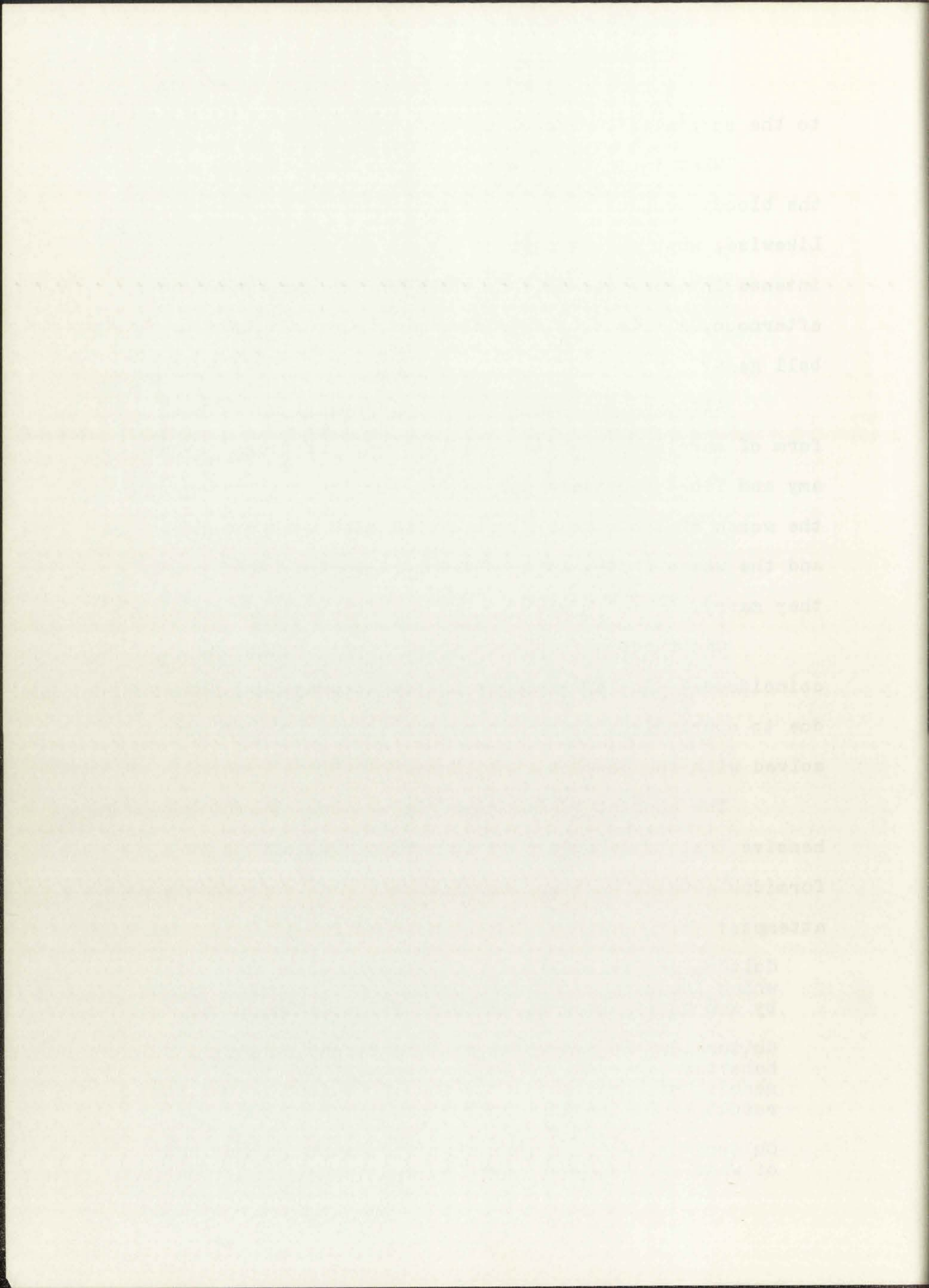
Can these differences among people be due to fate, coincidence? In layman terms the differences are simply due to upbringing. To the anthropologist, this enigma is solved with the concept of culture.

The concept of "culture" is so complex and comprehensive that to capsulize it in a brief definition is a formidable task; however, the following are a few courageous attempts:

Culture or Civilization . . . is that complex whole which includes knowledge, belief, art, morals, habits by man as a member of society (Tylor, 1874, p. 1).

Culture is the sum total of integrated learned behavior patterns, which are characteristics of the members of a society and which are therefore not the result of biological inheritance (Hoebel, 1958, p. 7).

Culture is socially shared and transmitted knowledge of what is, and what ought to be, symbolized in act



and artifact (Wilson, 1971, p. 90).

By 'culture' anthropology means the total life of a people, the social legacy the individual acquires from his group. Or culture can be regarded as that part of the environment that is the creation of man (Kluckhohn, 1960, p. 20).

A system of rules, beliefs, values, behaviors and symbols sufficient to effect complete human organization (Fullmer, 1971, p. 316).

Although the concept of culture is considered the most significant anthropological contribution to contemporary thought (Hoebel, 1958, p. 7; Kluckhohn, 1960, p. 21), both the anthropological and sociological perspectives of this term will be considered here. It was George Peter Murdock who stated, "Social anthropology and sociology are not two distinct sciences. They form together but a single discipline, or at the most two approaches to the same subject matter--the cultural behavior of man (Murdock, 1932, p. 200)."

Universally, homo sapiens have basic biological needs and experiences and similar biological functions. All men eat, sleep, procreate, and eliminate waste. Man also experiences vomiting, weeping, fainting, and sneezing. Man must inevitably cope with birth, illness, old age, sex differences, the elements of nature and death. How each man faces, handles and reacts to these situations depends on his individual culture. Culture provides every person with workable solutions to problems imposed by nature. These solutions are astonishingly numerous and diversified

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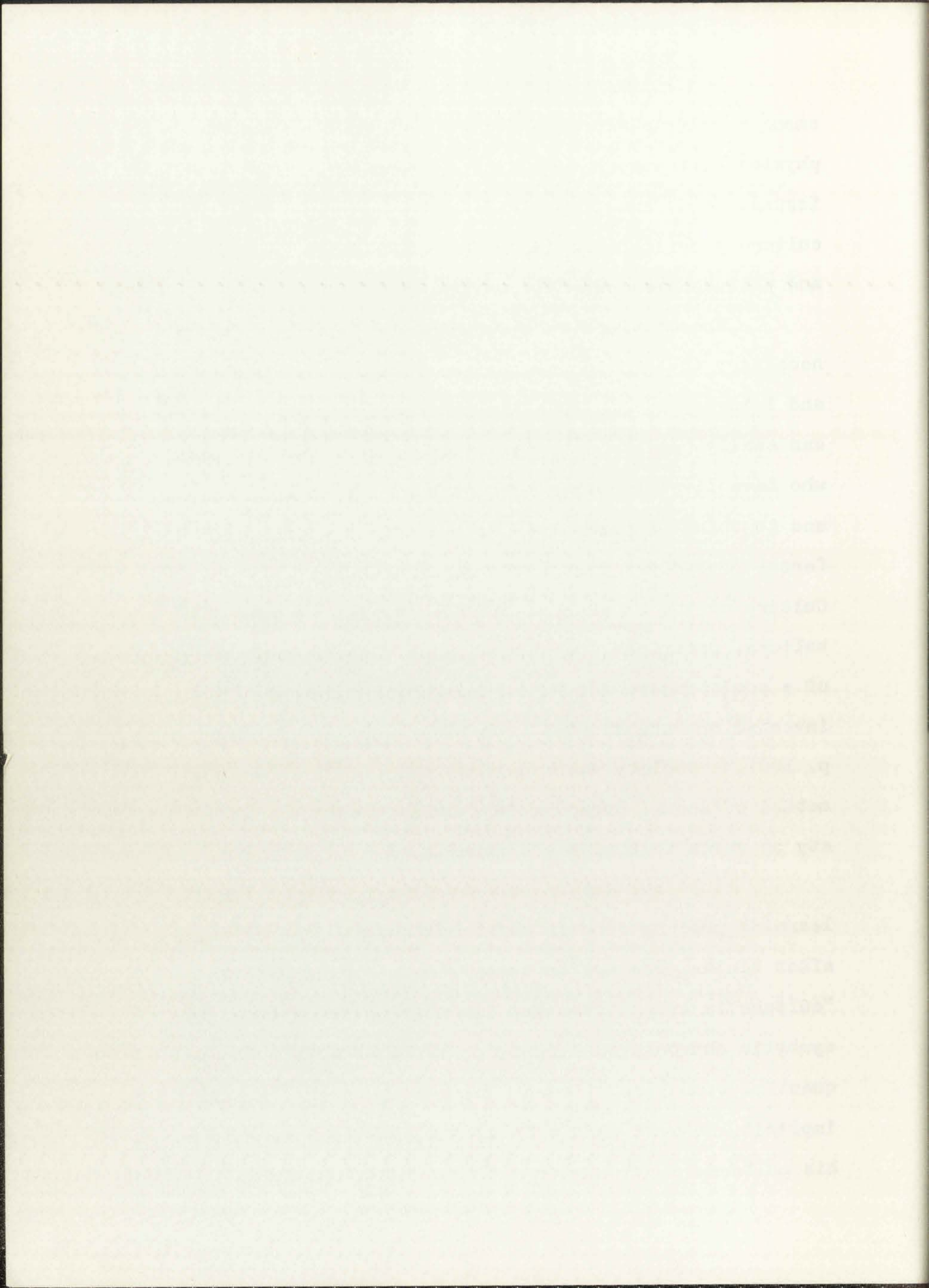
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among people in different times in history. Besides these physical situations, man is also confronted with abstract issues: God, creation, after-life, emotions. Again, culture provides legends, myths, folk tales, religions, and philosophies to explain them.

The distinction between society and culture is a necessary one. Although the two concepts are interrelated and interdependent, both are abstractions, and confusion can easily result. "A society is an aggregate of people who have lived together long enough to become organized and to think of themselves as a distinct social unit different from other groups of people (Hodges, 1971, p. 35)." Culture on the other hand "is the specific system of norms, beliefs, practices, techniques, and objects that the people of a society have inherited from their forebears, have invented or have adopted from other sources (DeFleur, 1971, p. 100)." Society needs culture to provide it with a method of social organization: while a culture needs society on which to thrive and survive.

Since culture is not hereditary, the cultural learning process of each human being commences directly after birth. The key to this process is language, since "culture is transmitted and can only be transmitted by symbolic communication (Hodges, 1971, p. 41)." Consequently, each person learns the overt, covert, explicit, implicit, as well as the ideal and practical aspects of his culture.



### Overt Aspects of Culture

The most concrete, observable and tangible part of culture is designated material culture. Behavior can be defined as "people's actions, while material culture is the product of their actions"--the books they write, the houses they live in, the tools they work with, the clothes they wear, the food they eat, or any other material object or device used by members of a society. Behavior, although not as concrete as material culture, is quite overt in that one can actually see two men greet each other by shaking hands in the United States, by hugging each other in Mexico, and by bowing in Japan. Needless to say, speech can be added to the overt aspects of culture.

### Covert Aspects of Culture

Attitudes and symbolic behavior comprise the covert aspects of culture. A symbol can be described as a physical phenomena which has been given a special meaning by those who use it. The logistics of the meaning may have no relationship to the physical properties of the object.

To take a simple example, there is no necessary relation between the physical properties of a cross and the symbolic values attached to it by Christians. A non-Christian unaware of these symbolic values cannot discover them by an examination of the cross itself; he must be told of them or infer them from observing the behavior of Christians toward the cross (Beals and Hoijer, 1953, p. 223).

The main difficulty in the study of the history of the world is the lack of a clear and definite idea of the nature of the world. The world is not a simple and uniform whole, but a complex and diversified system of various parts and elements. The world is not a static and unchanging entity, but a dynamic and ever-changing process. The world is not a single and isolated entity, but a complex and interconnected system of various parts and elements. The world is not a simple and uniform whole, but a complex and diversified system of various parts and elements. The world is not a static and unchanging entity, but a dynamic and ever-changing process. The world is not a single and isolated entity, but a complex and interconnected system of various parts and elements.

Current Aspects of History

History is the study of the past. It is the study of the events and actions of the past. It is the study of the human race and its development. It is the study of the human mind and its activities. It is the study of the human world and its various parts and elements. It is the study of the human past and its various parts and elements. It is the study of the human past and its various parts and elements. It is the study of the human past and its various parts and elements. It is the study of the human past and its various parts and elements.

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While scientific theories generate various beliefs within a society concerning the nature of reality, it is religion that helps formulate a person's attitudes and beliefs toward the supernatural. In turn, these beliefs govern man's behavior with respect to himself, his fellow-man and nature.

#### Explicit Aspects of Culture

"Patterns in general belong to explicit culture in that they are readily abstracted from behavior and are more or less easily verbalized by the participants in the culture (Beals and Hoijer, 1953, p. 220)." These patterns (also called habits) govern our daily activity to the point that an individual may not necessarily be conscious of its control. In work, leisure, governmental, educational and health activities, culture provides each person with ready-made modes of behavior. This permits an individual to spend most of his conscious time on new problems and situations (Berger and Luckmann, 1966).

#### Implicit Aspects of Culture

Every society has rules or "norms" which specifically declare appropriate and inappropriate behavior for its members and furthermore, each member is punished or rewarded according to his compliance or violation of such rules. Therefore, ". . . norms are blueprints for behavior . . . (Broom and Selznick, 1963, p. 68)" which are

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ultimately based on cultural values. "Values may be thought of as social goals or ends, while norms specify the means--the rules--according to which we may legitimately achieve the ends (Wilson, 1971, p. 672)."

Furthermore, commonly held norms and values beget similar behavior under similar circumstances (Wilson, 1971; Smelser, 1962).

Norms can be divided into two groups--folkways and mores:

**Folkway:** A characteristic behavior pattern in a society positively sanctioned to some degree; the behavioral equivalent of a group value (Rose, 1965, p. 725).

Folkways are those norms that elicit little or no emotional feelings and their enforcement is not clearly defined nor rigidly applied. Fashion, posture, grooming, table manners, tone of voice, appropriate language and a multitude of other behaviors are in the realm of folkways. At a banquet, an individual may demonstrate poor table manners. Such actions will evoke little or no emotion from the other guests, and this individual will either be ignored, or at most, be asked to leave.

Nevertheless, the importance of folkways must not be overlooked. Since culture is transmitted from generation to generation, "It is this transmission of folkways which insures the continuity of culture, in spite of the impermanence of the individual. The folkways thus transmitted constitute what is called 'social heritage' of the group (Murdock, 1932, p. 212)."

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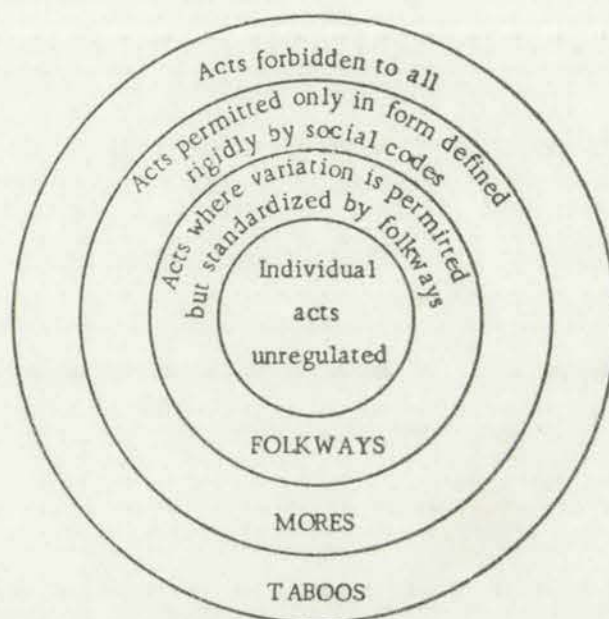
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Table 1

### How Folkways and Mores Regulate the Individual



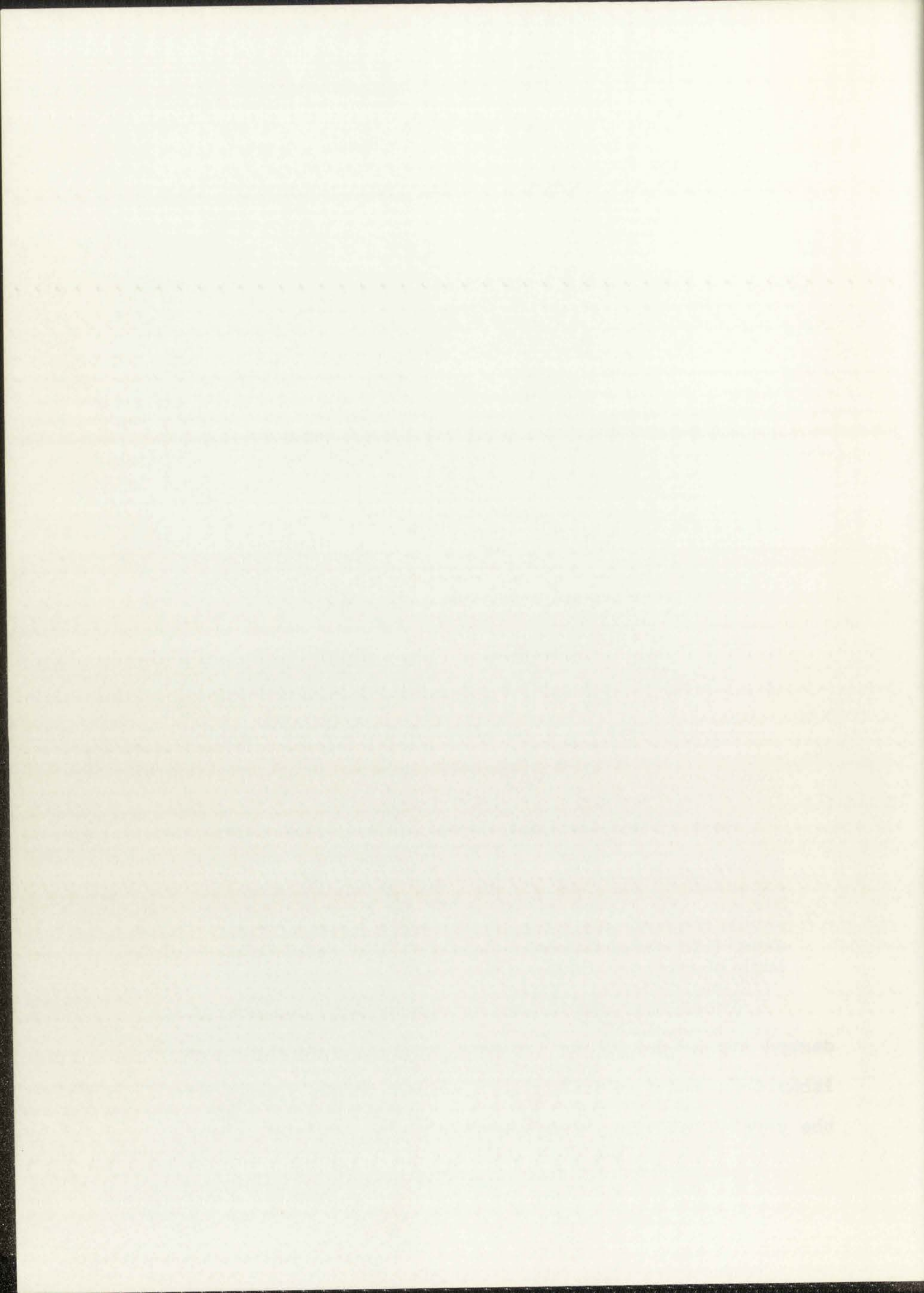
HOW FOLKWAYS AND MORES REGULATE THE INDIVIDUAL - You behave according to the customs and rules of your culture. Some acts are forbidden entirely by the mores. They are the taboos.

(Adapted from Zintz, 1969, p. 38)

Rose (1965) defines mores in the following manner:

**Mores:** A condition of group practice that is not only expected of the individual, but which is enforced on him and the violation of which is followed by emotional revulsion and violence on the part of the group; folkways with very strong sanctions; the behavioral equivalent of strong group values (728).

Those norms which evoke strong feelings and which demand strong sanctions (reward=positive sanction; punishment=negative sanction) are called mores. Mores are the core of cohesion and operation of a society; their



violation intimidates crucial values (Broom and Selznick, 1963). Interestingly enough, Sumner (1961) explicates in "The Mores Can Make Anything Right" that social behavior is controlled, not by logic or morality, but by the will of society. Taboo is a negative more which is a forbidden act for all members of a given society. On the other hand, laws are institutionalized mores which are maintained and enforced by the political authority of the society. All folkways and some mores are maintained and enforced by public sentiment.

#### Ideal and Practical Aspects of Culture

Culture is ideal in how one "ought to" behave while culture is practical in how one does behave. With the complexity and rapidity of change in culture, it would be surprising if such antitheses did not submerge. Perhaps an example of the ideal versus the practical aspects of culture is the historical black and white problem in the United States. The ideal belief that everyone "is created equal" has not totally been reflected in the employment practices and educational opportunities of blacks. In addition, the proverbial story of a child who learns from his parents not to lie or cheat, but who, as he grows up, realizes that during income tax time his parents juggle their income tax returns is also a case in point. Furthermore, the examples cited on Table 2 vividly illustrate this point.

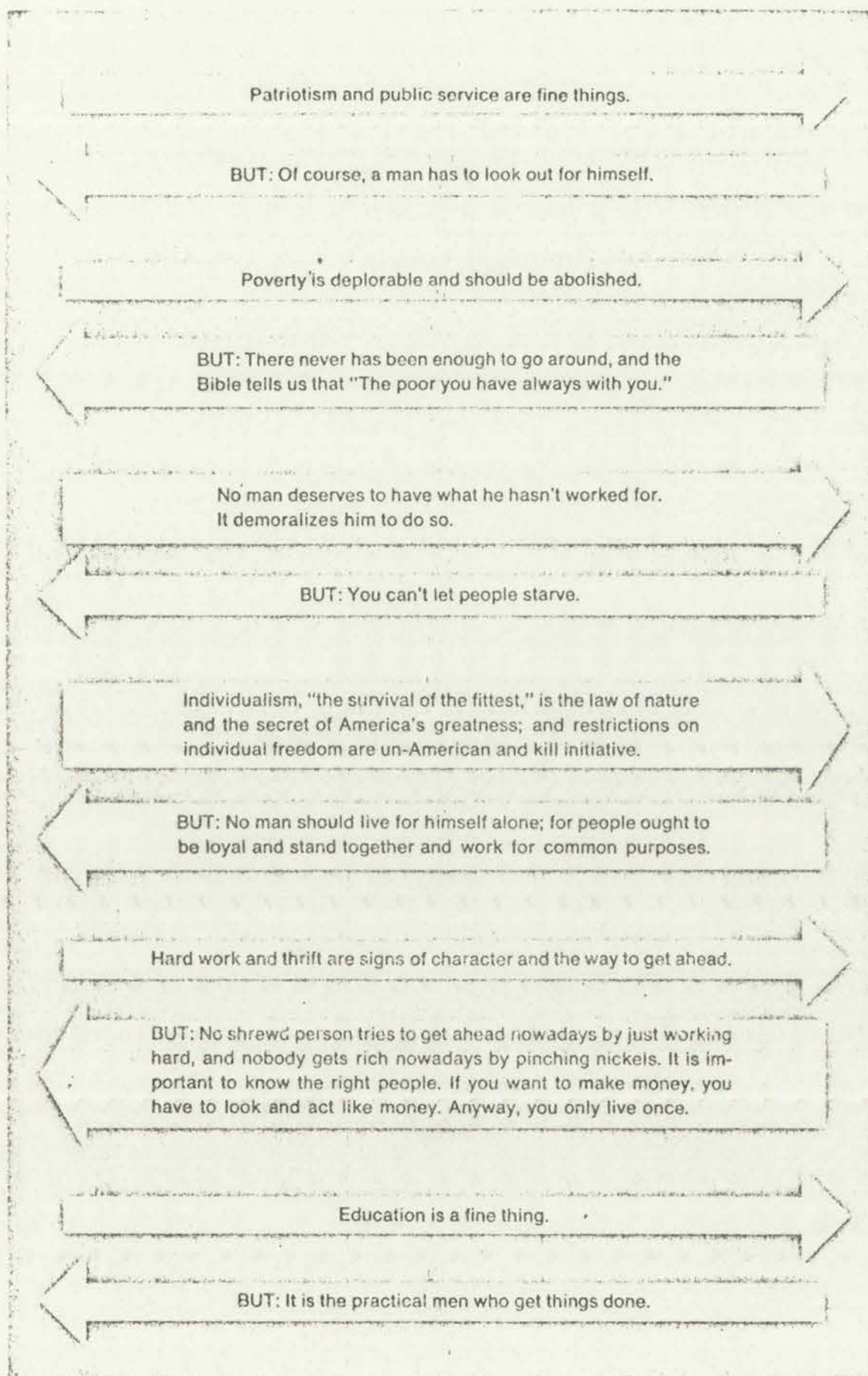
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The following information was obtained from the records of the Department of the Interior, Bureau of Land Management, regarding the land in question.

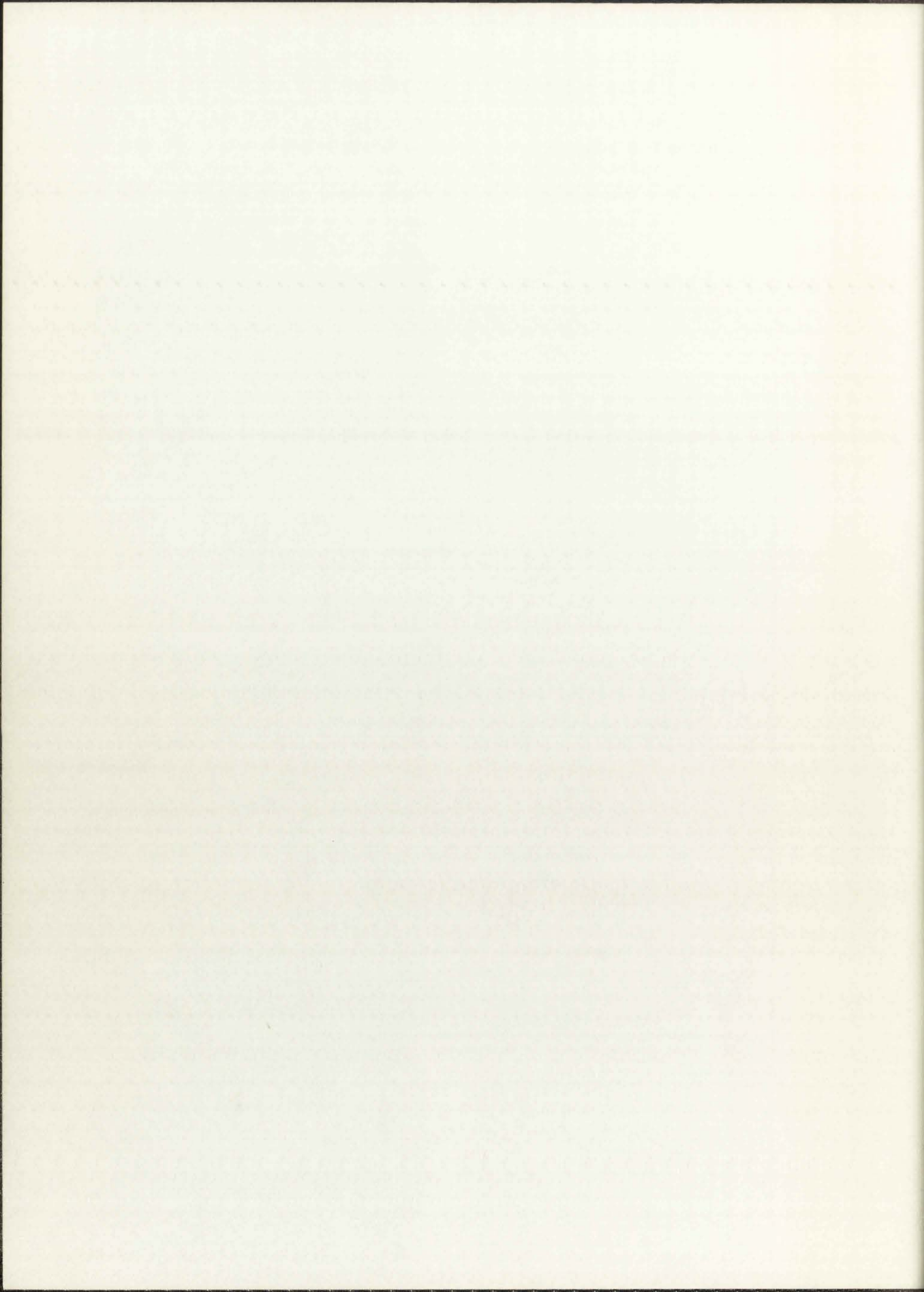
The land in question is situated in the State of California, County of San Diego, and is owned by the United States of America. The land is described as follows: [The following text is extremely faint and largely illegible, appearing to be a detailed land description or survey report.]

Table 2

Suggested New Treatment of Antithetical  
Elements in Our Culture

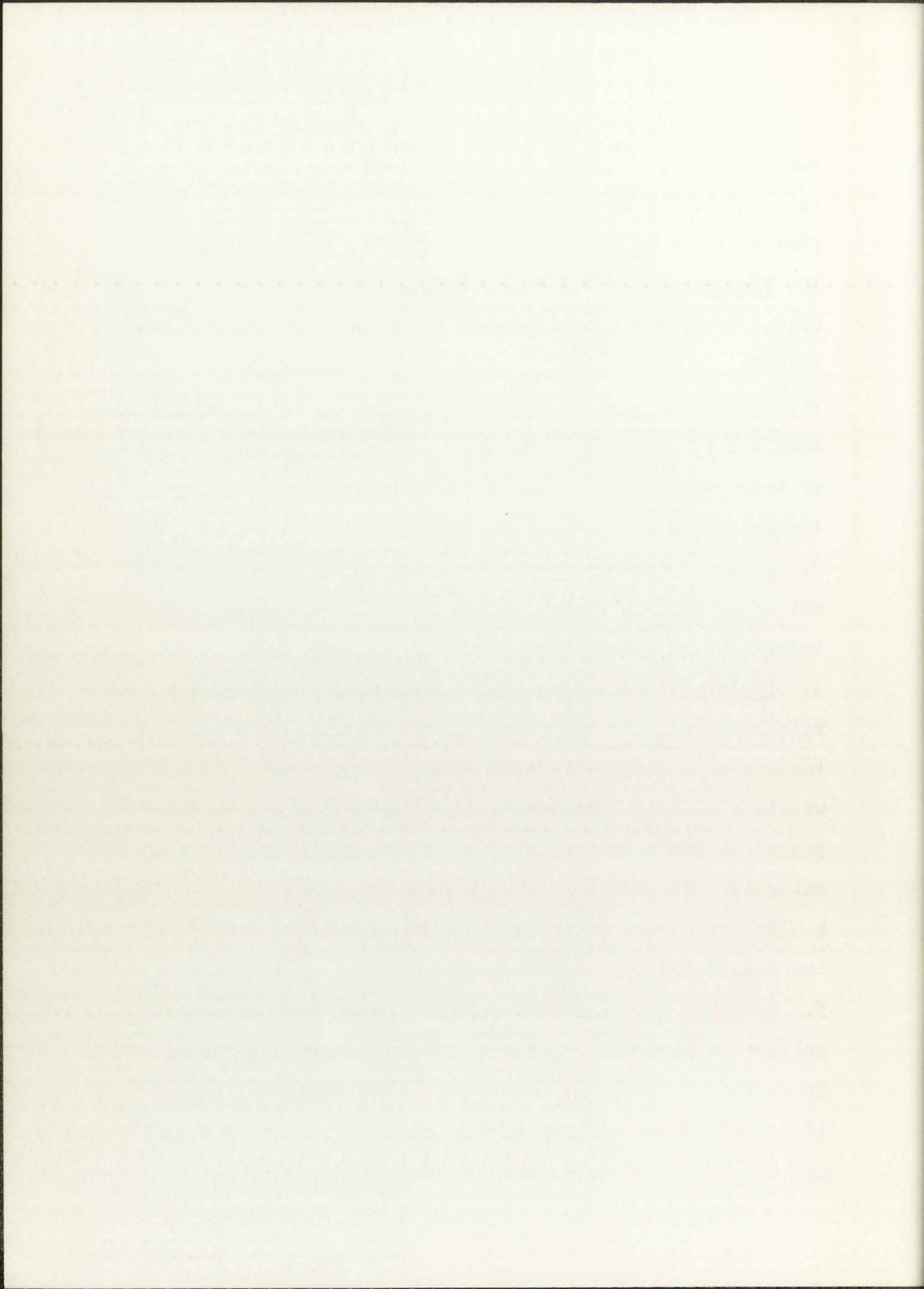


(Adapted from Wilson, 1971, p. 101)



Anthropologically, culture is divided into five substantive divisions. The aforementioned aspects of culture are interwoven and enmeshed with the following divisions:

1. Technology: It is ". . . the sum total of the techniques possessed by the members of a society, that is the totality of their ways of behaving in respect to collecting raw materials from the environment and processing them to make tools, containers, foods, clothings, shelters, means of transportation and many other material necessities. (Beals and Hoijer, 1953, p. 229)."
2. Economic Organization: Fundamental economic problems solved by culture for a society include production, distribution and consumption of goods and services.
3. Social Organization: This deals with person to person relationships. It provides behavior patterns for the sustenance of orderly relations between individuals and groups within a society. Kinship systems, marriage and mating practices and politico-territorial grouping fall in this category.
4. Religion: It supplies man with methods of dealing with the unknown forces of the universe.
5. Symbolic Culture: The most important form of symbolic culture is language. Language has a threefold purpose. Through language each person (1) acquires his culture, (2) is given the ability to communicate with his fellowman, and (3) is given the capability to summarize and transmit





his culture to others. Although language is one of the most important methods of symbolization, it is by no means the only one. Drama, painting, music, literature to name a few are classified under symbolic culture. The arts satisfy the need of esthetic expression in man.

No participant in a culture digests in toto each and every morsel of that culture. Sex, age and class, not to mention occupation, ethnic grouping and regional residency will influence a person's "selective learning" of a culture. In addition, Broom and Selznick (1963) remark:

Despite the wide cultural variation in the United States, as exemplified by subcultural differences in class, sex, and age as well as the regional, ethnic, and occupational subcultures just mentioned, there is an underlying conformity: common knowledge, beliefs, and norms which can be recognized as American (p. 61).

In summary, a safe assumption is that the "pattern of living" of any group, from primitive to modern, is not a haphazard conglomeration of beliefs, attitudes, and artifacts, but an interrelated system--a structure. More importantly, an alphabetical listing of the content of any culture is not enough information to fully comprehend the intricate operation of such a culture. Two cultures can conceivably have identical inventories but at the same time be totally different. Each value, for example, must be seen in relation to the whole of culture and its numerous parts to fully realize the function, importance and position of that segment.

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most important aspects of his work, is to be seen  
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others. In addition, there are many others (1953) which  
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others, as well as his own efforts, it is to be seen  
and his own efforts, it is to be seen  
is an interesting collection of his own efforts, it is to be seen  
others, and his own efforts, it is to be seen  
(p. 61)

In addition, there are many others (1953) which  
of his own efforts, it is to be seen  
and his own efforts, it is to be seen  
but his own efforts, it is to be seen  
especially an interesting collection of his own efforts, it is to be seen  
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consequently have been his own efforts, it is to be seen  
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part of his own efforts, it is to be seen

Culture serves a number of purposes. The most important of these are:

1. to satisfy needs. Culture provides workable solutions to problems imposed by nature.
2. to predict behavior. "A good deal of human behavior can be understood, and indeed predicted, if we know a people's design for living (Kluckhohn, 1960, p. 2)."

Nevertheless, one must not forget that:

1. Culture is a controlling device. The control is extensive enough to elicit a biological response from a cultural source. Imagine yourself at a Waldorf-Astoria banquet. The main course you are given is an exotic dish. Later, you and the other guests are informed that you just ate roast human flesh. Undoubtedly, instantaneous vomiting would occur. Biologically, human flesh is edible (maybe even nutritional) but culturally, for most people, it is not.

In the words of Jean-Paul Sartre (1959), "People who live in society have learned how to see themselves in mirrors as they appear to their friends (p. 29)."

2. "Culture is forcefully inculcated (Wilson, 1971, p. 92)." Each human being must learn his mother tongue, for example. But more importantly, as stated by Erich Fromm (1949):

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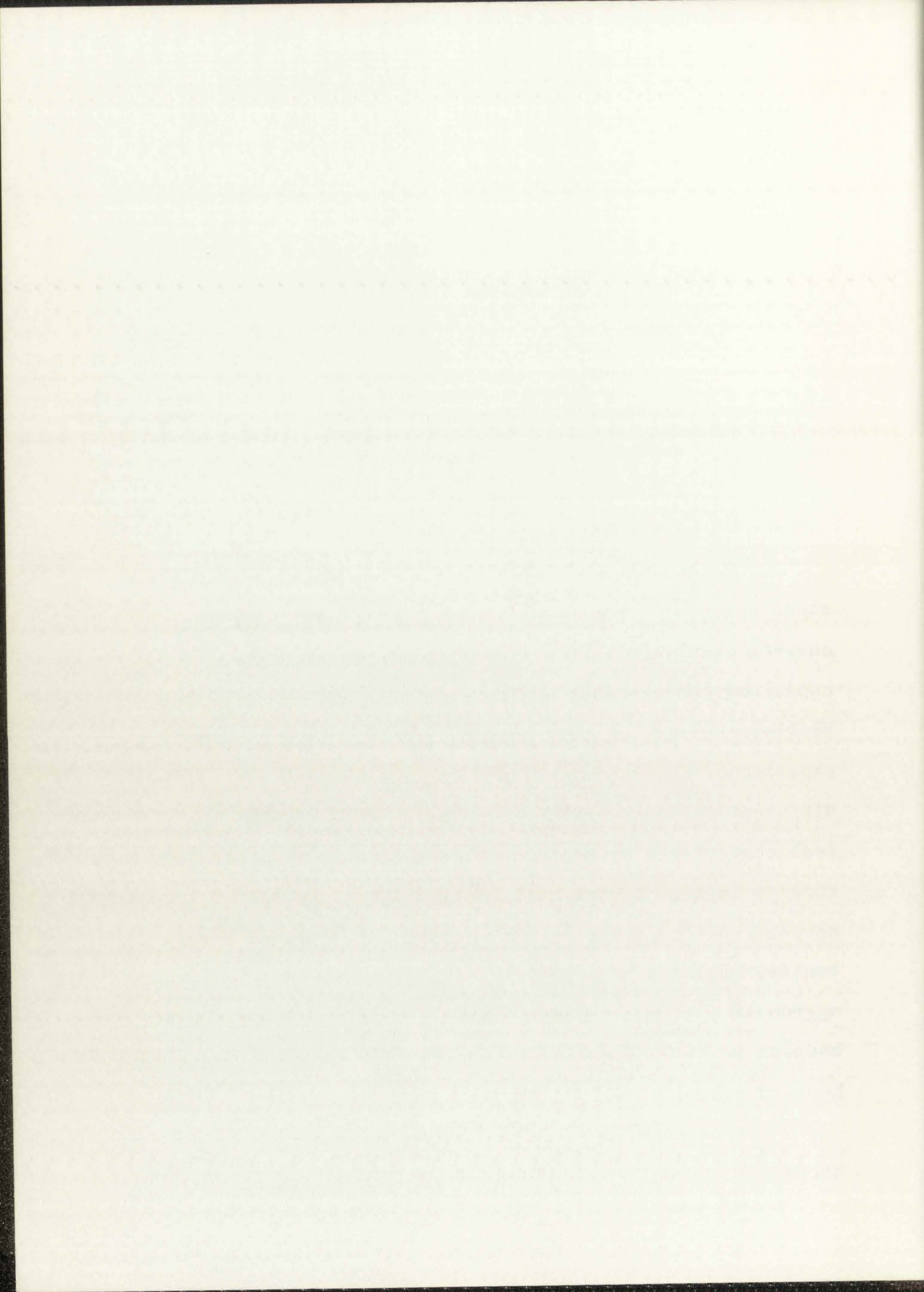
...the ...

It is the function of the social character to shape the energies of the members of society in such a way that their behavior is not left to conscious decisions whether or not to follow the social pattern but that people want to act as they have to act and at the same time find gratification in acting according to the requirements of the culture (p. 5).

3. Culture is automatic. Much of our behavior is so automatic that we can almost call it instinctive (Kluckhohn, 1960; Hodges, 1971). We know when it is proper or improper to cry, laugh, joke, without having to consciously deliberate on the situation.

To understand acculturation, one must first understand culture. Each newcomer is expected to learn the covert, overt, implicit, explicit, practical, ideal, conscious, unconscious and subconscious aspects of culture. Needless to say, in this quandry each newcomer is going to experience some stormy sailing as he proceeds to learn a different culture--while accumulating enough knowledge to feel comfortable with it, and, consequently, compete and succeed in it. During this familiarization period when a newcomer places himself in a position of ridicule and/or banter, how will he react? He can withdraw; he can become aggressive; he can become lethargic. If in school, what happens to the person educationally? If employed, what happens occupationally? Emotionally? Sexually?

Presently, here in the United States there are thousands of adults and children who are experiencing



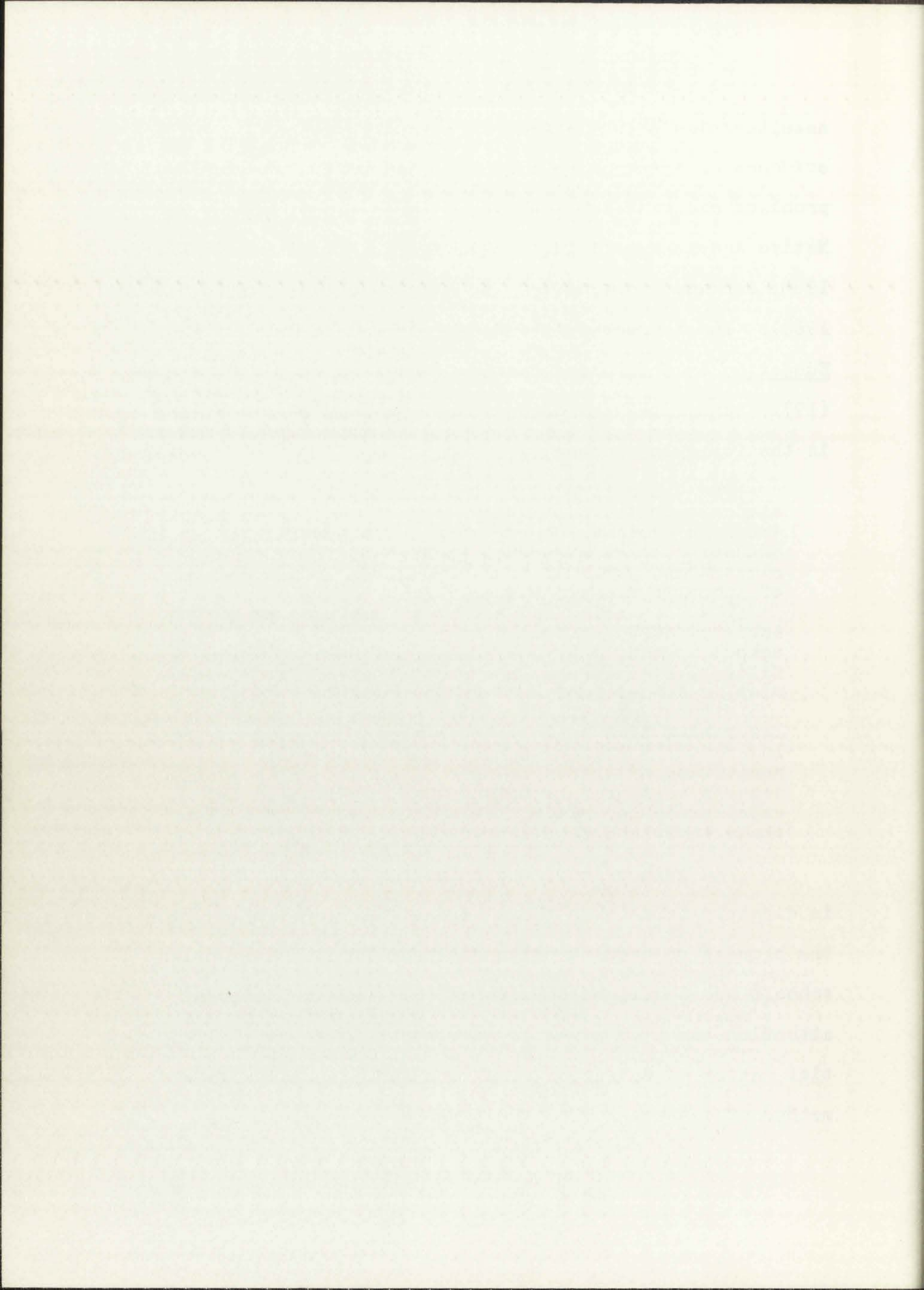
acculturation pains in their jobs and in school. Indirect evidence of these pains are reflected in the educational problems experienced by at least three minority groups: Native Americans (Zintz, 1963), Mexican Americans (Heller, 1966; Hernandez, L., 1971) and Afro-Americans (Malry, 1968). The comprehensive study reported in The Unfinished Education by the United States Commission on Civil Rights (1971) summarized the educational problems of minorities in the following manner:

The basic finding of this report is that minority students in the Southwest--Mexican Americans, blacks, American Indians--do not obtain the benefits of public education at a rate equal to that of their Anglo classmates. This is true regardless of the measure of school achievement used.

The Commission has sought to evaluate school achievement by reference to five standard measures: school holding power, reading achievement, grade repetitions, overageness, and participation in extracurricular activities.

Without exception, minority students achieve at a lower rate than Anglos: their school holding power is lower; their reading achievement is poorer; their repetition of grades is more frequent; their overageness is more prevalent; and they participate in extracurricular activities to a lesser degree than their Anglo counterparts (p. 41).

The author is of the opinion that acculturation is directly related to these educational problems. While the process of acculturation has been studied and while schools are cognizant of diverse cultures, not enough attention has been given to acculturation as an influential factor on education processes and no standardized method of assessing acculturation has been developed.

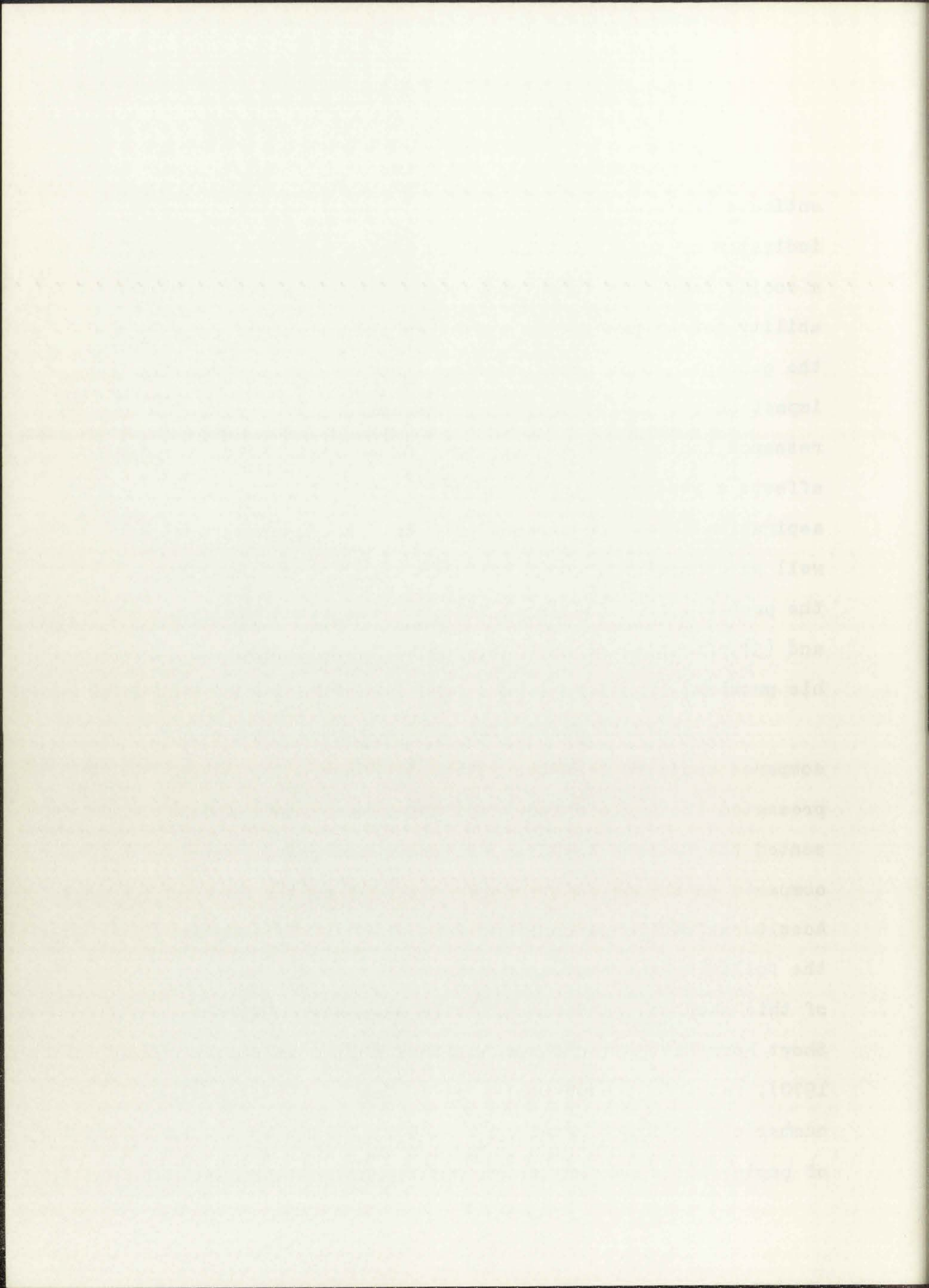




### Purpose of the Study

The purpose of this study was an attempt to authenticate the premise that the knowledge of idioms is an indicator of acculturation. Recognizing acculturation as a social fact, the intent was not to evaluate its desirability but to provide an objective instrument of measuring the concept. Once acculturation is so measured, then its impact on the individual can be assessed. If verified research indicates that the psychodynamics of acculturation affects a student's self-concept, emotional adjustment, aspiration level, or productivity in school, educators, as well as counselors, would have (1) a method of identifying the problem, (2) additional insight into the individual, and (3) effective means of coping with the individual and his problem.

In order to accomplish this purpose, this study compared subjects from two cultural groups. One group presented the Anglo culture and the other group represented the Mexican American culture. The groups were compared on the basis of scores obtained on the Test of Acculturation (Bernardoní and Baca, 1972). In addition, the following information was collected on the subjects of this sample: academic aptitude as measured by the Short Form Test of Academic Aptitude (Sullivan et al, 1970), father's occupation, size of family, bilingualism, number of magazines received in the mail, family method of paying bills and grades in English and mathematics.

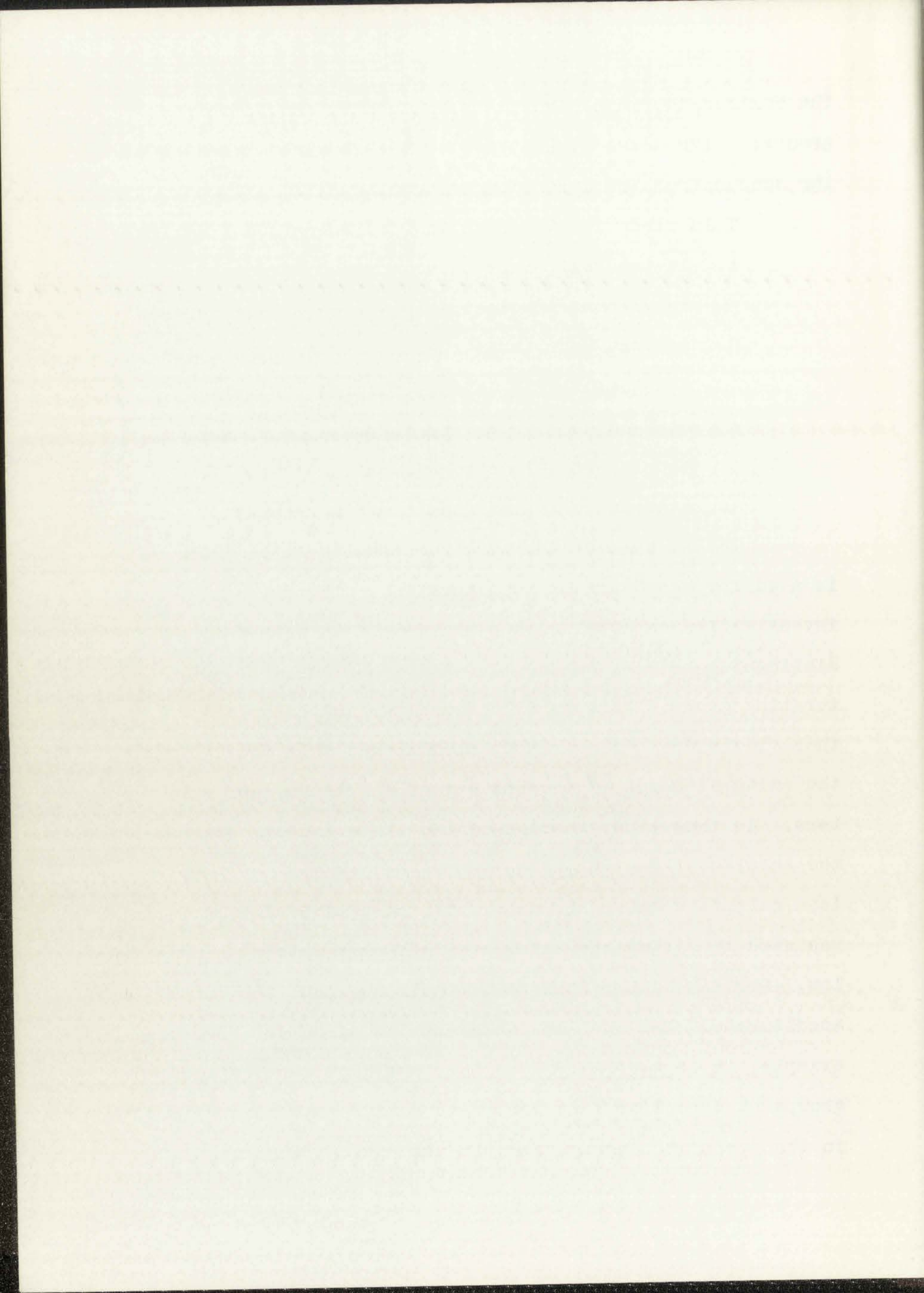


The Mexican American students were then divided into two groups: high acculturated and low acculturated based on the scores from the Test of Acculturation (TA).

This study investigated the following questions:

1. Is the Test of Acculturation an effective instrument in distinguishing cultural groups?
2. Are the results of the Test of Acculturation consistent with characteristics generally attributed to high acculturated groups and consistent with characteristics generally attributed to low acculturated groups?

In the area of the study of acculturation there is need for a measure of acculturation. The present investigation employed such a measure in an effort to distinguish between an enculturated group and an acculturating group. Members of an enculturated group are those individuals who are adjusted to and integrated with the cultural norms of the society of which they are members. In this study members of the Anglo society compose the enculturated group, and members of the Mexican American culture compose the acculturating group. The TA was used to divide the acculturating group into high and low. Certain assumptions have been made about the "high acculturated" and the "low acculturated" groups. For example, it is generally accepted that high acculturated groups have smaller families, read more, speak more often in the dominant language and tend to have higher grades



in school. This study investigated the utility of employing the TA to empirically test these assumptions via the use of nine hypotheses (see Chapter IV). Thus, this study represented an attempt to investigate the construct of acculturation empirically and provided evidence that the results were promising. The remainder of this paper deals with those results.

### Definition of Terms

#### Acculturation

A process which is accomplished when one group takes over the culture of another and relinquishes its own (Valdes, 1972).

#### Enculturation

A process by which individuals are adjusted to and integrated with the cultural norms of the society of which they are members.

#### Culture

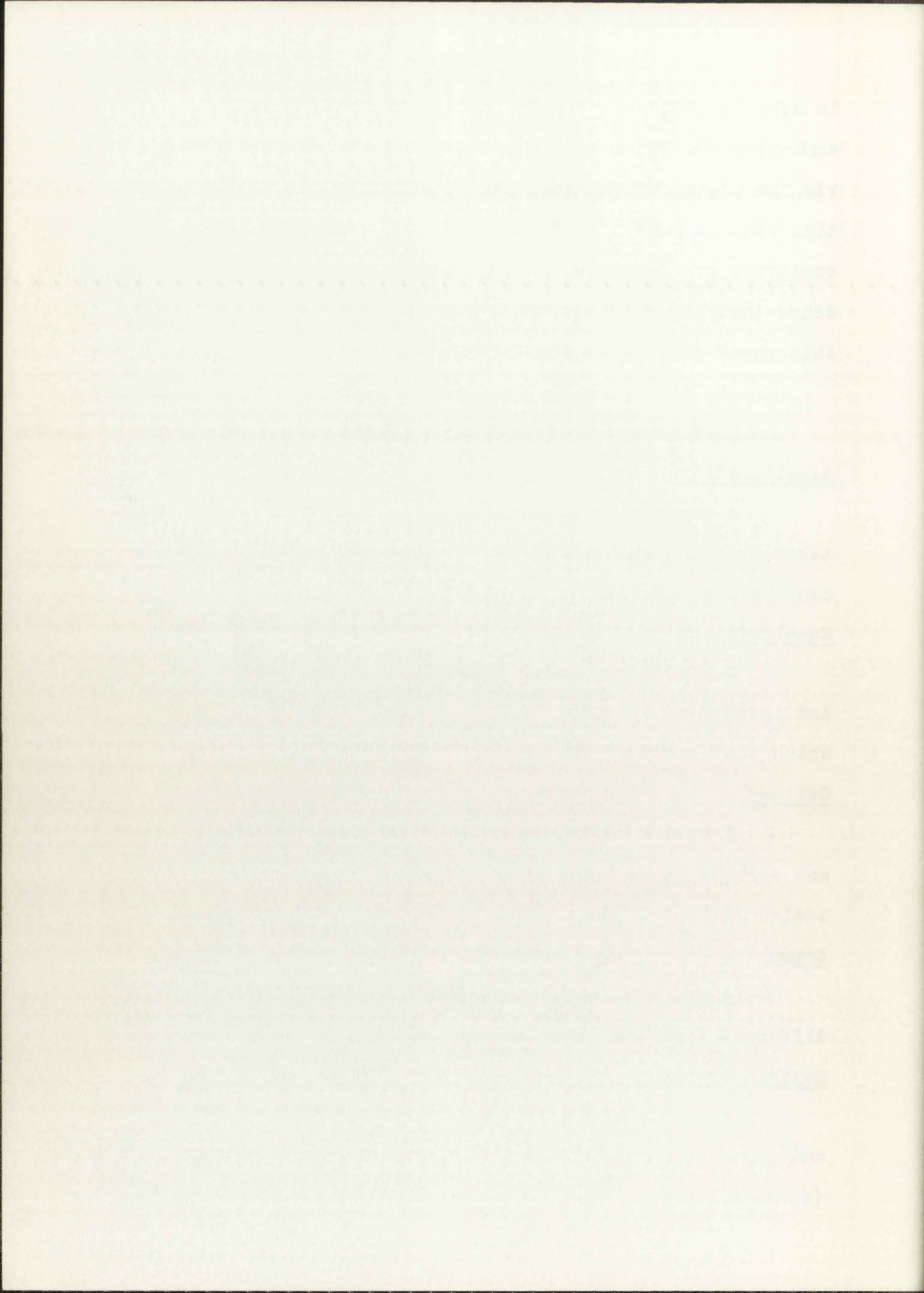
A system of rules, beliefs, values, behaviors, and symbols sufficient to effect complete human organization (Fullmer, 1971).

#### Idiom

A group of words that conveys a meaning entirely different from its literal translation (Yandell, 1959).

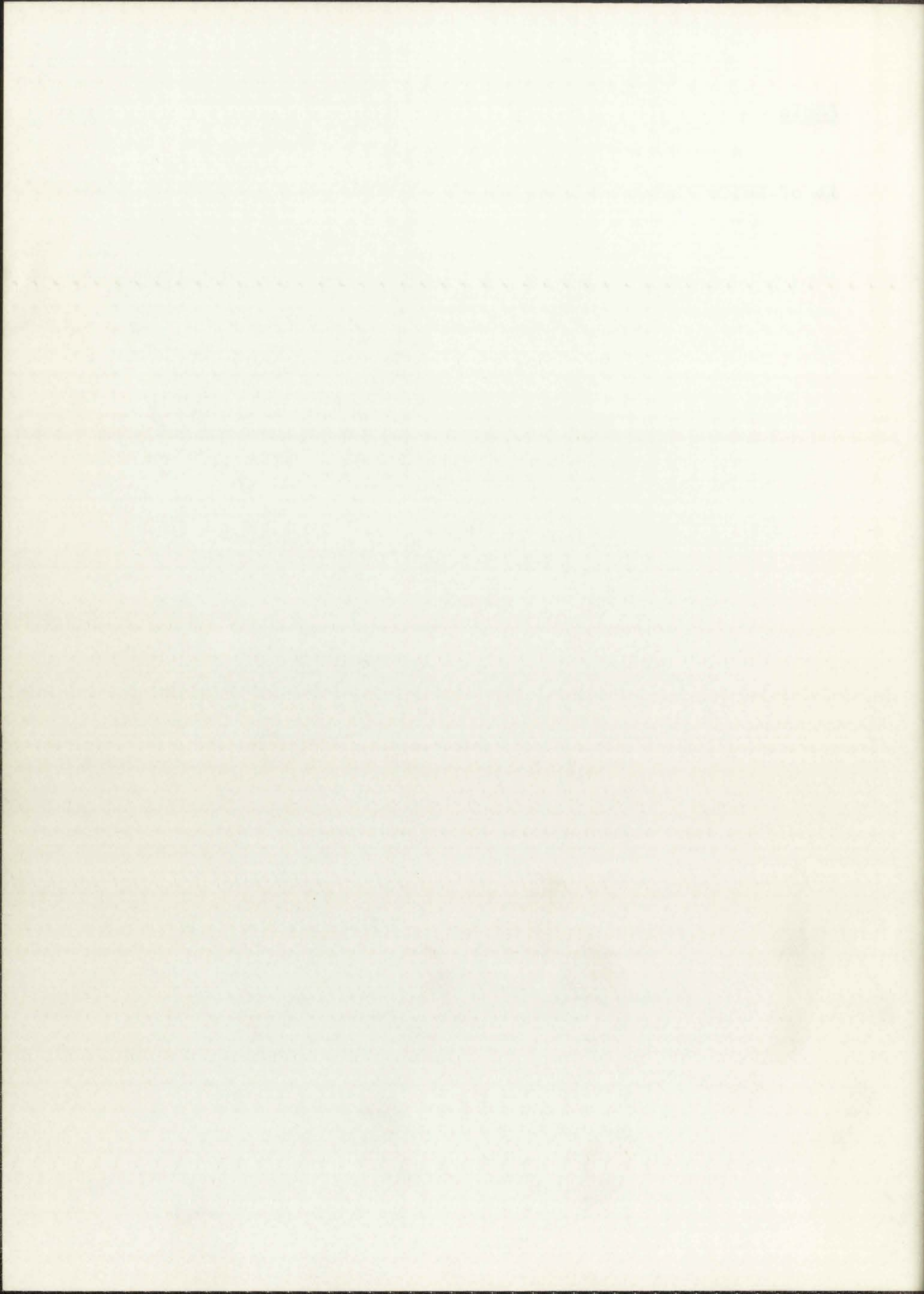
#### Mexican American

A person who has a Spanish cultural background and whose family speaks Spanish as a native language (Cordova, 1968).



Anglo

A person whose native language is English and who is of white Anglo-Saxon descent.





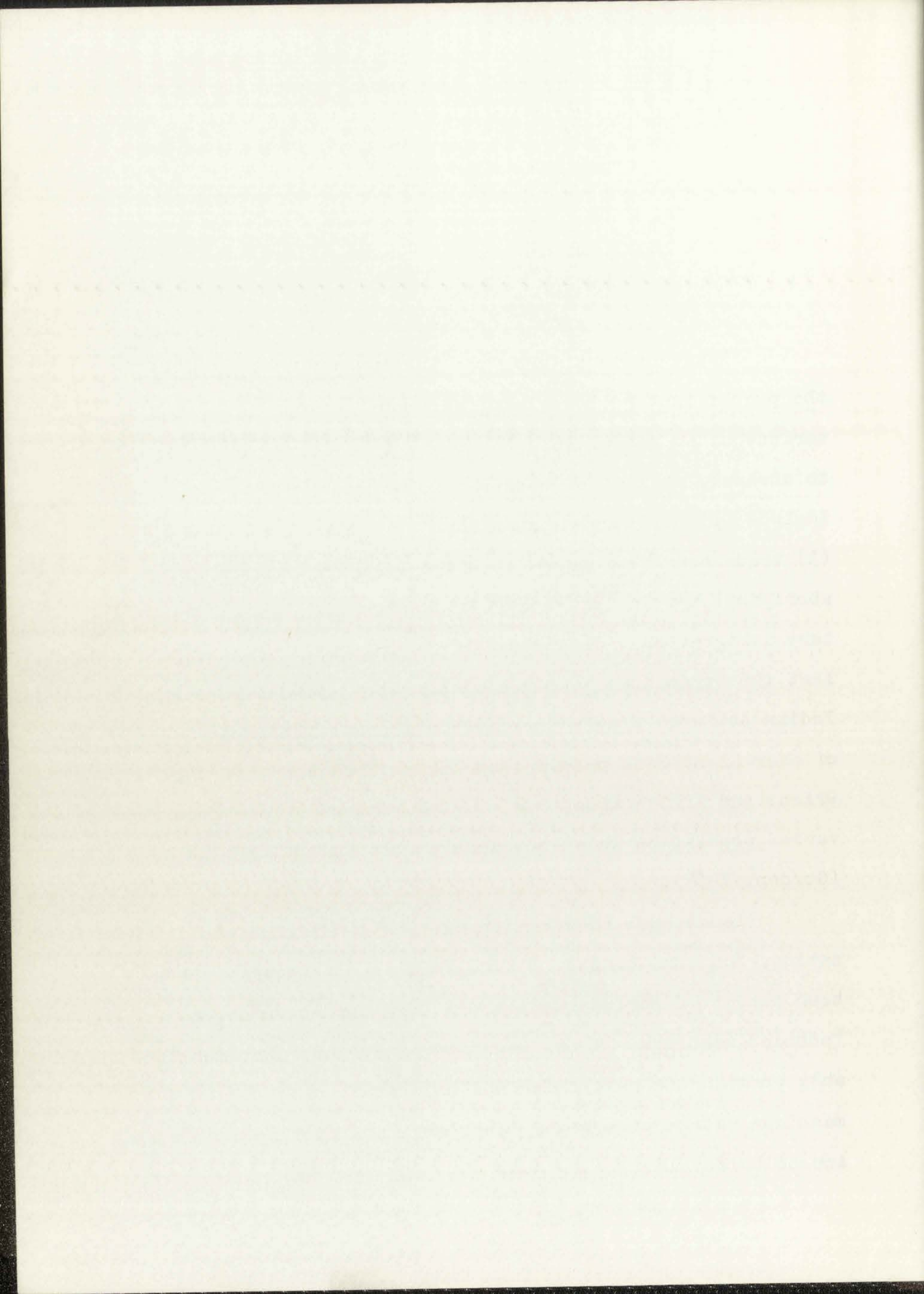
## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Acculturation

"What happens 'when peoples meet'?" is precisely the puzzle that sociologists, anthropologists, as well as various other social scientists are tenaciously struggling to unravel. A list of possible solutions would surely include (1) military occupation, (2) colonial conquest, (3) trade and missionary activity, (4) displacement of an aboriginal population, and (5) voluntary and/or involuntary immigration. Historically, in the United States, the last two types have been decisive. The Native American Indian suffered displacement while the massive immigration of over 41 million people from Europe, the Americas, the Orient and Africa into this country produced the ethnically varied population which now constitutes the United States (Gordon, 1964).

Terms such as acculturation, assimilation, socialization, "culture contact," amalgamation, integration have been used to describe the process that occurs during such "ethnic" meetings. These terms have been used interchangeably to mean the same thing while in other cases the meanings rather than being identical have overlapped (Broom and Selznick, 1963).



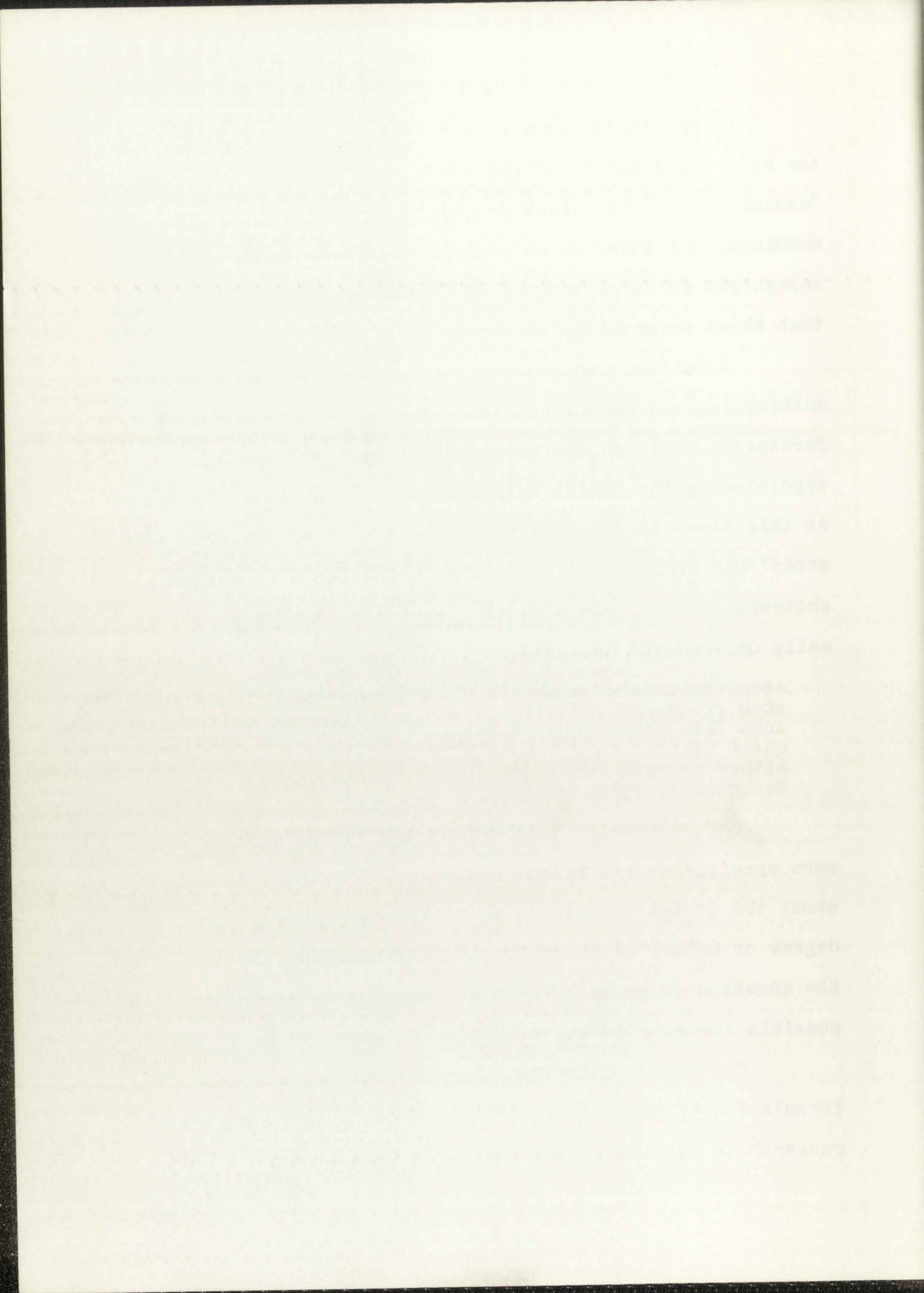
Although it appears that anthropologists favor the word "acculturation" and sociologists prefer the word "assimilation," the exact definition of these terms is nebulous, and there is no general consensus among social scientists as to all the possible factors and variables that these terms might encompass.

Acculturation was defined by the distinguished anthropologists Robert Redfield, Ralph Linton and Melville Herskovits while on the Subcommittee on Acculturation appointed by the Social Science Research Council in 1936. At this time, it was felt that the concept of "acculturation" was of immense importance to the field of cultural anthropology and, consequently, such a term must be critically defined and analyzed.

Acculturation comprehends those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact with subsequent changes in the original cultural patterns of either or both groups (Redfield, Linton, and Herskovits, 1936, p. 149).

Unfortunately, this definition is too general and more specificity has become necessary. "Nothing is said about the social relationships of the two groups, the degree or nature of 'structural' intermingling, if any, the question of group self-identification or any other possible variable in the situation (Gordon, 1964, p. 62)."

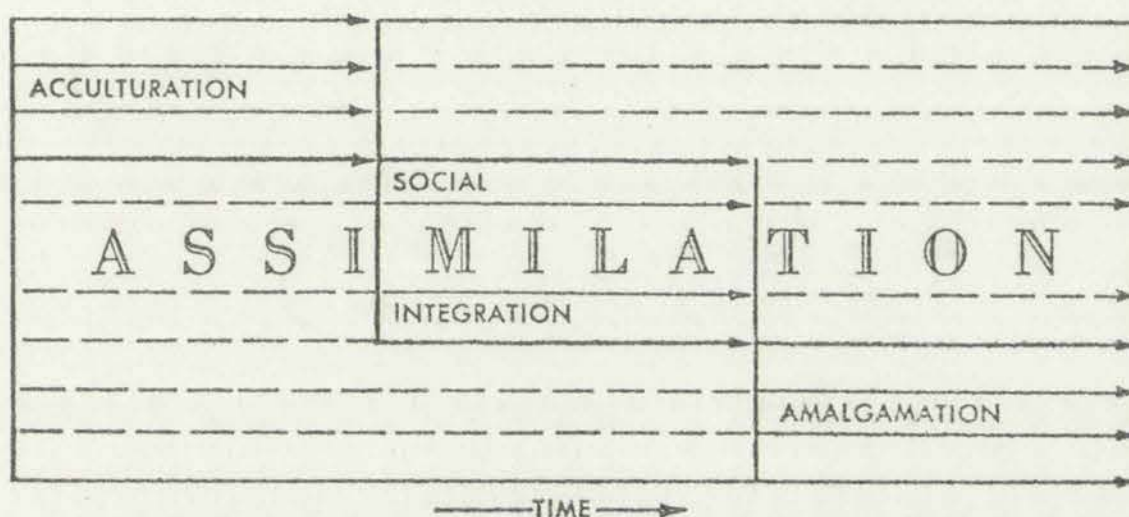
Due to the existing ambiguity, an operational formulation of the term assimilation amenable to empirical research is absolutely necessary for this study.



The conceptualization of the term "assimilation" by Valdes (1972) and Roy (1966) was combined and used in this study. This is graphically shown in Table 3.

Table 3

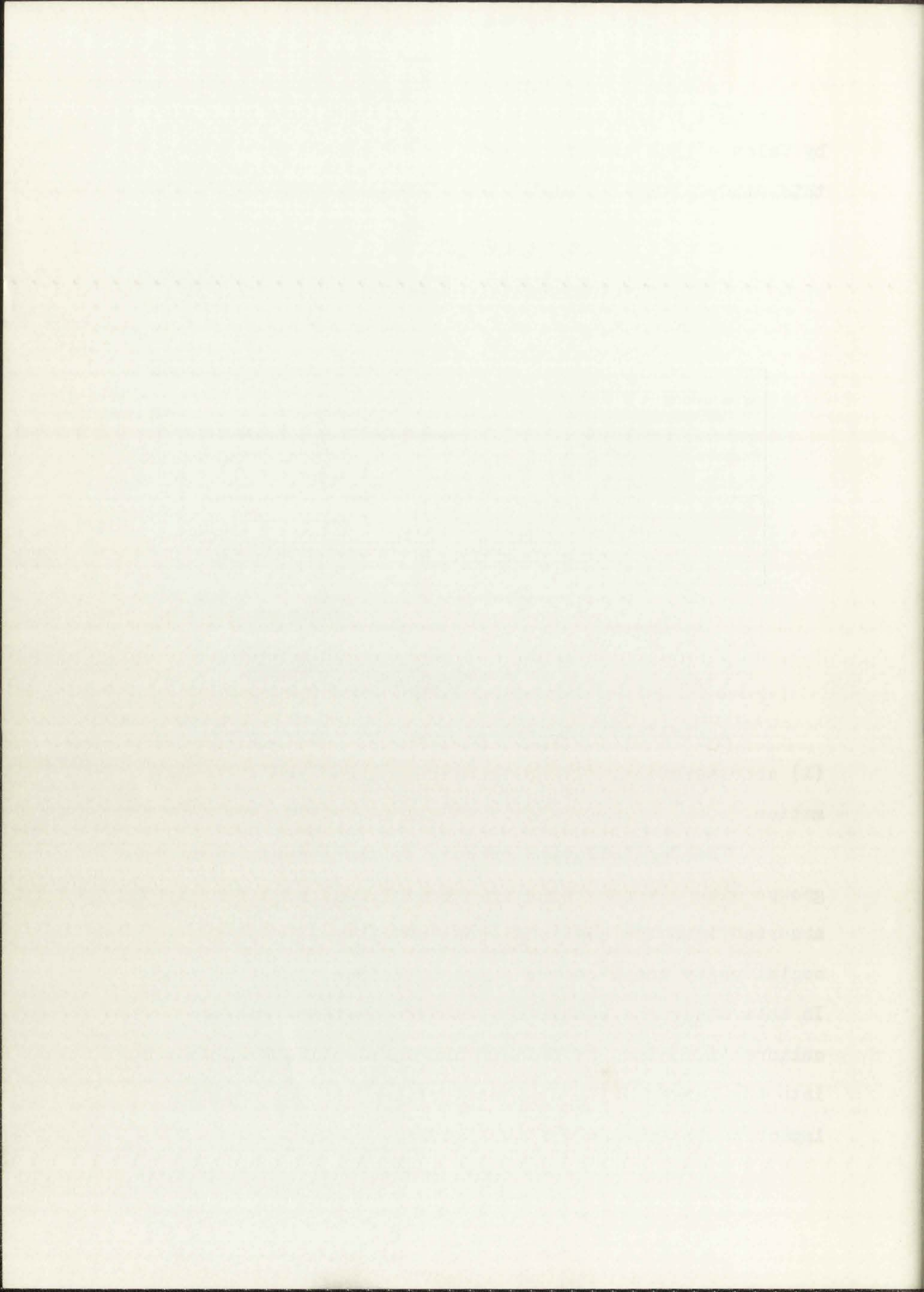
## The Three Processes of Assimilation



(Adapted from Roy, 1966, p. 66)

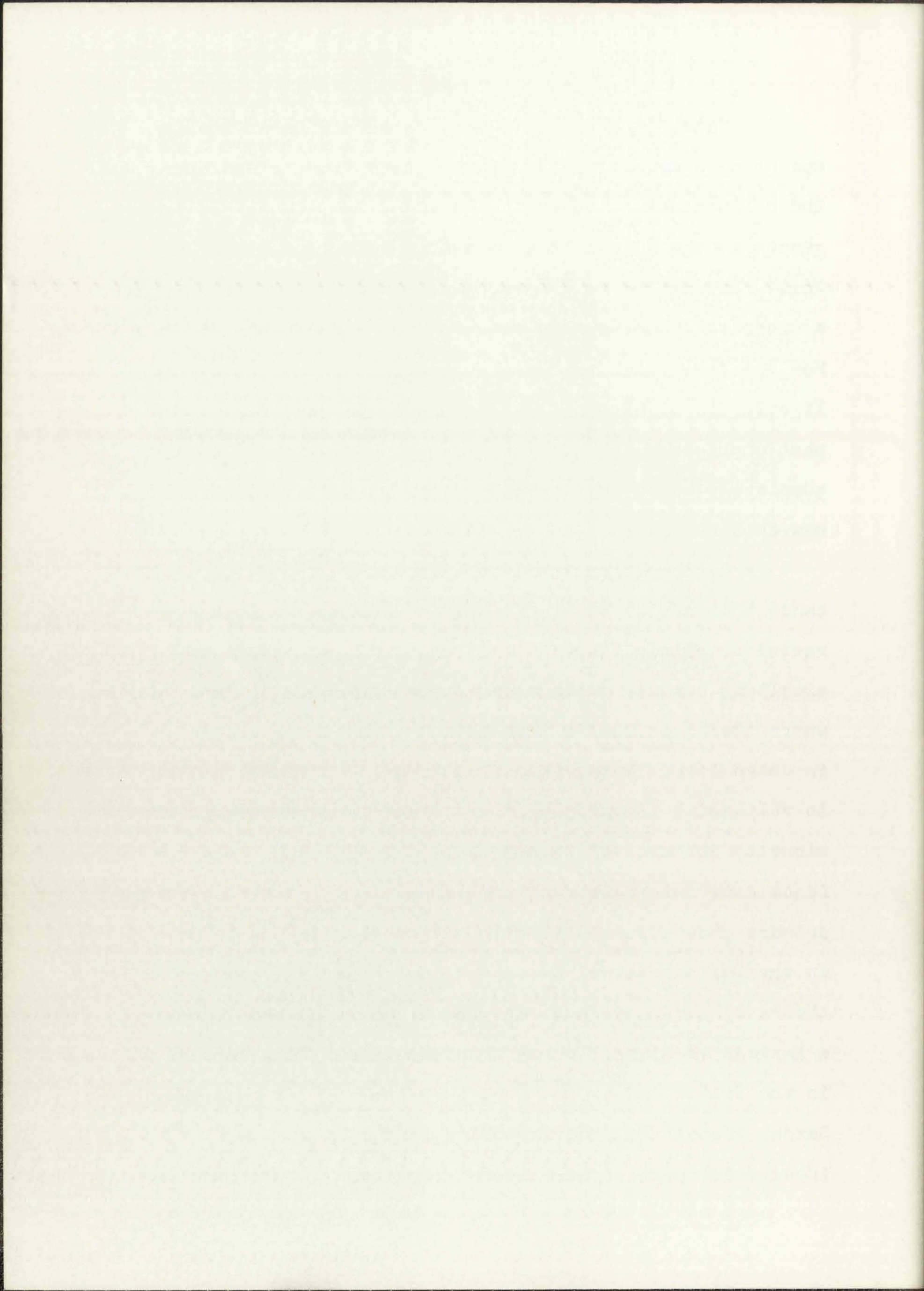
Assimilation is broken down into three processes: (1) acculturation, (2) social integration, and (3) amalgamation.

The "assimilation process is the process by which groups with diverse thinking, feeling, and acting are absorbed into the dominant group or cultures, forming a social unity and a common culture (Valdes, 1972, p. 26)." In this study the assumption is made that the minority culture (i.e. Indian, Mexican American) will be assimilated into the larger white dominant culture without drastic impact on the culture of the latter.



Total "acculturation may be accomplished through one group completely taking over the culture of another and relinquishing its own, as a majority of European immigrants to the United States have done (Valdes, 1972, p. 26)." It must be remembered that total acculturation of a minority group usually takes two or three generations. For the individual to be totally acculturated during his lifetime is highly unlikely "since no one can forget his past completely, or is likely to think his former culture completely wrong and inadequate, when one is acquiring a new culture (Rose, 1965, p. 151)."

"Integration involves a fusion of groups in the sense that social interaction is no longer predicated on racial or ethnic identity (Valdes, 1972, p. 26)." An excellent example of integration can be found in Cuba where the black Cubans have full and equal participation in Cuban life. Integration requires the dominant society to relinquish its prejudice and discrimination toward the minority culture and, consequently, lead to the complete functional integration of that group in all social systems, primary groups and institutions operative in the culture. In the United States, Americans must sincerely believe that a black American is as good as an Anglo American or a Mexican American, Indian American, etc. Unfortunately, in the United States the term American has had an Anglo-Saxon, Protestant modifier which has retarded the integrative process of various minorities. Acculturation

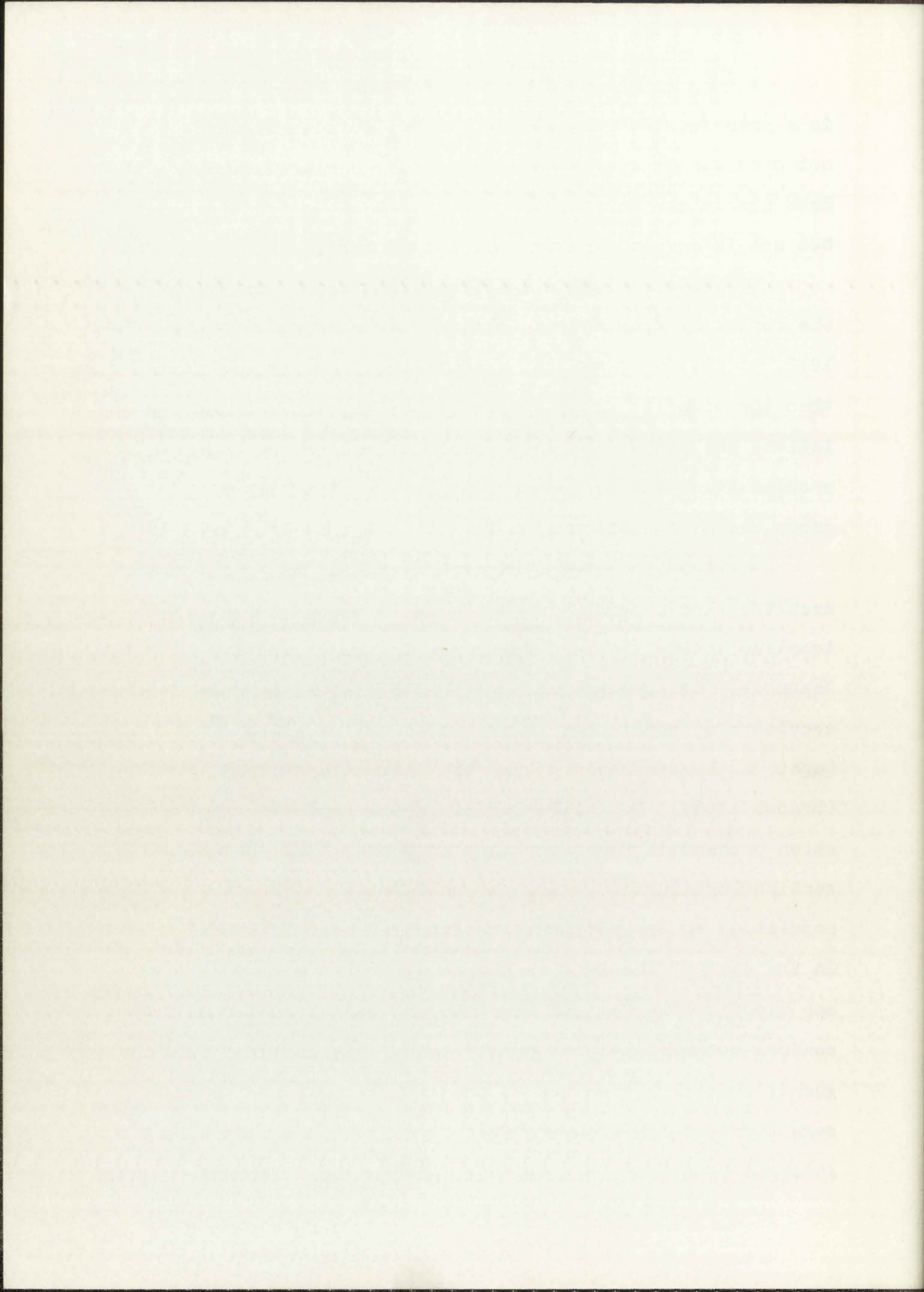




is a prerequisite for integration but acculturation does not necessarily guarantee integration (Gordon, 1964). Some blacks and Mexican Americans have become acculturated but not integrated in the dominant society.

"Amalgamation is a biological process involving the fusion of distinct racial and ethnic groups (Valdes, 1972, p. 26)." If marital assimilation takes place fully, then the minority group loses all of its ethnic characteristics, and prejudices and discrimination are no longer a problem since the descendants of the original minority group become indistinguishable.

There are several minorities still undergoing the acculturation process (in the United States) such as the American Indian, Mexican American, the black and the Japanese. It appears that some minorities as a group acculturate faster than others (i.e. the Japanese acculturate much more rapidly than the Mexican American) (Broom, 1963). Dr. Ulibarri points out that the acculturation process is far from being uniform in the various sections of a given culture as well as within a specific population in one particular section (Ulibarri, 1958a). In the case of the Mexican American, it has been said that one can find the Mexican American who has attempted to conform as completely as possible in style of life, language, customs and values to the WASP society and at the same time one can find anti-gringo Mexican Americans who struggle to be more Mexican than the Mexican (Cabrera,



1971; Haddox, 1970; Zintz, 1969).

There are about as many indices of acculturation as there are students of the subject. Burma (1954) indicated that the use of a foreign language is the best index of acculturation. Other indices that have been used are naturalization, food preference, place of residence, (i.e. barrio, ghetto), type of entertainment to mention a few. Luis Hernandez classified the Mexican American student on the following continuum of acculturation:

1. Students who are more Anglo than Mexican and who speak more English than Spanish.
2. Students who are more Mexican than Anglo and speak more Spanish than English.
3. Students who are about half Mexican and half Anglo; they speak a hodge-podge which is known in some Mexican communities as pocho.
4. Students who speak absolutely no English and are Mexican in all senses of the word.
5. Migrant students who could be any of the above but generally are of the fourth type (Hernandez, 1971, p. 26).

Hernandez declared that due to the continuum of acculturation a teacher may have five distinctly different teaching situations in a single classroom.

Horacio Ulibarri (1958a) differentiated levels of acculturation (traditional, low, medium, high, full) as compared to seven social institutional areas (religion, family, health, education, politics, economics, and recreation) applying the three influences of practical culture, instrumental values and social expectations in explaining how society and individuals are oriented toward certain goals of life. A graphic presentation is exhibited in the following table:

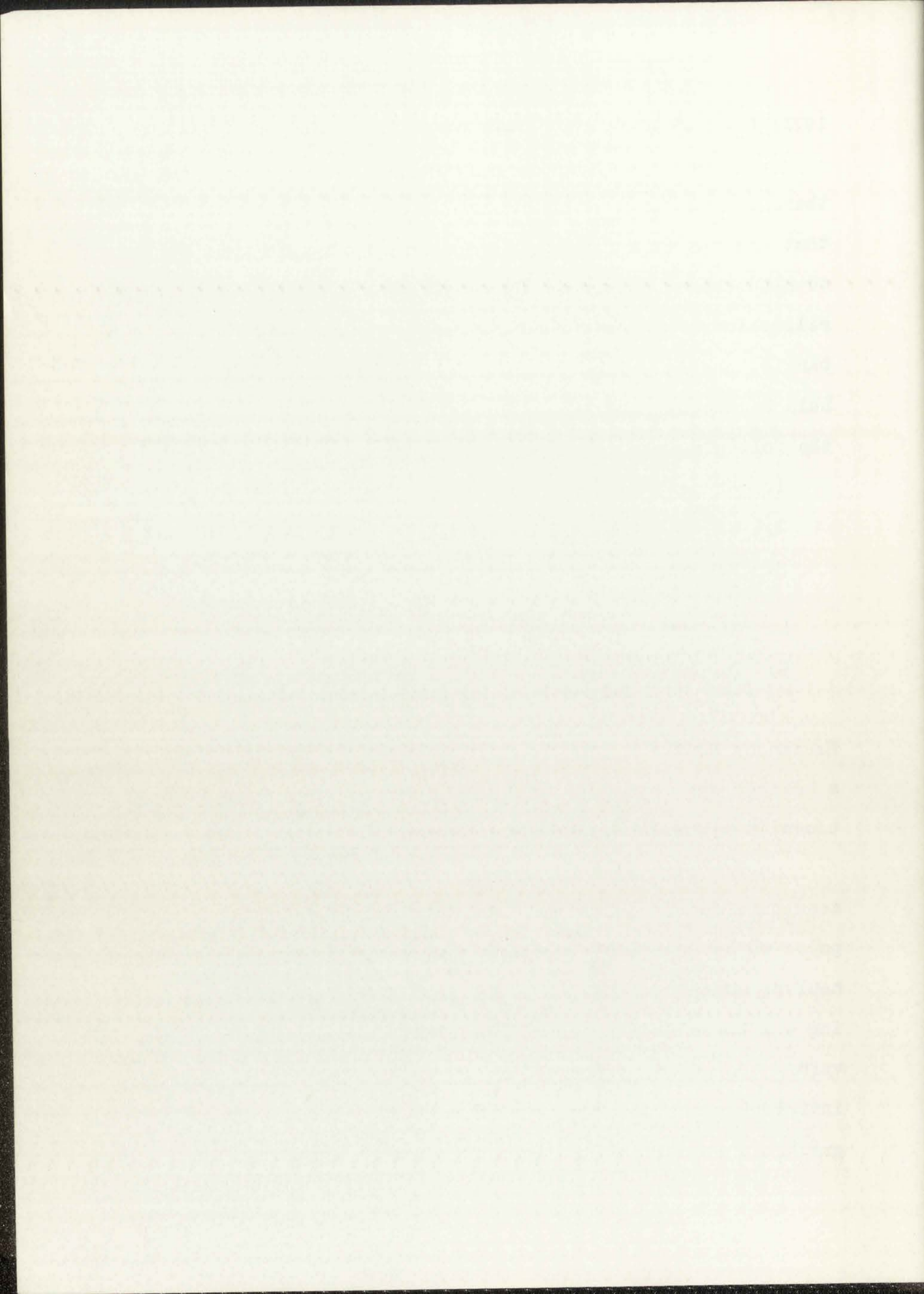


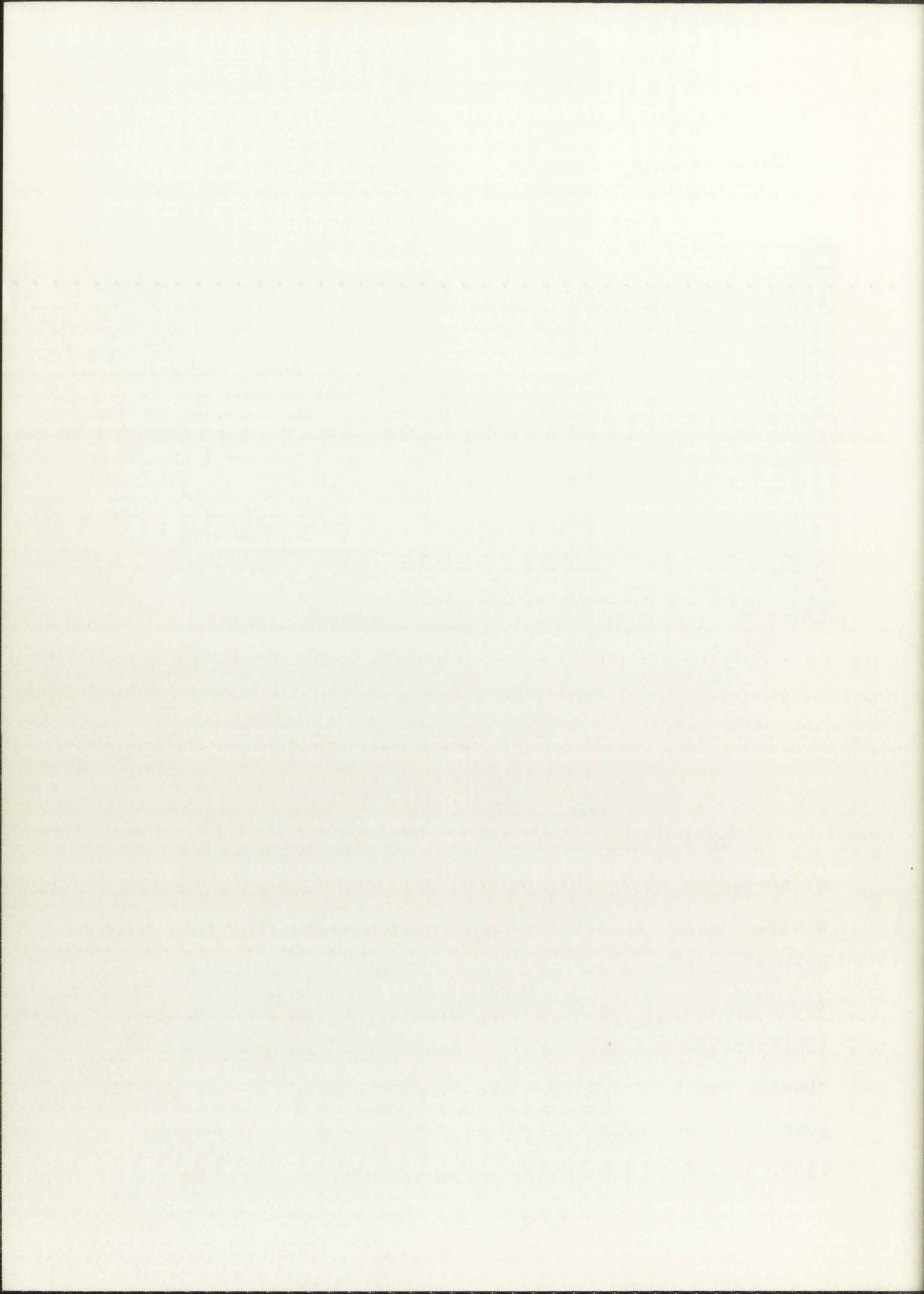
Table 4

## Scale of Acculturation: Spanish American to Anglo

	TRADITIONAL	LOW	MEDIUM	HIGH	FULL
Religion	Usually Catholic; Life Hereafter (Blind faith)	Usually Catholic; Life Hereafter (Blind faith)	Catholic, some Protestant; Life Hereafter (More enlightened faith)	Catholic or Protestant Rational faith or weak church goers	Catholic or Protestant; Rational faith
Family	Extended family concept; large families; autocratic	Extended family; medium-sized; autocratic	Little extension to family; medium-sized; less autocratic	Little extension to family; medium-sized; paternalistic	No extension to family concept; small or medium; paternalistic or democratic
Education	Barely literate or illiterate; ruling class refined and polished	Speak English brokenly; elementary school; blind faith in education	Both parents speak English; elementary & probably high school; some value in education	Parent(s) college education; professional; middle-class value to education	Has lost contact with Spanish culture, per se
Economics	Agrarian; subsistence level; welfare	Own plot of land; unskilled labor; subsistence level of income; welfare	Farm; semi-skilled labor; teacher; low average income	Professional; average or above average income; rise to middle class	Has lost contact with Spanish culture, per se
Health	Folkway; herb medicine; superstition	Folkway; patent medicines; little professional medical attention	Some folkway; more professional medicine and attention; hospitalization	Medical attention; hospitalization; modern sanitary facilities	Has lost contact with Spanish culture, per se
Politics	Lower class: uninterested or recreational Middle class: nonexistent Upper class: sharp politicians	Lower: uninterested or local (recreation) Middle: nonexistent Upper: sharp politician (political boss)	Lower: uninterested Middle: value in franchise; local political boss Upper: state political boss	Lower: uninterested Middle: value in franchise; local political boss Upper: state political boss	Indifferent
Recreation	Family recreation; communal; non-commercial	Family recreation; communal; some commercial	Little family recreation; noncommunal; commercial	Very little family recreation; noncommunal; mostly commercial	Has lost contact with Spanish culture

(Adapted from Zintz, 1969, p. 114)

In the area of acculturation some researchers have attempted to study this concept using an empirical methodology. In Dr. Cordova's unpublished dissertation, his acculturation measure was a questionnaire composed of questions which were to be answered on a scale of one to five (unimportant to important). "Finishing high school," "Owning books," "Paying taxes," and "Writing letters to your U.S. Senators" were some of the questions (Cordova, 1968, p. 147). Similarly, Prodipto Roy (1966) in his



study "The Measurement of Assimilation: The Spokane Indians" also attempted to measure assimilation in an empirical fashion. He measured "acculturation" on the basis of education, level of living, and occupation; "social integration" on the basis of participation in unsegregated organization.

Many studies on acculturation are of a descriptive nature. European immigrants to the New World are the main concern of the sociologists (Leiberson, 1963) while the anthropologists are more interested in the "white" impact on American Indians or on the African or Asian culture. In Humphrey's study of the Detroit Mexican family, he describes the changes in family structure as an index of acculturation (Humphrey, 1944); Embree's study of Japanese acculturation in Hawaii gives a detailed account of the changes in social organizations (Embree, 1941); a historical evaluation was made by Spicer of the Spanish-Indian acculturative process in the Southwest (Spicer, 1954). Such studies describe and adoption of non-material or material traits. "Nevertheless, field research on acculturation can deal with almost any facet of diffusion of culture traits from the entire inventory of either the donor or the recipient culture. . . . In short, these studies illustrate that field research on acculturation and assimilation is conducted on a wide range of traits but is generally done at a descriptive level, leaving the empirical referents fairly ambiguous (Roy, 1966, pp.

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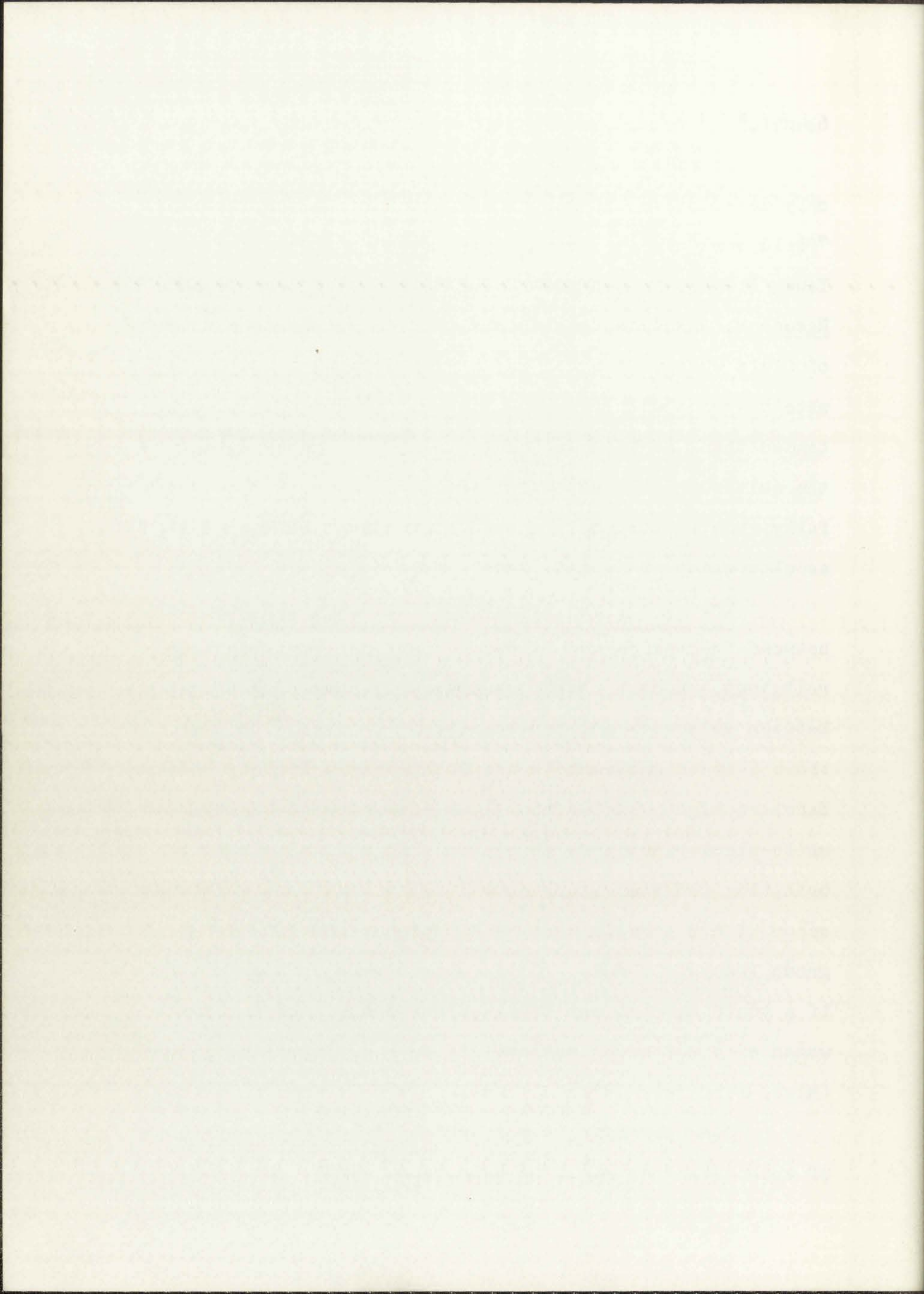


63-64)."

In addition, the aforementioned studies are not only descriptive but also subjective due to the fact that "field work" is the most common method of obtaining data. Young (1956), in her book Scientific Social Surveys and Research, describes meticulously the appropriate method of field observation for the social scientist but ultimately agrees with Hall who stated, "Somehow field work tended then, as it does today, to become contaminated by the culture of the scientist (Hall, 1960, p. 98)." Hopefully, the TA will be a method of tapping the degree of acculturation of an individual in an objective fashion.

Throughout the ages people have erected barriers between themselves and others. These barriers might be religious, such as those traditionally made by Muslims between believers and non-believers (Toynbee, 1934) or those between Protestants and Catholics in Ireland today. Barriers might also be racial as evidenced in contemporary white-black relations. More striking and universal, in both time and place, are social class divisions which may occur within a religiously and racially homogeneous group (Warner, 1960). "It is a much more serious matter if a youth marries out of his class than if he marries a woman of a different nationality or a different religion (Mace, 1942, p. 279)."

Some scholars have suggested that the foundations of such divisions might be economic:



The dominance of color prejudice in the social scene must therefore be attributed primarily to the unmoral economic relations between technically advanced and backward groups, and not to ethnic differences which are deliberately used to rationalize aggression (Dover, 1942, p. 210).

Without question the economic policy, more than the political or even the social, bears the brunt of the American race conflict in the technique of majority dominance (Locke and Stern, 1942, p. 197).

Race problems which are the structure of present-day race relations are an incident of world economics, and the race relations a code of behavior developing out of the contact and conflict of economic interest of the groups identified as racially different (Johnson, 1942, p. 218).

When the economic structure of a society is controlled by the dominant counterpart of a dominant/minority situation, it is safe to assume that economic dominance will beget cultural dominance. Consequently, the national language of the society will be the tongue spoken by the majority group; people will abide by the legal system and law enforcement established by the dominant group; and children will be taught those things that the larger group deem important. DeFleur (1971) said of the United States that "Our standardized school system, communications media, mass produced consumer goods and great mobility all tend to create a society with increasingly uniform folkways (p. 337)." Furthermore, for an individual to participate in the job market he not only needs to know the technical skills of a particular job but he must know the language and practice the social amenities of his co-workers to advance as well as to keep his job. Members of minority groups may desire the commodities of the dominant society

The concept of labor-power in the social sciences  
is not to be confused with the concept  
of labor. Labor is a social relation  
between man and nature, and is not a  
technical skill. It is the social  
relation that is the subject of the  
social sciences.

It is not the technical skill, but the  
social relation that is the subject of  
the social sciences. The technical skill  
is a social relation, and is not a  
technical skill. It is the social  
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The social sciences are not concerned  
with the technical skill, but with the  
social relation. The technical skill  
is a social relation, and is not a  
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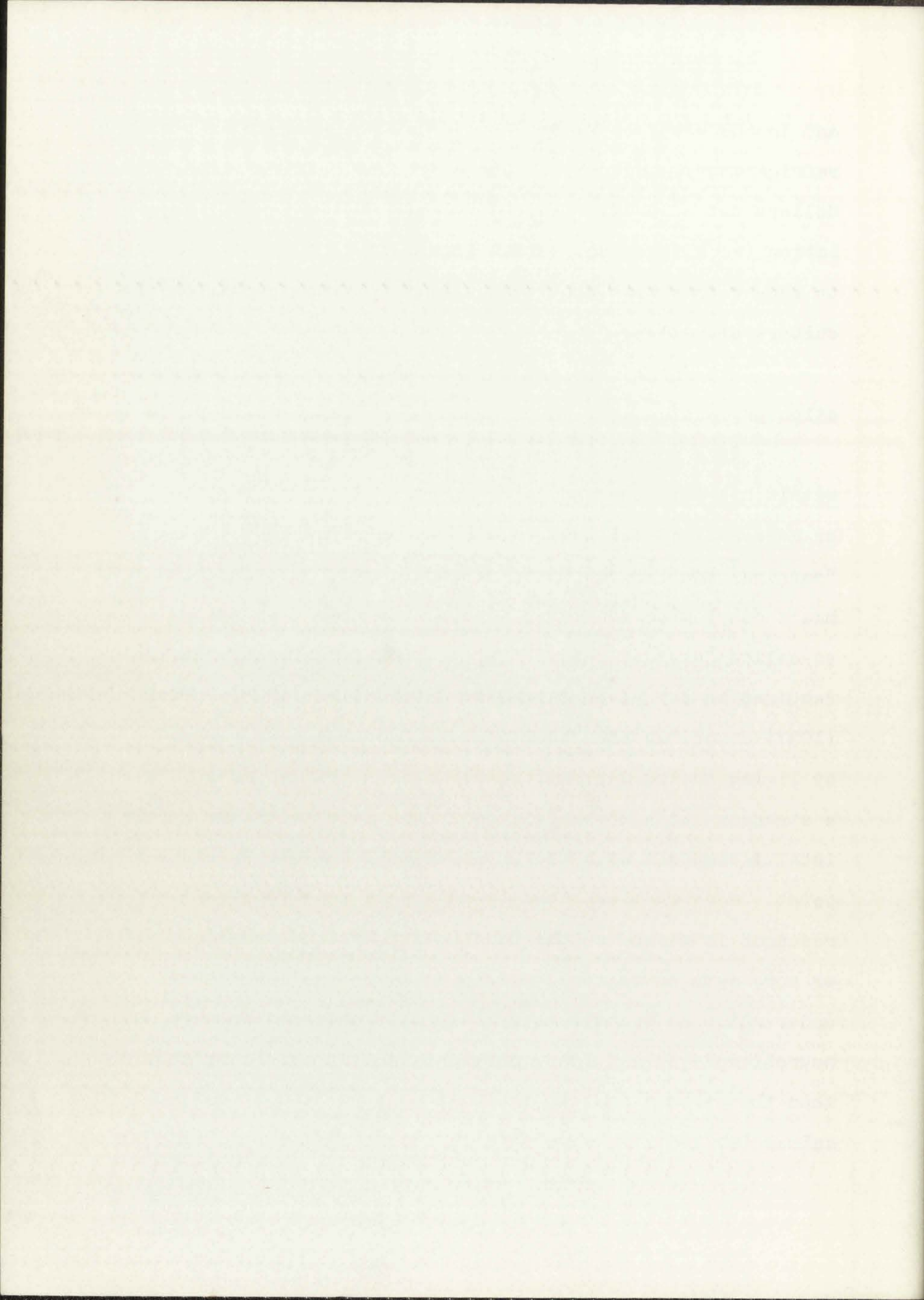
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and in the words of Zintz (1969) "T.V.'s, pick-up trucks, refrigerators, and deep freezers must be paid for with dollars out of weekly pay checks (p. 127)." Hence, assimilation (acculturation, social integration, amalgamation) to some degree will occur especially in a dominant/minority culture situation.

But where does the individual fit in this acculturation process?

If a person is part of two or more societies within his lifetime and, consequently, incorporates two or more sets of cultural values, he is referred to as a "marginal man" in the field of sociology. This individual has a complex personality, inconsistent behavior and a so-called "divided conscience" to the appropriate behavior required in any given situation (Stonequist, 1937). Park (1937) describes the "marginal man" as that person who, by living in two worlds, becomes a cosmopolitan as well as a stranger but a more civilized human being with the keener intelligence and with the more rational and keener viewpoint. Nevertheless, Rose (1965) urged that "Much more research is needed on the personality who incorporates two or more sets of cultural values to learn the conditions under which he becomes more rationally adjusted or more neurotically maladjusted, more selfish or more altruistic, than the personality who reflects only one set of cultural values (p. 153)."



Saunders (1954) explains it in the following

manner:

. . . the degree of acculturation that he attains is a function of his total experience in both cultures. The influence of a particular kind of experience will vary according to such factors as the emotional state of a person at the time of the experience, the age at which the experience began, the extent to which it could be related to other experiences and the number of times it is repeated. Thus, while it is possible and useful to make broad generalizations about the entire Spanish-speaking group and the sub-groups within it, these generalizations do not necessarily provide any basis for understanding or predicting the behavior or attitude of a given individual in a particular situation (p. 98).

Similarly, Humphrey (1944) said that, "Since persons assimilate American culture at different rates, and since varying degrees and kinds of retention of Mexican culture occur, meanings and understandings between persons become discordant (p. 343)."

Perhaps a more significant explanation is that put forth by Dr. Horacio Ulibarri (1968b) who has proposed four stages of acculturation.

Stage One: At the onset of this stage, a person will experience bewilderment and possible culture shock. Fatalistic tendencies might characterize the interim period while in the final process the individual will become aware of his predicament and develop coping behavior.

Stage Two: An individual becomes extremely aware of majority/minority relationships. He realizes the majority's social expectations of him and complies with all the norms preset for him by the majority group. It is at this stage,

...the following

The degree of socialization is...  
a function of his total experience in such matters.  
The influence of a particular kind of experience  
will vary according to such factors as the individual's  
age at which the experience began, the extent to  
which it could be related to other experiences and  
the number of times it is repeated. Thus, while it  
is possible and useful to make broad generalizations  
about the entire socializing group and the psy-  
chological state of their generalization to an  
individual, it is possible to make an understanding of  
the behavior of a given individual in a particular  
situation in a particular situation (p. 88).

Stallard, Mackay (1926) said that "Since

persons react to different stimuli in different ways,  
and these varying degrees of reaction of human  
nature occur, meanings and understandings between persons

cannot be identical (p. 211) ...  
...a new individual's experience is that he

...by the process of socialization...  
...of socialization.

Stallard (1926) is the first to state that a person will exper-  
ience socialization and socialization is a process.

...the social process the individual will become aware of his

...and develop social behavior.

Stallard (1926) is the first to state that a person will exper-  
ience socialization and socialization is a process.

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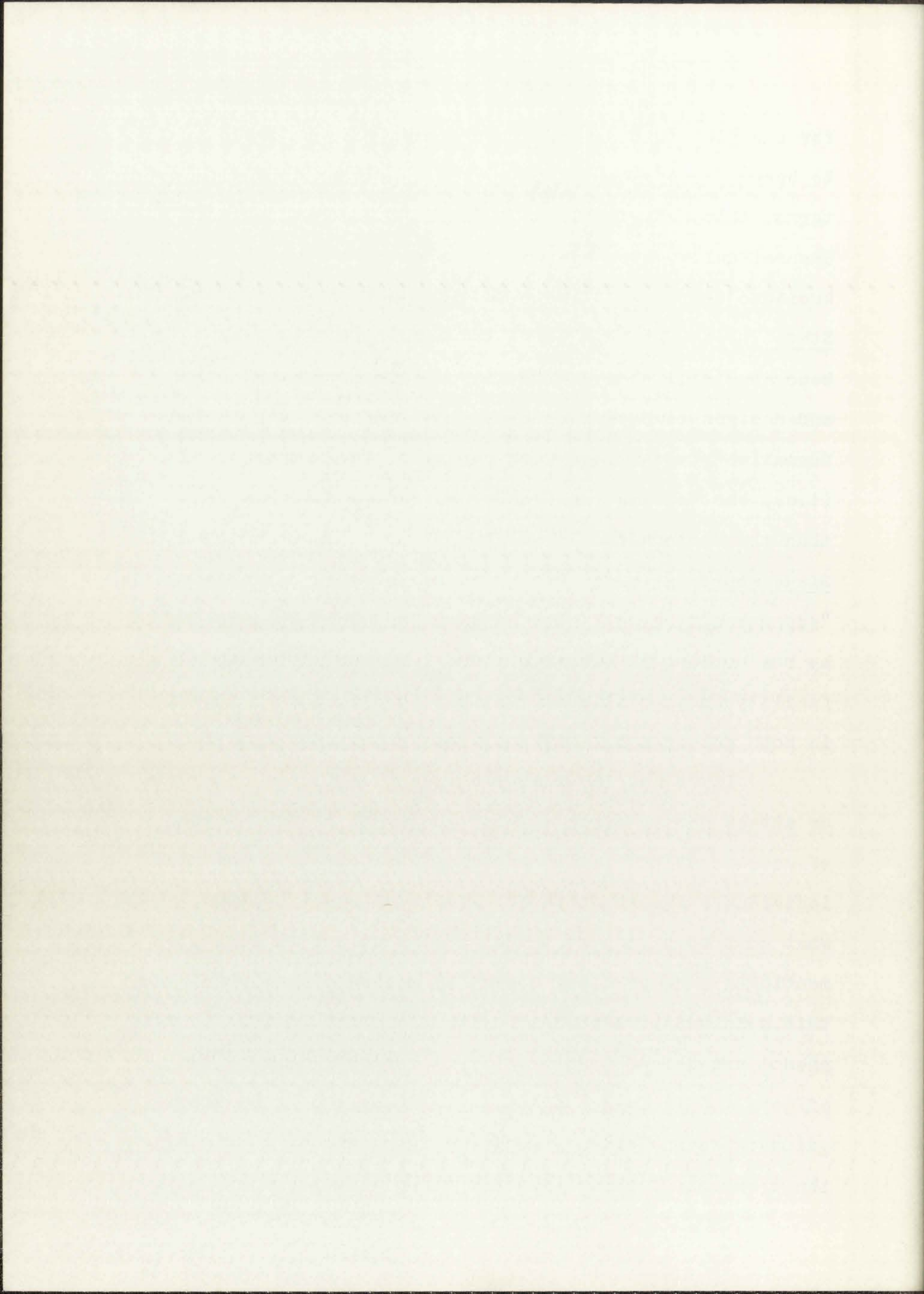


for example, that a person of Mexican descent would try to become as Anglo-like as possible. In psychological terms, this behavior is defined as "overcompensation." Theoretically, with respect to behavior a Mexican American can be more Anglo than an Anglo himself.

Stage Three: At this point the acculturating person becomes disillusioned with the culture of the majority and desires to revert to the mother culture. "Reaction formation" takes place with regard to the mother culture (i.e., the Mexican American would become more Mexican than the Mexican from Mexico).

Stage Four: A person who has achieved this stage is called "superacculturated." Now he sees through the games played by the members in either culture. Due to his language facility and social functionality, he is able to function in both cultures but without total allegiance to either.

It is not the writer's intention either to defend or attack nor to place a value judgement on the process of acculturation. It is a process that occurs, and many individuals are at different levels of acculturation. What must be of import to the social scientist is implementing a more precise, objective method of deciphering this acculturative phenomena; to the psychologist, if this phenomenon can be quantifiably delineated, measure its effects and influence on an individual; and to teachers, guidance counselors and social workers assist to minimize the problems of transition for those adults and students



caught in the cultural marginality.

### Language and Idioms

Language has long been the center of interest and fascination. Speech is the unique possession of man. Man is the only animal capable of symbolic expression, of recreating his experience in sound, and of communicating his subjective feelings. Not only can he discuss the present but recall the past and imagine the future.

"As used in the social sciences, the term 'culture' refers to man's entire social heritage, all the knowledge, beliefs, customs, and skills he acquires as a member of society (Broom, 1963)." Language is considered one type of knowledge or skill that a member of society learns. Language has been called the "carrier of culture" (Ott, 1969). The distinguished linguist and anthropologist Edward Sapir declared:

Language is becoming increasingly valuable as a guide to the scientific study of a given culture. In a sense, the network of cultural patterns of a civilization is indexed in the language which expresses that civilization. It is an illusion to think that we can understand the significant outlines of a culture through sheer observations and without the guide of the linguistic symbolism which makes these outlines significant and intelligible to society. (Mandebaum, 1949, p. 161).

Goldschmidt states that language is part of culture as well as being crucial to it. Every individual learns language as part of the pattern of his cultural behavior in a similar manner as we learn to make certain artifacts,

Language and Thought

Language has long been the focus of interest and

speculation. It is the only animal capable of symbolic expression, and

its subjective feelings, for only man can be distinguished

from the rest of the animal kingdom by his ability to use language.

As used in the social sciences, the term "language"

refers to man's entire verbal behavior, all the sounds,

gestures, and other actions which are used to convey

thought and feeling. It is a social phenomenon, and

exists only in the context of a community.

Language is a means of communication, and it is

through it that a number of social functions are

performed. It is the primary means of conveying

information, and it is through it that the

social order is maintained.

Language is also a means of self-expression, and

it is through it that the individual expresses

his thoughts and feelings. It is a means of

socialization, and it is through it that the

individual learns to function in society.

Language is a social phenomenon, and it is

through it that the social order is maintained.

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to prefer certain foods, and we learn to worship certain gods. "But because we learn other parts of our culture through the language we speak, language inevitably becomes the lens through which we see our culture and the whole world (Goldschmidt, 1957, p. 4)." Consequently, if in fact language determines, to some extent, the way we see the world, it is necessary to understand the differences that different languages imply ultimately to understand the various cultures of the world. In short, as Mari-Luci Ulibarri said, "As one can readily see, culture and language cannot be divorced (Ulibarri, 1969, p. 2)."

One unique expression in any language is an "idiom." Macrosememes are understood not by comprehending the specific sememe or episememe within the idiom but through the meaning of the complex whole (e.g. the idiom "I'm from Missouri" means "I'm skeptical") (Hoijer, 1954). In other words "an idiom is a group of words that conveys a meaning entirely different from its literal translation (Yandell, 1959, p. 4)." If you "turn over a new leaf," you do not necessarily come into contact with green foilage. "Coming up smelling like a rose" may have nothing to do with the olfactory sense. "Almost by definition idioms are idiosyncratic rather than regular in their formation (Langacker, 1967, p. 79)." The special use of certain words and idioms in the English language is well expressed in the following poem by John E. Donovan:

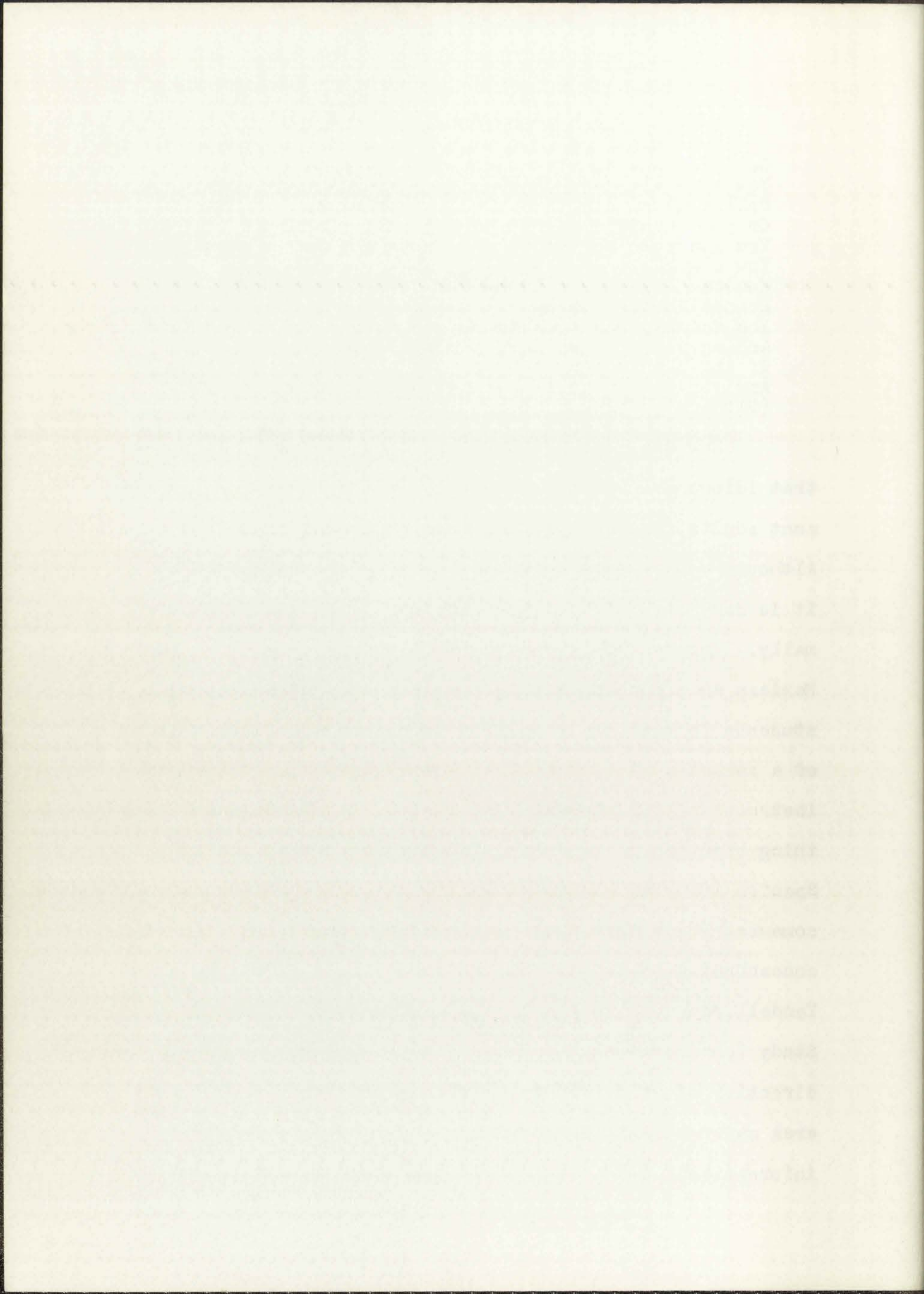
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to understand the law of the land in regard to the  
rights of the people in the United States and the  
rights of the States in the Union. It is the duty  
of every citizen to know the law and to obey it.  
The law is the rule of conduct for all men.  
It is the standard by which all actions are  
judged. It is the basis of all justice.  
The law is the foundation of a free society.  
It is the safeguard of our liberties.  
It is the shield against tyranny.  
It is the pillar of our democracy.  
It is the light that guides us in the dark.  
It is the voice of reason and justice.  
It is the power that makes us free.  
It is the strength that makes us strong.  
It is the wisdom that makes us wise.  
It is the love that makes us kind.  
It is the hope that makes us brave.  
It is the faith that makes us true.  
It is the courage that makes us great.  
It is the honor that makes us noble.  
It is the glory that makes us immortal.

## Semantics

Call a woman a kitten, but never a cat,  
 You can call her a mouse, cannot call her a rat;  
 Call a woman a chicken, but never a hen,  
 Or you surely will not be her caller again.  
 You can call her a duck, cannot call her a goose;  
 You can call her a deer, but never a moose;  
 You can call her a lamb, but never a sheep  
 Economics she likes, but you can't call her cheap.  
 You can say she's a vision, can't say she's a sight  
 And no woman is skinny, she's slender and slight;  
 If she should burn you up, say she sets you afire,  
 And you'll always be welcome, you tricky old liar.  
 (Ulibarri, 1969, p. 2).

How does one learn to use these idioms? It appears that idioms are learned primarily in the home with significant adults, in peer groups, in casual conversations. Although some learning of idioms is done in the school, it is done for the most part accidentally rather than formally. Interestingly enough, Bell conducted a study on Mexican American and Native American Indian elementary students to test their ability to comprehend the meanings of a selected list of English idioms before and after instructional treatment. She stated, "The most significant thing that can be said here is that the disadvantaged Spanish American and American Indian as a group scored somewhat lower than their Anglo counterparts in spite of concentrated instructional treatment (Bell, 1968, p. 45)." Yandell reported in her thesis on the Indian Research Study (conducted at the University of New Mexico under the direction of Miles V. Zintz) which corresponded with several major publishing companies to elicit the following information: (1) a list of idioms taught at the fourth,

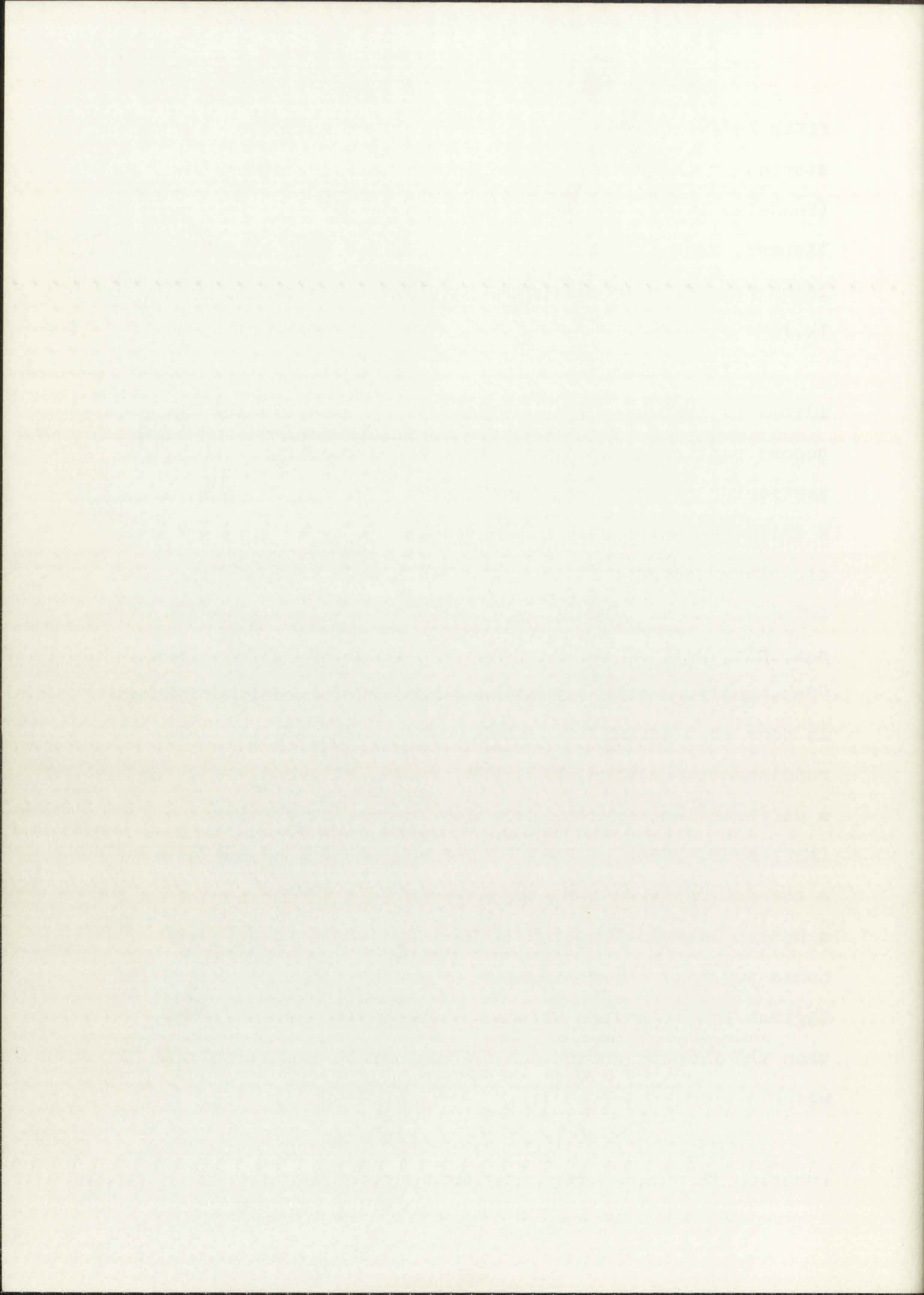




fifth and sixth grade levels, and (2) to indicate in which stories in the readers these idioms were presented (Yandell, 1959). From the correspondence with these publishers, Yandell concluded "An organized plan to teach the idiom has not been made at this time (Yandell, 1959, p. 14.)"

The writer feels that part of the uniqueness of idioms is that they are not learned by memorization but become part of an individual's working vocabulary when the particular idiom is constantly used verbally in context. A child can be told in a school setting that "chip off the old block" means that he resembles his father, but the idiom will make more of an impression on him if he does something well at home and his dad tells him a few times, "Son, you're a chip off the old block." Learning of idioms is done most effectively when heard in the context of a running conversation. "It takes years of acquaintance with a different culture to learn its idioms and their use (McPherson, 1956, p. 289)." Although a person may learn a foreign language and can converse in this language (i.e., a German learning English in Germany), once this person comes to, say, the United States and although he may speak English with flawless grammar "nothing is more revealing than the foreign accent, the misuse of an idiom and the wrongly constructed sentence (Borrie, 1959, p. 130)."

Consequently, idioms may have a unique part and function in a language. The knowledge of idioms may



indicate how well a person knows a culture; hence, how acculturated he is.

### Summary

A review of the literature indicates that the phenomenon of acculturation has been investigated by anthropologists as well as sociologists from a subjective to a somewhat objective point of view. Many individuals from various minority groups in the United States are at different levels of acculturation. Consequently, the need has arisen for a more precise method of dealing with this process and uncovering its influence and effects.

The relationship of language and culture was discussed. The unique function of idioms within a language was mentioned and used as an argument for its possible use as an objective index of acculturation in a test form. Such an instrument can be of immense value for teachers and administrators in identifying quantitatively a process which may preclude many minority children from fully utilizing the educational opportunities offered by the schools.

intended to help the community, how

### Early

... a research on the history of the  
development of education has been undertaken by  
sociologists as well as anthropologists from a subjective  
to a scientific point of view. Many individuals  
for the minority groups in the United States are at

different levels of education. Consequently, the need  
has arisen for a more realistic method of dealing with this

problem and recognizing the differences and similarities  
of the various groups and cultures was the

purpose. The concept of education within a framework  
was outlined and used as an argument for the organization

as an objective index of evaluation in a social  
an individual's role of training and for leadership and an

evaluation of the individual's performance in a process which  
the individual's role in society is to be defined by the results

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## CHAPTER III

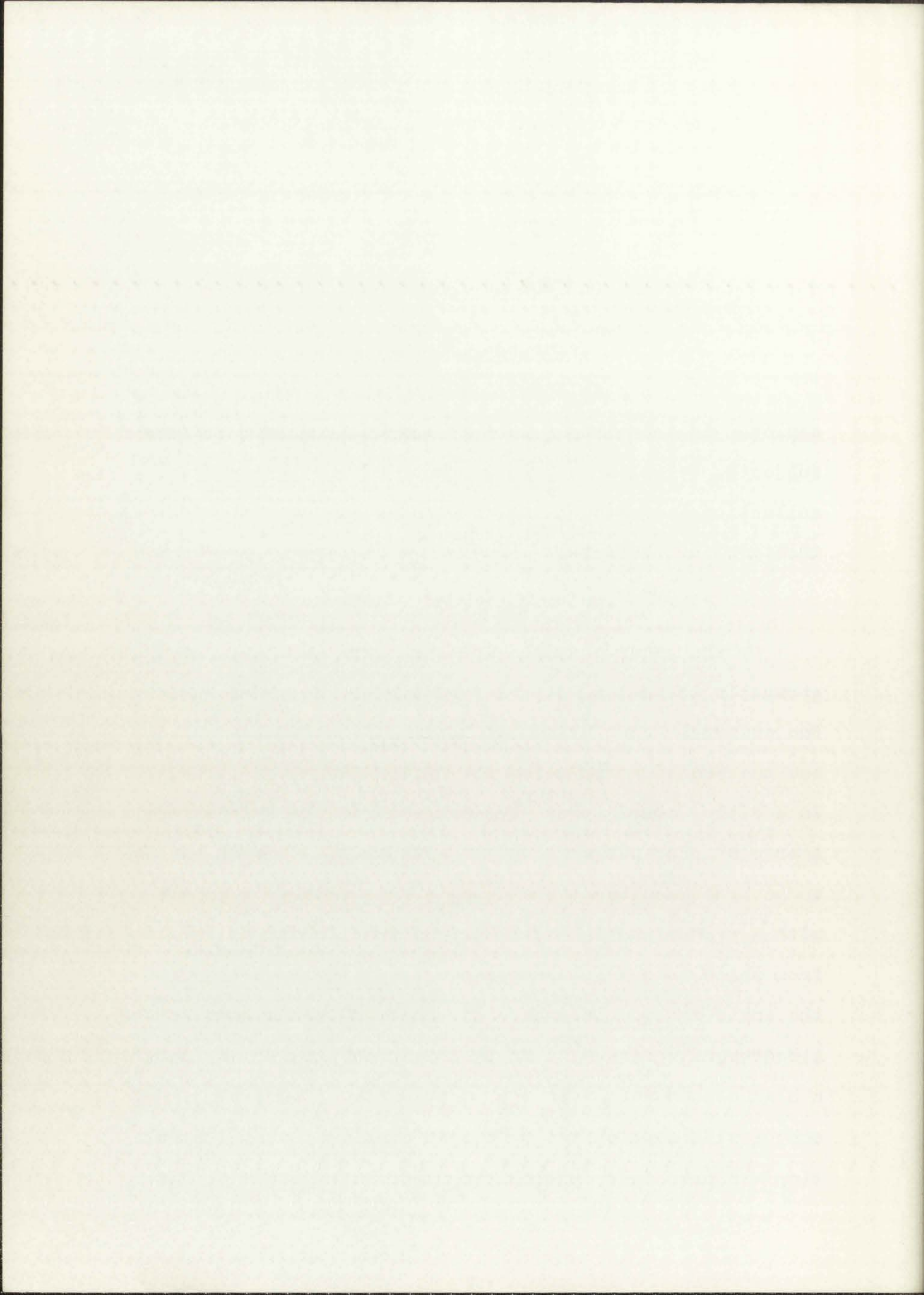
### METHODOLOGY AND PROCEDURES

#### Introduction

This chapter describes the methods and procedures employed in the study. Included is a description of the subjects, selection and development of the instruments, collection and categorization of data, and the statistical treatment of the data.

#### Subjects

The study compared students from two cultural groups in the school district of Albuquerque, New Mexico. One cultural group being the dominant Anglo-Saxon culture and the second group being the Mexican American culture. In addition comparisons were made within the Mexican American group between subjects identified through the TA to be high acculturated and low acculturated. A school with a predominantly Anglo-Saxon student body was selected from which to draw the majority of subjects representing the Anglo group. The school is located in the part of Albuquerque referred to as the "Heights" and which contains a high concentration of Anglo residents. Conversely, a school with a principally Mexican American student population was used in selecting the majority of students for



the Mexican American group. This school is located in the "South Valley" of Albuquerque which has a large concentration of Mexican American residents.

Data were gathered on all seventh grade students enrolled in six English classes from each of the two schools. The school principals made available the English classes for testing since all seventh graders are required to take this course, and no differentiation in student ability is made in assigning pupils to classes. The six English Classes from each junior high school were selected at random and tested. Although all students in these classes were tested, not all were used as subjects for this study. Subjects were selected based on the following criteria and then placed in the appropriate Mexican American or Anglo groups:

Subjects were placed in the Anglo group if the data collected fit three specifications:

1. English as a Native Language. Only data for those students who were from homes in which English was the only language spoken as indicated by their response on the cover sheet of the TA (Appendix 2) were analyzed.
2. Ethnology. Only data for those students of Anglo-Saxon descent as indicated by their circling "Anglo" on the cover sheet of the TA (Appendix 2) were analyzed. Foreign students, black students, Native Americans, Orientals as

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well as those students who were of mixed ethnic backgrounds were excluded from the sample.

3. Test completion. Finally, only those students who returned completed questionnaires were included in the sample.

Subjects were placed in the Mexican American group if the data collected fit three specifications:

1. English and Spanish as Native Languages. Only data for those students who were from homes in which both Spanish and English were spoken as indicated by the student's response on the cover sheet of the TA (Appendix 2) were analyzed.
2. Ethnology. Only data for those students of Mexican American descent as indicated by circling "Chicano," "Mexican American," or "Spanish American" (Appendix 2) were analyzed. Foreign students, Native Americans, and others as well as those students who were of mixed ethnic backgrounds were excluded from the sample.
3. Test Completion. Finally, only those students who returned completed questionnaires were included in the sample.

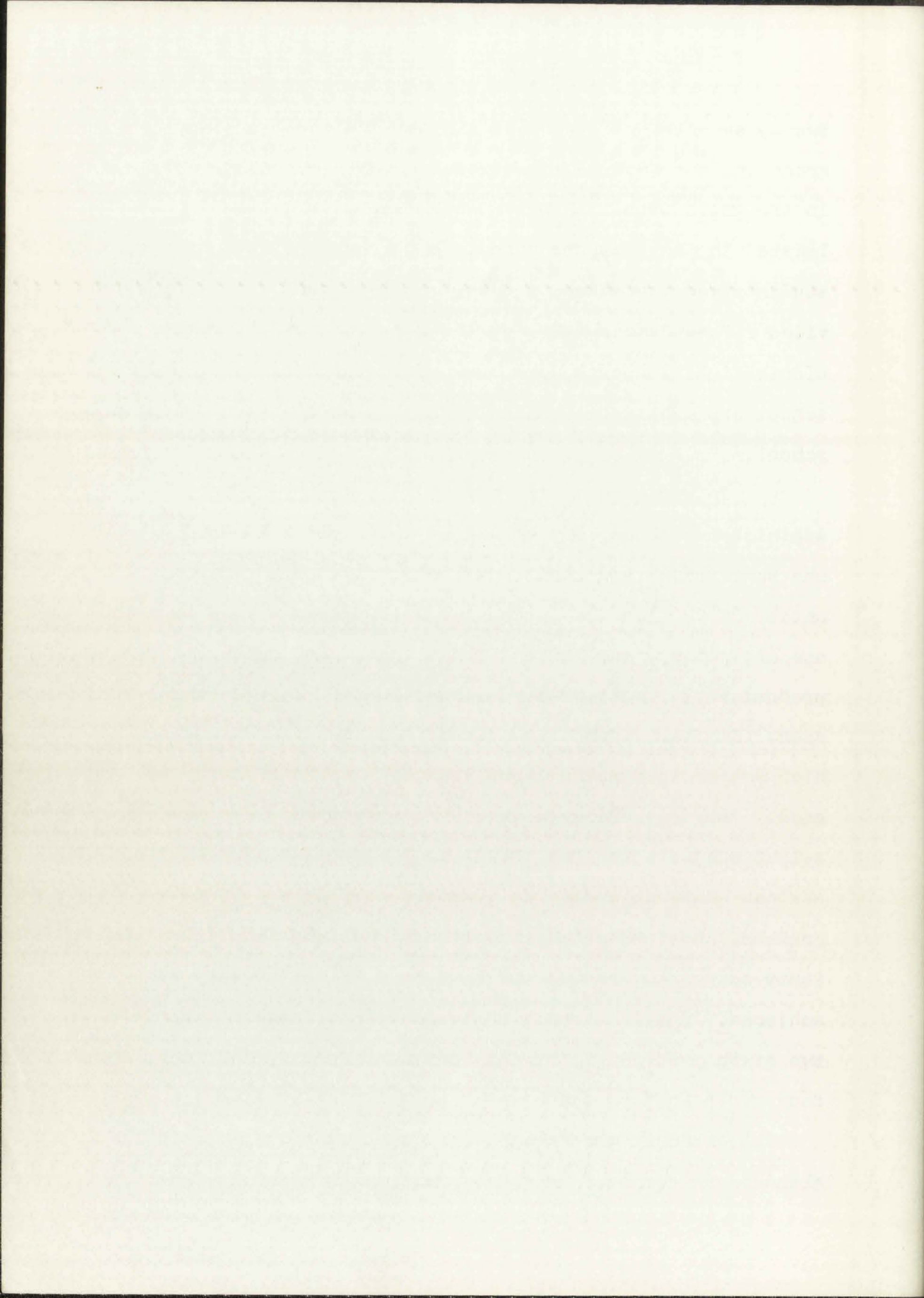
On the basis of the selecting process, the Albuquerque sample yielded a total of one hundred and



twenty seventh grade students in the Mexican American group and one hundred and sixteen seventh grade students in the Anglo group. For the Anglo group, the school located in the "Heights" provided one hundred and one students and the school located in the "South Valley" provided fifteen students. For the Mexican American group, ninety-eight students were drawn from the "South Valley" school and twenty-two students were drawn from the "Heights" school.

In addition to the New Mexico subjects, the TA was administered to a group of Anglos and Mexican Americans who were drawn from a city with a population of approximately 27,000 located in central California. Three schools, one elementary, one junior high and one high school, in a predominantly Mexican American section of the city were used. Similarly, one elementary, one junior high and one high school in a predominantly Anglo section of town were used. The same criteria described previously were used to select subjects for the groups in California. The California Mexican American group was composed of fourteen sixth graders, seven seventh graders, fourteen eighth graders and forty-one ninth graders which was a total of seventy-six subjects. The California Anglo group consisted of thirty-two sixth graders, thirty-six seventh graders, and twenty-four ninth graders which was a total of ninety-two subjects.

Although the primary analyses were done with the Albuquerque sample, additional related information for this



study was acquired from the California groups.

### Instruments

Two instruments were used in the study: (1) Test of Acculturation (Bernardoni and Baca, 1972), and (2) a Questionnaire.

#### Test of Acculturation

Fifty-eight idioms (Appendix 3) were selected on the basis of the following criteria:

1. geographical neutrality--that familiarity with the idioms was not restricted to a particular region in the United States.
2. generational neutrality--that familiarity with the idioms was not restricted to any particular age group.
3. group neutrality--that knowledge of these idioms was not restricted to any occupational group or social class.

In the spring of 1972, during the initial stages of development of the TA, the fifty-eight idioms were administered to one hundred and ten Mexican Americans and Native Americans. The subjects were sixth and eighth graders from a small community near Albuquerque, New Mexico. The TA was also administered to a group of fifty Anglos who were selected from a Catholic school situated in a predominantly middle-class area of Albuquerque. Item analyses were then applied to the data and only those items which

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met the criteria of (1) discrimination ability among Anglos and among Mexican American/Native Americans, and (2) discrimination ability between the Anglo group and the Mexican American/Native American group were retained. The item analysis data for the Mexican American/Native American group and the Anglo group can be found in Appendix 4 and Appendix 5, respectively. Some examples of the rationale and method for selecting items are given below:

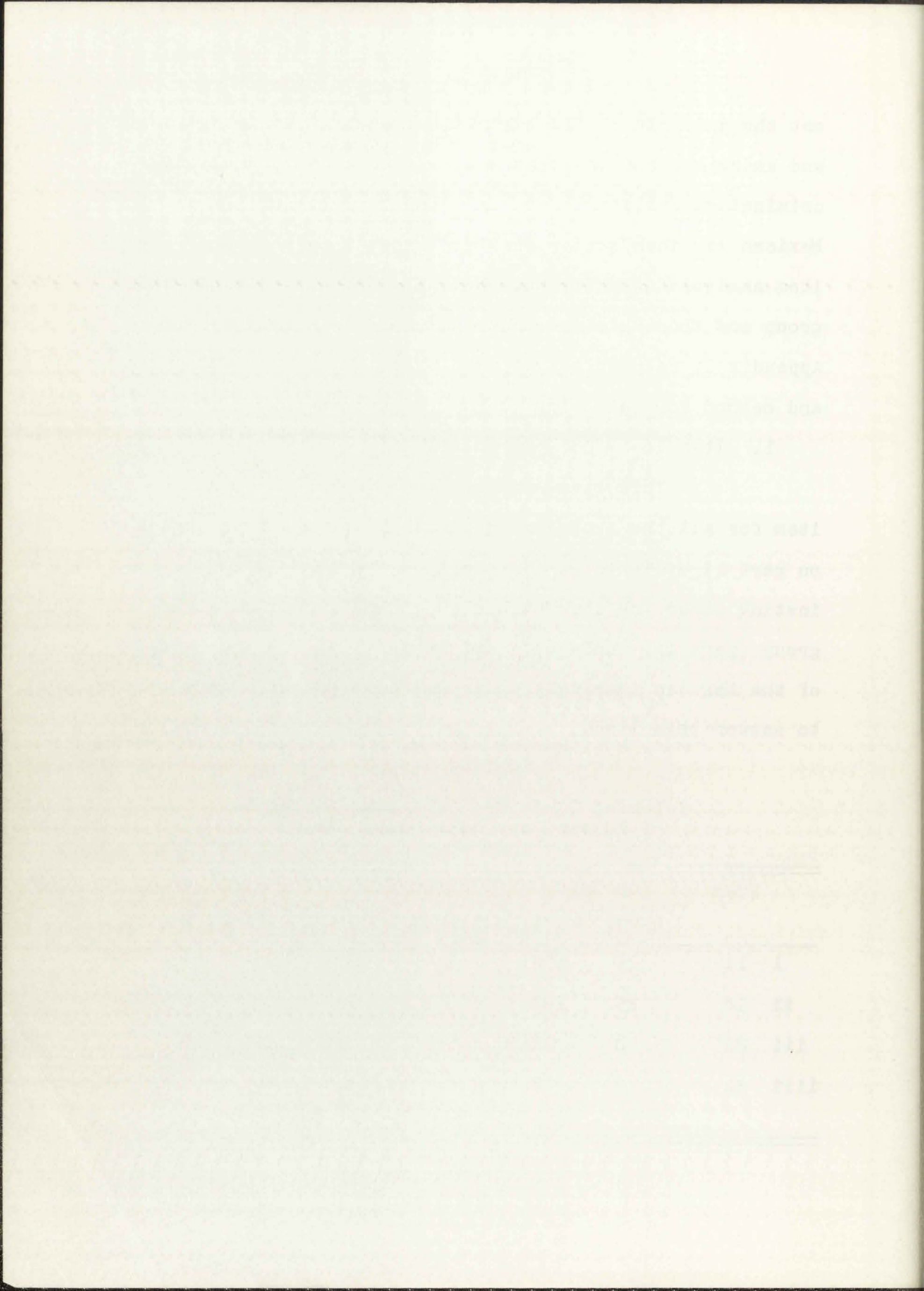
1. Item 16 "Go jump in the \_\_\_\_\_."

This item was selected because it is a simple item for all the subjects in the Anglo group as indicated on part ii of Table 5. In addition, it had a .28 discriminating power for the Mexican American/Native American group (part ii, Table 6). This means that the upper half of the Mexican American/Native American group is more likely to answer this item.

Table 5

Selected Items From the Item Analyses  
of Idioms for Anglo Group (N=50)

Item	Top Half		Bottom Half		Discrim. Value	Total	
	No. Rt.	% Rt.	No. Rt.	% Rt.		No. Rt.	% Rt.
i 11	25	100	21	84	16	46	92
ii 16	25	100	25	100	0	50	100
iii 22	8	32	1	4	28	9	16
iiii 52	9	0	0	0	0	0	0





2. Item 11 "Stay where you \_\_\_\_\_."

Since a large percentage (part i, Table 5 and part i, Table 6) of both groups answered item 11 correctly, this item and a few other similar items were included at the beginning of the instrument for the psychological effect of encouraging the respondent to continue answering the items.

Table 6

Selected Items From the Item Analyses of Idioms for Mexican American/Native American Group (N=110)

Item	Top Half		Bottom Half		Discrim. Value	Total	
	No.Rt.	% Rt.	No.Rt.	% Rt.		No.Rt.	% Rt.
i 11	53	96	47	85	11	100	91
ii 16	46	84	31	56	28	77	70
iii 22	1	1	0	0	1	1	0
iiii 52	0	0	0	0	0	0	0

3. Item 22 "A rolling stone gathers no \_\_\_\_\_."

As indicated on part iii of Table 5, this item had a discriminating value of .28 for the Anglo group which means that only the upper half of the group is likely to answer this item. On the other hand, in the Mexican American/Native American group (part iii, Table 6), both the top half and the lower half had difficulty in responding to this item. Consequently, item 22 highly discriminates between the Anglo and Mexican American/Native American. Such items were retained and placed toward the end of the instrument.

Table 1. The results of the analysis of variance for the different parameters of the system. The values in parentheses are the degrees of freedom. The values in brackets are the critical values of the F-distribution. The values in boldface are the significant differences.

Parameter	Source of Variation	F-value	D.F.	Critical Value
Top Ball	System Ball	10.5	1, 100	1.65
	System Ball	10.5	1, 100	1.65
Bottom Ball	System Ball	10.5	1, 100	1.65
	System Ball	10.5	1, 100	1.65

Table 2. The results of the analysis of variance for the different parameters of the system. The values in parentheses are the degrees of freedom. The values in brackets are the critical values of the F-distribution. The values in boldface are the significant differences.

Parameter	Source of Variation	F-value	D.F.	Critical Value
Top Ball	System Ball	10.5	1, 100	1.65
	System Ball	10.5	1, 100	1.65
Bottom Ball	System Ball	10.5	1, 100	1.65
	System Ball	10.5	1, 100	1.65

Table 3. The results of the analysis of variance for the different parameters of the system. The values in parentheses are the degrees of freedom. The values in brackets are the critical values of the F-distribution. The values in boldface are the significant differences.

## 4. Item 52 "Tattle tale \_\_\_\_\_."

As reported on part iiii of Table 5 and part iiii of Table 6, this type of item showed no discriminating power between groups and was, therefore, discarded.

Forty items were finally selected and included in the TA. The items were placed in order of difficulty based on the "Total % Right" for the Mexican American/Native American group in the item analysis table found in Appendix 4 and listed in Table 7 below.

Table 7

TA Items Arranged in Order of Difficulty for Mexican American/Native American Group (N=110)

Item	% Rt.	Item	% Rt.	Item	% Rt.	Item	% Rt.
11	91	15	54	12	34	56	13
4	87	5	51	3	31	47	12
1	81	36	50	17	31	23	11
20	73	33	47	32	29	29	7
16	70	45	41	26	29	28	6
43	70	39	38	6	25	41	4
34	67	37	37	25	24	58	4
2	63	7	37	42	22	21	3
13	55	9	37	24	20	22	0

The cover sheet requested personal information from each respondent for the purpose of identification. An example of the completed instrument with correct

TABLE 7

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responses can be found in Appendix 2.

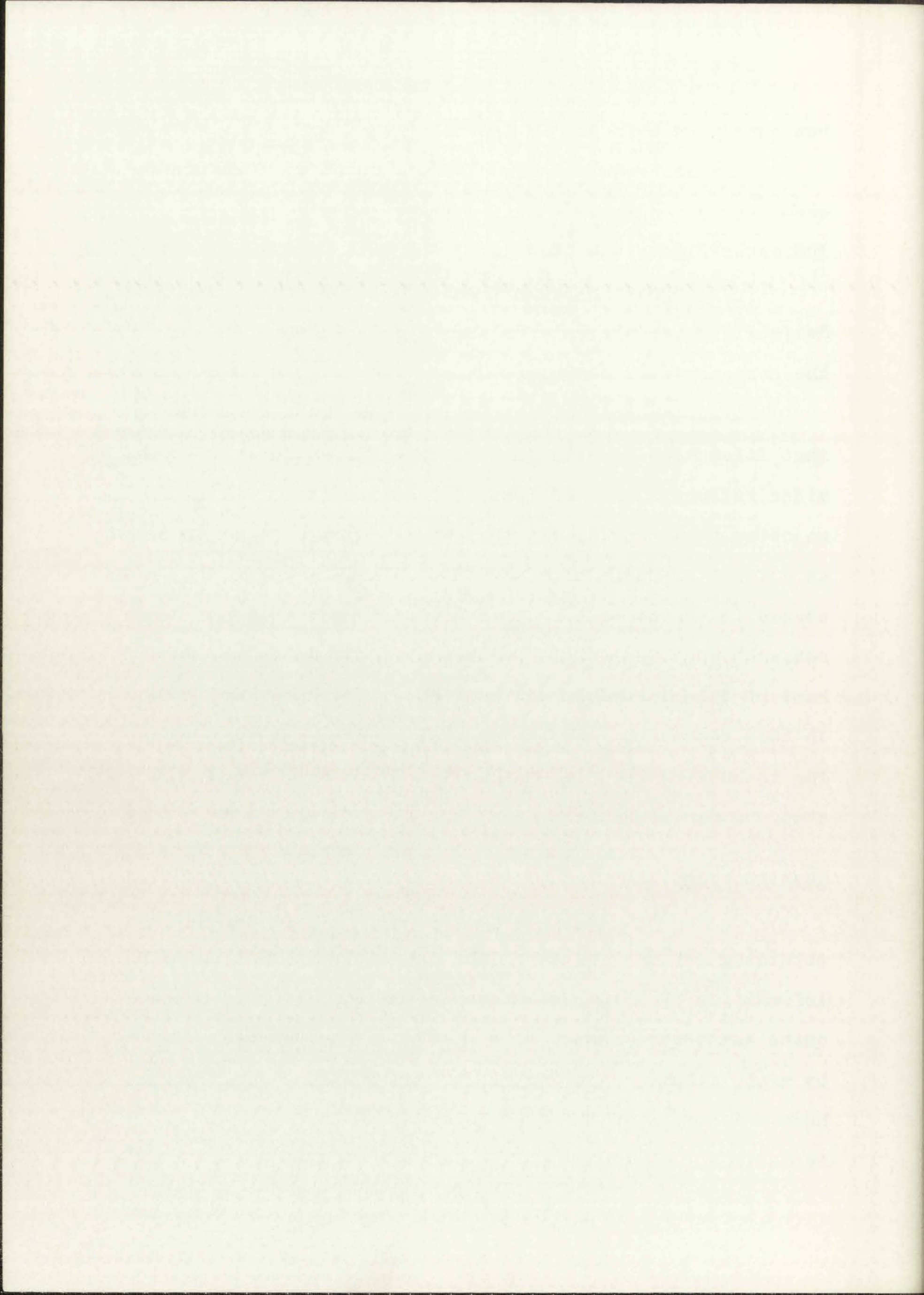
To score this instrument one point is given for each correct answer. A higher total score on the TA indicates higher acculturation.

The Spearman-Brown formula was applied to the data. Reliability coefficient for the Anglo group was .66 and for the Mexican American Group .84.

The theoretical rationale discussed in Chapter II that idioms can be used as an index of acculturation provides rationale for the Test of Acculturation. It should be noted that the TA, via the use of idioms, is considered as a first approximation to studying acculturation as discussed in the context of this study and was employed for research purposes only. Further development and refinement of this instrument is necessary. As discussed later in this paper, the results of this study are quite promising in showing that idioms can indeed be employed in the study of acculturation.

### Questionnaire

A short questionnaire was used for the purpose of obtaining personal data on each subject. The following information from the Questionnaire was utilized in subsequent analyses: number of siblings, magazines received by mail, method of paying bills, and Spanish spoken in the home. A sample of the Questionnaire can be found in Appendix 1.



### Collection and Categorization of Data

The subjects were tested during their respective English classes. The Questionnaire was the first instrument administered. Each question was read orally to the test group allowing sufficient time for every student to respond.

The next instrument administered was the TA in which the directions were explained carefully, and the students completed the items on an individual basis. The name of the instrument was deleted to conceal the purpose of the TA. Approximately forty-five minutes were required to administer the instruments.

In addition to scores on the Questionnaire and on the Test of Acculturation, grades in English, grades in mathematics and academic aptitude scores were collected on each subject. The academic aptitude measure was represented by the Short Form Test of Academic Aptitude (Sullivan et al, 1970).

After the data were collected, each subject was assigned a number and the test results, academic aptitude scores, grades and other pertinent information was placed on individual index cards to simplify manipulation of data. On the card each Anglo student had only the score on the Test of Acculturation and the academic aptitude score. Each Mexican American student, in addition to the information recorded for the Anglo subject, had recorded on each index card English and math grades and the information

Effect of ...

The first part of the study was designed to determine the effect of ... on ... The results of this part of the study are shown in Table 1. It can be seen that ...

The second part of the study was designed to determine the effect of ... on ... The results of this part of the study are shown in Table 2. It can be seen that ...

The third part of the study was designed to determine the effect of ... on ... The results of this part of the study are shown in Table 3. It can be seen that ...

The fourth part of the study was designed to determine the effect of ... on ... The results of this part of the study are shown in Table 4. It can be seen that ...

The fifth part of the study was designed to determine the effect of ... on ... The results of this part of the study are shown in Table 5. It can be seen that ...

The sixth part of the study was designed to determine the effect of ... on ... The results of this part of the study are shown in Table 6. It can be seen that ...

The seventh part of the study was designed to determine the effect of ... on ... The results of this part of the study are shown in Table 7. It can be seen that ...

The eighth part of the study was designed to determine the effect of ... on ... The results of this part of the study are shown in Table 8. It can be seen that ...

The ninth part of the study was designed to determine the effect of ... on ... The results of this part of the study are shown in Table 9. It can be seen that ...

The tenth part of the study was designed to determine the effect of ... on ... The results of this part of the study are shown in Table 10. It can be seen that ...



from the Questionnaire.

### Statistical Procedures

The data were then subjected to analyses aimed at determining the ability of the TA to distinguish between the Anglo and Mexican American groups as well as to analyses concerned with comparisons within the Mexican American group.

Basically, two types of analyses were employed: t test and coefficients of correlation. For those hypotheses that investigated the ability of the TA to distinguish between cultural groups, the t test was used. For those hypotheses that tested a relationship, product moment, point biserial or biserial correlation were employed depending on the characteristics of the data. The .05 level of significance was employed to test all hypotheses. The hypotheses tested and the statistical procedures employed are presented in Chapter IV.

Statistical Analysis

The data were first subjected to analysis aimed at determining the ability of the TA to distinguish between

the Latin and Mexican American groups as well as to analyze responses with comparison to the Mexican American group.

Initially, the type of analysis was analyzed to test for significant differences for these responses.

and investigated the ability of the TA to distinguish between cultural groups. The T test was used. For these

responses that tested a relationship, product moment point biserial or dichotomous correlation were applied

depending on the characteristics of the data. The 0.05 level of significance was employed to test all hypotheses.

The hypotheses tested and the statistical procedures employed are presented in Chapter IV.

The results of the statistical analysis are presented in Chapter V.

The results of the statistical analysis are presented in Chapter V.

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## CHAPTER IV

### ANALYSES AND INTERPRETATION OF THE DATA

#### Introduction

This chapter presents the hypotheses, data analyses and results.

#### Hypotheses

Hypotheses one through three were directed toward determining whether the TA distinguished between cultural groups. Hypotheses four through nine dealt with characteristics generally expected of an acculturating group.

- H01 There is no significant difference between Mexican Americans and Anglos on the Test of Acculturation.
- H02 There is no significant relationship between the Test of Acculturation and academic aptitude in the Mexican American group.
- H03 There is no significant relationship between the Test of Acculturation and academic aptitude in the Anglo group.
- H04 There is no significant relationship between the high acculturated and low acculturated Mexican American group in relationship to size of family.
- H05 There is no significant relationship between the high acculturated and low acculturated Mexican American group in the number of magazines received by mail.
- H06 There is no significant relationship between the high acculturated and low acculturated Mexican American group with respect to grades attained in English.

CHAPTER 12

RESULTS

Discussion

- Hypotheses are discussed and the results are presented. The following table summarizes the findings of the study:
- | Group | Significance   | Relationship |
|-------|--|--------------|
| 101   | There is no significant difference between the two groups in terms of the number of relationships. | Significant  |
| 102   | There is no significant difference between the two groups in terms of the number of relationships. | Significant  |
| 103   | There is no significant difference between the two groups in terms of the number of relationships. | Significant  |
| 104   | There is no significant difference between the two groups in terms of the number of relationships. | Significant  |
| 105   | There is no significant difference between the two groups in terms of the number of relationships. | Significant  |
| 106   | There is no significant difference between the two groups in terms of the number of relationships. | Significant  |
| 107   | There is no significant difference between the two groups in terms of the number of relationships. | Significant  |
| 108   | There is no significant difference between the two groups in terms of the number of relationships. | Significant  |
| 109   | There is no significant difference between the two groups in terms of the number of relationships. | Significant  |
| 110   | There is no significant difference between the two groups in terms of the number of relationships. | Significant  |

- H07 There is no significant relationship between the high acculturated and low acculturated Mexican American group with respect to grades attained in mathematics.
- H08 There is no significant relationship between the high acculturated and low acculturated Mexican American group with respect to bilingualism.
- H09 There is no significant relationship between the high acculturated and low acculturated Mexican American group in the method of paying bills.

### Analyses and Results

In two different cases, hypothesis one tested the difference between Mexican Americans and Anglos on the TA. One sample group was from Albuquerque and one from California. As represented in part i of Table 8, the Albuquerque Anglo group had a mean score which was approximately eight points higher than the Mexican American group.

Table 8

Descriptive Statistics and t test Results for  
Anglo vs Mexican American on the TA

		$\bar{N}$	$\bar{X}$	SD	t
i	Anglo Albuquerque	116	24.97	5.27	10.60*
	Mexican American	120	16.61	6.74	
- - - - -					
ii	Anglo California	92	26.90	5.36	8.56*
	Mexican American	76	19.42	5.91	

$t < .05$  level\*

The first part of the report is devoted to a general survey of the situation in the country, and to a description of the principal industries and resources.

The second part of the report is devoted to a detailed description of the principal industries and resources, and to a discussion of the problems connected with their development.

The third part of the report is devoted to a discussion of the social and economic conditions of the country, and to a description of the principal social and economic problems.

The fourth part of the report is devoted to a discussion of the political and administrative conditions of the country, and to a description of the principal political and administrative problems.

The fifth part of the report is devoted to a discussion of the geographical and climatic conditions of the country, and to a description of the principal geographical and climatic problems.

The sixth part of the report is devoted to a discussion of the historical and cultural conditions of the country, and to a description of the principal historical and cultural problems.

The seventh part of the report is devoted to a discussion of the scientific and technical conditions of the country, and to a description of the principal scientific and technical problems.

The eighth part of the report is devoted to a discussion of the financial and economic conditions of the country, and to a description of the principal financial and economic problems.

The ninth part of the report is devoted to a discussion of the international relations of the country, and to a description of the principal international relations problems.

The tenth part of the report is devoted to a discussion of the future development of the country, and to a description of the principal future development problems.

The eleventh part of the report is devoted to a discussion of the principal social and economic problems of the country, and to a description of the principal social and economic problems.

The twelfth part of the report is devoted to a discussion of the principal political and administrative problems of the country, and to a description of the principal political and administrative problems.

The thirteenth part of the report is devoted to a discussion of the principal geographical and climatic problems of the country, and to a description of the principal geographical and climatic problems.

The fourteenth part of the report is devoted to a discussion of the principal historical and cultural problems of the country, and to a description of the principal historical and cultural problems.

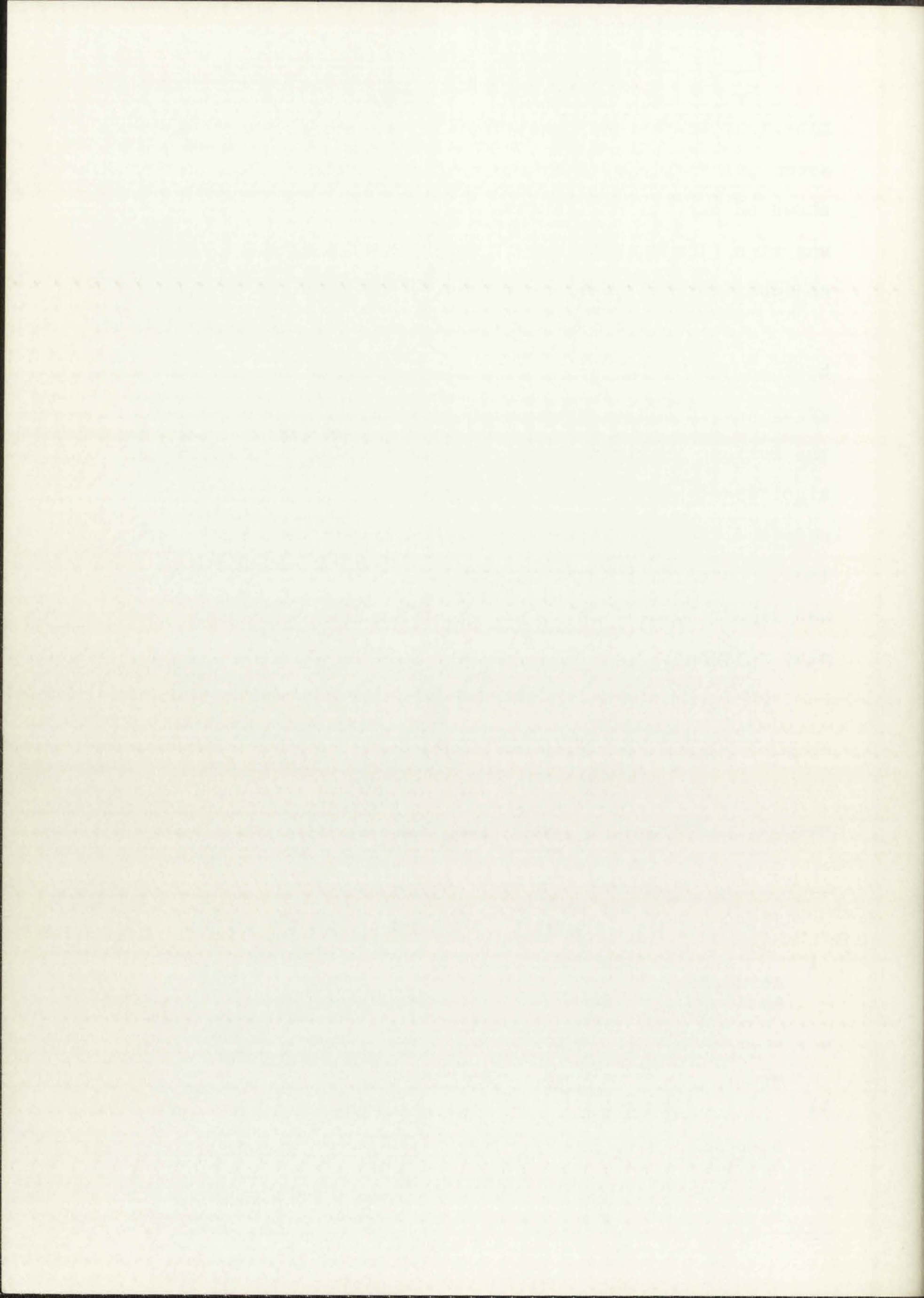
Likewise, in the California sample, the Anglo group scored seven points higher than the Mexican American group as shown on part ii of Table 8. In both cases the  $t$  value was significant at the .05 level. The hypotheses were rejected in each case.

Hypotheses two and three tested the relationship between the TA and academic aptitude with a Mexican American group and an Anglo group, respectively. In hypothesis two, the Mexican American group, the correlation coefficient was significant at the .05 level and the null hypothesis was rejected (part i, Table 9). Similarly, in hypothesis three the .50 correlation, as indicated on part ii of Table 9, was significant at the .05 level. The null hypothesis was also rejected.

Table 9

Product Moment Correlation Between TA and  
Academic Aptitude for Mexican Americans  
(N=111) and Anglos (N=89)

		$\bar{X}$	SD	$r$
	TA	16.14	6.65	
i	Mexican American			.45*
	Academic Aptitude	87.87	10.75	
-----				
ii	Anglos	24.50	5.20	.50*
	Academic Aptitude	107.78	14.27	
-----				
$r < .05$ level*				





Since the academic aptitude scores for the Anglo group (part ii, Table 9) were twenty points higher than those of the Mexican American group (part i, Table 9), the difference between scores on the TA may be due to ability as reflected by academic aptitude scores rather than to acculturation. To investigate the possibility further, a subgroup of Anglos and a subgroup of Mexican Americans were selected from those subjects who scored slightly below average on the Short Form Test of Academic Aptitude from the groups. When these subgroups were compared on the TA (Table 10), there was a significant difference at the .05 level. These results appear to indicate that even when academic aptitude scores are held constant there is a significant difference between Anglos and Mexican Americans on the TA.

Table 10

Descriptive Statistics and t test Results for Chicanos (N=33) vs Anglos (N=11) on TA With Academic Aptitude Held Constant

		$\bar{X}$	SD	t
Mexican American	TA	17.87	6.05	2.51*
Anglos		23.00	5.15	
t test < .05*				

Tabled results for hypotheses four through nine are all included in Table 11 on page 57.

The first part of the study was devoted to the study of the effect of the concentration of the solution on the rate of the reaction. The results are given in Table I. It is seen from the data that the rate of the reaction increases with the increase of the concentration of the solution. The effect of the temperature on the rate of the reaction was also studied. The results are given in Table II. It is seen from the data that the rate of the reaction increases with the increase of the temperature. The effect of the nature of the solvent on the rate of the reaction was also studied. The results are given in Table III. It is seen from the data that the rate of the reaction increases with the increase of the dielectric constant of the solvent.

TABLE IV

Reaction rate constants and activation energies for the reaction of the ester with sodium hydroxide in different solvents at 25°C.

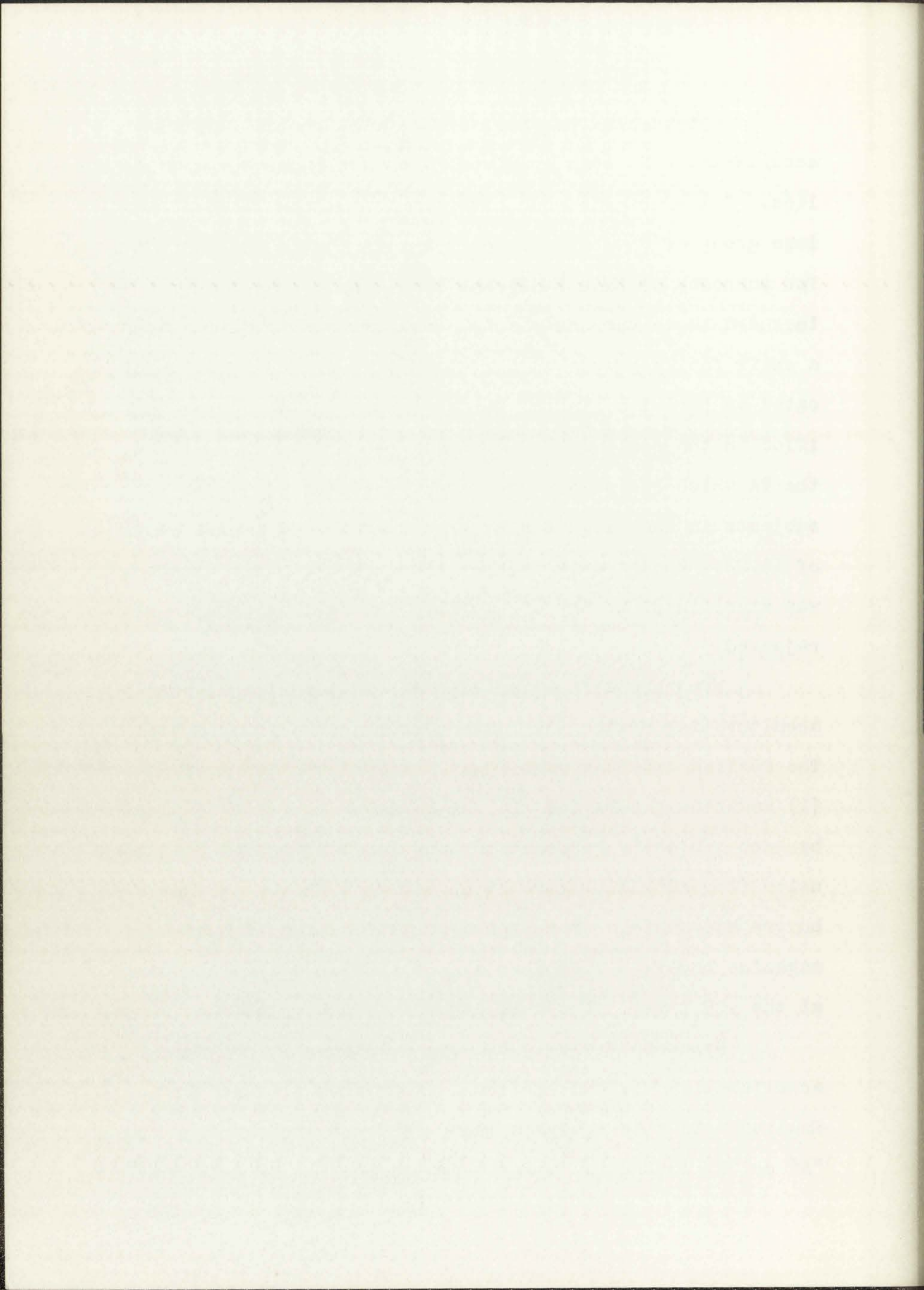
Solvent	Dielectric constant	Reaction rate constant (l./mole-sec)	Activation energy (kcal/mole)
Acetone	20.7	0.0012	12.5
Methyl alcohol	33.0	0.0018	11.8
Ethyl alcohol	24.3	0.0015	12.2
Propyl alcohol	20.1	0.0013	12.4
Butyl alcohol	17.8	0.0011	12.6

The results of the study show that the rate of the reaction increases with the increase of the dielectric constant of the solvent. This is in agreement with the theory of the transition state, which predicts that the rate of the reaction should increase with the increase of the dielectric constant of the solvent.

Hypothesis four tested the relationship between acculturating Mexican Americans from small and large families. The average number of siblings for the Mexican American group of one hundred and twenty subjects was 4.36. For purposes of this study the large family group thus included those persons who had four or more siblings, and a small family group had three siblings or less. As indicated on part 1 of Table 11, those subjects who were classified in the small family grouping had a mean of 18.46 on the TA which reflects higher acculturation than those subjects in the large family grouping who had a mean score of 15.22. The biserial correlation between these groups was significant at the .05 level. The null hypothesis was rejected.

Hypothesis five tested the relationship between acculturating Mexican Americans and magazine subscriptions. The Mexican American sample was divided into two groups: (1) magazine buyers and (2) non-magazine buyers as indicated by each subject's response to question four on the Questionnaire (Appendix 1). Part 11 of Table 11 showed the magazine buyers had a higher mean score on the TA than the non-magazine buyers. The biserial correlation was significant at the .05 level. The null hypothesis was rejected.

Hypothesis six tested the relationship between acculturating Mexican Americans and grades attained in English. In this analysis those students who received an "A" or "B" in English were placed in the "Above X English"



group. Those students who received a "D," "E" or "F" in English were placed in the "Below  $\bar{X}$  English" group. Those students who received a "C" in English were excluded from this analysis. As can be seen on part iii of Table 11, the subjects who had a higher average in English also had a higher mean score on the TA. The biserial correlation was significant at the .05 level. The null hypothesis was rejected.

The relationship between acculturating Mexican Americans and grades attained in mathematics was tested by hypothesis seven. The two groups were divided in the following manner:

1. "Above  $\bar{X}$  math" group included those subjects who received an "A" or "B" in mathematics.
2. "Below  $\bar{X}$  math" group included those subjects who receive a "D," "E" or "F" in mathematics.
3. Those students who received a "C" in mathematics were excluded from the study.

When students were divided in terms of grades attained in mathematics, the biserial correlation of .17 was not significant at the .05 level (part iii, Table 11). The null hypothesis failed to be rejected.

For hypothesis eight, which tested the relationship between acculturating Mexican Americans and bilingualism, two analyses were performed. For these analyses, six different questions (Appendix 1) were asked of each respondent. The first four questions were directed toward the auditory aspect of bilingualism and the last two questions toward the verbal aspect of bilingualism.

group. These students also received a "2, 2" or "3" in English history class during "English" group. These students received a "2" in English were excluded from this analysis. As can be seen in part III of Table II, the subjects included a slight increase in English history. A higher mean score on the SAT. The amount of concentration was significant at the 1% level. The null hypothesis was rejected.

The relationship between reading level and history achievement and grades obtained in mathematics was tested by repeated t-test. The two groups were divided in the following manner:

1. "Group I" and "Group II" included those subjects who received an "A" or "B" in mathematics.
2. "Group I" and "Group II" included those subjects who received a "C" or "D" in mathematics.
3. "Group I" and "Group II" included those subjects who received a "D" or "F" in mathematics.

When subjects were divided in terms of grades obtained in mathematics, the greatest correlation of .19 was not significant at the 1% level (see Table II, Part III). The null hypothesis failed to be rejected.

The hypothesis that which tested the relationship between reading level and mathematics achievement was also tested. For those subjects who received an "A" or "B" in mathematics, the correlation of .19 was not significant at the 1% level (see Table II, Part III). The null hypothesis failed to be rejected.

The hypothesis that which tested the relationship between reading level and mathematics achievement was also tested. For those subjects who received a "C" or "D" in mathematics, the correlation of .19 was not significant at the 1% level (see Table II, Part III). The null hypothesis failed to be rejected.

The hypothesis that which tested the relationship between reading level and mathematics achievement was also tested. For those subjects who received a "D" or "F" in mathematics, the correlation of .19 was not significant at the 1% level (see Table II, Part III). The null hypothesis failed to be rejected.

### Auditory Aspect of Bilingualism

The following questions had four responses

(Always, Frequently, Sometimes, and Never):

1. Does your mother speak Spanish to you?
2. Does your mother speak Spanish to your father?
3. Does your father speak Spanish to you?
4. Does your father speak Spanish at home?

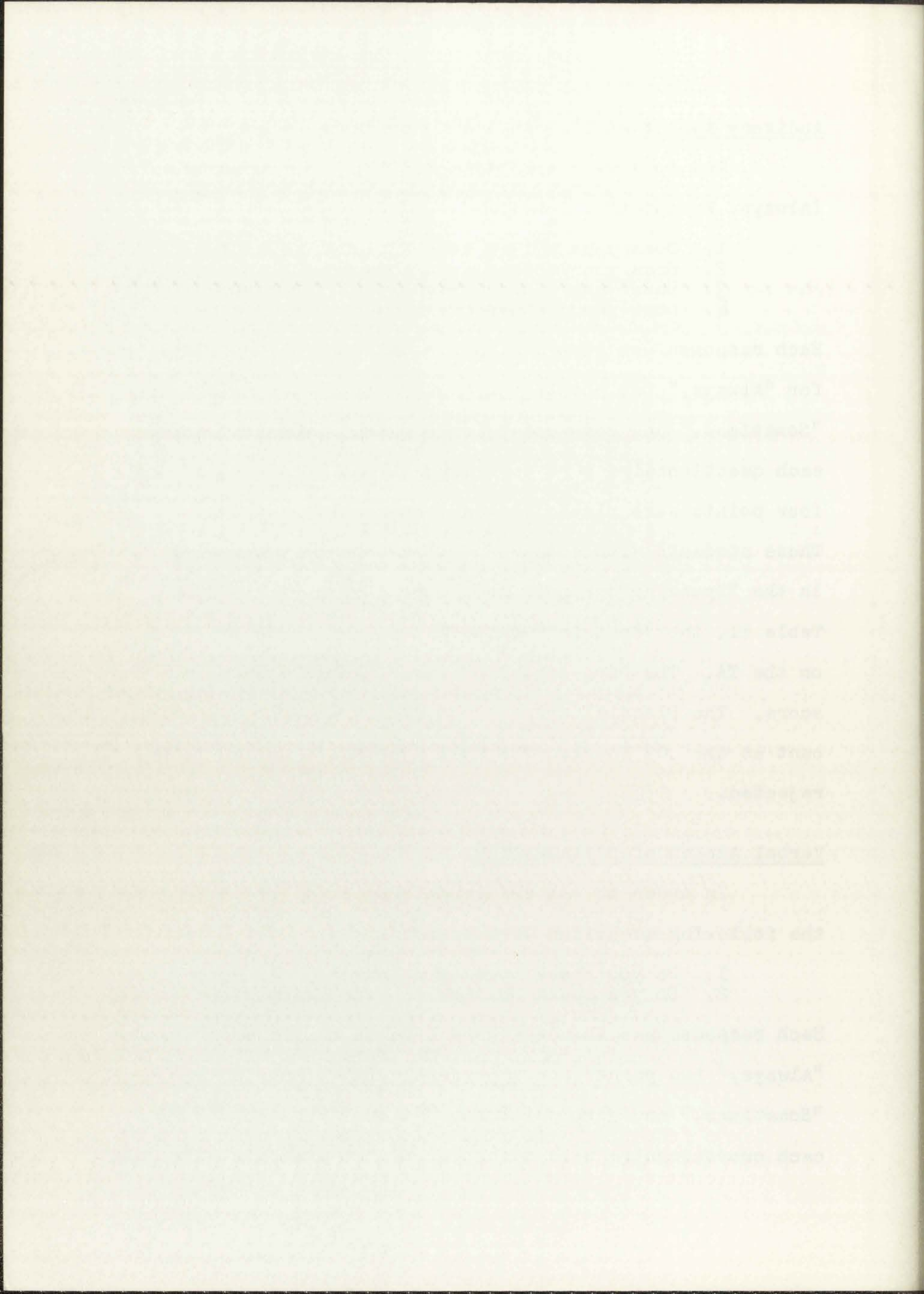
Each response was then assigned a value of three points for "Always," two points for "Frequently," two points for "Sometimes," and zero point for "Never." The points on each questionnaire were totalled. Those students who had four points were placed in the "Non-speaking" group. Those students with a score of five or above were placed in the "Speaking" group. As reported on part iiiii of Table 11, the "Speaking" group had a mean score of 16.16 on the TA. The "Non-speaking" group had a 17.74 mean score. The Biserial correlation of .14 was not significant at the .05 level. The null hypothesis failed to be rejected.

### Verbal Aspect of Bilingualism

In order to tap the verbal aspect of bilingualism, the following questions were asked:

1. Do you speak Spanish at home?
2. Do you speak Spanish to your friends?

Each response was then assigned a value of three points for "Always," two points for "Frequently," two points for "Sometimes," and zero point for "Never." The points on each questionnaire were totalled. Those students with one





point or less were placed in the "Non-speaker" group. The "Speaker" group consisted of those students with a score of two points or more. As reported on part iiiiii of Table 11, the "Speaker" and "Non-speaker" groups had mean scores of 17.22 and 16.00, respectively. The biserial correlation was not significant at the .05 level, and the null hypothesis failed to be rejected.

Hypothesis nine tested the relationship between acculturating Mexican Americans and method of paying bills. In this analysis the subjects were divided into two groups based on responses to question five on the Questionnaire. The results can be found on part iiiiii of Table 11. The mean score on the TA for those subjects whose parents used a checking account to pay bills was 17.07. For the group whose parents did not use a checking account to pay bills, the mean was 16.20. The point biserial correlation was not significant, and the null hypothesis failed to be rejected.



Table 11

Biserial and Point Biserial Correlations Between the  
TA and Characteristics Assigned to Mexican Americans

Characteristics	N	X	TA		
			SD	$r_{bi}$	$r_{pbi}$
i Large Family	29	15.22	6.72	.30*	
Small Family	51	18.46			
-----					
ii Magazine Buyers	65	17.88	6.74	.26*	
Non-Magazine Buyers	55	15.11			
-----					
iii Above Average Eng.	45	18.69	6.83	.42*	
Below Average Eng.	28	14.11			
-----					
iiii Above Average Math	15	17.92	6.81	.17	
Below Average Math	50	16.00			
-----					
iiiiii Speaking Spanish	86	16.16	6.74	.14	
Non-Speaking Spanish	34	17.74			
-----					
iiiiiii Speaker of Spanish	60	17.22	6.74	.11	
Non-Speaker of Spanish	60	16.00			
-----					
iiiiiiii Users of Checking Accts	56	17.07	6.74		.06
Non-Users of Check- ing Accts	64	16.20			

$r_{bi} < .05$  level\*

$r_{pbi} > .05$  level

1. The first part of the document is a list of names and addresses.

2. The second part of the document is a list of names and addresses.

3. The third part of the document is a list of names and addresses.

4. The fourth part of the document is a list of names and addresses.

5. The fifth part of the document is a list of names and addresses.

6. The sixth part of the document is a list of names and addresses.

7. The seventh part of the document is a list of names and addresses.

8. The eighth part of the document is a list of names and addresses.

9. The ninth part of the document is a list of names and addresses.

10. The tenth part of the document is a list of names and addresses.

11. The eleventh part of the document is a list of names and addresses.

12. The twelfth part of the document is a list of names and addresses.

13. The thirteenth part of the document is a list of names and addresses.

14. The fourteenth part of the document is a list of names and addresses.

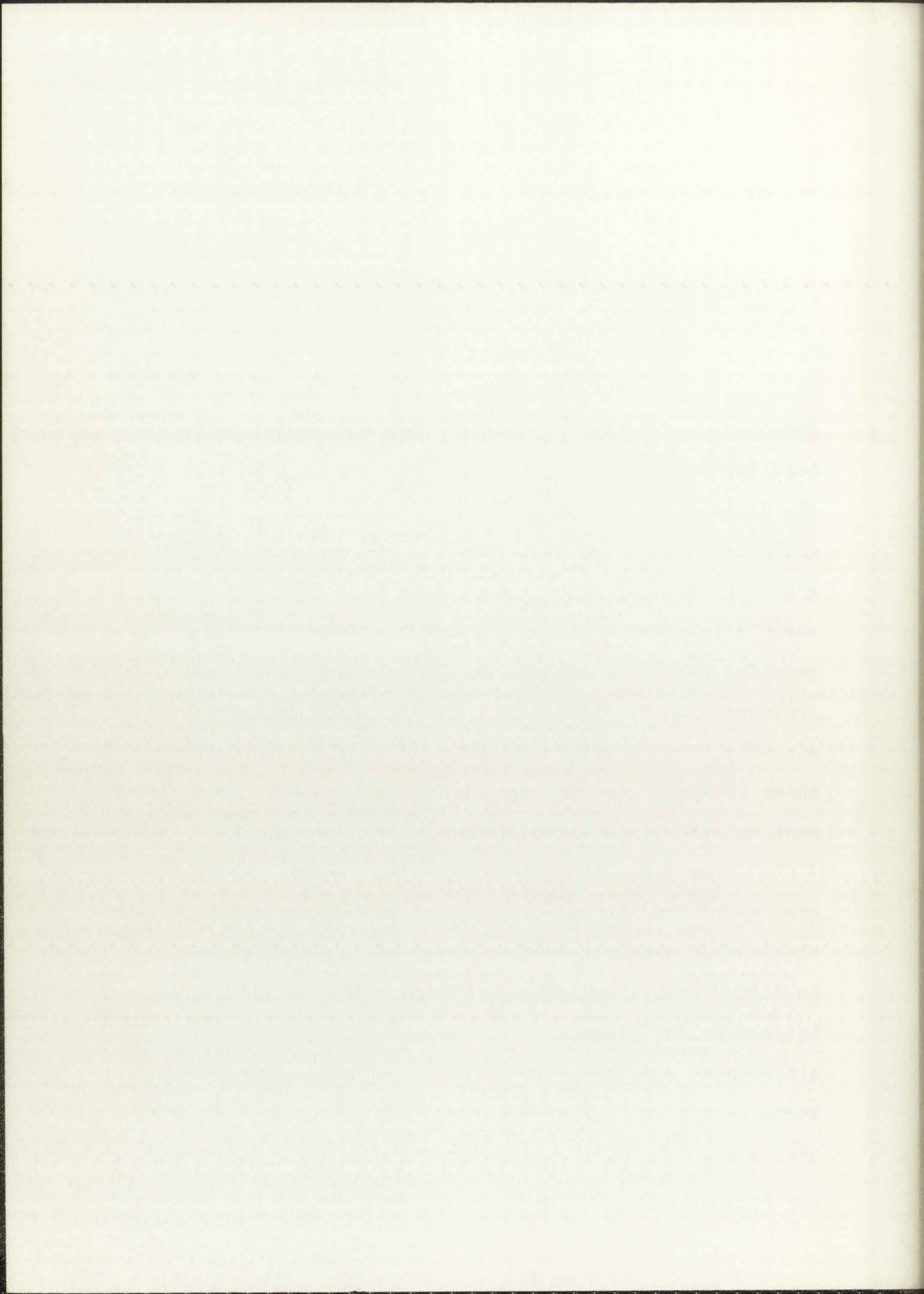
## CHAPTER V

### DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### Discussion

In the analyses reported for hypothesis one, both Anglo groups scored considerably higher on the Test of Acculturation than did the Mexican American groups. If the TA is a measure of acculturation, and if the Anglo group is an enculturated group and the Mexican American group the acculturating group, this mean difference is not surprising. The combined results from two different sampling groups indicated that the TA is a promising instrument in differentiating the dominant culture from a minority culture group investigated in this study. Hence, these analyses gave support to the ability of this instrument to distinguish between two cultural groups.

Further evidence was found to support the TA as a measure of acculturation. Cordova (1968) reported effective use of subtests on the Measure of Acculturation (MA) to differentiate acculturating groups. The MA was administered to the Albuquerque groups, and significant differences were found between the Mexican American and Anglo groups on four of the seven subtests. The MA was then correlated with the TA, and it was found that there was a significant relationship between the TA and two of



the subtests, Education and Politics. The Measure of Acculturation purports to measure the construct of acculturation; the TA correlated with two subtests of this instrument. Thus it appears that these results give some support to the TA as a measure of acculturation although both instruments need further study.

In hypothesis two and three, which tested the relationship of the TA to academic aptitude, the TA correlated significantly with academic aptitude. Perhaps the correlation was due to the fact that both instruments were affected by the ability to read and write. The Anglos did have scores that were proportionately higher on both the TA and academic aptitude than the Mexican Americans. To further investigate the possibility of TA scores being a reflection of academic aptitude rather than acculturation, another analysis was done between the Anglo and Mexican American groups. In these analyses, academic aptitude was held constant; nevertheless, a significant difference between the enculturated group and the acculturating group on the TA was found. Such results tend to give support to the TA as a measure of acculturation rather than a measure of mental aptitude. Again, a correlation between the TA and any other written test which requires verbal ability can be expected.

In the results for hypothesis four, the subjects from small families scored significantly higher on the TA than those subjects from large families. The literature

The present research was designed to investigate the effects of the treatment on the acquisition of the second language. The results of the study are presented in this paper. The subjects of the study were 20 native speakers of English who were learning Spanish as a second language. They were divided into two groups: a control group and an experimental group. The experimental group received a treatment consisting of a series of exercises designed to improve their pronunciation and fluency. The results of the study showed that the experimental group made significant progress in their second language acquisition compared to the control group. The treatment was effective in improving the subjects' pronunciation and fluency, and it also helped them to understand the meaning of the words and phrases they were learning. The subjects in the experimental group were able to communicate more effectively in Spanish than the subjects in the control group. The results of the study suggest that the treatment is a valuable tool for second language acquisition. The treatment can be used by teachers and students to improve their second language skills. The treatment can also be used by parents and other people who are interested in helping their children or others to learn a second language. The treatment is a simple and effective way to improve second language acquisition.

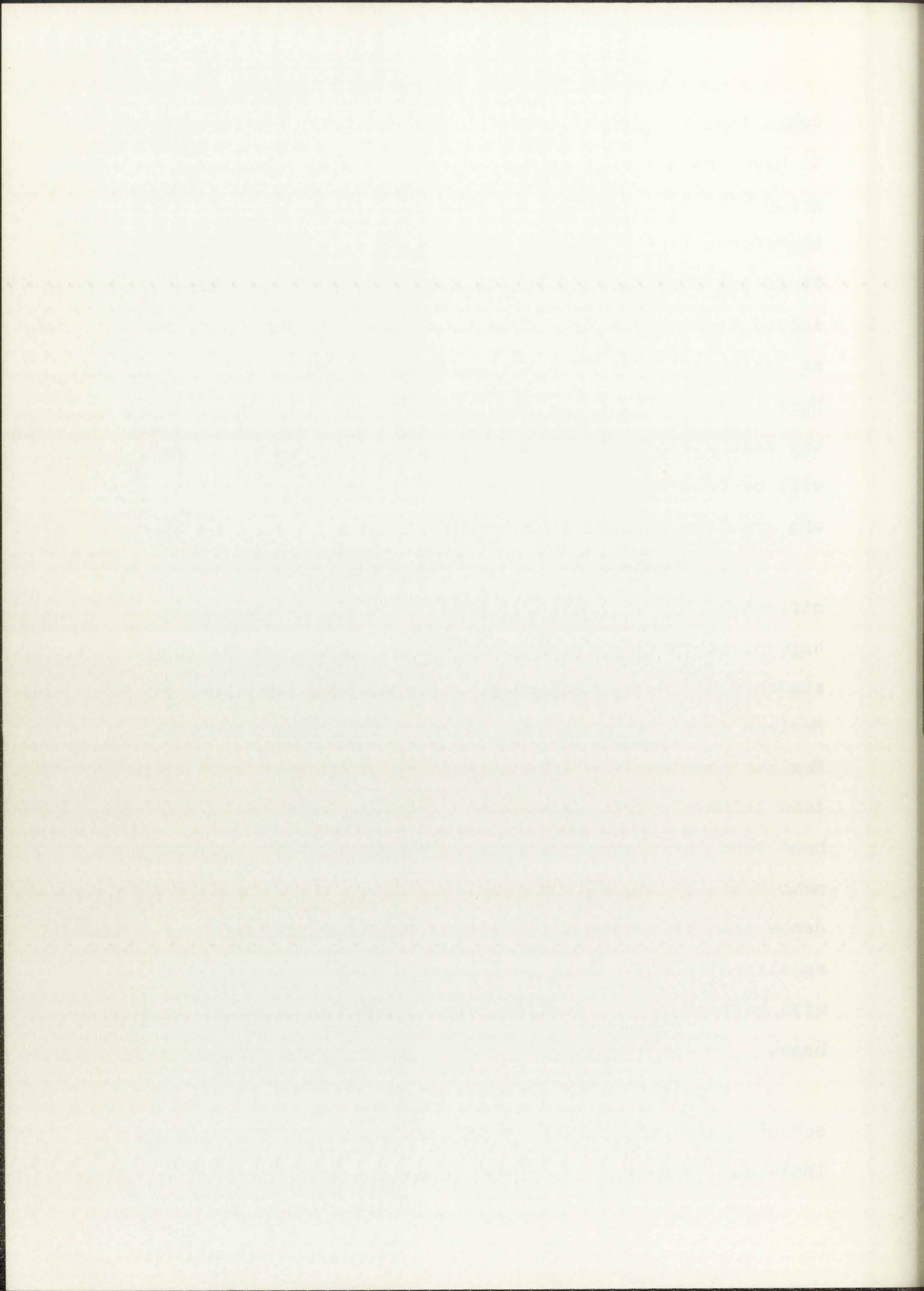
In the future, it would be interesting to see if the treatment could be used to help people learn other languages. The treatment could also be used to help people with learning disabilities to learn a second language. The treatment could also be used to help people who are learning a second language in a classroom setting. The treatment could be used to help people who are learning a second language on their own. The treatment could be used to help people who are learning a second language in a workplace setting. The treatment could be used to help people who are learning a second language in a community setting. The treatment could be used to help people who are learning a second language in a variety of settings. The treatment is a valuable tool for second language acquisition.



would tend to suggest that the dominant Anglo culture tend to have small families; therefore, the high acculturated group will likewise tend to have small families. If, therefore, family size is an index of acculturation, then it is not surprising that subjects from small families scored high on the TA. This gives credence to the TA as an instrument that taps the construct of acculturation. More importantly, these results give empirical evidence to the assumption that the more acculturated Mexican American will be from a smaller family than those Mexican Americans who are less acculturated, by and large.

In hypothesis five the magazine buyers scored significantly higher on the TA than did the non-magazine buyers. According to Shasteen (1967, p. 62) the Anglo students would be expected to enjoy reading more than do Mexican American students. Likewise, the more acculturated Mexican American would tend to enjoy reading more and would tend to have a greater amount of reading material in the home than the less acculturated individual. The higher mean score on the TA for magazine buyers thus provided evidence that there was a difference between a higher acculturated and a less acculturated Mexican American group with respect to the availability of reading material in the home.

Hypotheses six and seven were directed toward school grades in English and mathematics, respectively. Those subjects who had higher grades in English likewise



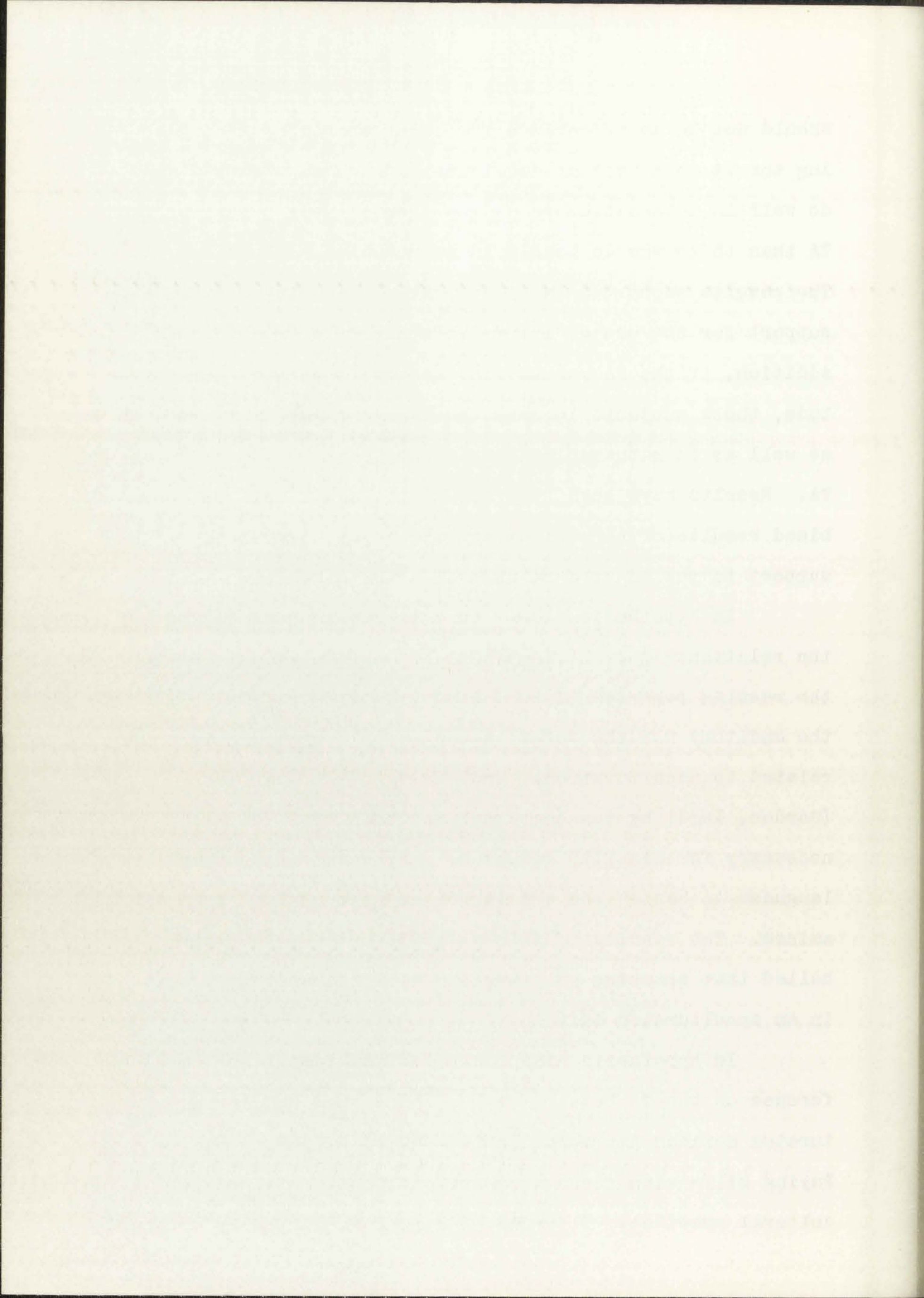
had higher scores on the TA. The results of this analysis complement the fact that the entire educational system of a society is an important enculturating agency (Zintz, 1969). "Education has two basic and dynamically inter-related components, the psychological which deals with method, and the cultural which has to do with content (Holland, 1966, p. 339)." In school the child learns the overt, covert, implicit, ideal, and practical aspects of his culture. But it is in the English classroom setting that the enculturating process is most keen. A large portion of the English class is devoted to reading books, short stories, and poems that are culturally oriented. For example, Nathaniel Hawthorne's The Scarlet Letter reflects the Anglo moral values toward adultery and fornication (Zintz, 1969). Based on the aforementioned argument, the assumption can be made that those students who are more acculturated will get higher grades in English. The TA purports to measure the construct of acculturation; consequently, acculturated individuals will tend to score higher on the TA. Since the results of this analysis reflect these assumptions, this analysis gives strong support to the validity of the TA. Furthermore, the results from hypothesis seven reflected no correlation between grades in mathematics scores on the TA. Although education is an enculturating agency, one area of study which can be considered international, rising above cultural bias, is mathematics. Those students performing well in mathematics



should not be as affected by cultural barriers. Considering the TA as a test of acculturation, those students who do well in mathematics should not perform any better on the TA than those who do poorly in mathematics and vice versa. The results supported this assumption providing further support for the use of idioms to study acculturation. In addition, if the TA was testing for mental ability or aptitude, those subjects in both the "Above  $\bar{X}$ " group in English as well as in mathematics should have scored higher on the TA. Results have been reported to the contrary. The combined results of hypotheses six and seven give strong support to the TA as a measure of acculturation.

In hypothesis eight, an attempt was made to test the relationship of bilingualism to acculturation. From the results reported in this study, it appears that neither the auditory nor the verbal aspect of bilingualism is related to acculturation. The historical assumption (Gordon, 1964) by the Anglo culture that it is vitally necessary for minority groups to only speak in the English language to hasten the acculturating process must be reexamined. The results of this analysis opens to question the belief that speaking only English will necessarily result in an acculturated individual.

In hypothesis nine there was no significant difference on the TA between high acculturated and low acculturated Mexican Americans in the method of paying bills. Paying bills with personal checks is an accepted Anglo cultural practice. It would be expected that those subjects



in the group whose parents used checking accounts would score higher on the TA than those who did not. A possible explanation for not getting this result is that the question was too sophisticated for seventh grade students. Seventh grade students might not be fully aware of family financial matters. Before this analysis can be taken at face value, this hypothesis should be retested whereby the information is acquired from the parents.

### Conclusions

The results of this study were promising in (1) that knowledge of idioms, as measured by the TA, can be an effective index for studying acculturation and (2) that scores on the TA were consistent with characteristics traditionally used to determine acculturation. There was a significant difference in mean scores between the enculturated and acculturating groups on the TA. This was true not only for the sample from Albuquerque, but similar results were found for the sample in California. Efforts were made to see the relationship of the TA with academic aptitude. Academic aptitude and TA scores did correlate in both the Mexican American and Anglo groups. Furthermore, the scores for the Anglo group on both variables, TA and academic aptitude, were proportionally higher than scores for the Mexican American group. Nevertheless, when academic aptitude was held constant, there was still a significant difference on the scores of the TA between both groups.

In the first case, the results of the study were...  
 more significant than in the second case. A possible  
 explanation for this result is that the...  
 first case was characterized by...  
 parents' greater involvement in their children's...  
 educational progress. Before this analysis, it was...  
 found that, in general, parents should be...  
 involved in their children's education. This...  
 involvement is assumed to be the...  
 result of a positive relationship between...

Conclusion

The results of this study were promising in that...  
 that knowledge of children, as measured by the...  
 effective index for student achievement and...  
 scores on the 75-item test of...  
 statistically significant differences...  
 between the two groups. These...  
 differences were found in...  
 a significant difference in...  
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 result was not only...  
 were found for the...  
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 attitudes were...  
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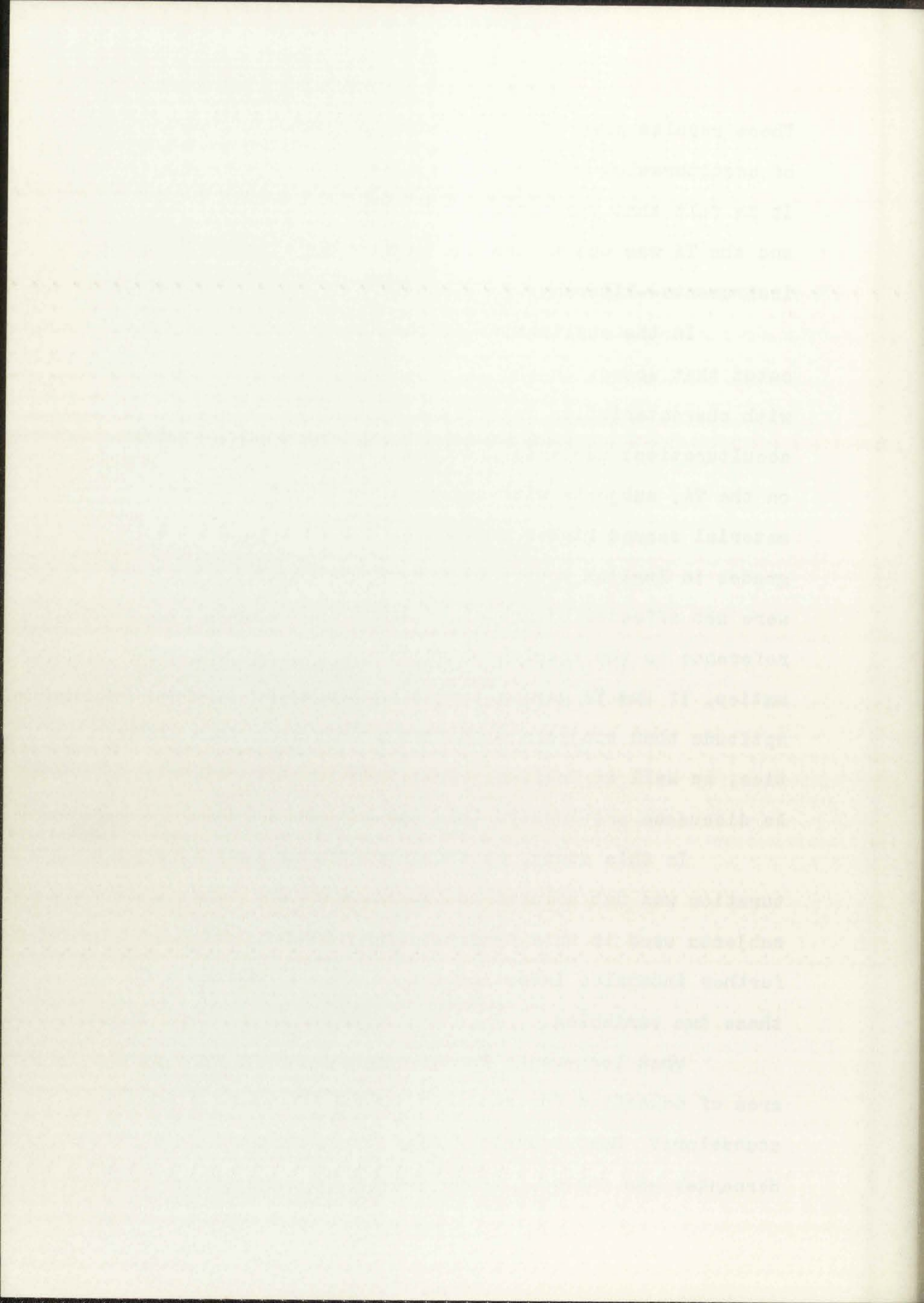


These results give strong support to the TA as a measure of acculturation rather than a measure of mental aptitude. It is felt that the correlation between academic aptitude and the TA was due to the one similarity between the two instruments--literacy.

In the application of the TA, evidence has indicated that scores on the TA were in favorable relationship with characteristics traditionally used to determine acculturation: subjects from small families scored higher on the TA, subjects with access to abundant reading material scored higher on the TA, subjects with high grades in English scored higher on the TA, and TA scores were not affected by grades attained in mathematics. With reference to the results of grades in English and mathematics, if the TA were a test of achievement or academic aptitude then subjects with more proficiency in mathematics, as well as English, would tend to score higher. As discussed previously, this was not the case.

In this study, contrary to popular belief, acculturation was not related to bilingualism for those subjects used in this sample. Such results demand further intensive investigation of the relationship of these two variables.

What long-range impact can this study have in the area of education for students, educators as well as counselors? Most educators will probably agree with Norma Hernandez who stated, "Group statistics give insights into



problems but when working with individual students, further depth into the individual's needs, strengths and weaknesses is necessary (1971, p. 3)." In the area of acculturation an ideal situation or goal is that there would be an established test of acculturation. With the test one would find the test manual with its countless results on validity and reliability. On page ten of the manual would be located the percentile conversion table. After testing an individual, one could find his percentile rank and one would be quickly acquainted with this person's strengths and weaknesses due to the countless studies that have been conducted with this test and other variables. Were this test established and all the research accomplished, educators could initiate programs to assist individual students at their particular level of acculturation. Counselors would have a tool at their disposal to assess quickly and efficiently whether their client is having problems due to acculturation. The immense research would alert educators, teachers, and counselors that acculturation is a vital factor affecting a student's achievement, school performance, and attendance. This study is one step toward that goal. The results from this study have given credence to the TA as an objective measure of acculturation. Although the development of this instrument is at its rudimentary stages, this study has provided enough evidence to urge that further refinement of the TA is advisable and necessary.

...individual students, families  
...and weaknesses  
...in the area of socialization  
...as well as their own  
...the test results with the conditions of validity and  
...the personal in socialization studies. After testing in Italy  
...ritual, one could find his personal in rank and one would be  
...entirely acquainted with this person's strengths and weaknesses  
...with this test and socialization. The test results could  
...socialization program be tested in individual students as well as  
...personal level of socialization. Consistent with these  
...of their interest in socialization and socialization  
...The results of this study are as follows:  
...possibilities that socialization is a valid factor in social  
...a student's socialization, socialization, and socialization  
...This study is one of the first in the field of socialization  
...This study has given evidence to the fact that socialization  
...measure of socialization. Although the development of this  
...instrument is an extraordinary achievement, this study has  
...potential socialization and socialization.

### Recommendations

Further research in the following areas is recommended:

1. This study should be repeated with one change: oral administration of the Test of Acculturation to control the effect of the literacy factor.

2. This study should be repeated with different acculturating groups (i.e. Native Americans).

3. Additional studies are needed to test the consistency of the TA with such traditional indicators as economic status, political tendencies, religious affiliations and levels of education.

4. A concentrated study should be made on the relationship between bilingualism and acculturation.

5. Use this instrument as a tool to investigate the psychological consequence of the acculturating process in the Mexican American in terms of self concept, emotional adjustment, aspiration level, and competition orientation.

Introduction

The purpose of this study is to investigate the relationship between

variables

This study is based on the following hypotheses:

The first hypothesis is that there is a positive correlation between

the variables of the study.

The second hypothesis is that the relationship between the variables

is significant.

Additional studies are needed to confirm the results of this

study.

The study was conducted in a controlled environment.

The results of the study are as follows:

A significant positive relationship was found between the variables.

The relationship between the variables is significant.

For this treatment, the results are as follows:

The relationship between the variables is significant.

The relationship between the variables is significant.

The relationship between the variables is significant.

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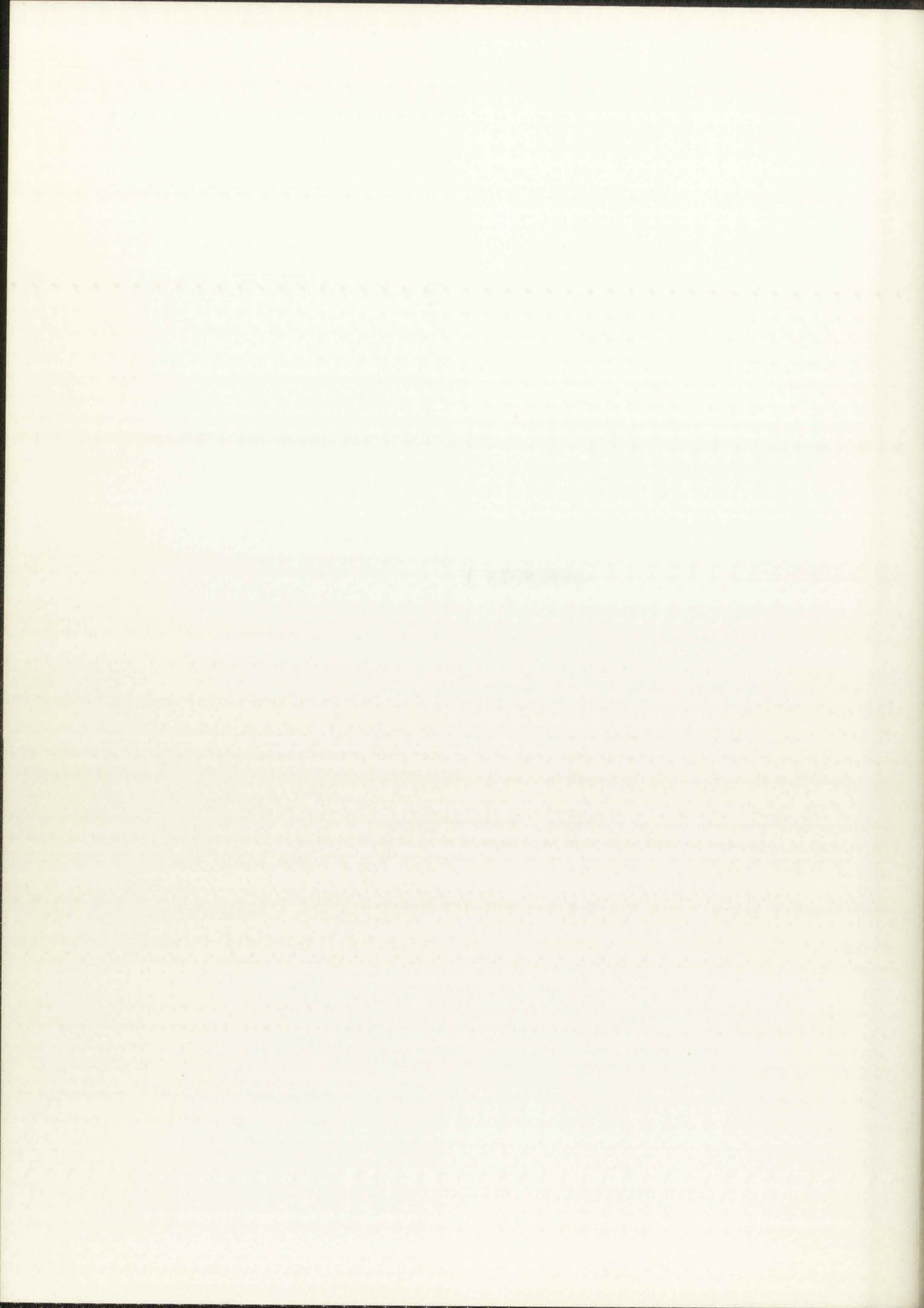
The relationship between the variables is significant.

The relationship between the variables is significant.

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The relationship between the variables is significant.

APPENDIX 1





## QUESTIONNAIRE A

Name \_\_\_\_\_

Grade \_\_\_\_\_

Sex \_\_\_\_\_

1. How many brothers and sisters do you have? \_\_\_\_\_

A. How many older brothers? \_\_\_\_\_ sisters? \_\_\_\_\_

B. How many younger brothers? \_\_\_\_\_ sisters? \_\_\_\_\_

2. Where does your father work? \_\_\_\_\_

What kind of work does he do? \_\_\_\_\_

3. Where does your mother work? \_\_\_\_\_

What kind of work does she do? \_\_\_\_\_

4. Do you receive magazines in the mail? \_\_\_\_\_

If yes, how many? Circle one below

1 - 3

4 - 5

6 or more

5. Do you have a set of encyclopedias at home? \_\_\_\_\_

6. Do your parents pay their bills by checks  
from a checking account? \_\_\_\_\_

THE HISTORY OF THE

\_\_\_\_\_

\_\_\_\_\_

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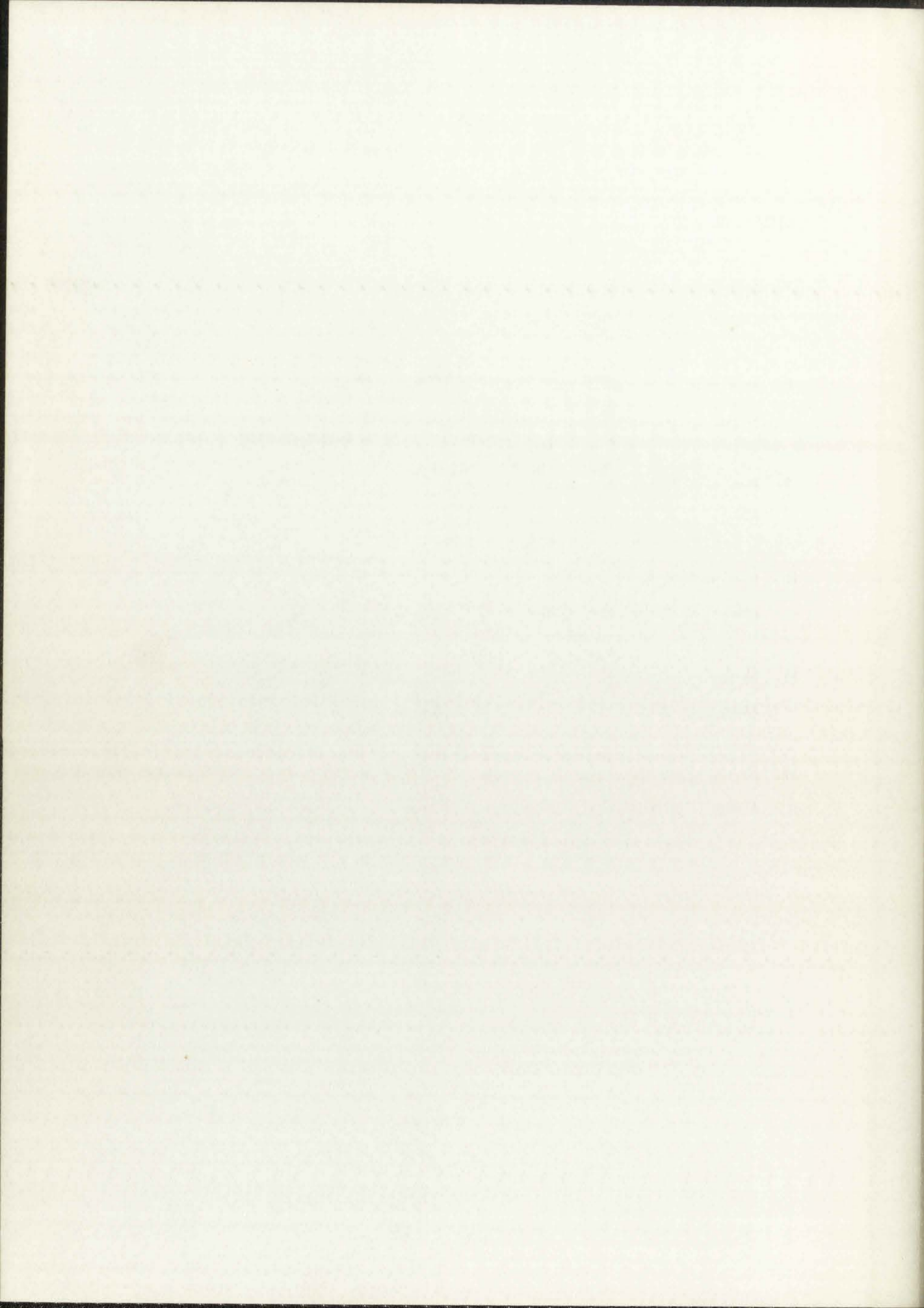
\_\_\_\_\_

\_\_\_\_\_

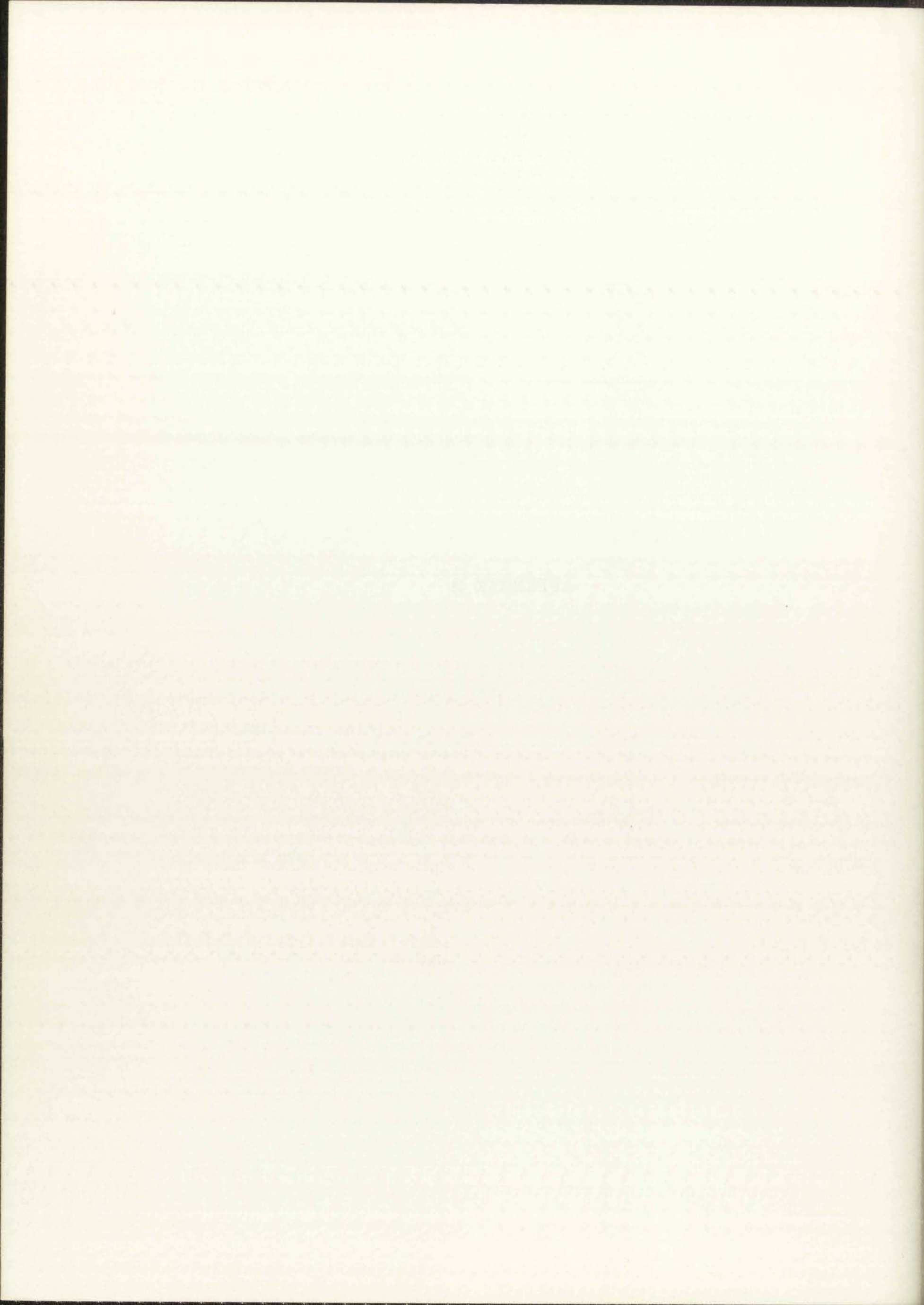
\_\_\_\_\_

## CIRCLE ONE BELOW

7. Does your mother speak Spanish to you?  
Always      Frequently      Sometimes      Never
8. Does your mother speak Spanish to your father?  
Always      Frequently      Sometimes      Never
9. Does your father speak Spanish to you?  
Always      Frequently      Sometimes      Never
10. Does your father speak Spanish at home?  
Always      Frequently      Sometimes      Never
11. Do you speak Spanish at home?  
Always      Frequently      Sometimes      Never
12. Do you speak Spanish to your friends?  
Always      Frequently      Sometimes      Never



APPENDIX 2



NAME \_\_\_\_\_ AGE \_\_\_\_\_

NATIONALITY: Circle Below SEX \_\_\_\_\_

Anglo Spanish Speaking: Black Indian Other GRADE \_\_\_\_\_  
 Mexican/American  
 Spanish/American  
 Chicano

LANGUAGE SPOKEN IN HOME \_\_\_\_\_

WHERE WERE YOU BORN?: \_\_\_\_\_

DIRECTIONS

This is a test to find out how many sayings you know. No one is expected to answer all of them, but please try to answer as many as you can. You will be given enough time to complete the test. Below are some samples of sayings that are not completed. Fill in the rest of these sayings by writing the word that would complete them.

Sample 1. Crime doesn't \_\_\_\_\_

Sample 2. Who do you think you \_\_\_\_\_

Sample 3. Stick 'em \_\_\_\_\_

In Sample 1, the answer is payIn Sample 2, the answer is areIn Sample 3, the answer is up

Now turn the page and complete each of the sayings by writing in the word that completes them.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

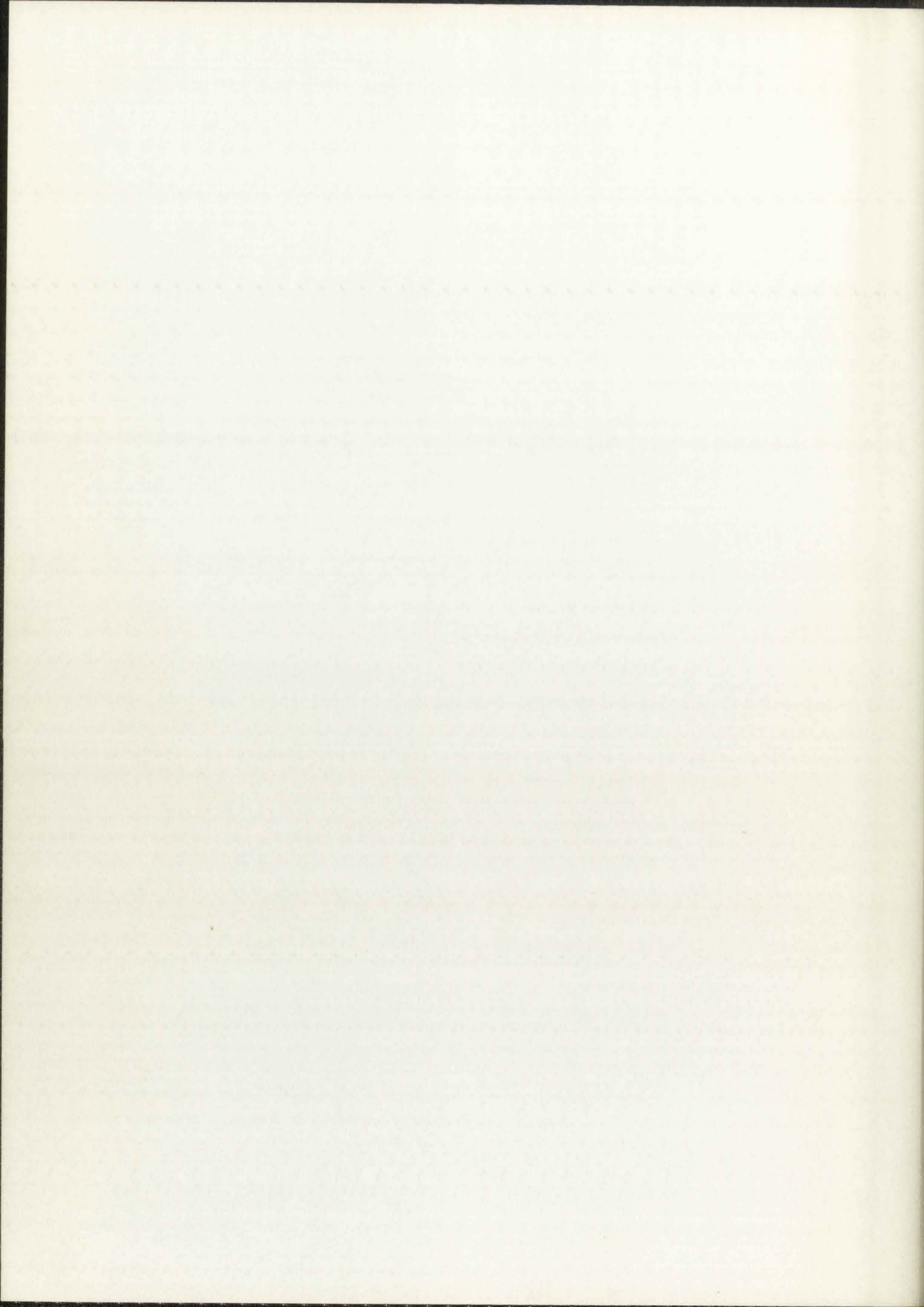
\_\_\_\_\_

\_\_\_\_\_

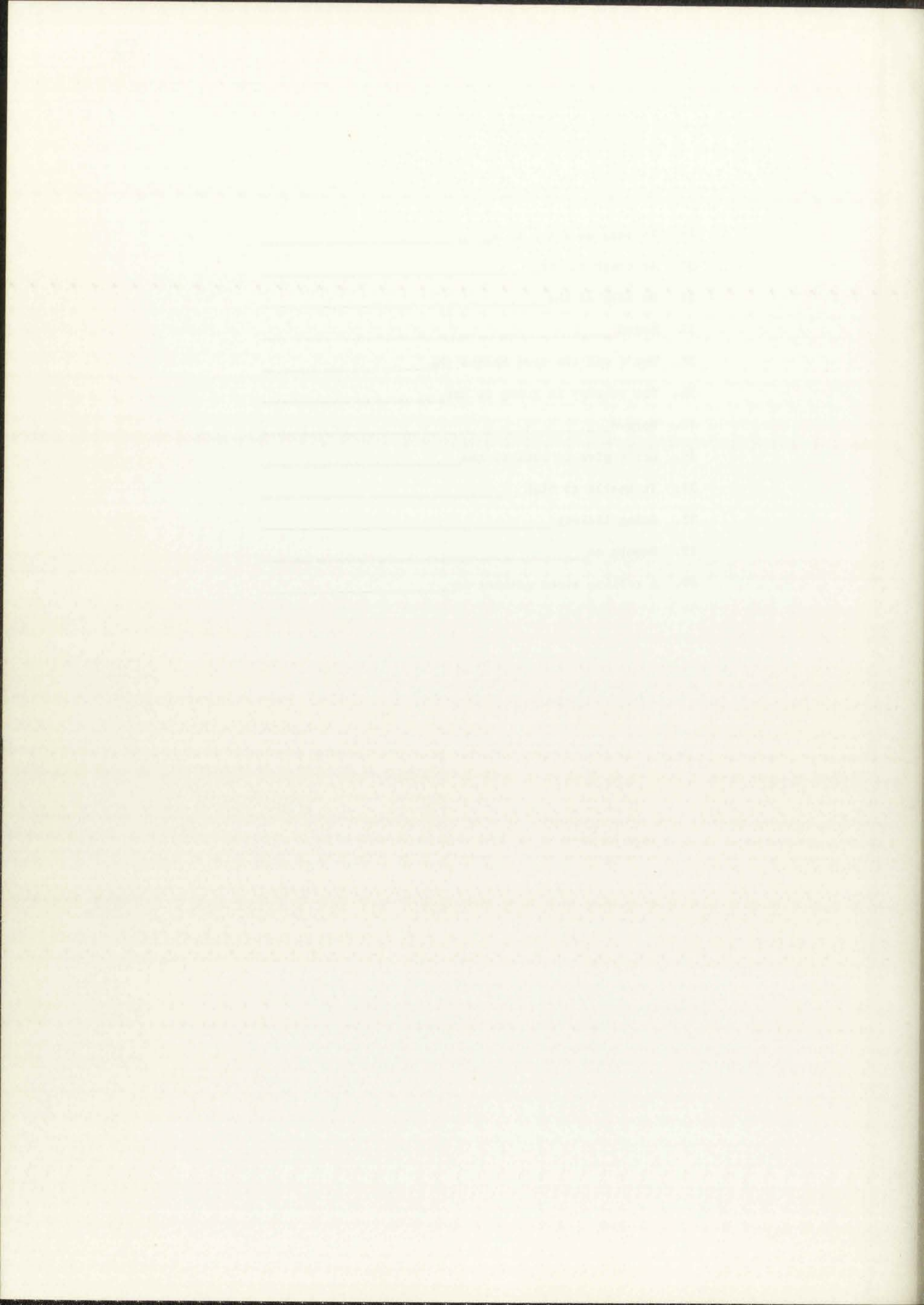
\_\_\_\_\_



1. Stay where you \_\_\_\_\_
2. They went that \_\_\_\_\_
3. Go fly a \_\_\_\_\_
4. Sugar and spice and everything \_\_\_\_\_
5. Go jump in the \_\_\_\_\_
6. Shut \_\_\_\_\_
7. As cute as can \_\_\_\_\_
8. Lazy, good-for- \_\_\_\_\_
9. Got out on the wrong side of the \_\_\_\_\_
10. As crooked as a dog's hind \_\_\_\_\_
11. If at first you don't succeed, try, try \_\_\_\_\_
12. Don't get fresh with \_\_\_\_\_
13. Don't shoot til you see the whites of their \_\_\_\_\_
14. Three's a \_\_\_\_\_
15. Chip off the old \_\_\_\_\_
16. You mean the world to \_\_\_\_\_
17. Like looking for a needle in a \_\_\_\_\_
18. If I had it all to do over \_\_\_\_\_
19. Drop \_\_\_\_\_
20. Sit down and take it \_\_\_\_\_
21. The shoe is on the other \_\_\_\_\_
22. As tame as a \_\_\_\_\_
23. Haste makes \_\_\_\_\_
24. Tough sledding all the \_\_\_\_\_
25. All fouled \_\_\_\_\_
26. Straight as an \_\_\_\_\_
27. Tie a tin can on a dog's \_\_\_\_\_
28. Don't let it get you \_\_\_\_\_

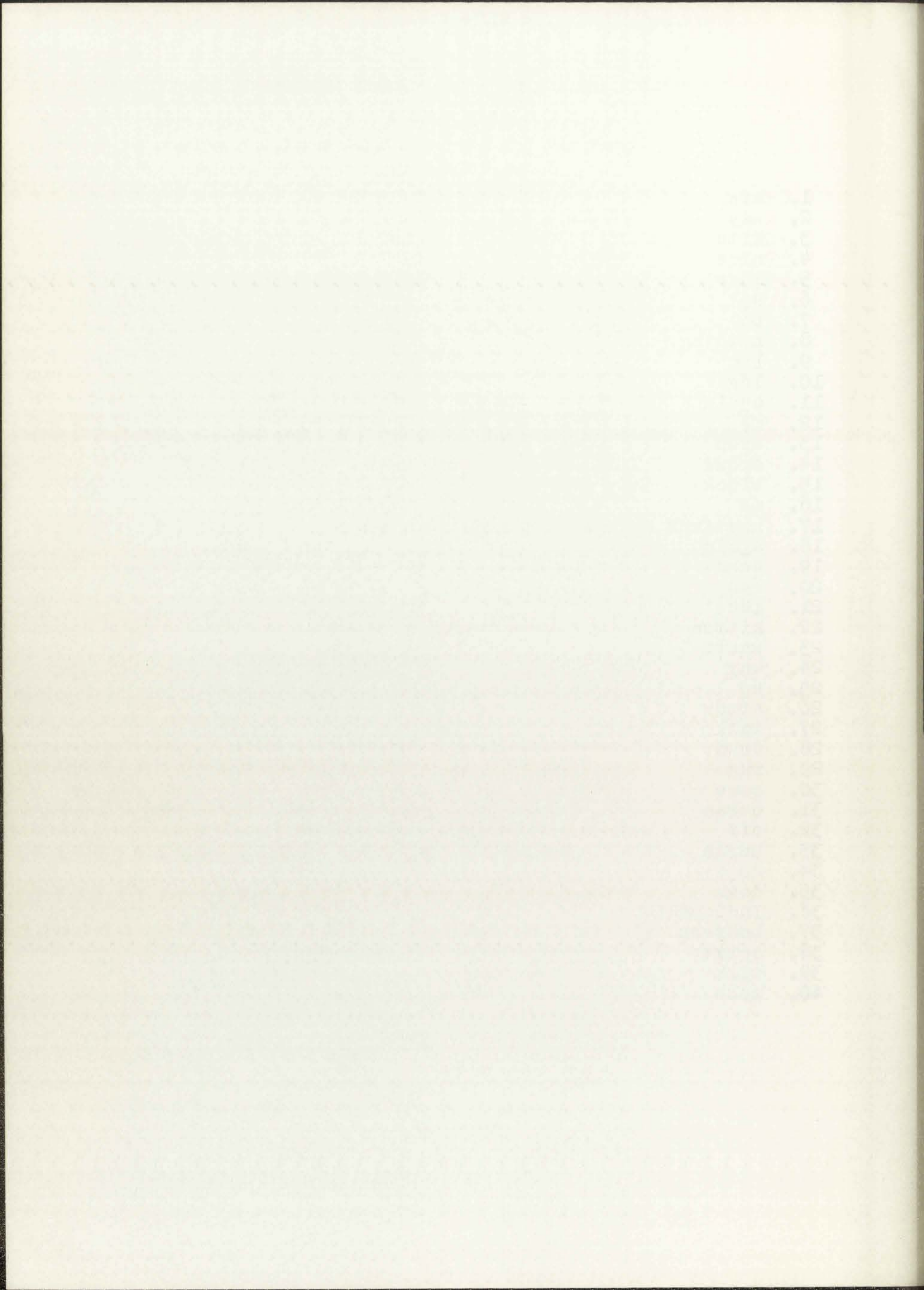


29. As snug as a bug in a \_\_\_\_\_
30. As tough as they \_\_\_\_\_
31. As deep as the \_\_\_\_\_
32. Sound \_\_\_\_\_
33. Don't get the cart before the \_\_\_\_\_
34. The country is going to the \_\_\_\_\_
35. Bugged \_\_\_\_\_
36. Let's give it back to the \_\_\_\_\_
37. It smells to high \_\_\_\_\_
38. Going lickety \_\_\_\_\_
39. Smooth as \_\_\_\_\_
40. A rolling stone gathers no \_\_\_\_\_

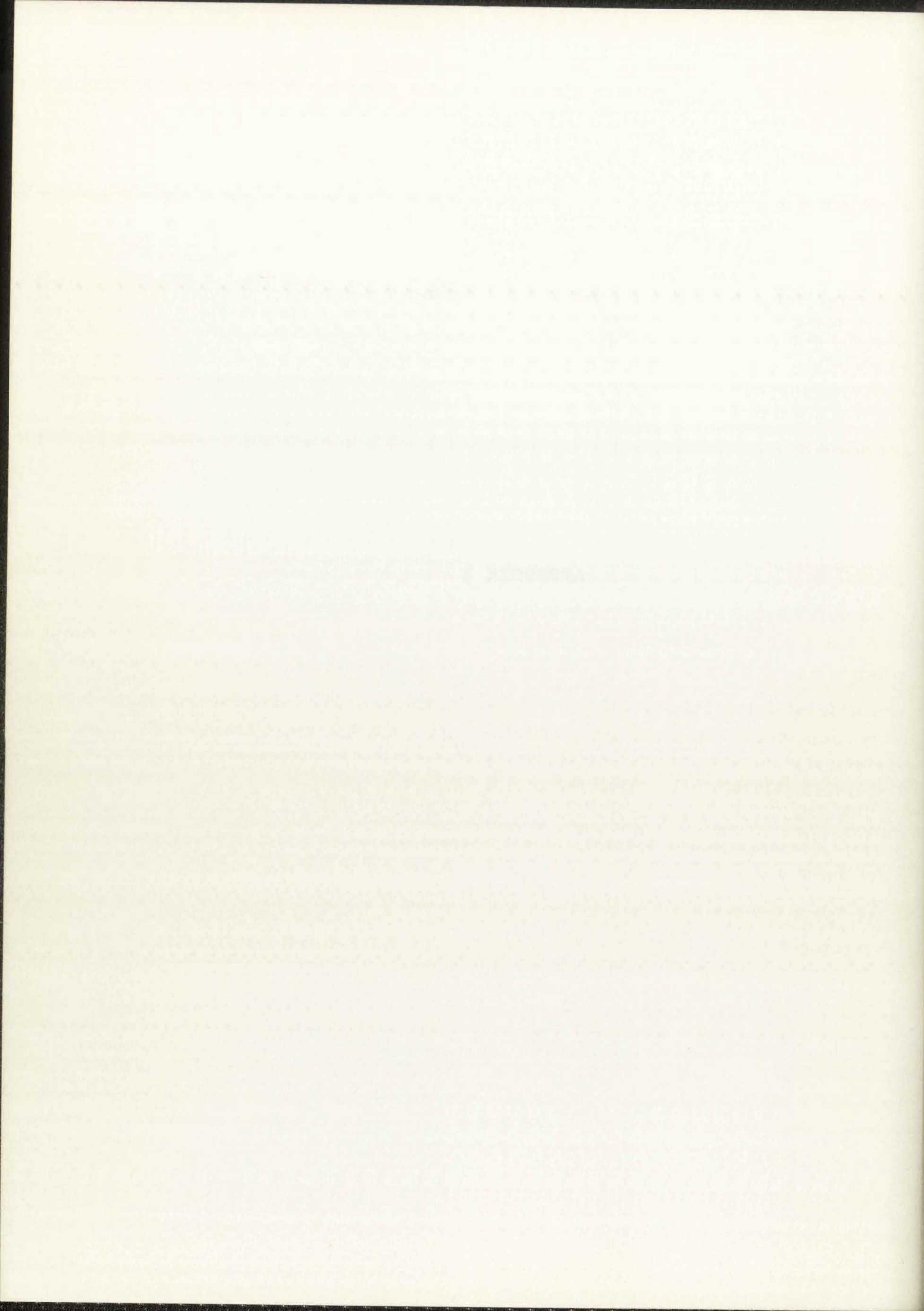


## ANSWER SHEET

1. are
2. way
3. kite
4. nice
5. lake
6. up
7. be
8. nothing
9. bed
10. leg
11. again
12. me
13. eyes
14. crowd
15. block
16. me
17. haystack
18. again
19. dead
20. easy
21. foot
22. kitten
23. waste
24. way
25. up
26. arrow
27. tail
28. down
29. rug
30. come
31. ocean
32. off
33. horse
34. dogs
35. down
36. Indians
37. heavens
38. split
39. silk
40. moss



APPENDIX 3





NAME \_\_\_\_\_

AGE \_\_\_\_\_

NATIONALITY \_\_\_\_\_

SEX \_\_\_\_\_

LANGUAGE SPOKEN IN HOME \_\_\_\_\_

GRADE \_\_\_\_\_

HOW LONG HAVE YOUR PARENTS LIVED IN THE UNITED STATES? \_\_\_\_\_

DIRECTIONS

This is a test to find out how many sayings you know. No one is expected to answer all of them, but please try to answer as many as you can. You will be given enough time to complete the test. Below are some samples of sayings that are not completed. Fill in the rest of these sayings by writing the word or words that would complete them.

Sample 1. Crime doesn't \_\_\_\_\_

Sample 2. Who do you think you \_\_\_\_\_

Sample 3. Stick 'em \_\_\_\_\_

In Sample 1, the answer is payIn Sample 2, the answer is areIn Sample 3, the answer is up

Now turn the page and complete each of the sayings by writing in the word or words that complete them.

THE  
STATE OF  
NEW YORK

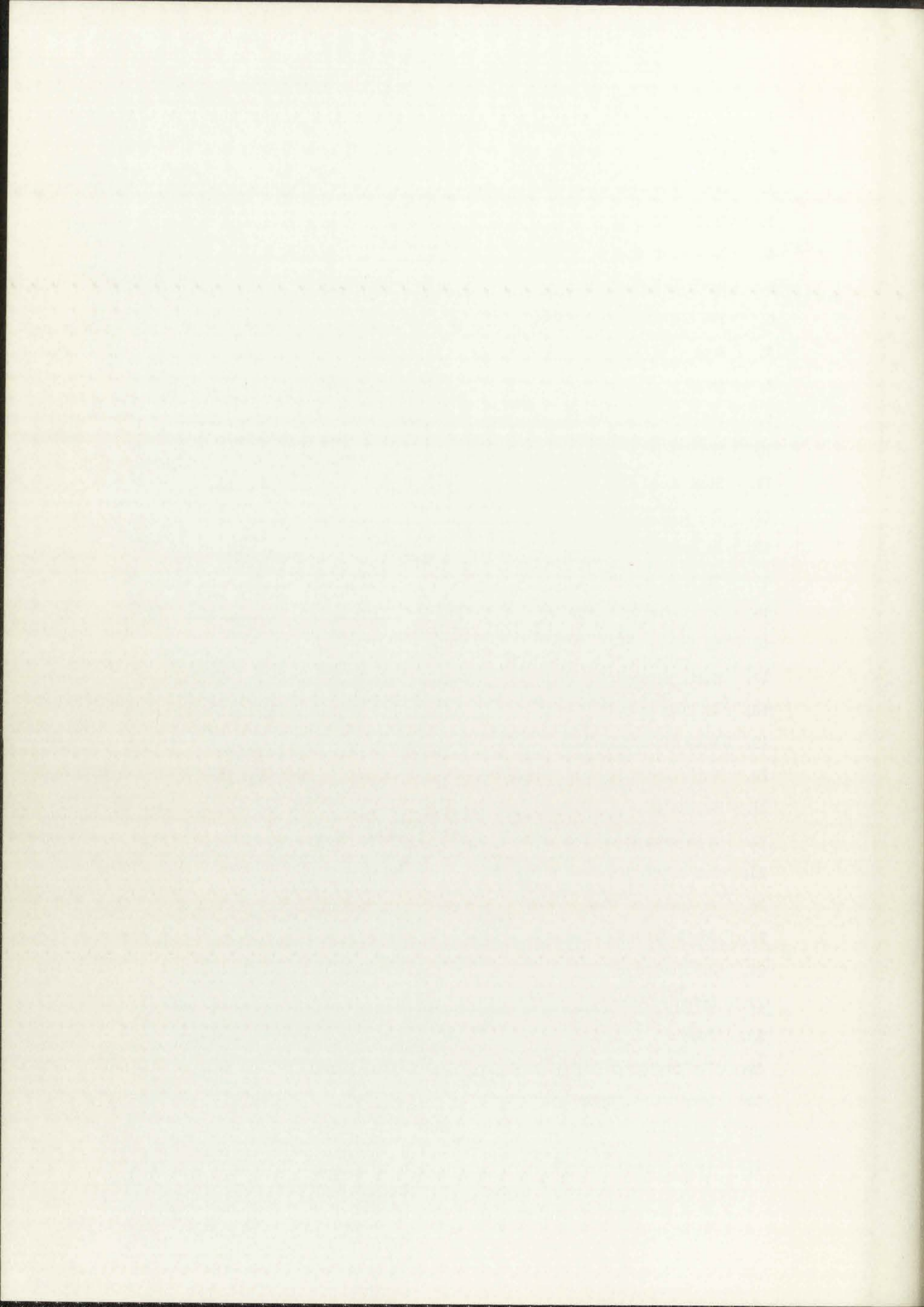
IN SENATE,  
January 1, 1914.

REPORT  
OF THE  
COMMISSIONERS OF THE LAND OFFICE

IN RESPONSE TO A RESOLUTION PASSED BY THE SENATE  
MAY 1, 1913.

ALBANY:  
J. B. LIPPINCOTT COMPANY,  
1914.

1. Go fly a \_\_\_\_\_
2. Got out on the wrong side of the \_\_\_\_\_
3. As tame as a \_\_\_\_\_
4. They went that \_\_\_\_\_
5. Don't get fresh with \_\_\_\_\_
6. Tie a tin can on a dog's \_\_\_\_\_
7. Drop \_\_\_\_\_
8. Shut \_\_\_\_\_
9. Sit down and take it \_\_\_\_\_
10. You can never \_\_\_\_\_
11. Stay where you \_\_\_\_\_
12. The shoe is on the other \_\_\_\_\_
13. As crooked as a dog's hind \_\_\_\_\_
14. Straight as an \_\_\_\_\_
15. If at first you don't succeed, try, try \_\_\_\_\_
16. Go jump in the \_\_\_\_\_
17. Haste makes \_\_\_\_\_
18. As slow as molasses in \_\_\_\_\_
19. You mean the world to \_\_\_\_\_
20. Sugar and spice and everything \_\_\_\_\_
21. Smooth as \_\_\_\_\_
22. A rolling stone gathers no \_\_\_\_\_
23. Don't get the cart before the \_\_\_\_\_
24. As tough as they \_\_\_\_\_
25. Don't let it get you \_\_\_\_\_
26. All fouled \_\_\_\_\_
27. Spinning your \_\_\_\_\_
28. Bugged \_\_\_\_\_
29. The country is going to the \_\_\_\_\_
30. Burn your bridges \_\_\_\_\_
31. Let's give it back to the \_\_\_\_\_
32. Tough sledding all the \_\_\_\_\_



33. Three's a \_\_\_\_\_
34. Lazy, good-for-\_\_\_\_\_
35. As the crow \_\_\_\_\_
36. Don't shoot til you see the whites of their \_\_\_\_\_
37. If I had it all to do over \_\_\_\_\_
38. More than time can \_\_\_\_\_
39. Like looking for a needle in a \_\_\_\_\_
40. He could sell refrigerators to \_\_\_\_\_
41. It smells to high \_\_\_\_\_
42. As snug as a bug in a \_\_\_\_\_
43. As cute as can \_\_\_\_\_
44. Sweetest music this side of \_\_\_\_\_
45. Chip off the old \_\_\_\_\_
46. Don't take any wooden \_\_\_\_\_
47. Sound \_\_\_\_\_
48. Tale of \_\_\_\_\_
49. Tell stories out of \_\_\_\_\_
50. Knock-down \_\_\_\_\_
51. As hard as \_\_\_\_\_
52. Tattle tale \_\_\_\_\_
53. The evil of our \_\_\_\_\_
54. Four score and \_\_\_\_\_
55. The boys in the back \_\_\_\_\_
56. As deep as the \_\_\_\_\_
57. Cute as a bug's \_\_\_\_\_
58. Going lickety \_\_\_\_\_

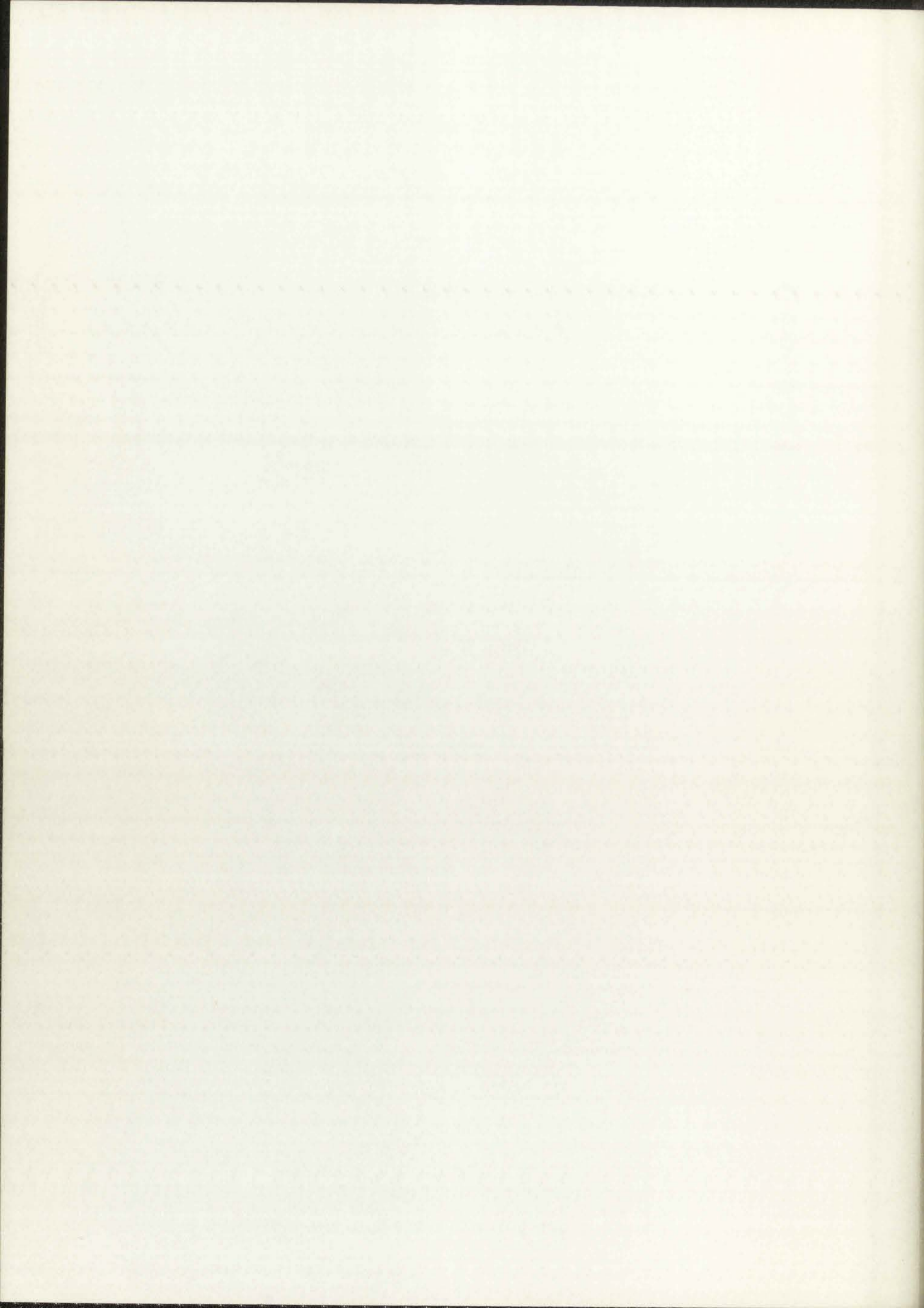
The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

In the second section, the author details the various methods used to collect and analyze the data. This includes both primary and secondary data collection techniques. The analysis focuses on identifying trends and patterns over time, which is crucial for making informed decisions.

The third part of the report addresses the challenges faced during the data collection process. One major issue was the inconsistency in the quality of the data provided by different sources. To overcome this, the team implemented a rigorous quality control protocol, which involved cross-checking the data from multiple sources.

Finally, the document concludes with a series of recommendations for future data collection efforts. It suggests that regular communication with data providers is essential to ensure the accuracy and timeliness of the information. Additionally, investing in more advanced data analysis tools could significantly improve the efficiency of the process.

APPENDIX 4





Item Analyses of Idioms for Mexican American/  
Native American Group (N 110)

Item	Top Half		Bottom Half		Discrim. Value	Total	
	No. Rt.	% Rt.	No. Rt.	% Rt.		No. Rt.	% Rt.
1	49	89	40	72	17	89	81
2	41	74	28	51	23	69	63
3	29	52	5	9	43	34	31
4	54	98	42	76	22	96	87
5	36	65	20	36	29	56	51
6	18	32	10	18	14	28	25
7	26	47	15	27	20	41	37
8	49	89	28	51	38	77	70
9	27	49	14	25	24	41	37
10	19	34	4	7	27	23	21
11	53	96	47	85	11	100	91
12	28	51	10	18	33	38	34
13	38	69	23	42	27	61	55
14	15	27	5	9	18	30	27
15	39	71	21	38	33	60	54
16	46	84	31	56	28	77	70
17	20	36	14	25	11	34	31
18	3	6	3	6	0	6	5
19	11	20	3	6	14	44	40
20	49	89	32	58	31	81	73
21	2	3	2	3	0	4	3
22	1	1	0	0	1	1	0

Table 1. Summary of the results of the analysis of variance for the different groups of subjects.

Group	Factor	SS	df	MS	F	p	η <sup>2</sup>	
Group 1	Condition	12.5	1	12.5	4.2	0.04	0.25	
	Time	8.2	1	8.2	2.8	0.10	0.18	
	Order	5.1	1	5.1	1.7	0.19	0.10	
	Interaction	3.4	1	3.4	1.1	0.30	0.05	
	Error	21.8	18	1.2				
	Group 2	Condition	15.3	1	15.3	5.1	0.03	0.30
		Time	9.8	1	9.8	3.2	0.08	0.22
		Order	6.2	1	6.2	2.0	0.16	0.12
		Interaction	4.5	1	4.5	1.5	0.22	0.08
		Error	24.5	18	1.4			
Group 3		Condition	18.7	1	18.7	6.2	0.02	0.35
		Time	11.2	1	11.2	3.7	0.06	0.25
		Order	7.5	1	7.5	2.5	0.12	0.15
		Interaction	5.8	1	5.8	1.9	0.17	0.10
		Error	28.3	18	1.6			
	Group 4	Condition	22.1	1	22.1	7.3	0.01	0.40
		Time	13.5	1	13.5	4.4	0.04	0.28
		Order	8.9	1	8.9	2.9	0.09	0.18
		Interaction	6.7	1	6.7	2.2	0.14	0.12
		Error	31.6	18	1.8			

Item	Top Half		Bottom Half		Discrim. Value	Total	
	No.Rt.	% Rt.	No.Rt.	% Rt.		No.Rt.	% Rt.
23	9	16	3	6	10	12	11
24	18	33	4	7	26	22	20
25	20	36	7	12	24	27	24
26	27	49	5	9	40	32	29
27	12	22	4	7	15	16	14
28	7	12	0	0	12	7	6
29	5	9	3	6	3	8	7
31	5	9	2	3	6	7	6
32	25	45	7	12	33	32	29
33	36	65	16	29	36	52	47
34	46	84	28	51	33	74	67
35	8	14	8	14	0	16	14
36	35	63	16	29	34	55	50
37	24	44	17	31	13	41	37
38	9	16	0	0	16	9	8
39	28	51	14	25	26	42	38
40	0	0	0	0	0	0	0
41	4	7	1	1	6	5	4
42	21	38	3	6	32	24	22
43	42	76	36	65	11	78	70
44	0	0	0	0	0	0	0
45	31	56	14	25	31	45	41
46	2	3	1	1	2	3	2
47	9	16	5	9	7	14	12

1911  
 THE STATE OF TEXAS  
 COUNTY OF \_\_\_\_\_

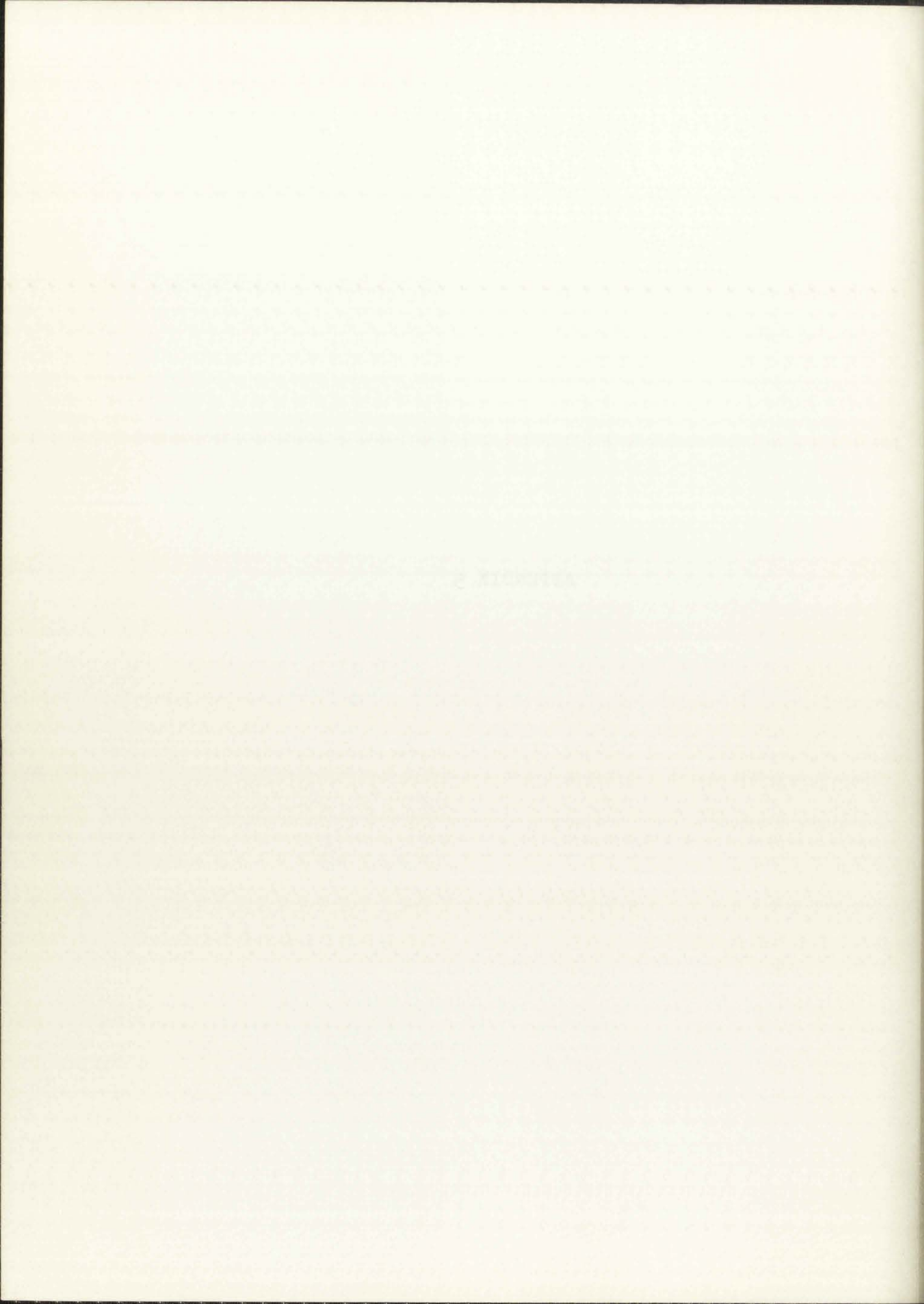
No.	Name	Age	Sex	Color	Profession	Value	Assessed
1	...	...	...	...	...	...	...
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21	...	...	...	...	...	...	...
22	...	...	...	...	...	...	...
23	...	...	...	...	...	...	...
24	...	...	...	...	...	...	...
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31	...	...	...	...	...	...	...
32	...	...	...	...	...	...	...
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36	...	...	...	...	...	...	...
37	...	...	...	...	...	...	...
38	...	...	...	...	...	...	...
39	...	...	...	...	...	...	...
40	...	...	...	...	...	...	...
41	...	...	...	...	...	...	...
42	...	...	...	...	...	...	...
43	...	...	...	...	...	...	...
44	...	...	...	...	...	...	...
45	...	...	...	...	...	...	...
46	...	...	...	...	...	...	...
47	...	...	...	...	...	...	...
48	...	...	...	...	...	...	...
49	...	...	...	...	...	...	...
50	...	...	...	...	...	...	...

Item	Top Half		Bottom Half		Discrim. Value	Total	
	No.	Rt. %	No.	Rt. %		No.	Rt. %
48	0	0	0	0	0	0	0
49	0	0	0	0	0	0	0
50	0	0	0	0	0	0	0
51	2	3	1	1	4	3	2
52	0	0	0	0	0	0	0
53	1	1	0	0	1	1	1
54	0	0	0	0	0	0	0
55	3	6	0	0	6	3	2
56	8	14	7	12	2	15	13
57	5	9	0	0	9	5	4
58	4	7	1	1	6	5	4

Table

1	10
2	20
3	30
4	40
5	50
6	60
7	70
8	80
9	90
10	100

APPENDIX 5





Item Analyses of Idioms for  
Anglo Group (N=50)

Item	Top Half		Bottom Half		Discrim. Value	Total	
	No.Rt.	% Rt.	No.Rt.	% Rt.		No.Rt.	% Rt.
1	24	96	21	84	12	45	90
2	25	100	20	80	20	45	90
3	12	48	8	32	16	20	40
4	25	100	23	92	8	48	96
5	22	88	16	64	24	38	76
6	16	64	10	40	24	26	52
7	15	60	10	40	20	25	50
8	25	100	23	96	4	48	96
9	18	72	12	48	24	30	60
10	6	24	3	12	12	9	16
11	25	100	21	84	16	46	92
12	23	92	19	76	16	42	84
13	20	80	15	60	20	35	70
14	13	52	8	32	20	21	42
15	25	100	24	96	4	49	98
16	25	100	25	100	0	50	100
17	20	80	12	48	32	32	64
18	8	32	5	20	12	13	26
19	10	40	3	12	28	13	26
20	25	100	23	92	18	48	96
21	9	36	6	24	12	15	30
22	8	32	1	4	28	9	16

List of Names of  
Persons

No.	Name	Address	City	State	Profession	Age
1	John Smith	123 Main St	New York	NY	Teacher	35
2	Mary Jones	456 Elm St	Chicago	IL	Homemaker	42
3	Robert Brown	789 Oak St	Los Angeles	CA	Engineer	28
4	Sarah White	101 Pine St	San Francisco	CA	Artist	31
5	James Green	202 Cedar St	Philadelphia	PA	Lawyer	48
6	Elizabeth Black	303 Birch St	Boston	MA	Writer	38
7	William Gray	404 Spruce St	Seattle	WA	Businessman	55
8	Jane Taylor	505 Willow St	Portland	OR	Musician	25
9	Richard Hill	606 Ash St	Denver	CO	Scientist	40
10	Patricia Scott	707 Hickory St	San Diego	CA	Journalist	33
11	Charles King	808 Sycamore St	San Jose	CA	Software Engineer	30
12	Anna Lee	909 Magnolia St	San Antonio	TX	Librarian	45
13	George Hall	1010 Poplar St	San Luis Obispo	CA	Historian	60
14	Frances Adams	1111 Chestnut St	San Bernardino	CA	Designer	27
15	Edward Baker	1212 Walnut St	San Francisco	CA	Architect	50
16	Martha Clark	1313 Elm St	San Francisco	CA	Translator	35
17	Frank Lewis	1414 Oak St	San Francisco	CA	Photographer	40
18	Grace Walker	1515 Pine St	San Francisco	CA	Actress	22
19	Henry Young	1616 Cedar St	San Francisco	CA	Writer	55
20	Elizabeth King	1717 Birch St	San Francisco	CA	Teacher	30

Item	Top Half		Bottom Half		Discrim. Value	Total	
	No. Rt.	% Rt.	No. Rt.	% Rt.		No. Rt.	% Rt.
23	19	76	7	28	48	26	52
24	21	84	10	40	44	31	62
25	20	80	11	44	36	31	62
26	22	88	6	24	64	28	56
27	8	32	4	16	16	12	24
28	13	52	2	8	44	15	30
29	7	28	2	8	20	9	16
31	6	24	1	4	20	7	14
32	15	60	6	24	36	21	42
33	23	92	14	56	36	37	74
34	25	100	22	88	12	47	94
35	5	20	0	0	20	5	10
36	25	100	11	44	56	36	72
37	15	60	9	36	24	24	48
38	8	32	4	16	16	12	24
39	24	96	19	76	20	23	46
40	5	20	1	4	16	6	12
41	13	52	7	28	24	20	40
42	22	88	11	44	44	33	66
43	24	96	18	72	24	42	84
44	2	8	0	0	8	2	4
45	22	88	16	64	24	38	76
46	6	24	4	16	8	10	20
47	13	52	2	8	44	15	30

TABLE 1  
[Illegible text]

[Illegible text]

[Illegible]	[Illegible]	[Illegible]	[Illegible]	[Illegible]	[Illegible]
1	0.1	0.1	0.1	0.1	0.1
2	0.1	0.1	0.1	0.1	0.1
3	0.1	0.1	0.1	0.1	0.1
4	0.1	0.1	0.1	0.1	0.1
5	0.1	0.1	0.1	0.1	0.1
6	0.1	0.1	0.1	0.1	0.1
7	0.1	0.1	0.1	0.1	0.1
8	0.1	0.1	0.1	0.1	0.1
9	0.1	0.1	0.1	0.1	0.1
10	0.1	0.1	0.1	0.1	0.1
11	0.1	0.1	0.1	0.1	0.1
12	0.1	0.1	0.1	0.1	0.1
13	0.1	0.1	0.1	0.1	0.1
14	0.1	0.1	0.1	0.1	0.1
15	0.1	0.1	0.1	0.1	0.1
16	0.1	0.1	0.1	0.1	0.1
17	0.1	0.1	0.1	0.1	0.1
18	0.1	0.1	0.1	0.1	0.1
19	0.1	0.1	0.1	0.1	0.1
20	0.1	0.1	0.1	0.1	0.1
21	0.1	0.1	0.1	0.1	0.1
22	0.1	0.1	0.1	0.1	0.1
23	0.1	0.1	0.1	0.1	0.1
24	0.1	0.1	0.1	0.1	0.1
25	0.1	0.1	0.1	0.1	0.1
26	0.1	0.1	0.1	0.1	0.1
27	0.1	0.1	0.1	0.1	0.1
28	0.1	0.1	0.1	0.1	0.1
29	0.1	0.1	0.1	0.1	0.1
30	0.1	0.1	0.1	0.1	0.1
31	0.1	0.1	0.1	0.1	0.1
32	0.1	0.1	0.1	0.1	0.1
33	0.1	0.1	0.1	0.1	0.1
34	0.1	0.1	0.1	0.1	0.1
35	0.1	0.1	0.1	0.1	0.1
36	0.1	0.1	0.1	0.1	0.1
37	0.1	0.1	0.1	0.1	0.1
38	0.1	0.1	0.1	0.1	0.1
39	0.1	0.1	0.1	0.1	0.1
40	0.1	0.1	0.1	0.1	0.1
41	0.1	0.1	0.1	0.1	0.1
42	0.1	0.1	0.1	0.1	0.1
43	0.1	0.1	0.1	0.1	0.1
44	0.1	0.1	0.1	0.1	0.1
45	0.1	0.1	0.1	0.1	0.1
46	0.1	0.1	0.1	0.1	0.1
47	0.1	0.1	0.1	0.1	0.1
48	0.1	0.1	0.1	0.1	0.1
49	0.1	0.1	0.1	0.1	0.1
50	0.1	0.1	0.1	0.1	0.1
51	0.1	0.1	0.1	0.1	0.1
52	0.1	0.1	0.1	0.1	0.1
53	0.1	0.1	0.1	0.1	0.1
54	0.1	0.1	0.1	0.1	0.1
55	0.1	0.1	0.1	0.1	0.1
56	0.1	0.1	0.1	0.1	0.1
57	0.1	0.1	0.1	0.1	0.1
58	0.1	0.1	0.1	0.1	0.1
59	0.1	0.1	0.1	0.1	0.1
60	0.1	0.1	0.1	0.1	0.1
61	0.1	0.1	0.1	0.1	0.1
62	0.1	0.1	0.1	0.1	0.1
63	0.1	0.1	0.1	0.1	0.1
64	0.1	0.1	0.1	0.1	0.1
65	0.1	0.1	0.1	0.1	0.1
66	0.1	0.1	0.1	0.1	0.1
67	0.1	0.1	0.1	0.1	0.1
68	0.1	0.1	0.1	0.1	0.1
69	0.1	0.1	0.1	0.1	0.1
70	0.1	0.1	0.1	0.1	0.1
71	0.1	0.1	0.1	0.1	0.1
72	0.1	0.1	0.1	0.1	0.1
73	0.1	0.1	0.1	0.1	0.1
74	0.1	0.1	0.1	0.1	0.1
75	0.1	0.1	0.1	0.1	0.1
76	0.1	0.1	0.1	0.1	0.1
77	0.1	0.1	0.1	0.1	0.1
78	0.1	0.1	0.1	0.1	0.1
79	0.1	0.1	0.1	0.1	0.1
80	0.1	0.1	0.1	0.1	0.1
81	0.1	0.1	0.1	0.1	0.1
82	0.1	0.1	0.1	0.1	0.1
83	0.1	0.1	0.1	0.1	0.1
84	0.1	0.1	0.1	0.1	0.1
85	0.1	0.1	0.1	0.1	0.1
86	0.1	0.1	0.1	0.1	0.1
87	0.1	0.1	0.1	0.1	0.1
88	0.1	0.1	0.1	0.1	0.1
89	0.1	0.1	0.1	0.1	0.1
90	0.1	0.1	0.1	0.1	0.1
91	0.1	0.1	0.1	0.1	0.1
92	0.1	0.1	0.1	0.1	0.1
93	0.1	0.1	0.1	0.1	0.1
94	0.1	0.1	0.1	0.1	0.1
95	0.1	0.1	0.1	0.1	0.1
96	0.1	0.1	0.1	0.1	0.1
97	0.1	0.1	0.1	0.1	0.1
98	0.1	0.1	0.1	0.1	0.1
99	0.1	0.1	0.1	0.1	0.1
100	0.1	0.1	0.1	0.1	0.1

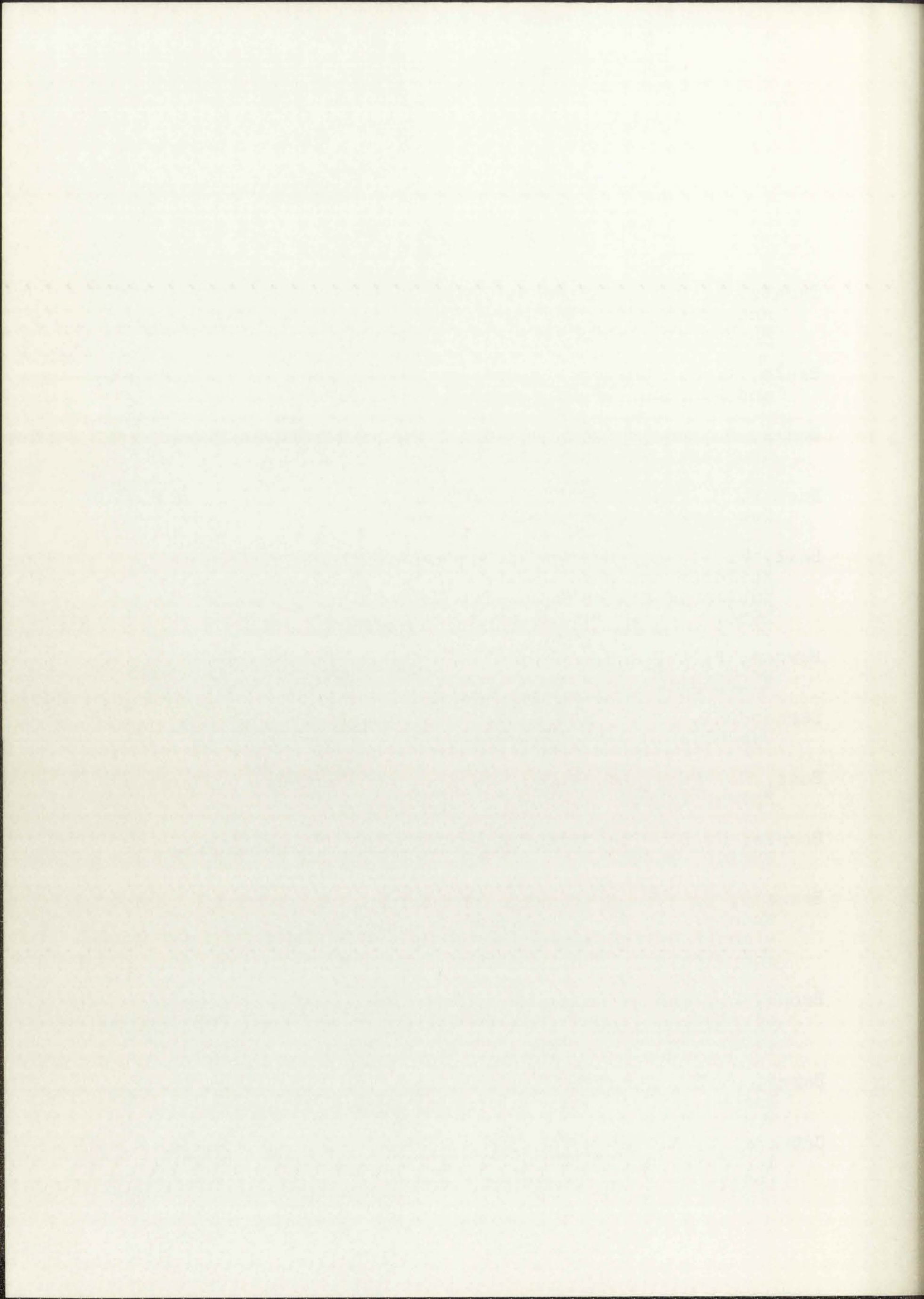
Item	Top Half		Bottom Half		Discrim. Value	Total	
	No. Rt.	% Rt.	No. Rt.	% Rt.		No. Rt.	% Rt.
48	1	4	0	0	4	1	2
49	1	4	0	0	4	1	2
50	4	16	1	4	12	5	10
51	5	20	1	4	16	6	12
52	0	0	0	0	0	0	0
53	0	0	0	0	0	0	0
54	0	0	0	0	0	0	0
55	0	0	0	0	0	0	0
56	9	36	3	12	24	12	24
57	2	8	0	0	0	2	4
58	16	64	3	12	52	19	38

TABLE I  
 SUMMARY OF THE RESULTS OF THE INVESTIGATION  
 INTO THE CAUSES OF THE ACCIDENTS  
 WHICH OCCURRED IN THE  
 MONTHS OF JANUARY AND FEBRUARY, 1934

No.	Date	Time	Location	Train	Engine	Conductor	Engineer	Fireman	Brakeman	Passenger	Other
1	1-1-34	11:30 A.M.	Chicago	100	100	John Doe	John Doe	John Doe	John Doe		
2	1-5-34	8:00 P.M.	Chicago	100	100	John Doe	John Doe	John Doe	John Doe		
3	1-10-34	3:00 P.M.	Chicago	100	100	John Doe	John Doe	John Doe	John Doe		
4	1-15-34	10:00 A.M.	Chicago	100	100	John Doe	John Doe	John Doe	John Doe		
5	1-20-34	7:00 P.M.	Chicago	100	100	John Doe	John Doe	John Doe	John Doe		
6	1-25-34	12:00 M.	Chicago	100	100	John Doe	John Doe	John Doe	John Doe		
7	1-30-34	9:00 A.M.	Chicago	100	100	John Doe	John Doe	John Doe	John Doe		
8	2-5-34	6:00 P.M.	Chicago	100	100	John Doe	John Doe	John Doe	John Doe		
9	2-10-34	4:00 P.M.	Chicago	100	100	John Doe	John Doe	John Doe	John Doe		
10	2-15-34	11:00 A.M.	Chicago	100	100	John Doe	John Doe	John Doe	John Doe		
11	2-20-34	8:00 P.M.	Chicago	100	100	John Doe	John Doe	John Doe	John Doe		
12	2-25-34	5:00 P.M.	Chicago	100	100	John Doe	John Doe	John Doe	John Doe		
13	2-30-34	2:00 P.M.	Chicago	100	100	John Doe	John Doe	John Doe	John Doe		

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Abstracts

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