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VALUE
ORIENTA-
TIONS OF
ANGLO AND
SPANISH
AMERICAN
HIGH SCHOOL
SOPHOMORES

SHASTEEN

СОВЕТСКОМУ
СЪЕЗДУ
РАБОЧИХ И
СЛУЖАЩИХ

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MANUSCRIPT ENTRY

Unpublished thesis submitted to the faculty of the University of New Mexico in partial fulfillment of the requirements for the degree of Master of Arts in the Department of Anthropology. The author is a graduate of the University of New Mexico and has been employed by the University of New Mexico since 1950. The thesis is a study of the prehistoric cultures of the Rio Grande valley and is based on the author's field work and the study of the collections of the University of New Mexico.

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VALUE ORIENTATIONS OF ANGLO
AND SPANISH AMERICAN HIGH
SCHOOL SOPHOMORES

By

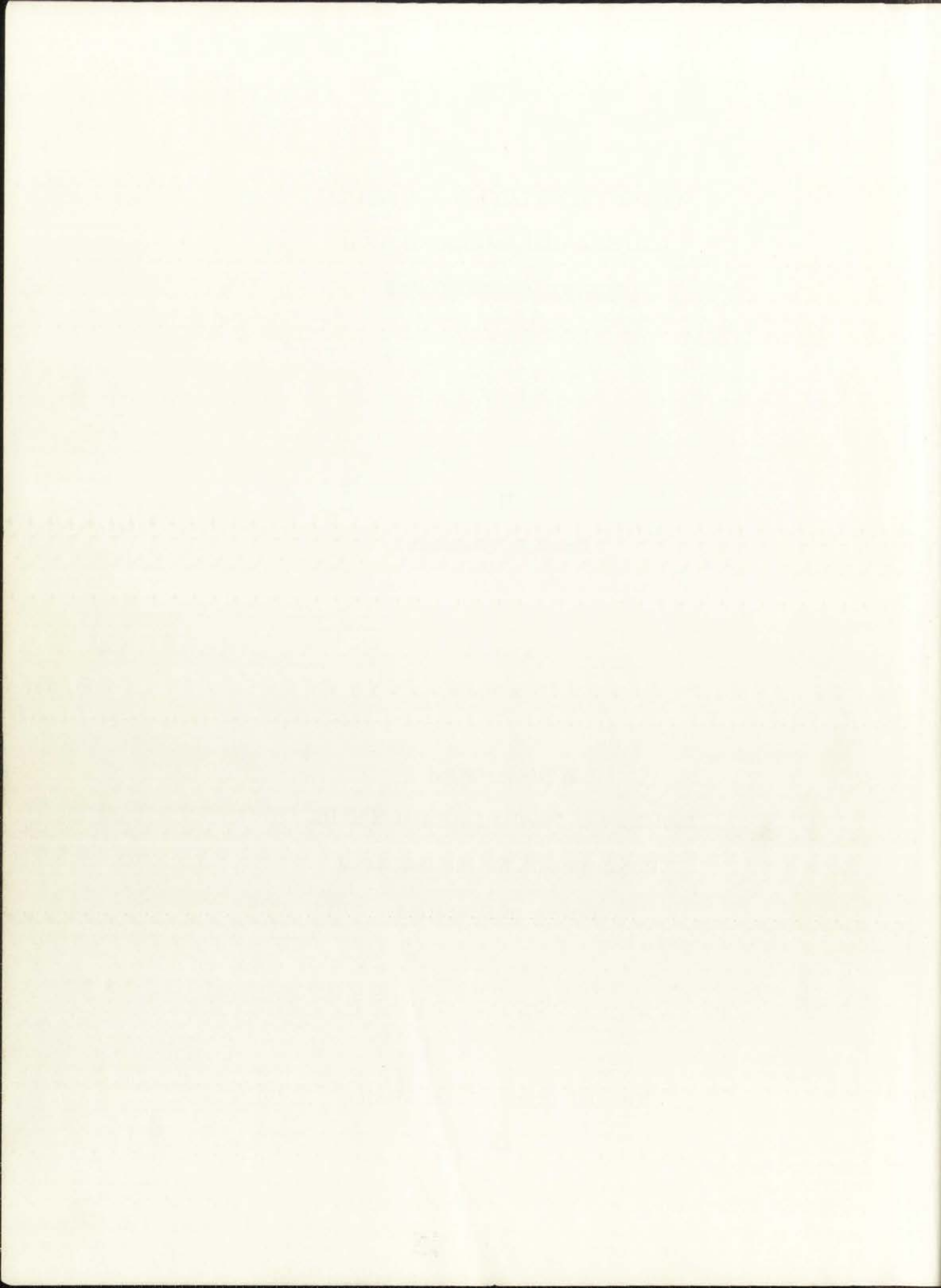
Amos E. Shasteen

A Dissertation

Submitted in Partial Fulfillment of the
Requirements for the Degree of
Doctor of Education

The University of New Mexico

1967



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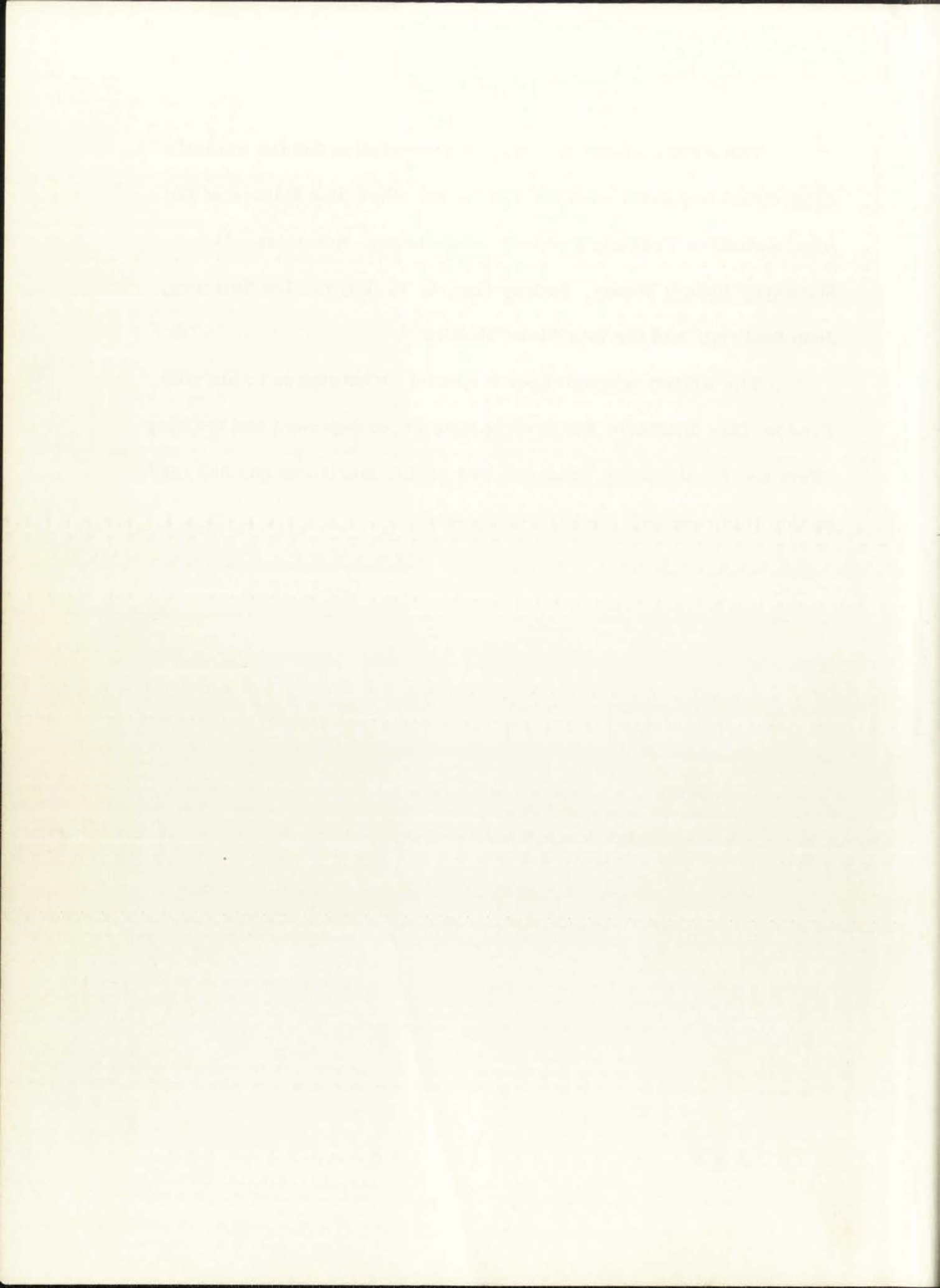
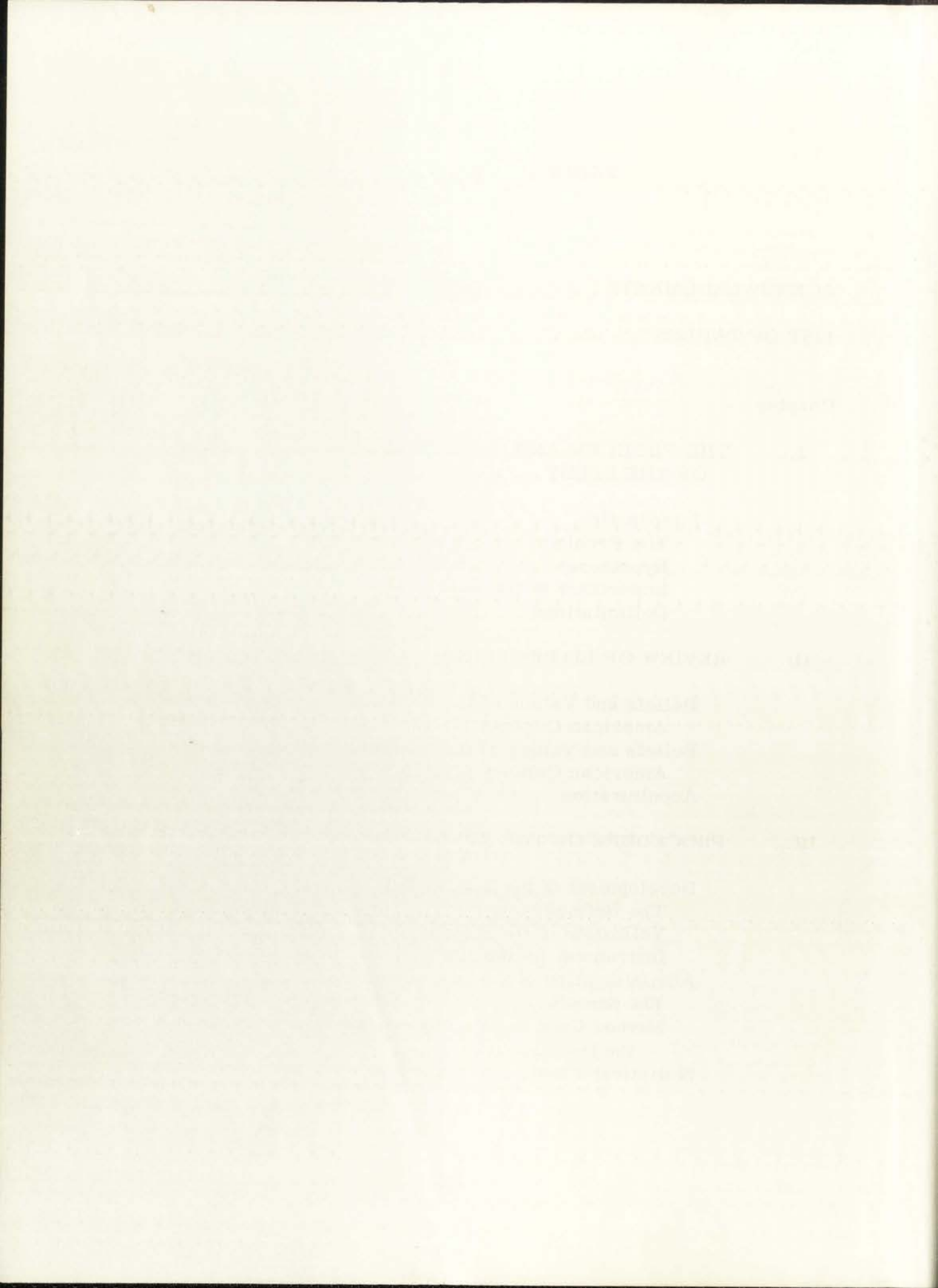


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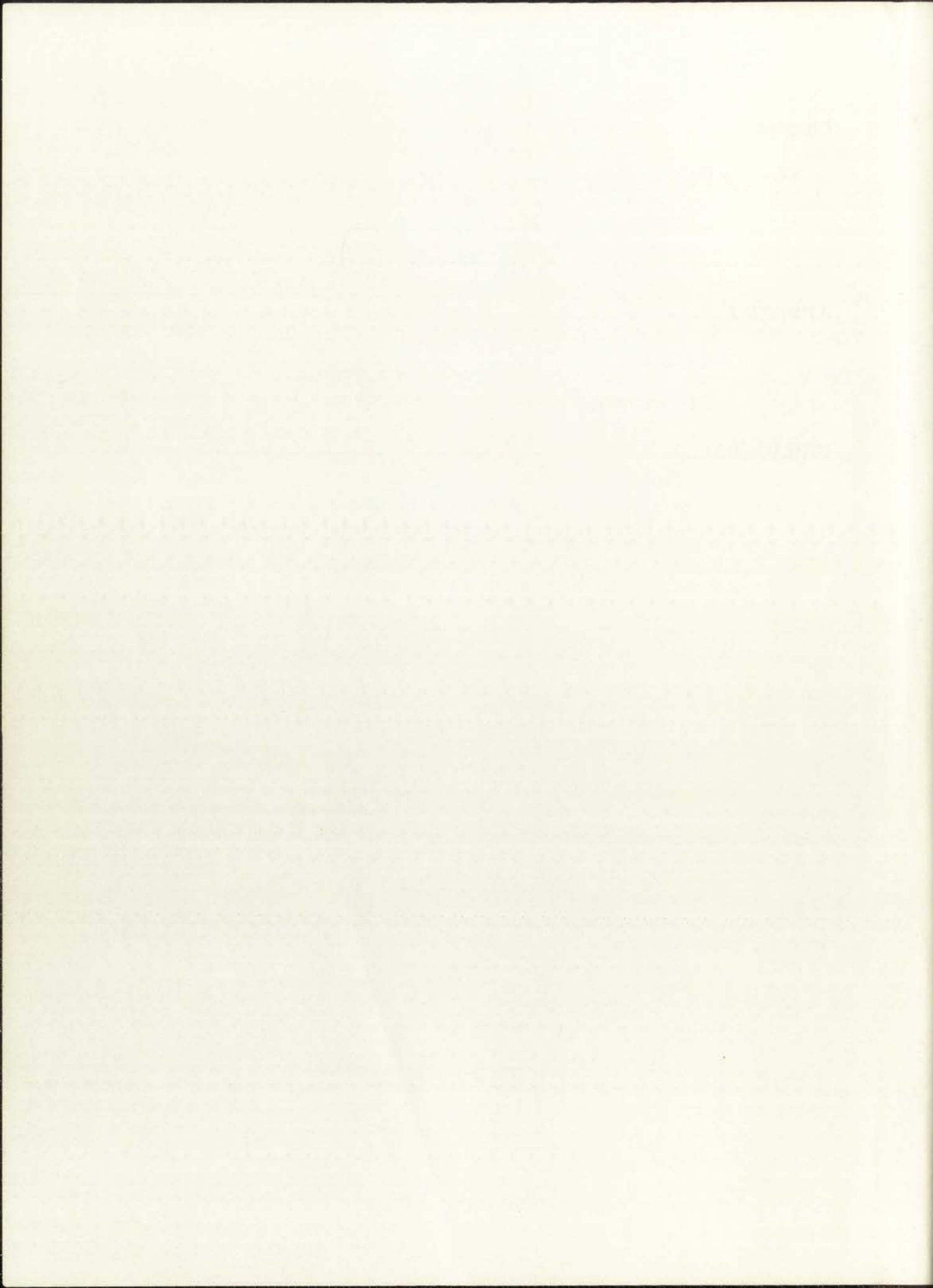
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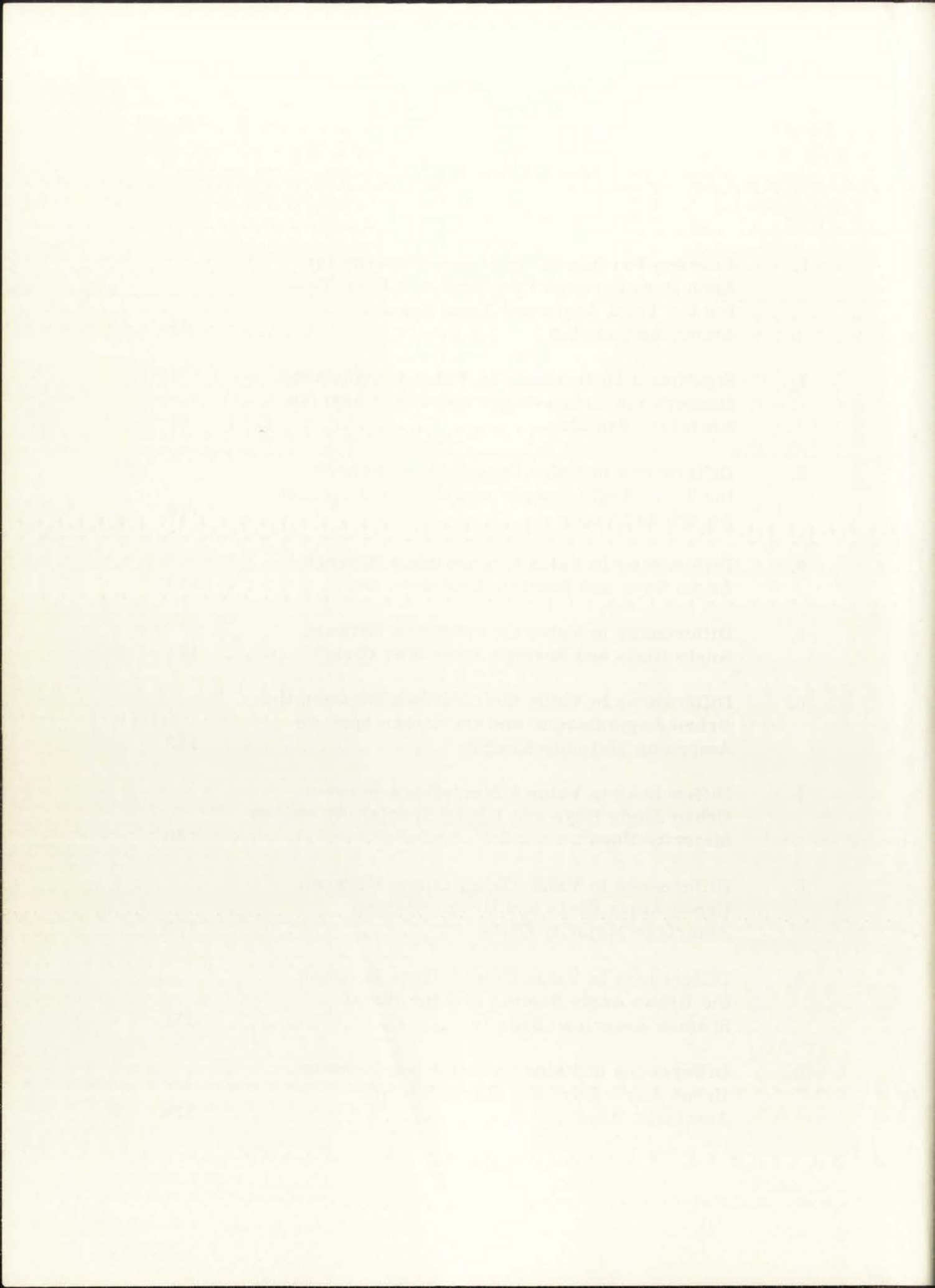


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CHAPTER I

THE PROBLEM AND ORGANIZATION OF THE STUDY

INTRODUCTION

Most studies indicate that Spanish American culture in New Mexico is in a state of disequilibrium. Maloney pointed out that, for the Spanish American, initiative has been lowered by "chronic dependency." Some families have been on welfare rolls for three generations. Low incomes drive the young people to other areas in search of work.¹

Migration from the farm to the city has occurred very rapidly in the period since World War II.^{2,3} An example of rapid migration is found in Mora County. This area had a population decrease exceeding 45 per cent between 1940 and 1960. The population of the 20 to 40 year age group decreased 60 per cent during the same period.⁴ It should be

¹Thomas J. Maloney, "Recent Demographic and Economic Changes in Northern New Mexico," New Mexico Business, XVII, No. 9 (1964), The University of New Mexico, Albuquerque, p. 2.

²Ibid., p. 5.

³Horacio Ulibarri, "The Spanish Speaking Youth: From the Farm to the City," Paper read before the National Conference on the Problems of Rural Youth in a Changing Environment, 1962, Oklahoma State Univ.

⁴Maloney, op. cit., p. 2.



noted that the population of New Mexico increased 70 per cent between the years 1940 and 1960.⁵

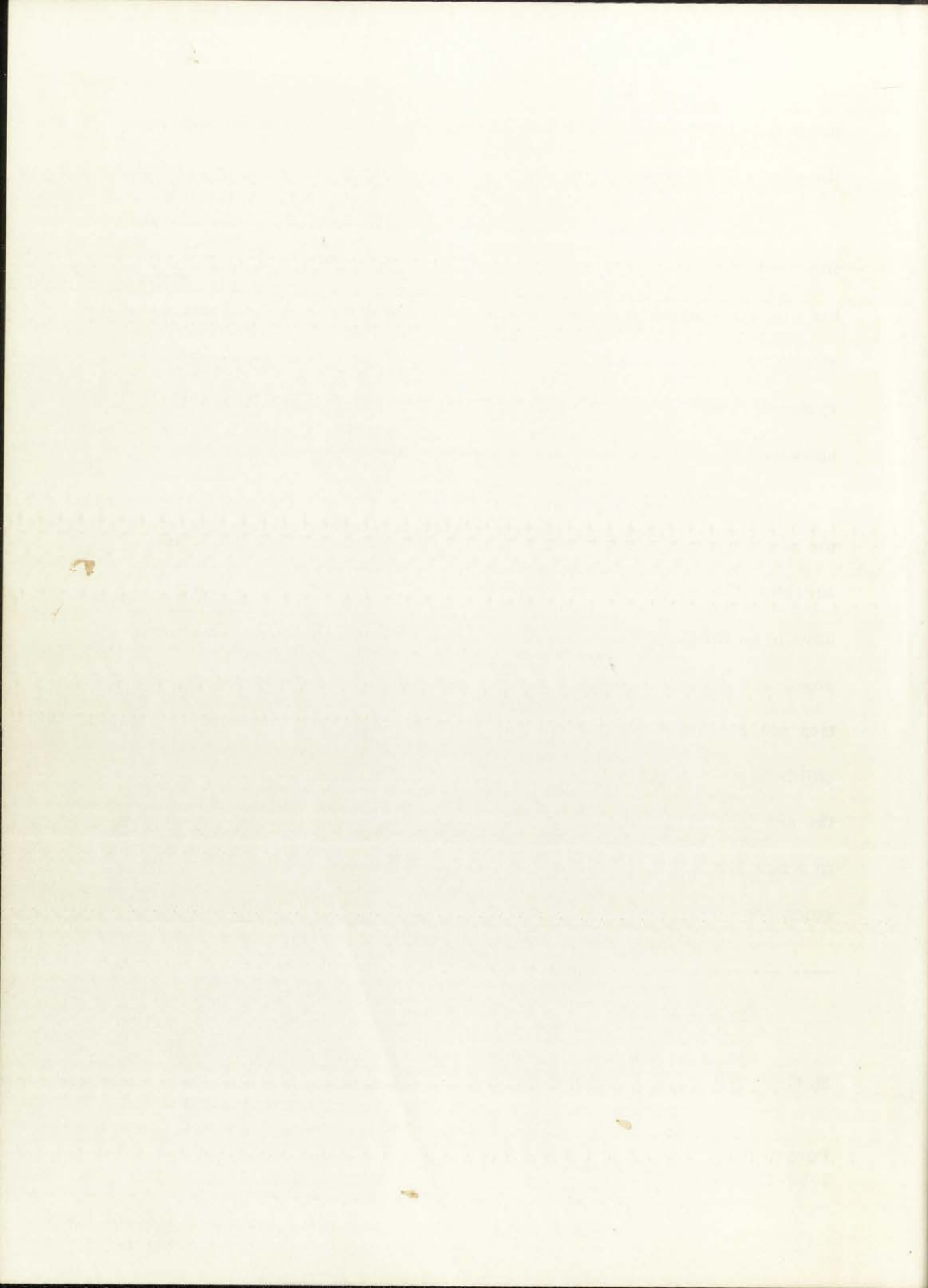
Walter reports that the Spanish Americans now face the pressing need of adapting themselves to new conditions for which they are but poorly equipped by their customs and traditions. They must make sweeping cultural readjustments in terms of their beliefs and value systems if they are to adequately adjust to the demands being forced upon them by the dominant Anglo culture.⁶

It should be pointed out that it is possible to facilitate or impede the acculturation process. The public schools have facilitated the acculturation of the Spanish Americans, but the process appears to have been more accidental than planned. People who have recently come out of the rural peasant cultural pattern of living find acculturation more difficult than those who come from an urban center. The children are caught between two cultures: that of their parents, and the one they must meet every day at school. The problem of adjusting to a new language, new neighborhood, and a new culture is often too much for some students.⁷

⁵Ibid., p. 5.

⁶Paul A. Walter, Jr., Race Culture Relations (New York: McGraw Hill Book Company, 1952).

⁷Sophie L. Elam, "Acculturation and Learning Problems of Puerto Rican Children," Teachers College Record, LXI, October, 1959-1960, pp. 258-264.



The educational problem of minority groups is a complicated one for which no easy solution is readily available. Samora suggests that the American school system functions best when conforming middle-class administrators and teachers address themselves to middle-class students who possess, or are in the process of acquiring, the same value orientations. Spanish American students who do not conform are less likely to be educated and are more prone to become dropout statistics.⁸

The investigation by Sanchez relating that 55 per cent of the Spanish American pupils above the first grade were more than two years over age for their grade remains true in many cases today.⁹

Educators need to better understand Spanish American values if they are to plan a desirable school program for the Spanish-speaking students.

The Problem

Statement of the Problem

What are the differences and similarities in values between Anglo and Spanish American high school sophomores?

⁸Julian Samora, "The Spanish-Speaking People in the United States," (Washington: United States Commission on Civil Rights, 1962).

⁹George I. Sanchez, "The Age-Grade Status of the Rural Child in New Mexico Public Elementary Schools," Educational Research Bulletin, Vol. 1 (Santa Fe: Department of Education, State of New Mexico, November, 1932), p. 34.



Hypotheses

The hypotheses of this study are:

1. The value orientations of urban Spanish American majority sophomore students are more similar to those of urban Anglo sophomore students than to the value orientations of the rural Spanish American sophomore students.
2. The value orientations of the urban Spanish American minority sophomore students are more similar to those of urban Anglo sophomore students than are the value orientations of any other sample in the present study.
3. Spanish American sophomore students vary more in their value orientations than do the Anglo sophomore students.

Importance of the Study

More than ten per cent of the population of the United States speaks a language other than English in the home.¹⁰ The children must learn the language and culture of their parents. Problems develop when the first language and culture are supplemented or replaced by a second language and culture imposed by the larger society. Parents require their children to go through the first process and the school system requires them to go through the second. To the extent that the children

¹⁰Chester C. Christian, Jr., "The Acculturation of the Bilingual Child," Modern Language Journal, Vol. 49, March 1965, pp. 160-165.



suffer as a result of the pressures put on them, they are victims of the social situation into which they were born.¹¹

New Mexico has a large Spanish American population. The language used by many of these people is Spanish. Many of the children start to school with little or no knowledge of the English language. Their knowledge of the dominant culture is also very limited. Thus the Spanish-speaking student has a greater learning task than the English-speaking student in both language and culture. All too often, the results have been disastrous for the mental health of the pupil being acculturated. This is discussed by Elam in a study concerned with the learning problems of Puerto Rican children who are being acculturated into middle-class American culture. The point was made that urban Puerto Ricans experience fewer problems in the acculturation process than those migrating from a rural peasant cultural pattern.¹²

The Spanish American students of the Southwest have much in common with the Puerto Rican children in the Elam study. They are caught between the two cultures -- that of their people, and the one which they must meet every day in school. Sometimes a child is expected to respond to the new culture even though it contradicts the culture of his family. As a result of cultural handicaps, the child may

¹¹Ibid., p. 162.

¹²Elam, op. cit., pp. 258-264.



begin to feel inadequate. He may develop a negative attitude toward the school's attempts to bring about acculturation. Few educators have been trained to see behavior in the light of these causes. Rather, they tend to meet each situation separately, either as a discipline question or as an education problem.^{13, 14}

Saunders states that the Spanish American people are participating more and more in formal education and are thus subjecting themselves and their children to a powerful acculturation experience.¹⁵

Children are usually taught as if they are from English-speaking homes. Cultural values of the Spanish American children are seldom recognized by the school officials. The schools are means whereby Anglo values and concepts are communicated to natively Spanish-speaking children. The high school student has been thoroughly exposed to Anglo cultural elements. Students are thus subjected to three strong acculturative forces: the English language, the curricula they study, and their close association with English-speaking students.¹⁶

¹³Ibid.

¹⁴Horacio Ulibarri, "Teacher Awareness of Socio-Cultural Differences in Multi-Cultural Classrooms," Unpublished Dissertation, Univ. of New Mexico, 1959.

¹⁵Lyle Saunders, Cultural Differences and Medical Care (New York: Russell Sage Foundation, 1954), p. 97.

¹⁶Ibid., p. 98.

The first part of the report deals with the general situation of the country and the position of the various groups. It then goes on to discuss the work of the various committees and the progress of the various projects. The report concludes with a summary of the work done during the year and a list of the various projects which are being carried out at present.

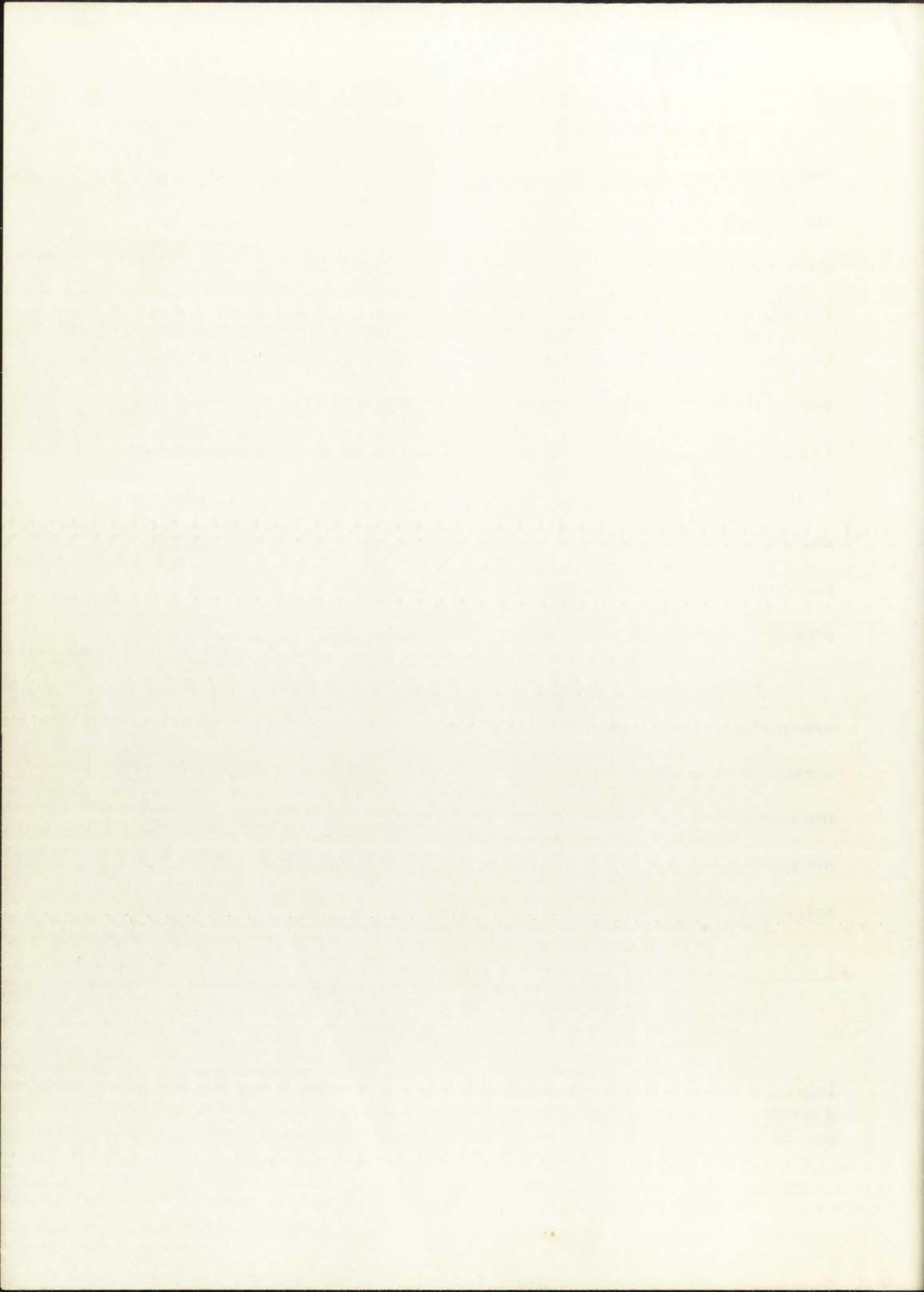
The following table shows the number of members of the various committees and the amount of money received from the various sources during the year. It will be seen that the number of members has increased during the year and that the amount of money received has also increased.

Saunders reported that the ability of the Spanish American to communicate in a language that the Anglo does not understand strengthens the subjective awareness of differences between the two groups, and makes it easy to set up categories of "we" and "they." Once established, these categories help to obscure the similarities between the two populations and to focus attention on the relatively minor differences.¹⁷ Migration from rural to urban areas has brought the problem to light for some educators. Nevertheless, little has been done to facilitate the acculturation process for the Spanish American who has moved into the city where he is under the direct influence of the dominant culture. The migrant is ill-prepared to take his place as an effective contributor to the economy of the dominant culture.

In a study of the performance of rural bilingual immigrants in urban schools, Caplan and Ruble observed that bilingual students demonstrate that the values held in the home are different from those held by the community as a whole. They also noted that these students have not been encouraged by their parents to value certain personality characteristics contributing to school achievement.¹⁸ Sanchez also found

¹⁷Ibid., p. 112.

¹⁸Stanley Caplan and Ronald Ruble, "A Study of Culturally Imposed Factors on School Achievements in a Metropolitan Area," Journal of Educational Research, Vol. 58, No. 1, September, 1964, pp. 16-21.



that teachers tend to consider Spanish American students to have less native ability than Anglo students.¹⁹

Educators need to know to what extent the value orientations of Spanish American students contribute to differences in school adjustment and achievement between Spanish American and Anglo students. An instrument for measuring the value orientations of both Anglo and Spanish American students is needed if the schools are to realize their goals of offering equal opportunity for all students. An instrument of this type could be of considerable value to the educator in developing educational objectives for his school. This study has not attempted to develop a curriculum which would provide for variations in value orientations. The primary objective of this study is to operationalize certain value orientations of Spanish American and Anglo sophomore students in the institutional areas of economics, education, family, health, politics, recreation, and religion. This should provide a frame of reference for public school people to use in diagnosing the value orientations of their students.

Delimitations

This study is limited to a sample of 270 Anglo sophomore students from three urban high schools, 41 Anglo sophomores from two rural

¹⁹H.D. Sanchez, "A Study to Determine the Value of the Cattell Culture Fair Intelligence Test for Measuring the General Intelligence of Navaho and Spanish Students," (An unpublished research paper, The University of New Mexico, May, 1966).



high schools, 157 Spanish American sophomore students from an urban high school with a majority of its students being Spanish American, 72 Spanish American high school sophomore students in two urban high schools with a minority of the students from the Spanish American ethnic group, and 48 Spanish American sophomores from a rural community of over eighty-five per cent Spanish American population.²⁰ The researcher was unable to locate a sufficient concentration of lower-class Anglos to include in the sample. The selection of the subjects, testing procedures, and aspects of the study are discussed in Chapter III.

Organization of the Study

A survey of related literature was made in order (1) to determine what has been done in the past, and (2) to provide a basis for the development of an instrument for measuring value orientations. The review of the literature is presented in Chapter II.

An instrument for measuring value orientations was designed, pre-tested, and refined. The testing of the instrument for validity and reliability and the use of the instrument for the collection of the data is discussed in Chapter III.

An analysis of the data obtained from administering the value orientation instrument is presented in Chapter IV.

²⁰Maloney, op. cit., p. 7.



Findings of the study are related to selected studies from the review of literature in Chapter V.

The summary, conclusions, and recommendations of the study are found in Chapter VI.



CHAPTER II

REVIEW OF LITERATURE

The review of the literature pertinent to this study is presented in this chapter. The literature concerning the value orientations of the Anglo American and the Spanish American was reviewed principally to obtain information for the development of an instrument which could measure differences and similarities between the values of Anglo and Spanish American students. The literature related to acculturation was reviewed to gain background reference and to see what research has been done specifically in this area.

Beliefs and Values of the Anglo American Culture

While the Anglo culture shows marked differences between ethnic backgrounds, geographic regions, and occupations, there seem to be certain core beliefs and values that permeate the total Anglo culture. A review of the literature on the Anglo culture was an attempt to draw out these common beliefs and values. The term "American" is used synonymously with "Anglo" in describing the dominant American culture which is impinging upon the Spanish American culture in the Southwest.

The American culture is described by Williams in such terms as achievement and success; activity and work; democracy; efficiency



and practicality; equality; external conformity; freedom; group superiority; humanitarian mores; individual personality; material comfort; moral orientation; nationalism and patriotism; progress; and science and secular rationality.¹ The following is a brief discussion of each of these value-configurations.

Achievement and Success

Individual achievement is highly regarded in the American culture. Economic gain is the primary measure of achievement and success.² This value orientation also demonstrates that the American culture values man's mastery of nature.³

Activity and Work

Continuous activity is stressed in the American culture.⁴ America is known as the land of haste and bustle, ceaseless activity, and strenuous competition. The emphasis upon work as an end in itself represents a convergence of factors operating in the same direction.

¹Robin M. Williams, Jr., American Society (New York: Alfred A. Knopf, 1954), pp. 388-440.

²Ibid., p. 390.

³Florence Kluckhohn and Fred Strodbeck, Variations in Value Orientations (Evanston: Row, Peterson and Co.), pp. 259-283.

⁴Dorothy Lee, Freedom and Culture (Englewood Cliffs: Prentice-Hall, Inc., 1959), p. 28.



Mutual reinforcement of self-interest, ethical and religious beliefs, and social recognition are factors influencing the high value placed on work. Work has become a value incorporated into the ego ideal.⁵

Democracy

Americans believe in the rights of the individual. Democracy means a fair procedure for distributing power and settling conflicts through majority rule. Williams' definition in terms of the worth, dignity, and creative capacity of the individual is generally accepted by the American culture.⁶

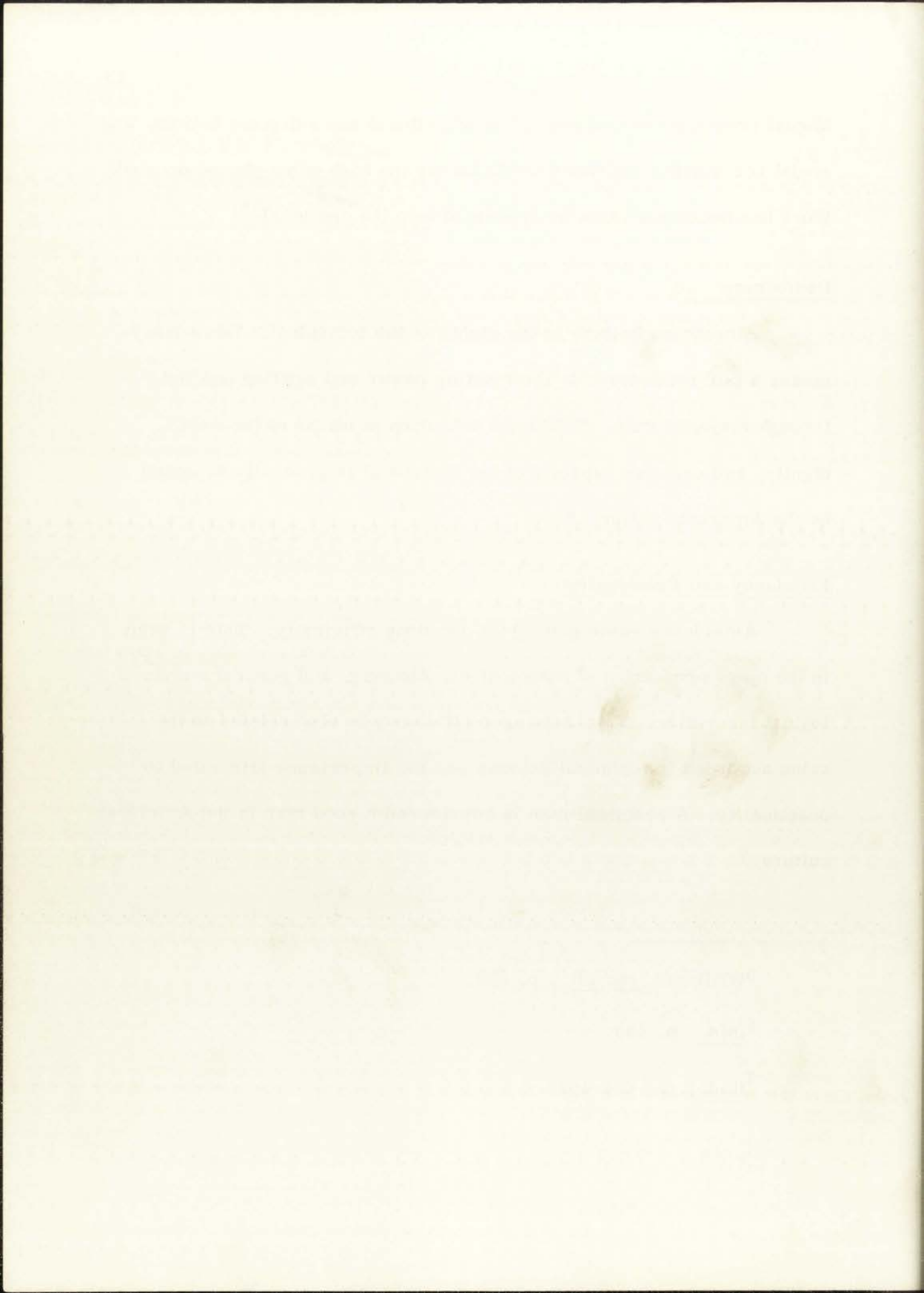
Efficiency and Practicality

Americans value getting the job done efficiently. This is seen in the mass production of automobiles, clothing, and general technological innovation. Emphasis upon efficiency is also related to the value accorded to technical science and the importance attributed to practicality. A practical man is considered a good man in the American culture.⁷

⁵Williams, op. cit., p. 396.

⁶Ibid., p. 433.

⁷Ibid., pp. 401-402.



Equality

The American society, in its formative periods, chose to break with its hierarchal tradition. During the first century of the new country's existence, the people saw the end of indentured servitude, primogeniture, imprisonment for debt, slavery, and property qualifications for voting and holding public office. Free public schools were also provided for all citizens. A close look at modern America reveals obvious inequities in prestige, power, and wealth. However, considerable evidence indicates that the American culture values "equality of opportunity" and basic social rights.^{8, 9}

External Conformity

Americans are extremely conscious of what their peers think of them. They want group acceptance and are willing to conform to certain standards of the group to gain approval.^{10, 11}

Freedom

Relative individual autonomy is highly valued in the American culture. Freedom of speech and assembly, freedom to change residence

⁸Ibid., p. 410.

⁹Lee, op. cit., p. 39.

¹⁰Williams, op. cit., p. 423.

¹¹Harry C. Bredemeir and Richard M. Stephenson, The Analysis of Social Systems (New York: Rinehart and Winston, Inc., 1962), p. 65.



and employment, freedom to engage in private enterprise, freedom of religion and freedom to hold private property are examples of the American meaning of freedom.¹²

Group Superiority

Although America claims to be free of a caste system, the culture is highly stratified. The ascription of certain privileges to an individual on the basis of race or particularistic group membership according to birth in a particular ethnic group is common practice in America.¹³

Humanitarian Mores

Mutual helpfulness and generosity have been highly valued since colonial days. Humanitarian activities such as service clubs, public welfare agencies and private philanthropies are striking examples of this value in the American culture.¹⁴

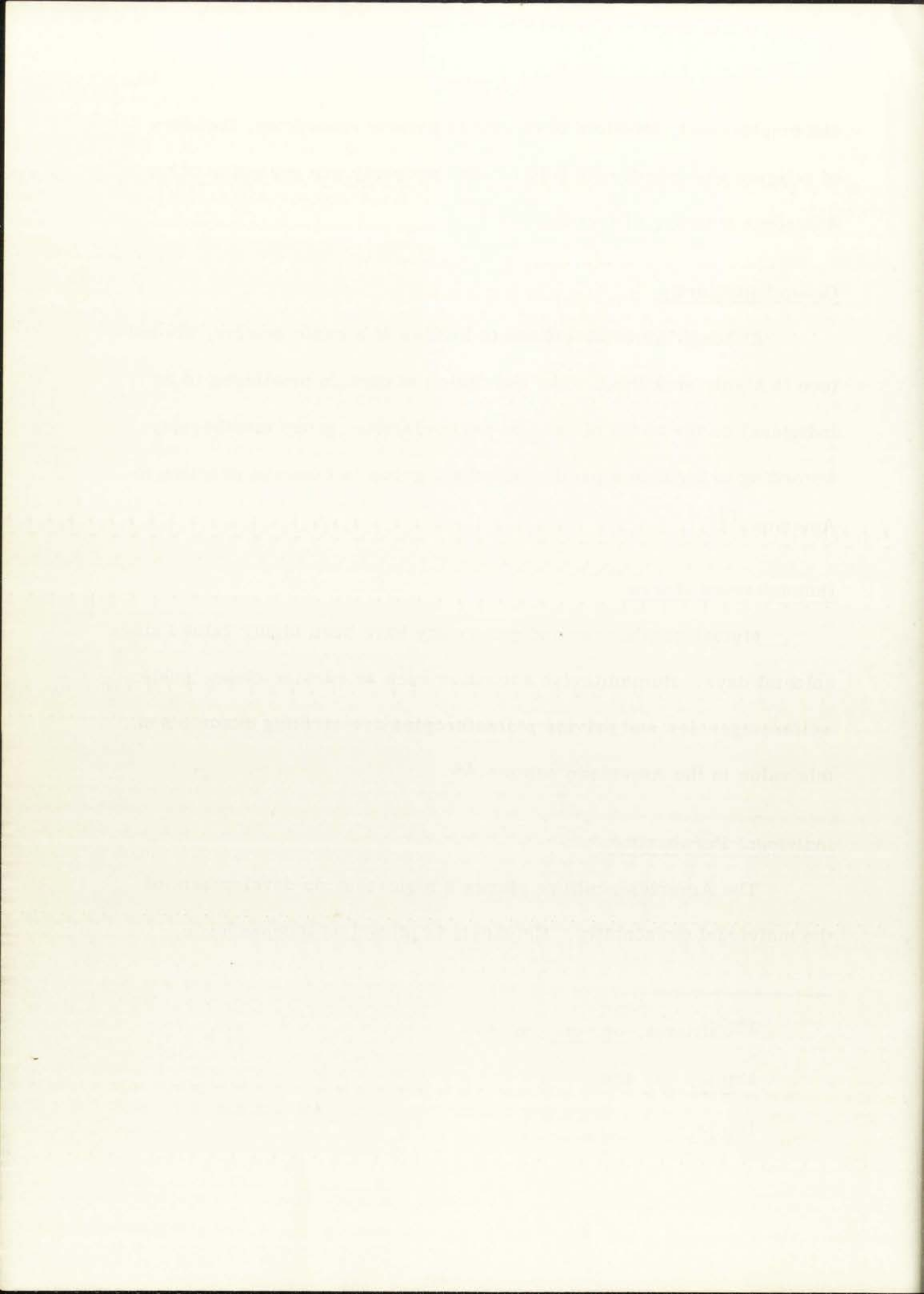
Individual Personality

The American culture places a high value on development of the individual personality. Emphasis is placed on independence,

¹²Williams, op. cit., p. 419.

¹³Ibid., p. 439.

¹⁴Ibid.



responsibility, and self-respect.¹⁵ The principles of external conformity and democracy appear to be in conflict with this value-orientation.

Material Comfort

A high value is placed on receiving, being catered to, and other aspects of material comfort. Maximum pleasurable sensation with minimum effort or activity is emphasized in the American culture. Emphasis in technology is strongly directed toward making life more comfortable for a society that already enjoys one of the highest material levels of living in the world.¹⁶

Moral Orientation

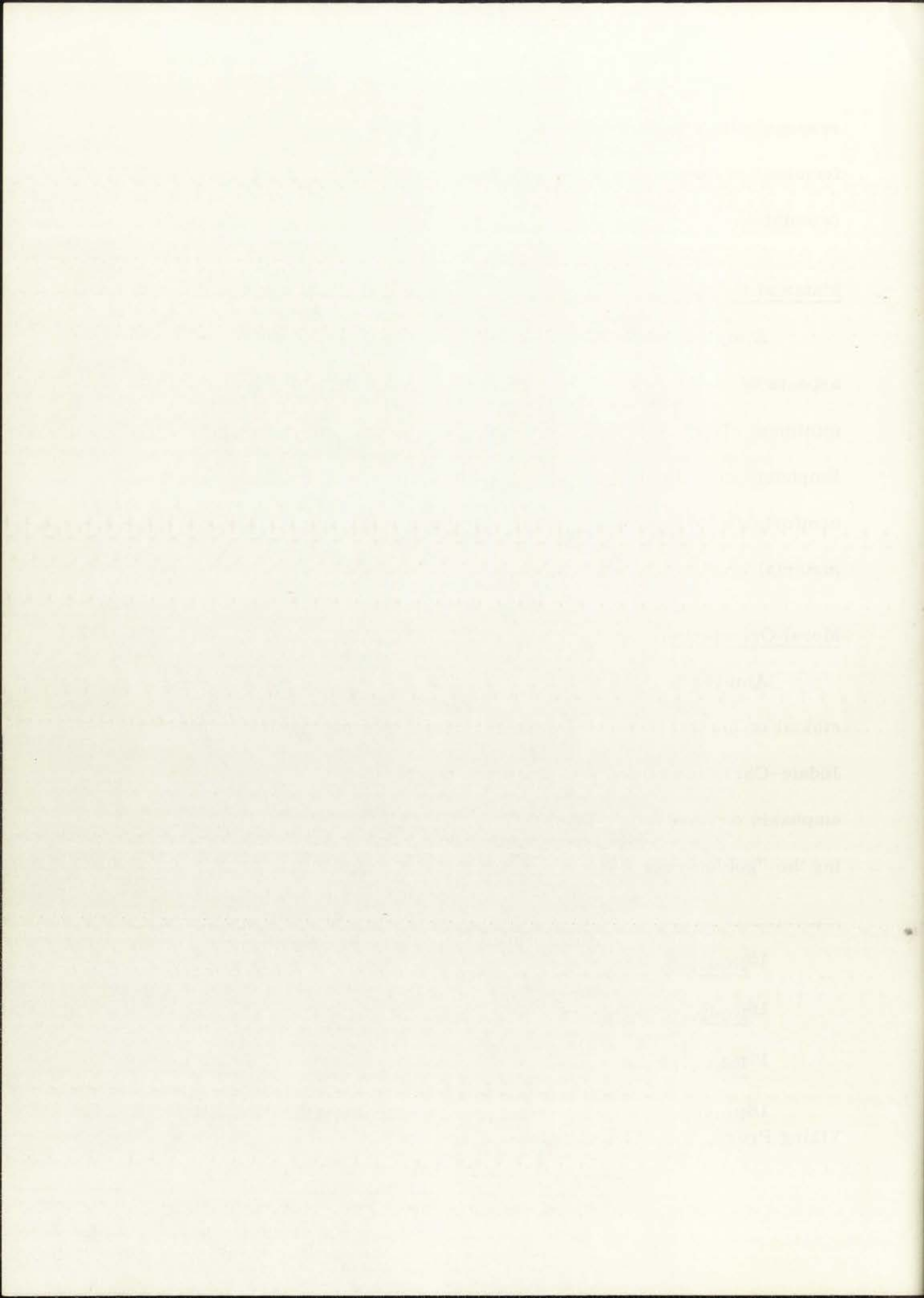
Americans tend to think in terms of good or bad, right or wrong, ethical or unethical. The American moral orientation is derived from Judaic-Christian ethics.¹⁷ Religion in early America placed great emphasis on hard work, leading an orderly life, integrity, and following the "golden rule."¹⁸

¹⁵Ibid., p. 435.

¹⁶Ibid., p. 407.

¹⁷Ibid., p. 398.

¹⁸Harold Laski, The American Democracy (New York: The Viking Press, Inc., 1948), p. 27.



Nationalism-Patriotism

Americans are generally loyal to their country.¹⁹ Americans are ethnocentric to the extent that they believe the American way of life is obviously superior and it should be widely adopted elsewhere. Other societies have not always appreciated this belief.²⁰

Progress

Americans value progress very highly. They are optimistic that the future will be better than the past.²¹ Progress has been a prime article of faith to the enterprising middle classes. Americans have held this future orientation since the colonial period.²²

Science and Secular Rationality

Americans assume that man can control the universe and improve conditions on earth.²³ They believe that most problems can be solved by the application of science.²⁴

¹⁹Williams, op. cit., p. 27.

²⁰Merle Curti, The Roots of American Loyalty (New York: Columbia University Press, 1946), p. 48.

²¹Williams, op. cit., p. 405.

²²Henry S. Cammager, America in Perspective (New York: Random House, Inc., 1947), p. XI.

²³Kluckhohn and Strodbeck, op. cit., pp. 259-283.

²⁴Williams, op. cit., p. 426.



Corey's list of American values is similar to Williams' value orientations. According to Corey, the basic American values consist of the following beliefs:

1. Belief in the dignity and worth of the individual.
2. Belief in the right of every person to essential freedoms.
3. Belief that every person has the responsibility to become a productive, responsible member of society.
4. Belief in the virtue of integrity.
5. Belief in the brotherhood of man.
6. Belief in the capacity for goodness in man.
7. Belief in the importance of the family as the basic central unit of society.
8. Belief in democracy.
9. Belief in the power of thinking and knowledge to liberate mankind.²⁵

The value orientations of American society were analyzed by Kahl for five social classes. According to Kahl, value orientations are a product of the class way of life.²⁶

²⁵Fay L. Corey, The Values of Future Teachers (New York: Bureau of Publications, Columbia University, 1955), p. 8.

²⁶Joseph A. Kahl, The American Class Structure (New York: Rinehart and Company, Inc., 1957), p. 215.



Upper Class

Members of this class have inherited wealth. The social graces are very important to them. The family background is highly valued.

Upper Middle Class

Business and professional careers are very important to this group.

Lower Middle Class

Respectability is very important to members of this group. Great value is placed on education as the vehicle to success. This segment of the society also values regular church attendance very highly.

Working Class

Members of this class do not usually aspire to high achievement in life. They are generally satisfied if they can "make a living."

Lower Class

The people of this group have little hope that the future holds anything worthwhile for them. They are the "down and out" group. Family quarrels occur frequently. The father figure is often absent from the family unit.²⁷

²⁷Ibid.



Warner found that children from the lower class are more dependent on their mothers than are children of other classes.²⁸ Middle class children often develop anxiety and frustration as a result of the many taboos which restrict their behavior.²⁹

Grayson describes the middle class person as an energizer, a changer, and a rearranger, whose fundamental purpose is to alter the structure of society in such a manner that he will attain a preferred position.³⁰

People in the upper and middle classes emphasize family and education much more than do those of the lower classes.³¹ The children are expected to do well in school, to be intelligent, and to make friends with children from families that are acceptable to their parents.³² Upward mobility in the middle class is encouraged by both the parents and the teachers. These children are expected to go to college and to strive for occupations of high status.³³

²⁸W. Lloyd Warner, American Life: Dream and Reality (Chicago: The University of Chicago Press, 1953), p. 85.

²⁹Ibid., p. 87.

³⁰Henry Grayson, The Crisis of the Middle Classes (New York: Rinehart and Company, Inc., 1955), p. xi.

³¹Richard Centers, The Psychology of Social Classes (New York: Russell and Russell, 1961), p. 92.

³²Warner, op. cit., p. 88.

³³Ibid.

Centers found that upper class people highly value family origin, family position, wealth, education, good character, leadership, manners, conduct, breeding and refinement.³⁴ Upper class child training emphasizes taste, manners, and good form. Social control is at a minimum in the upper class, since the individual is a member of this class because of his family's social standing and not as a result of his achievements.³⁵ Davis stated that greater wealth is centered in the upper middle class than in the upper class.³⁶

The value orientations of the American has been described by Parsons as a culture which emphasizes:

1. Individual achievement and success.
2. Universalistic rules above personal considerations.
3. Neutral affectivity characterized by the concept of "duty before personal feelings."
4. Diffuseness -- This infers that the American is not specific in terms of goal setting. Goals are universally determined apart from specific considerations.³⁷

³⁴Centers, op. cit., p. 94.

³⁵Kingsley Davis, Modern American Society (New York: Rinehart and Company, Inc., 1951), p. 256.

³⁶Ibid., p. 257.

³⁷Talcott Parsons, The Social System (Glencoe: The Free Press, 1951), pp. 198-199.

1. The first part of the report deals with the general situation of the country and the position of the various groups of the population. It is a very interesting and detailed study of the social and economic conditions of the country.

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3. The third part of the report deals with the cultural situation of the country. It is a very interesting and detailed study of the cultural life of the country.

4. The fourth part of the report deals with the educational situation of the country. It is a very interesting and detailed study of the educational system of the country.

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8. The eighth part of the report deals with the communication situation of the country. It is a very interesting and detailed study of the communication system of the country.

9. The ninth part of the report deals with the energy situation of the country. It is a very interesting and detailed study of the energy resources of the country.

10. The tenth part of the report deals with the environment situation of the country. It is a very interesting and detailed study of the environmental conditions of the country.

The communities of Homestead and Rimrock were studied by Strodtbeck.³⁸ These communities are composed of sub-cultures of the dominant American culture. One community is composed of Mormons and the other of Texas and Oklahoma homesteaders. Both communities showed great similarity in their value orientations to those of the American culture described previously. Both groups were strong in the following value orientations: (1) individualism, (2) future-time orientations, (3) mastery over nature, (4) "doing" over "being."³⁹ These results generally agree with the findings of Vogt in an earlier study of Homestead.⁴⁰

The review of literature failed to find complete agreement concerning the existence of a single Anglo culture. However Williams' value-configurations discussed earlier in this chapter tend to characterize the beliefs and values found in most of the literature dealing with the Anglo culture.

Beliefs and Values of the Spanish American Culture

The Spanish American culture of New Mexico differs sharply from that of Spanish American groups in other geographic regions of

³⁸Kluckhohn and Strodtbeck, op. cit., pp. 259-283.

³⁹Ibid.

⁴⁰Evon Z. Vogt, Modern Homesteaders (Cambridge: Harvard University Press, 1955).



the United States.⁴¹ This group lived in complete isolation for several hundred years. A distinctive rural culture evolved from interlocking institutions and patterns of self-sufficient farm villages, a strong extended patriarchal family, the patron system, and a folk version of Roman Catholicism.⁴²

Social life in the rural communities traditionally centered around two institutions -- the family and the church. Each of these institutions supported the other.⁴³

Three dominant characteristics of the Spanish American family resulted from this relationship and the cultural isolation of the people. These characteristics have been described as male dominance, rule of elders, and kinship loyalty.⁴⁴

In the rural Spanish culture of New Mexico, la familia meant much more than mother, father, brother, and sister in the nuclear family. It included grandparents, uncles, aunts, and cousins. The children were taught to consider their uncles and aunts as virtual

⁴¹Clark S. Knowlton, "One Approach to the Economic and Social Problems of Northern New Mexico," New Mexico Business, Sept., 1964.

⁴²Ibid.

⁴³Irma Yarbrough Johnson, "A Study of Certain Changes in the Spanish American Family in Bernalillo County, 1915-1946," Unpublished Manuscript, University of New Mexico, 1948.

⁴⁴Kluckhohn and Strodtbeck, op. cit., pp. 175-258.



parents. The uncles and aunts exercised control over their nieces and nephews almost as if the children were their own. The older brother was also recognized as having authority and obligations which were almost parental at times. This was especially true when the father was absent.⁴⁵

The principle of age seniority was a highly respected cornerstone in the Spanish American family system. The authority of elders was recognized with practically no thought of contradiction. Although this respect was shown to all old people, the oldest male of the extended family controlled and directed the activities of its members. The culture was strongly patriarchal. The father was undisputed head of his family and had almost absolute power in family affairs. He controlled the finances of the entire family. The father also assumed the responsibility of perpetuating the accepted patterns of behavior by inculcating them in his children.⁴⁶

The role of the Spanish American woman, though subordinate to that of the man, was definite and of great importance in the stability and integration of the groups. She advised the children concerning their participation in various activities of the community. When a vital matter was involved, the father was expected to make the decision.

⁴⁵Margaret Mead, Cultural Patterns and Technological Change (New York: Mentor Books, 1955), p. 154.

⁴⁶Kluckhohn and Strodtbeck, op. cit., pp. 175-258.

The first part of the report deals with the general situation of the country and the progress of the work during the year.

The second part contains a detailed account of the work done in each of the various departments.

The third part is devoted to a summary of the results of the work and to a few remarks on the future.

The fourth part contains a list of the names of the persons who have taken part in the work.

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The thirteenth part is a list of the names of the persons who have been employed during the year.

The Spanish American woman had less personal freedom than did the man. Her principal functions were to produce children and manage her home. Her interests and activities were centered in the family and the home. If she followed the practice of centering her life in the home, she was considered to have been successful in her role. Failure to do so incurred serious disapproval by the group.⁴⁷

The rural Spanish American family has been characterized by kinship loyalty in the extended family, by rule of elders, and male dominance. However, to obtain a clearer concept of the ideal Spanish American family, the individual patterns of relationships within the nuclear family must be noted more specifically. The husband was dominant in all affairs except actual household management and petty discipline of the children.

The social control inherent in the extended family system was the essential reason that women in the ideal Spanish American family seldom deviated from their prescribed roles. Johnson concluded that when a woman married, she continued to be under the control of her family; but, in addition, she came under the control of her husband's family. She was expected to regard his relatives in much the same manner as she did her own. She almost always adjusted her behavior to approximate the ideal pattern.⁴⁸

⁴⁷Ibid.

⁴⁸Johnson, op. cit., p. 26.

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The second section details the various methods used to collect and analyze data. It describes how different types of information are gathered, processed, and then used to generate reports. The goal is to provide a clear and concise overview of the current status of the organization's operations.

In the third part, the author outlines the key findings from the data analysis. It highlights areas where performance is strong and identifies specific challenges that need to be addressed. Recommendations are provided for how to improve efficiency and reduce costs in the long run.

The final section concludes the report by summarizing the overall objectives and the next steps. It reiterates the commitment to continuous improvement and the importance of staying informed about market trends and industry developments. The document is intended to serve as a valuable resource for all stakeholders involved in the organization's success.

The parent-child relationship was well defined. While very young, the child learned his function in the family. He soon knew his status as an individual, his relationship to other members of the family, and his responsibility to the group as a whole.

Parents in the ideal Spanish American family were kind and affectionate to their children, but firm. Children were expected to love their parents, but, in addition, they were expected to be respectful and obedient. The quality of respect which a child had for his parents continued throughout his life. Even after he reached maturity, the Spanish American child was expected to submit to parental authority.⁴⁹

Kluckhohn found that Spanish American parents did not teach their children to be independent. They remained dependent upon the parents for major decisions even after they were married. Spanish American children were seldom permitted to show much initiative or express their own ideas. It was noted that the Spanish American child was as rigorously trained for dependent behavior as the average Anglo child was taught to be independent.⁵⁰

Adoption is an established pattern among Spanish Americans for increasing and decreasing families to the desirable size. The

⁴⁹Kluckhohn and Strodbeck, *op. cit.*, pp. 175-258.

⁵⁰*Ibid.*, p. 197.



children usually kept their own family names when they differed from that of their adopted parents, but in most respects they actually regarded their foster parents as true parents.

Sjoberg reported that the extended family provided the major economic security in the rural Spanish American culture. Children were expected to care for the elders. Uncles and aunts were expected to adopt orphan children and children from very large families. If within the immediate family there were no persons to care for the unfortunate, it fell upon relatives to provide for them.⁵¹ Behind the extended family was the community as a form of security and protection for its members.⁵²

In summary, it may be said that the ideal rural Spanish American family was a highly integrated pattern characterized by preservation of extended family relationships, rule of elders and male dominance.⁵³ Spanish American families were larger than Anglo families in the dominant culture and were frequently increased or decreased to a desirable size through the custom of child adoption within the extended family.⁵⁴ Family events such as births, baptisms, first communions,

⁵¹Gideon Sjoberg, "Culture Change as Revealed by a Study of Relief Clients of a Suburban New Mexico Community," Unpublished Manuscript, University of New Mexico, 1947.

⁵²Ibid.

⁵³Johnson, op. cit., p. 34.

⁵⁴Kluckhohn and Strodtbeck, op. cit., p. 194.



weddings, and funerals were occasions of great importance in which the extended family participated and in each case was drawn closer together. The extended family was of primary importance in that the community depended on it for the welfare and social control of members of the family. The ideal Spanish American courtship and marriage customs were well defined, and the preferred pattern was for marriage with another Spanish American.⁵⁵

The rural Spanish American culture has been subjected to tremendous stress and strain during the past three decades. Anglos have steadily encroached upon Spanish American territory for the past 120 years. The Spanish Americans feel that this is their country and that the Anglos are intruders or "foreigners." They do not understand why they should have to learn English; they feel instead that the Anglos should learn Spanish.⁵⁶

Kluckhohn found that the Spanish American culture has made considerable change during recent years. Much stress and strain was evident in the Atrisco community.⁵⁷ The lineal family organization was subjected to severe strain by the practices derived from the patterning of the eldest-younger brother relationship. The eldest brother in the

⁵⁵Ibid., p. 195.

⁵⁶Centers, op. cit., p. 50.

⁵⁷Kluckhohn and Strodbeck, op. cit., p. 197.



Spanish American family had held a position of authority and responsibility which approximated parental control.⁵⁸ The authority position, hermano mayor, of the eldest brother was still acknowledged by most as late as 1936. However, strong resistance and bitter family quarrels became common as a result of this practice. By the late 1930's many rural Spanish Americans had become salaried workers and city residents. It is obvious that the eldest brother's father role would come into conflict with these changes in occupation and habitat. The tendency for eldest brothers to use their positions for self-aggrandizement increased the rebellion in younger brothers.⁵⁹

There were three generalized variant patterns of behavior exercised by younger brothers who resisted eldest-brother domination. These patterns were as follows:

1. Younger brothers left the community.
2. The eldest brother would become dissatisfied with the lack of cooperation of the extended family and move away.
3. Younger brothers offered "passive resistance." They did the very minimum required of them in the operation of family economic affairs. The younger brothers often

⁵⁸Ibid., p. 197.

⁵⁹Ibid., p. 198.

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acquiesced completely in their acceptance of the eldest brother's right to make decisions and handle all property and livestock.⁶⁰

The growing external forces of Anglo economic and political pressure contributed significantly to rebellion against the hermano mayor and the patron systems.⁶¹

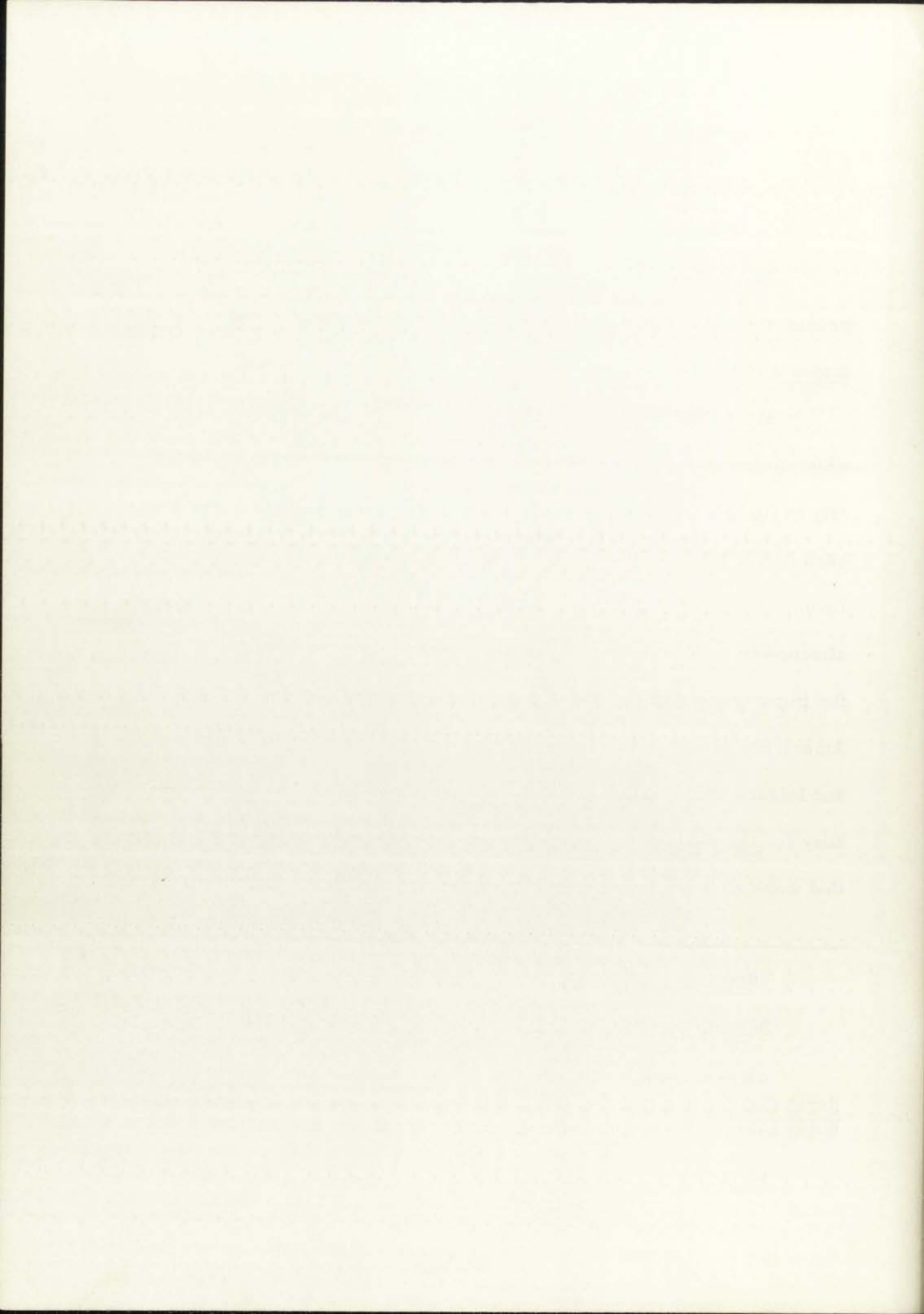
Most Spanish Americans were poorly prepared for the events which followed the above changes in their culture. They moved to the city to find jobs and were forced to compete with the Anglos who had been taught independence, thrift, and competition at an early age. Loomis reported that among the Spanish American people, the values attached to such practices as thrift and hard work have never attained the importance that they have with other groups of people.⁶² Spanish Americans are able to see neither sin nor moral corruption in idleness and leisure time. They see neither virtue nor common sense in keeping busy for the sake of occupying the hands and mind. It is not believed that work adds to the moral fiber of the individual.⁶³

⁶⁰Ibid., p. 199.

⁶¹Ibid., p. 200.

⁶²Olen Leonard and C. P. Loomis, Culture of a Contemporary Rural Community: El Cerrito, New Mexico (U.S. Dept. of Agriculture: Rural Life Studies, Vol. 1, 1941.), pp. 10-14.

⁶³Ibid.

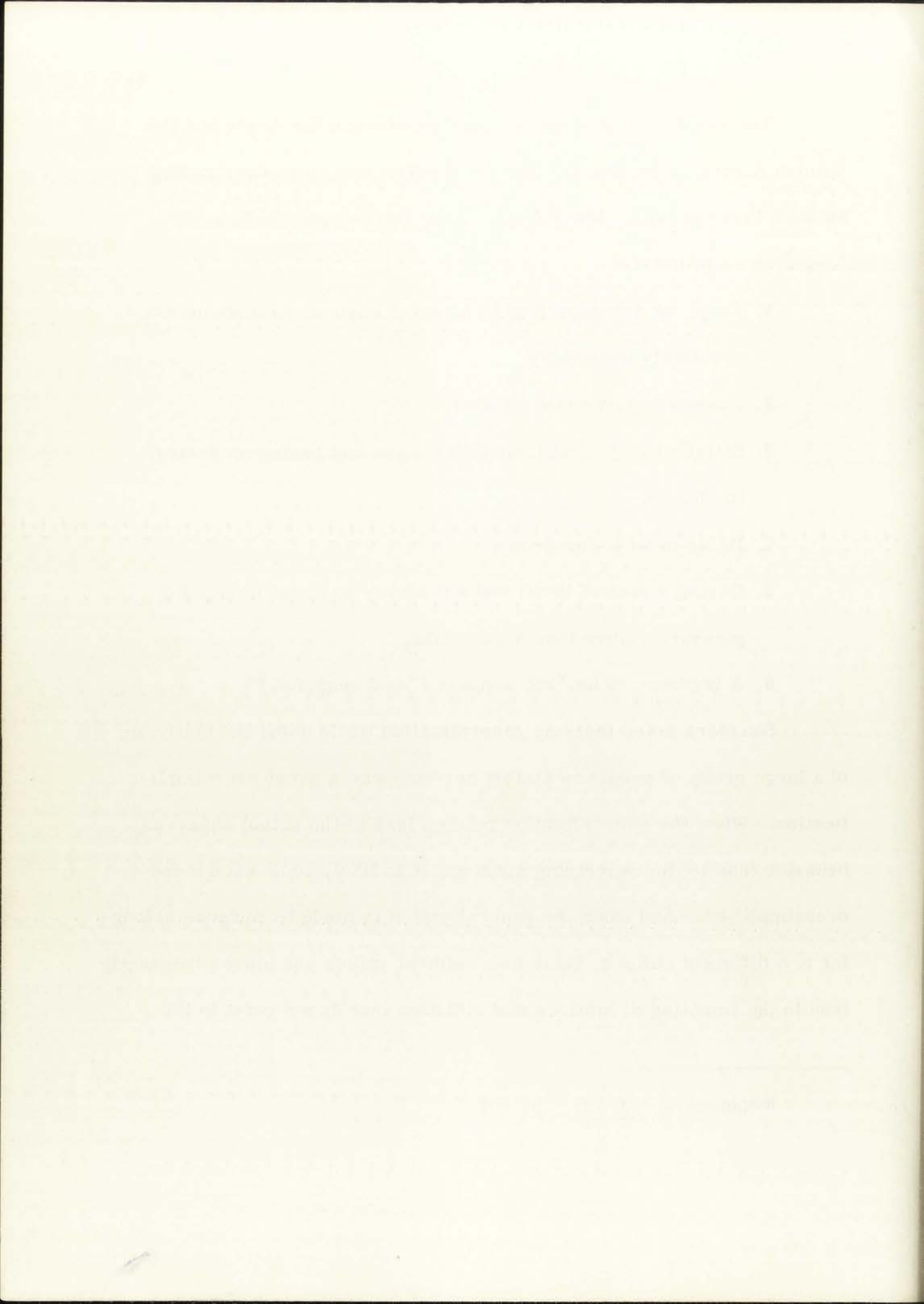


The variations in value orientation between the Anglo and the Spanish American have contributed to conflict and misunderstanding between these groups. Many Anglos have stereotyped the Spanish American as follows:

1. Lazy, as demonstrated by an unwillingness to work unless absolutely necessary.
2. Possessing no sense of time.
3. Satisfied with conditions as they are and having no desire to change.
4. Being loyal to his group.
5. Having a lack of thrift and a tendency to spend money for pleasure rather than necessities.
6. A tendency to be "hot tempered" and vengeful.⁶⁴

Saunders noted that any generalization made about the behavior of a large group of people is almost certain to be a great oversimplification. When the generalization relates less to the actual observed behavior than to the underlying motives, it is likely to be even more oversimplified. And when the generalization is made by persons belonging to a different culture, their own cultural values and biases frequently lead to the imputing of motives and attitudes that do not exist in the

⁶⁴Saunders, op. cit., p. 108.



persons being observed.⁶⁵ Anglos often ask the question, "Why do they remain different?", thus seeming to imply a lack of good intent on the part of the Spanish Americans. One answer might be that they do not remain different, but that they are rapidly changing in the direction of adopting Anglo characteristics. However, in some respects the Spanish American people are culturally different from Anglos and some of these differences are remarkably persistent.⁶⁶

Saunders identified the following factors that retard acculturation:

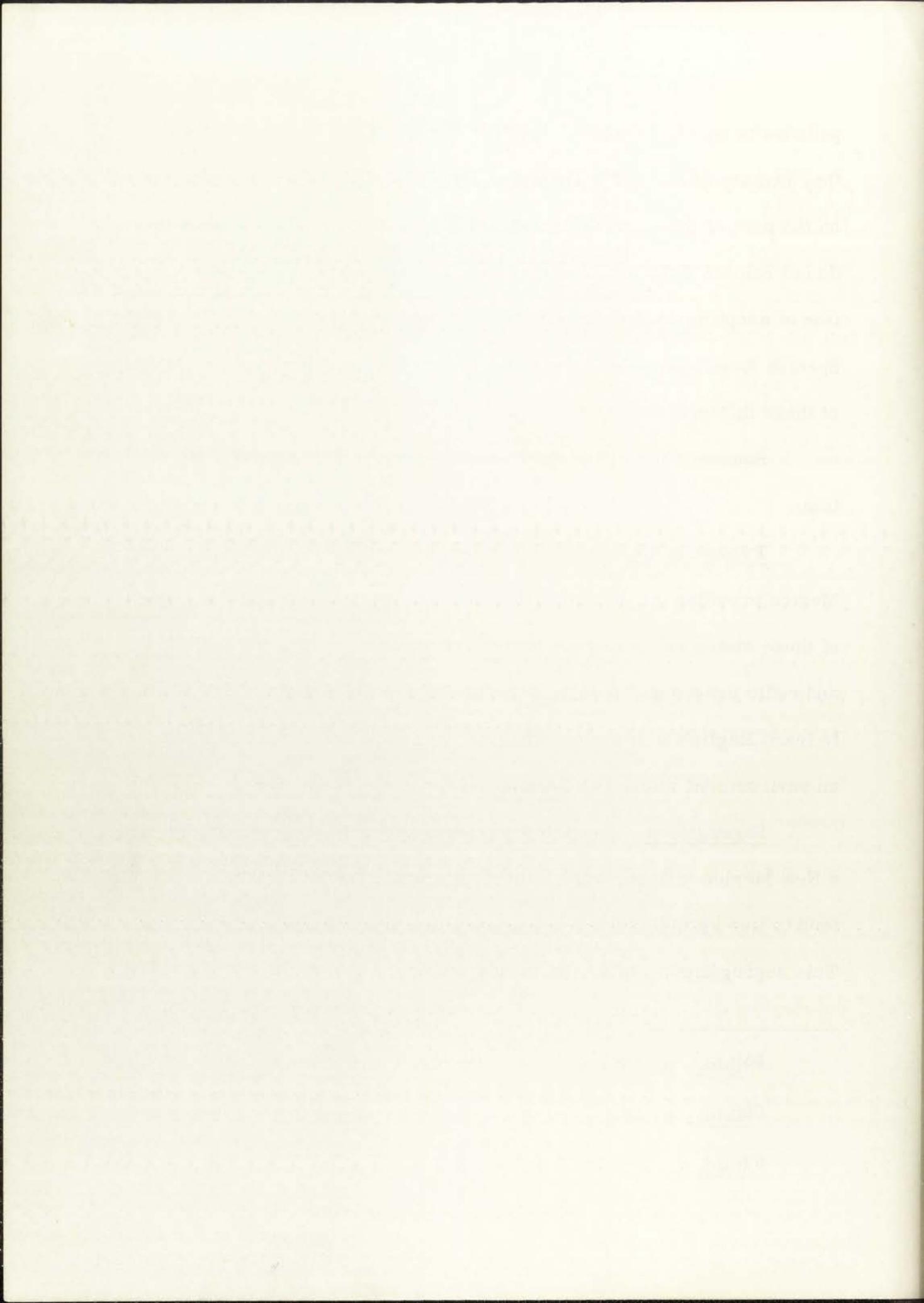
Proximity to Mexico. Traffic between the border states and Mexico provides a continuous link between the Spanish-speaking people of these states and Mexico. Printed materials, motion picture films, and radio programs come into the United States from Mexico. The need to learn English is lessened when one can satisfy most of his needs in an environment where the Spanish language predominates.⁶⁷

Segregation. Spanish Americans in the Southwest, whether in a New Mexico village, agricultural community, small town, or city, tend to live by themselves in separate communities or neighborhoods. This segregation is often the results of Anglo discriminatory policies.

⁶⁵Ibid., p. 109.

⁶⁶Ibid., p. 88.

⁶⁷Ibid.



Spanish Americans also find it more comfortable to live among people of their own culture. Segregation, whether enforced or voluntary, definitely retards acculturation. Spanish Americans who live in separate neighborhoods, communities, or counties, have restricted opportunities to associate with persons outside their own group. Even in cities where population concentration forces extensive contacts on streets, in commercial establishments and in public transportation vehicles, meaningful associations of Spanish Americans are with other members of their own culture. Working requires some association with Anglos, but most informal relations that are established on the job are with other Spanish American workers. Religious and recreational activities require minimal association with Anglos. Catholic and Protestant church memberships are usually segregated. Illness can often be handled within the group through the use of home remedies. Death, too, is frequently a segregated affair. The funeral is conducted in a segregated church by a Spanish American funeral director and interment of the deceased is among his kind in a segregated section of the cemetery.⁶⁸

Lack of Leaders. The Spanish American culture has failed to develop leaders who can help bridge the gap between the two cultures. The available leadership is institutional in that it comes from persons

⁶⁸Ibid., pp. 90-91.



who exercise it because of their position as father or eldest brother and not because of ability, leadership skill, or other qualifications. Leaders tend to be opportunistic in that they seek to satisfy their own self-interests rather than promote the welfare of the group. They are often unrealistic in stressing opposition and resistance to Anglo culture. Leaders tend to glorify traditional values.⁶⁹

Attitudes of Suspicion and Mistrust. This factor operates primarily against Anglos, but in some areas it is directed by one individual or faction of the group against others of the same group. This usually results in the undermining of sincere efforts at leadership and organization from within and an unwillingness to cooperate with Anglo individuals, agencies, or organizations in programs intended to benefit Spanish Americans. Past experience of dealings with the Anglos has certainly contributed to this factor. However, the persistence of distrust is a definite detriment to the acculturation of the Spanish American people. Thus, the association between the two cultures has been greatly reduced.⁷⁰

Festinger noted that members of ethnic groups, because of their language difficulties and insulation in segregated districts, usually are but little aware of discrimination. Their children, however, have

⁶⁹Ibid., pp. 90-91.

⁷⁰Ibid., p. 92.



inter-group contacts in the schools, learn the dominant group language, and explore the limits placed upon their ethnic group. Thus the children become keenly aware of their low status.⁷¹ They develop strong desires to attain membership in the dominant group. The child's attraction and loyalty to the old group serves as a restraint against acculturation.⁷² Rejection by the dominant culture also retards acculturation. Blunt rejections are often experienced by members of low-status groups. The result is that they give up any and all attempts to change their social position.⁷³

There are also certain influences operating that tend to promote acculturation. The following factors were emphasized by Saunders as being important forces promoting acculturation:

Population Size. The Spanish American population constitutes only a small percent of the total population of the Southwest. Anglos have moved into this area in far greater number than any other group. Each group will influence and be influenced by the other. However, the small group is certain to be influenced more by the dominant culture. Contacts and association cannot be entirely avoided and the adoption of

⁷¹Leon Festinger and Harold Kelly, Changing Attitudes Through Social Contact (Ann Arbor: University of Michigan, 1951), p. 3.

⁷²Irving L. Child, Italian or American (New Haven: Yale University Press, 1943), p. 43.

⁷³A.S. Beckham, "A Study of Race Attitudes of Negro Children of Adolescent Age," Journal of Abnormal Psychology, 1934, Vol. 29, pp. 18-29.

Anglo ways is usually psychologically or materially rewarding. The proportion of contact or associations with persons outside one's culture to the total proportion of associations or contacts is an important factor. An increasing proportion of the contacts of the Spanish American people of the Southwest are with Anglos. In the case of the Anglos, the proportion of Spanish American contacts is fairly low. The opportunities and pressures for acculturation are thus greater for the Spanish-speaking group than for the Anglos.⁷⁴

Urbanization. Spanish Americans of the Southwest come from rural areas and a long tradition of rural living. Their culture is adapted to the conditions of rural life. The mass migration from the farm to the city during the past generation has placed much stress on the rural oriented culture. New family and community relations have developed. Marriage outside the group has increased. Divorce has become acceptable among the Spanish American people. New economic relations and activities have appeared. The use of the Spanish language has declined. The language itself has changed as English words have been borrowed or adopted. Old holidays have been lost and new ones have been added.

Urban living has brought many changes in patterns of association. A given individual comes into contact with greater numbers and

⁷⁴Saunders, op. cit., pp. 93-94.



more diverse types of persons in the city than in a rural village. More of his contacts are with people he does not know. His relationships are more contractual than personal. Impersonal and contractual relations are characteristic of urban life, and the Spanish American who lives in the city must conform to this practice. In so doing, he loses a part of his own cultural heritage and acquires a part of the Anglo culture.⁷⁵

Mobility. The Spanish American cultural tradition has been one in which individuals did not move from place to place. Individuals were born, grew up, and died in or near the same community. The status of the family into which they were born was the status they held throughout their lifetime. In sharp contrast to that pattern, Spanish Americans in urban cities of the Southwest move about freely today. Some have changed their social status in the process.

The movement of Anglos into areas previously occupied by Spanish Americans has contributed to cultural change. Such Anglo artifacts as the electrical line, gasoline pump, canned food, telephone, automobile, washing machine, television, radio, and refrigerator have found their way into the rural village. Paved roads have greatly increased traffic between the rural village and the city during the past twenty years. Whether the Spanish American goes out to meet it or remains at home

⁷⁵Ibid., pp. 94-95.

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to await its arrival, the Anglo culture intrudes and brings changes that are not always anticipated or welcomed.⁷⁶

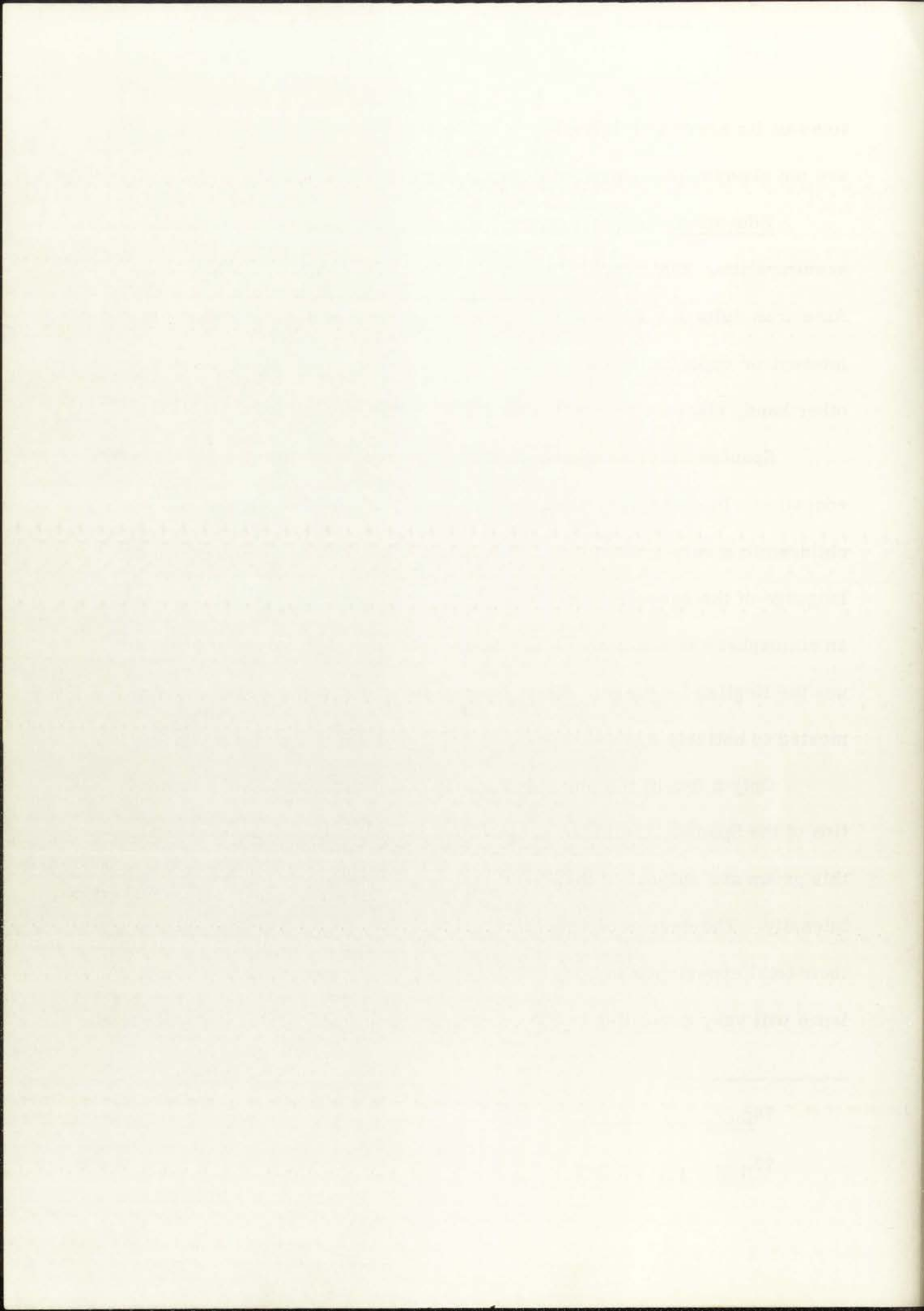
Education. Formal education is an important factor in fostering acculturation. The school was not an important part of the early Spanish American culture. Until recently very few rural villagers had much interest or opportunity for formal education. Anglo culture, on the other hand, places a high value on formal education.

Spanish Americans are participating more and more in formal education. In doing this, they are subjecting themselves and their children to a very powerful acculturative experience. The official language of the schools is English, and the schools in general provide an atmosphere in which there is both an incentive and an opportunity to use the English language. Anglo concepts, ways, and values are communicated to natively Spanish-speaking children through the schools.⁷⁷

Only a few of the possible factors which influence the acculturation of the Spanish American people have been named. The members of this group are subject to these and many other influences in varying intensity. The degree of acculturation that they attain is a function of their total experience in both cultures. The influence of a given experience will vary according to the emotional state of the person at the time

⁷⁶Ibid., pp. 96-97.

⁷⁷Ibid., pp. 97-98.



of the experience, the age at which the experience occurred, 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 often useful to generalize about the entire Spanish American culture and the subcultures within it, a basis for understanding or predicting the behavior of a given individual is not necessarily provided.⁷⁸

In studying the value orientations of the Spanish Americans of Atrisco, Kluckhohn identified certain philosophical orientations. These orientations are characteristic of Spanish American values:

1. The human relational orientation showed only slightly more individualistic than lineal orientation. The results indicated great variation in this area. Thus, in this area, there was highly suggestive evidence that a transition process was occurring. Kluckhohn noted that the Spanish Americans were more lineally oriented a few years earlier.⁷⁹
2. The time orientation showed less cultural transition than the relational orientation with the past time orientation being only slightly stronger than the future orientation. Strong present time orientation was revealed in the study.⁸⁰

⁷⁸Ibid., p. 98.

⁷⁹Kluckhohn and Strodtbeck, op. cit., p. 143.

⁸⁰Ibid.

The first part of the report deals with the general situation of the country and the progress of the work done during the year. It is followed by a detailed account of the various projects and the results achieved. The report concludes with a summary of the work done and a list of the names of the staff members who have been engaged in the work.

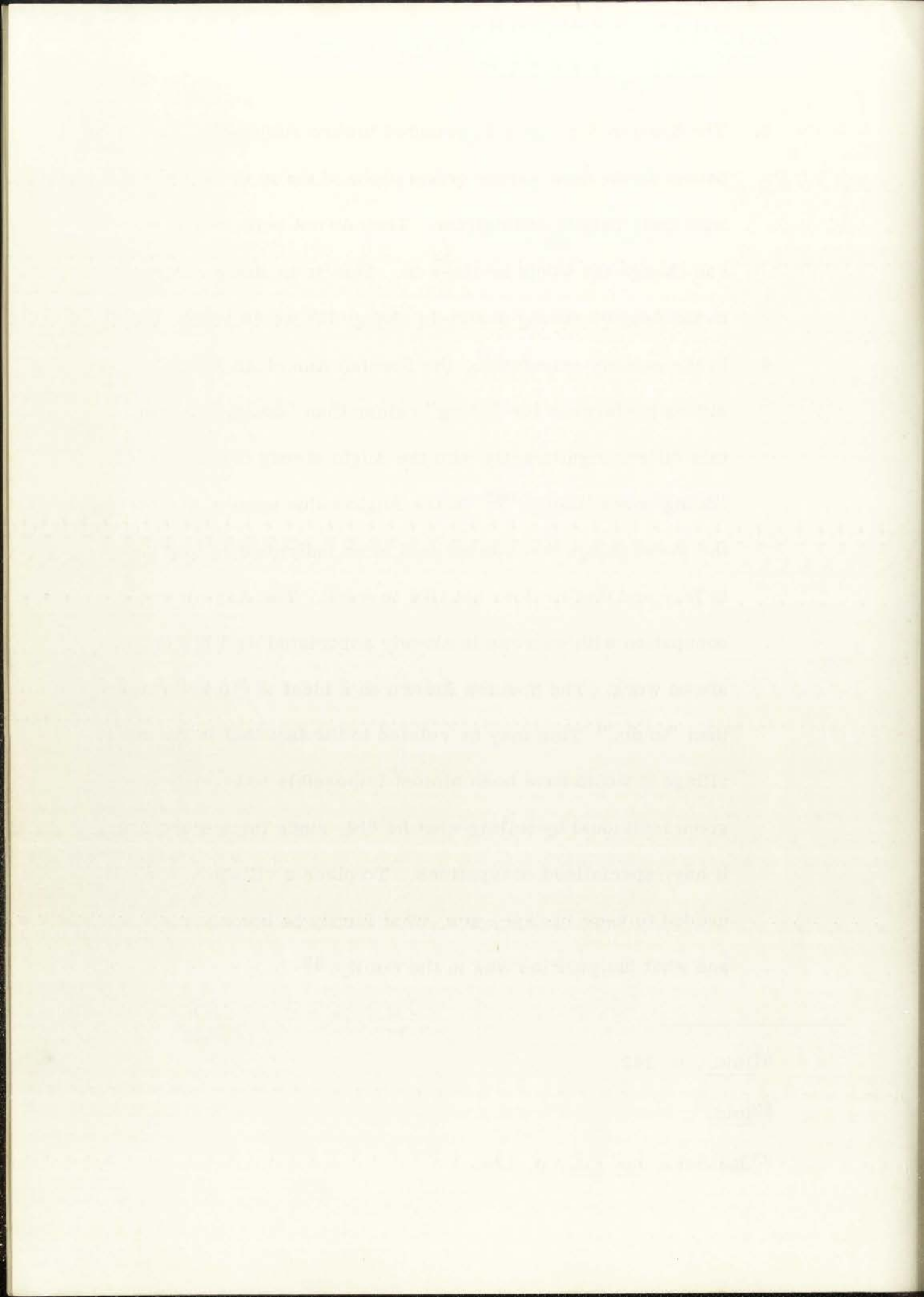
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3. The Spanish American is oriented toward subjugation-to-nature in the man-nature orientation. This is in accord with their beliefs of fatalism. They do not believe that man can change the world he lives in. This is in sharp contrast to the Anglo's strong desire to change the world about him.⁸¹
4. In the activity orientation, the Spanish American shows strong preference for "being" rather than "doing." Again, this differs significantly with the Anglo strong orientation of "doing" over "being."⁸² In the Anglo value system one of the worst things that can be said of an individual is that he is lazy and that he does not like to work. The Anglo's pre-occupation with success is closely associated with his emphasis on work. The Spanish American's ideal is "to be" rather than "to do." This may be related to the fact that in the rural village it would have been almost impossible to identify a given individual by telling what he did, since there were few, if any, specialized occupations. To place a villager, one needed to know his age, sex, what family he belonged to, and what his position was in the family.⁸³

⁸¹Ibid., p. 142.

⁸²Ibid.

⁸³Saunders, op. cit., p. 126.



A value system gives stability to its culture. It can be thought of as a mechanical governor or a balance wheel. It justifies its members in their actions or thoughts and reassures them that they are behaving as the society expects. Behavior which significantly deviates from the established norms will be met by threats and punishment, and behavior that conforms to the norms will be rewarded in a variety of ways.⁸⁴

Acculturation

Elam describes acculturation as a basic problem of accommodation to a whole new set of patterns of living. She further states that it is actually a "change-over" from one culture to another. Culture permeates all behavior from the simple fundamentals of eating, dressing, and talking to the more complex and involved patterns of communication, use of symbols, and the development of a value system.⁸⁵ Culture is also considered to be a determinant of the way one perceives oneself and others. It involves the totality of living, from the biological to the social and intellectual.⁸⁶

⁸⁴George M. Foster, Traditional Cultures: and the Impact of Technological Change (New York: Harper and Row Publishers, 1962), p. 14.

⁸⁵Elam, op. cit., p. 258.

⁸⁶Ibid.



Herskovits divides the acculturation process as follows: the cultural base, the impinging forces, and the resulting change in the receiving group.⁸⁷ He describes the acculturation process in terms of diffusion, assimilation, acceptance, adaptation, and reaction.⁸⁸

Diffusion is that aspect of cultural change which includes the transmission of techniques, attitudes, and concepts from one cultural group to another. This process can be two-way; however, the dominant culture usually undergoes less change than does the minority culture when the two cultural groups come into contact.⁸⁹

Assimilation is used to designate the process by which a culture achieves synthesis.⁹⁰ A value is considered to have been assimilated when it becomes a functional part of the belief system and is taught through the culture's process and enforced by the mechanisms of social control.

Acceptance occurs when the members of the minority culture lose most of the values and practices of the old culture and acquire the inner

⁸⁷Melville J. Herskovits, Acculturation (New York: J. J. Augustin, 1938), p. 12.

⁸⁸Ibid., p. 14.

⁸⁹Ibid.

⁹⁰Ibid., p. 15.

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values and behavior patterns of the culture with which they have come into contact.⁹¹

Adaptation is the condition which develops when both the original and foreign cultural traits are combined so as to produce a smoothly functioning cultural whole. Adaptation is achieved with modifications of the patterns of the two cultures into a harmonious meaningful whole to the individuals concerned, or the retention of a series of conflicting attitudes and values which are reconciled in everyday life as specific occasions arise.⁹²

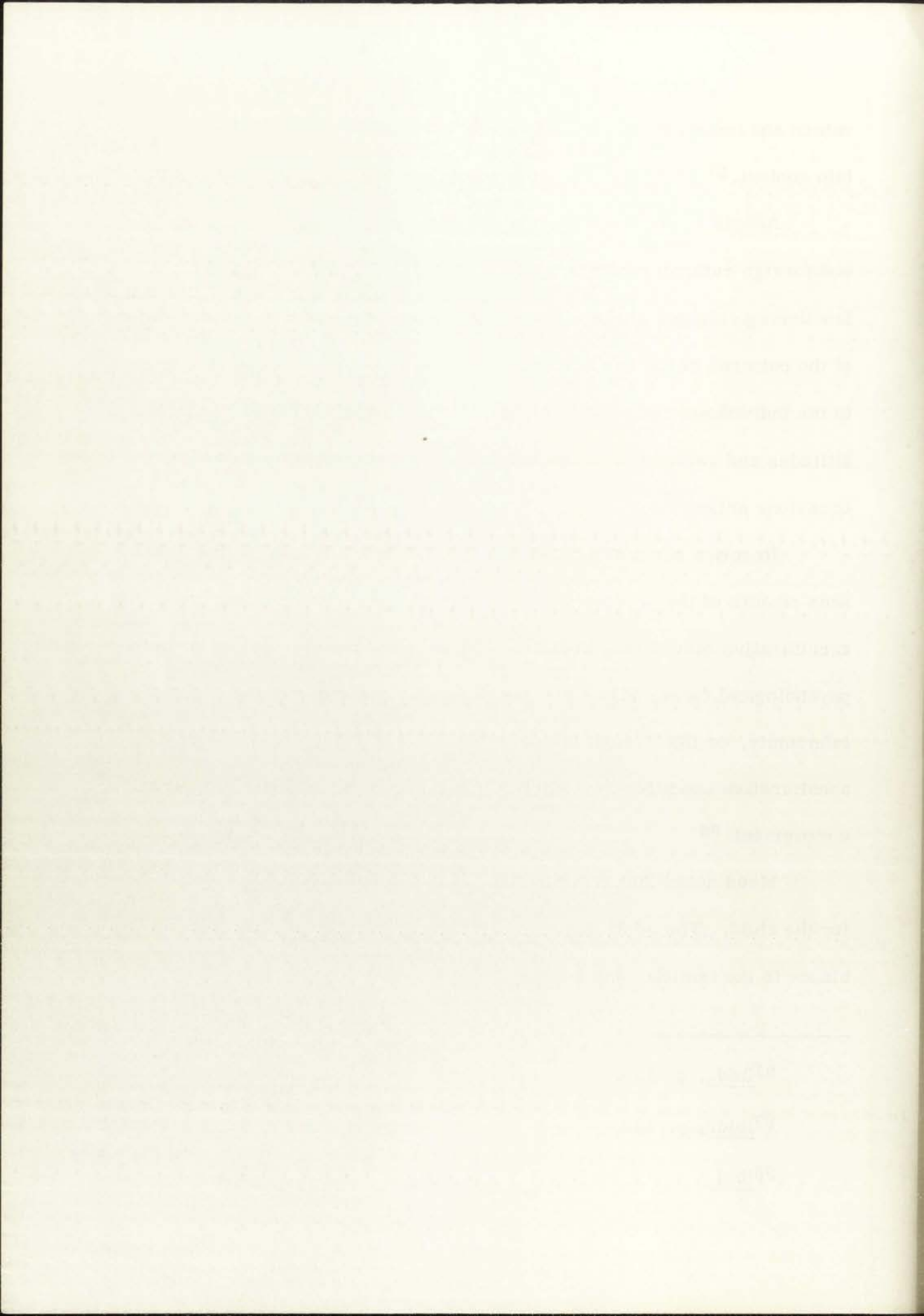
Reaction occurs because of oppression or because of the unforeseen results of the acceptance of foreign cultural traits. Contra-acculturative movements develop, and the reaction may maintain its psychological force, (1) as compensation for the imposed or assumed inferiority, or (2) through the prestige which a return to the pre-acculturative conditions may bring to the group participating in such a movement.⁹³

Mead noted that acculturation is more selective for the adult than for the child. The adult can select from the culture what has resemblance to the familiar and add to this repertoire by trial and error the

⁹¹Ibid., p. 135.

⁹²Ibid., p. 136.

⁹³Ibid.



new learnings as they are needed. He tends to remain in his own ethnic and cultural clusters, both at work and in neighborhood living.⁹⁴ But for the child who is still in the process of learning his social role, the transition is not as smooth. The transition from the simple to the complex environment, from the rural area to the cosmopolitan city, creates much greater cultural stress for the child.⁹⁵ He is caught between the culture of his parents and the culture he meets everyday in school. The child is forced to choose between the two sets of conflicting values.

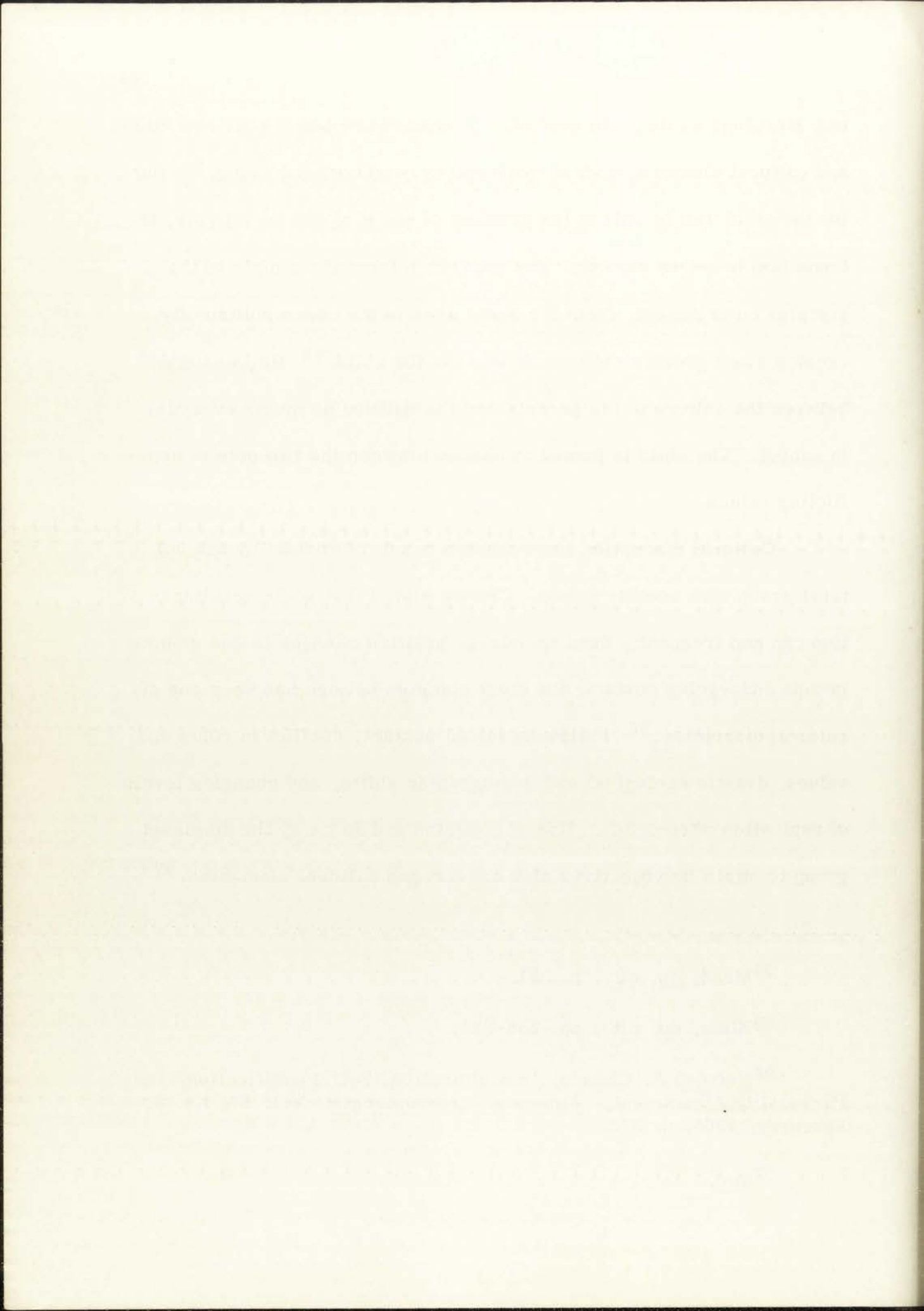
Cultural disruption is a common result of contact by one cultural group with another group. Chance stated that while acculturation can and frequently does encourage positive changes in one or both groups undergoing contact, the most common pattern has been one of cultural disruption.⁹⁶ Following initial contact, conflict in roles and values, drastic ecological and demographic shifts, and changing levels of aspiration often occur. Use of coercion and force by the dominant group to attain its objectives also encourages cultural disruption.⁹⁷

⁹⁴Mead, op. cit., p. 281.

⁹⁵Elam, op. cit., pp. 258-264.

⁹⁶Norman A. Chance, "Acculturation, Self-Identification, and Personality Adjustment," American Anthropologist, Vol. 67, No. 1, February, 1965, p. 372.

⁹⁷Ibid.

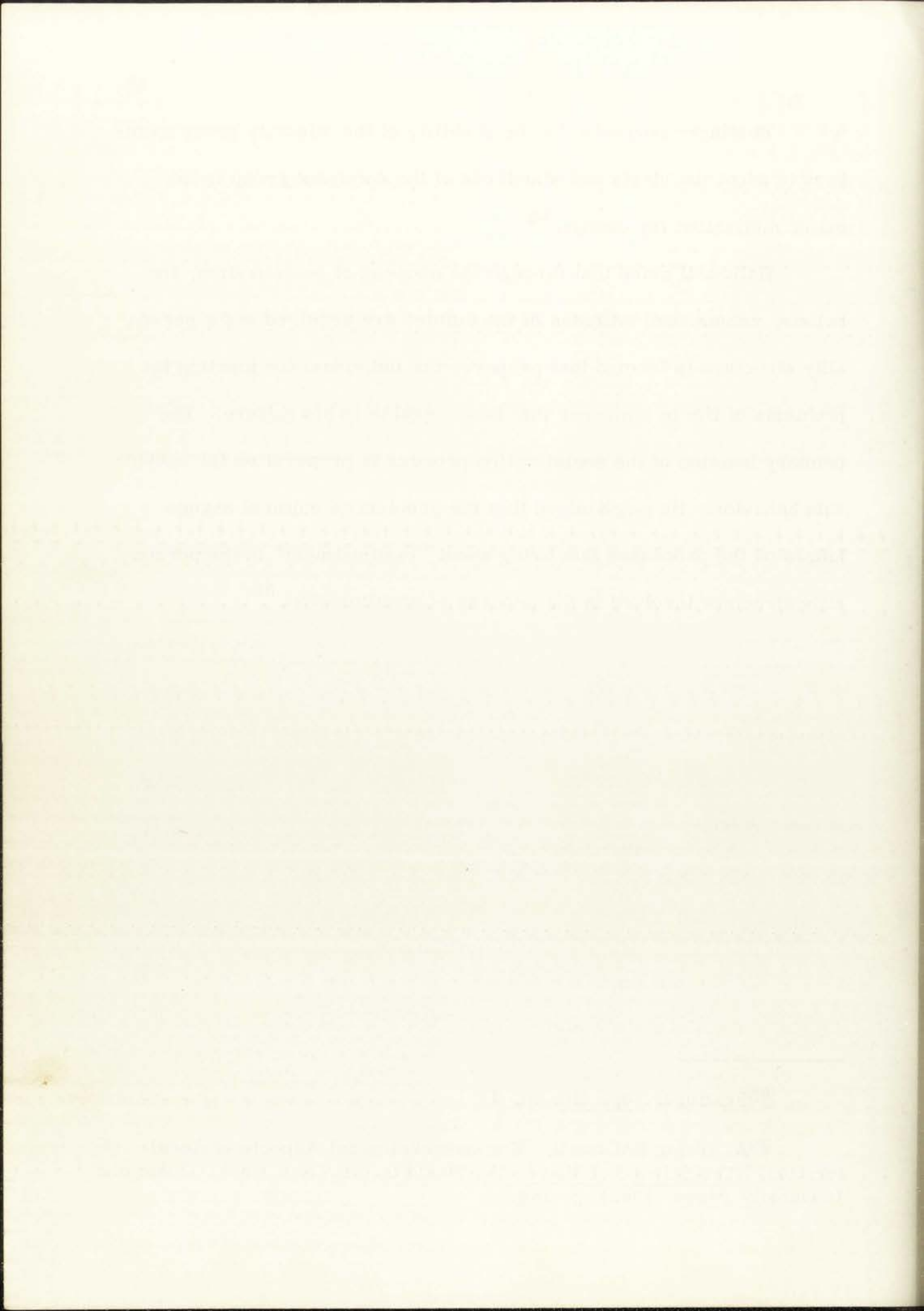


Festinger suggests that desirability of the minority group members to adopt the ideals and standards of the dominant group is the major motivation for change.⁹⁸

Hallowell noted that through the process of socialization, the beliefs, values, and attitudes of the culture are acquired and a personality structure is formed that prepares the individual for meeting the problems of life in a manner that is acceptable to his culture. The primary function of the socialization process is preparation for acceptable behavior. He emphasized that the problem of cultural change hinges on the processes that bring about "readjustment" in the personality structure involved in the process of acculturation.⁹⁹

⁹⁸Festinger, op. cit., p. 4.

⁹⁹A. Irving Hallowell, "Sociopsychological Aspects of Acculturation," The Science of Man in the World Crisis (New York: Columbia University Press, 1945), p. 185.



CHAPTER III

PROCEDURE OF THE STUDY

An attempt was made to find a suitable instrument that would measure the value orientations of Spanish American and Anglo students in terms of attitudes, behaviors, and artifacts. The interview technique has been utilized in most anthropological studies of value orientations. Inferential constructs are used in the interpretation of the data.¹ Kluckhohn designed an instrument for a field study of general value configurations through the personal interview technique. This instrument is highly valued for that purpose; however, it was not considered suitable for the present study.²

Scott used a questionnaire consisting of items representing various "moral ideals" to investigate the values and ideologies of adult residents of a university community, university students, and students

¹Clyde Kluckhohn, "Values and Value Orientations in the Theory of Action: An Exploration in Definition and Classification," Toward a General Theory of Action (Cambridge: Harvard University Press, 1952), p. 395.

²Florence R. Kluckhohn and Fred L. Strodbeck, Variations in Value Orientations (Evanston: Row, Peterson and Company, 1961), pp. 77-120.

attending a minority sect religious college.³ The response to each item was in terms of "goodness" and "badness." This method of assessing values was considered to be adequate for an overview of the salient values within a group. Scott points out that this method of investigation attempts to determine values of the individual in terms of certain shared psychological attributes of the members of the group. He states that this questionnaire is not designed to study the values of a culture as an external system of ideas and cultural products.⁴

A sixty-four item forced-choice questionnaire was used by Prince to measure "traditionalism" in a group of school administrators.⁵

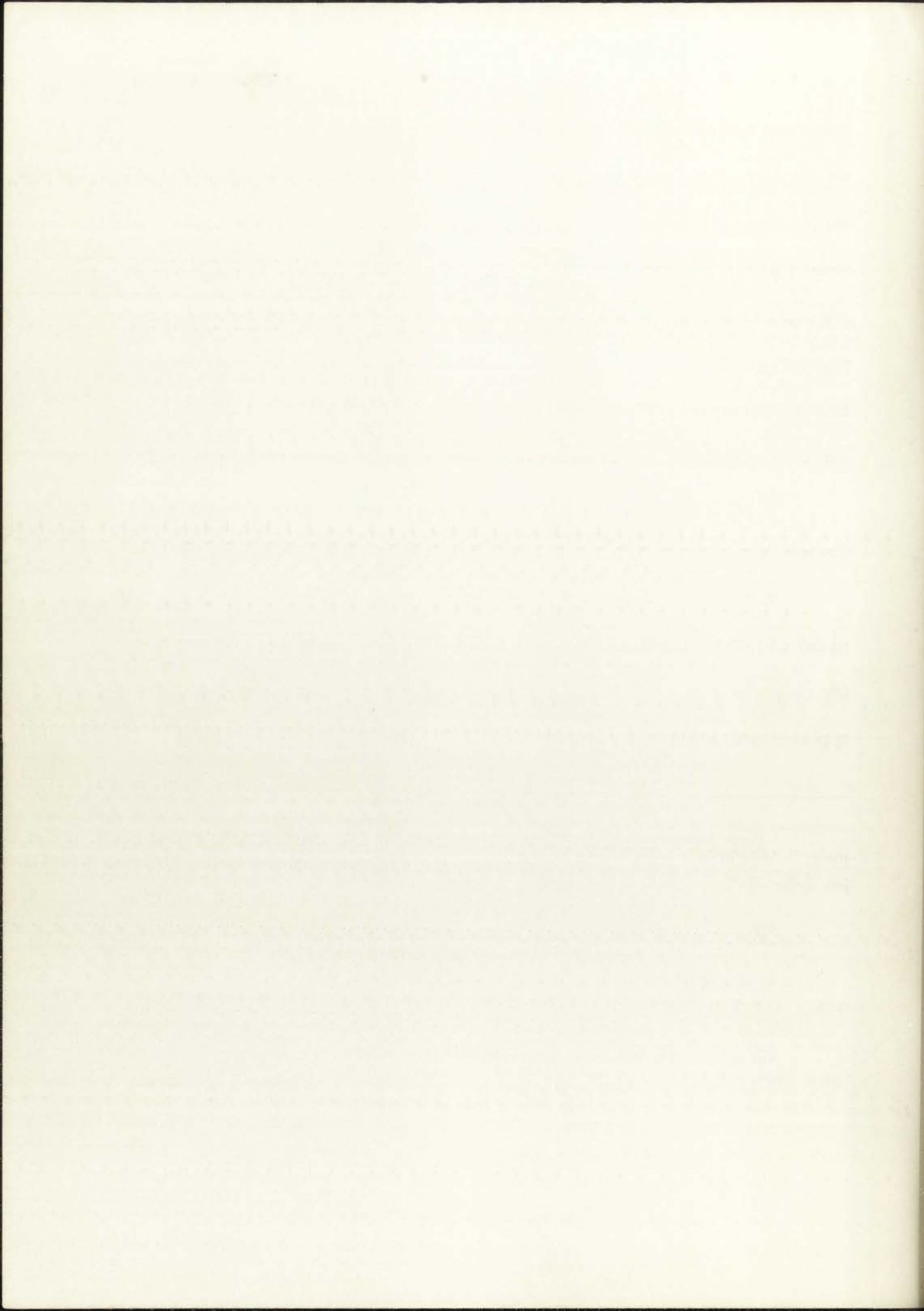
Watson devised a three hundred item instrument of "fairmindedness" which attempts to measure prejudice. He used a five-point scale for responses on part of the test, and utilized the "word cross out" approach in another part of the test.⁶

³William A. Scott, "Empirical Assessment of Values and Ideologies," American Sociological Review, Vol. 24, No. 3 (June, 1959), pp. 299-310.

⁴Ibid., p. 310.

⁵Robert Prince, "Individual Values and Administrative Effectiveness," Administrative Notebook, Vol. 6, (1957), pp. 1-4.

⁶Goodwin B. Watson, The Measurement of Fairmindedness (New York: Teachers College, Columbia University, 1925), pp. 8-9.



Corey devised an instrument to measure the values of future teachers.⁷ The items in this instrument are very similar to Williams' value orientations which were discussed earlier in this study.

An instrument for measuring values was devised by Allport, Vernon and Lindsey. This instrument is intended to measure dominant personality interests of the college-going or college graduate population. This poses no problem for purposes associated with higher education, but it imposes a severe limitation on the generality of findings. It further suggests that the values concerned may be appropriate only for a limited segment of the total population. The test has six scores in the following areas: theoretical, economic, aesthetic, social, political, and religious. Hundleby noted that definite statistical information still appears to be lacking on whether the six measures are unidimensional and relatively distinct. Factor analytic results are not yet conclusive and the ipsative nature of the scales make interpretation more difficult.⁸ Radcliffe stated that the test reliability could have been

⁷Fay L. Corey, The Values of Future Teachers (New York: Bureau of Publications, Columbia University, 1955), pp. 7-8.

⁸John D. Hundleby, The Sixth Mental Measurements Yearbook, ed. Oscar Krisen Buros (Highland Park: The Gryphon Press, 1965), pp. 181-182.

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

LABORATORY OF ORGANIC CHEMISTRY

REPORT OF RESEARCH

BY [Name]

ADVISOR: [Name]

DATE: [Date]

1. INTRODUCTION

The purpose of this research was to investigate the reaction of [Chemical]

with [Chemical] under various conditions.

The following results were obtained:

1. The reaction of [Chemical] with [Chemical] at 25°C. for 24 hours

yielded a product which was identified as [Chemical].

2. The reaction of [Chemical] with [Chemical] at 50°C. for 24 hours

yielded a product which was identified as [Chemical].

3. The reaction of [Chemical] with [Chemical] at 75°C. for 24 hours

yielded a product which was identified as [Chemical].

4. The reaction of [Chemical] with [Chemical] at 100°C. for 24 hours

yielded a product which was identified as [Chemical].

5. The reaction of [Chemical] with [Chemical] at 125°C. for 24 hours

yielded a product which was identified as [Chemical].

6. The reaction of [Chemical] with [Chemical] at 150°C. for 24 hours

yielded a product which was identified as [Chemical].

improved if the authors of the test had used item intercorrelations rather than item-total score correlations.⁹

Other tests have been developed by Haller and Miller,¹⁰ Carter,¹¹ and Thurston.¹² None of these instruments were considered suitable for the present study because they were not designed for measuring specific cultural values which represent a broad range of culture in a cross-cultural setting. Therefore, it was decided to construct a value orientation instrument to be used in the present study.

Development of the Instrument

The instrument was developed in cooperation with another student who compared the value orientations of Navajo and Anglo high school sophomores.¹³

⁹John A. Radcliffe, The Sixth Mental Measurements Yearbook, ed. Oscar Krisen Buros (Highland Park: The Gryphon Press, 1965), p. 182.

¹⁰Archibald O. Haller and Irwin W. Miller, "The Occupational Aspiration Scale: Theory Structure and Correlates," Technical Bulletin 228, Michigan State University, 1963.

¹¹Roy E. Carter, "An Experiment in Value Measurement," American Sociological Review, Vol. 21 (April, 1956), pp. 156-163.

¹²L. L. Thurston, The Measurement of Value (Chicago: The University of Chicago, 1959).

¹³Robert J. Muncy, "Value-Orientations of Anglo and Navajo High School Sophomores," (Unpublished doctoral dissertation, University of New Mexico, 1966), pp. 42-45.

Department of the Interior, Bureau of Land Management

Washington, D.C. 20250

Dear Sir:

Reference is made to your letter of the 10th day of August, 1954.

The Bureau has reviewed the information furnished to it and

has determined that the same is insufficient to warrant

the issuance of a patent for the land described in your letter.

Very truly yours,

Director

Enclosure

Very truly yours,

Special Agent in Charge

Enclosure

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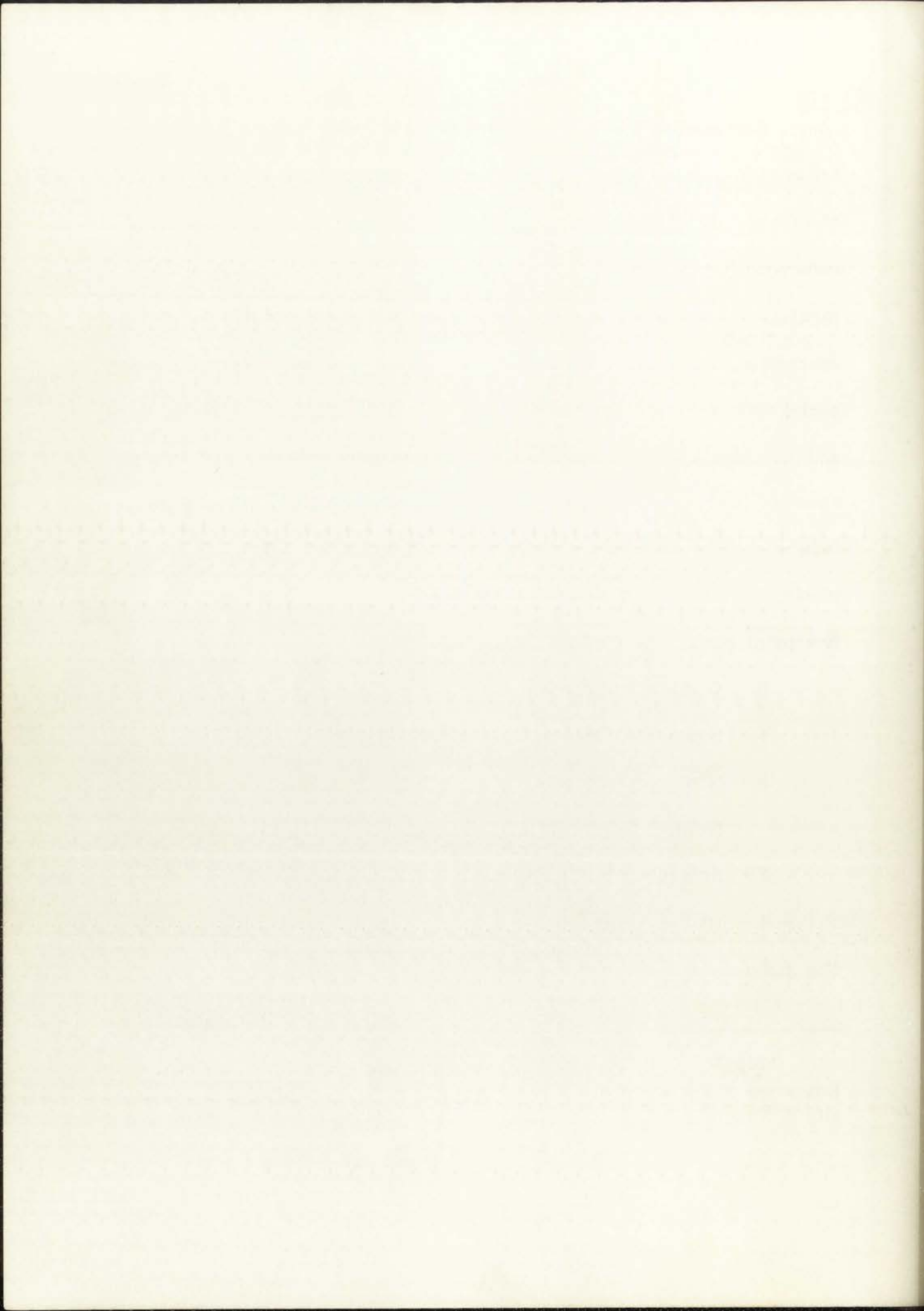
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The studies were designed to compare value orientations in the areas of artifacts, behaviors, and attitudes representing a broad range of culture. A model developed by Ulibarri was used as a frame of reference for explaining behavior patterns. The model used seven institutional areas (economics, education, family, health, politics, recreation, and religion) applying the influences of practical culture, social expectations, and instrumental values in explaining how society and individuals are oriented toward certain goals of life.¹⁴ It was assumed that most values can be categorized into one of these seven institutional areas from the dimensions of artifacts, behaviors, and ideologies. The questionnaire was constructed from this list. A five-point scale was used for registering responses as follows:

- 5 - Good or Important
- 4 - Somewhat Good or Somewhat Important
- 3 - Neutral; Neither Good or Bad --
Neither Important or Unimportant
- 2 - Somewhat Bad or Somewhat Unimportant
- 1 - Bad or Unimportant

The instrument can be found in Appendix A, page 109.

¹⁴Horacio Ulibarri, "The Effect of Cultural Difference in the Education of Spanish Americans," (Unpublished monograph, The University of New Mexico, 1958), p. 7.



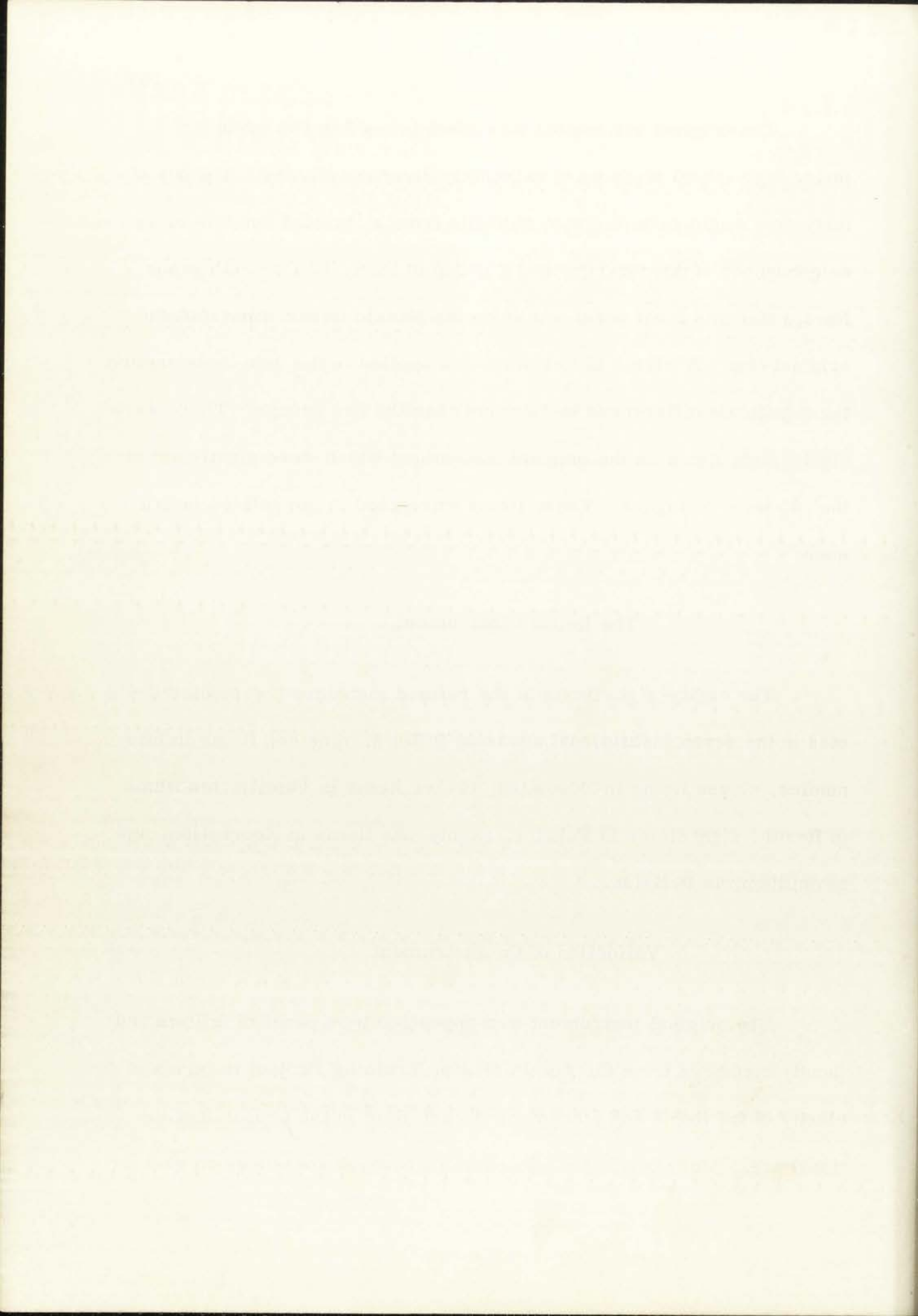
The original instrument was administered to two groups of junior high school students of extremely diverse cultures. A group of forty-five Anglo seventh grade students from a "typical" middle class neighborhood of Albuquerque and a group of thirty-two seventh grade Navajo students from rural homes on the Navajo Reservation took the original test. Analysis of Variance was applied to the data to determine the significant differences by item between the two groups. There were eighty-eight items on the original instrument which were significant at the .05 level or higher. These items were used in the refined instrument.

The Refined Instrument

The eighty-eight items in the refined instrument were distributed in the seven institutional areas as follows: nineteen items in Economics, eleven items in Education, twelve items in Family, ten items in Health, eight items in Politics, twenty-one items in Recreation, and seven items in Religion.

Validation of the Instrument

The original instrument was appraised by a panel of fellows and faculty members from the Administrator Training Project in terms of clarity of the items and placement of each item in the proper institutional area. Jury validation was obtained through consensus on each



item. The items in the instrument were conceptualized from the review of the literature and from observation of the Anglo and Spanish American cultures.

The original instrument was given to a group of Spanish American students in a war-on-poverty project for the purpose of testing the utility in administering the instrument. Certain technical improvements were made in the design after this testing.

Instrument Reliability

The instrument was administered to thirty-five Spanish American and thirty-five Anglo high school sophomores for the purpose of establishing reliability. The two groups were retested two weeks later. Pearson Product Moment Correlations were computed by item for each group. The r on each item is shown in Table 1, pages 53 - 56, for both groups. The reliability coefficient failed to be significant at the .05 level for the Anglo sample on items A20, A40 and A42. The Spanish American sample had twelve items with reliability coefficients below the .05 level. The items were: A7, A11, A14, A 41, A46, A49, B2, B11, B15, B25, B26, and B32. All other items had reliability coefficients that were significant at the .05 level.



TABLE 1

PEARSON PRODUCT MOMENT CORRELATIONS FOR EACH ITEM BETWEEN PRE-TEST AND POST-TEST FOR THE TOTAL ANGLO AND SPANISH AMERICAN SAMPLES^a

Institutional Area and Item	Anglo N = 39	Spanish N = 35
	Pearson r	Pearson r
Education		
A 1. Finishing high school	.90	.42
A 2. Ability to speak English well	.64	.33
A 3. Finishing college	.49	.79
A 4. Ability to write English well	.47	.37
A 5. Ability to add, subtract, divide and multiply	.44	.40
A 6. Regular school attendance	.69	.45
A 7. Owning books	.58	.20 ^b
A 8. Using public libraries	.29	.40
A 9. Reading books for fun	.46	.37
A10. Doing school homework	.76	.29
A11. Arriving school on time	.48	.11 ^b
Family		
A12. Living close to parents	.60	.49
A13. Taking father's advice	.47	.50
A14. Living with parents after married	.33	.05 ^b
A15. Children having family chores	.63	.47
A16. High school marriages	.45	.57
A17. Married couples having many children	.61	.41
A18. Unmarried girls who are mothers	.83	.50
A19. Married couples having few children	.34	.39
A20. Having separate bedrooms for brothers and sisters	.18 ^b	.43
A21. Family reunions	.71	.55
A22. Lending money to a relative	.42	.28
A23. Mothers being the "boss of the house"	.74	.59

^aThere was a two-week time-span between pre-test and post-test.

^bNot significant at the .05 or higher level.

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TABLE 1 (Continued)

Institutional Area and Item	Anglo N = 39	Spanish N = 35
	Pearson r	Pearson r
Politics		
A24. Paying taxes	.49	.48
A25. Policemen	.43	.70
A26. Court judges	.41	.72
A27. Respecting the Governor of your state	.54	.28
A28. Respecting the U.S. Senators from your state	.42	.48
A29. Knowing how to mark a ballot in an election	.54	.49
A30. Attending a political precinct meeting	.47	.55
A31. Writing letters to your U.S. Senators	.43	.52
Economics		
A32. Finishing work before pleasure	.36	.68
A33. Mothers who have a job *	.64	.33
A34. Wearing a business suit (for men); wearing nylon hose (for women)	.59	.73
A35. Wearing a tie (for men); wearing high heel shoes (for women)	.55	.74
A36. Keeping the house neat and clean	.48	.72
A37. A clean, well-kept lawn	.42	.42
A38. Having a life insurance policy	.51	.72
A39. Having a steady job	.68	.36
A40. Having electricity in the house	.19 ^b	.35
A41. Having piped water in the house	.45	.08 ^b
A42. Giving teen-agers an allowance	.23 ^b	.45
A43. Banks	.46	.58
A44. Having an automatic washing machine in the home	.64	.55
A45. Having an automatic clothes dryer in the home	.73	.56
A46. Having a modern, indoor toilet	.55	.11 ^b

^aThere was a two-week time-span between pre-test and post-test.

^bNot significant at the .05 or higher level.

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TABLE 1 (Continued)

Institutional Area and Item	Anglo N = 39	Spanish N = 35
	Pearson r	Pearson r
Economics (Continued)		
A47. Having a modern gas or electric cook stove in the home	.63	.47
A48. Paved, four-lane highways	.63	.48
A49. Having an alarm clock in the home	.46	.13 ^b
A50. Watering grass with lawn sprinklers	.51	.47
Recreation		
B 1. Having a dog as a pet	.61	.45
B 2. Cooking on a charcoal grill	.61	.20 ^b
B 3. Teen-agers kissing on a date	.81	.55
B 4. Dating before age fifteen	.42	.47
B 5. Listening to Rock and Roll music	.63	.52
B 6. Playing baseball	.56	.33
B 7. Playing basketball	.45	.74
B 8. Watching a baseball game	.45	.43
B 9. Watching a basketball game	.45	.67
B10. Playing football (for boys); watching a football game (for girls)	.58	.43
B11. Roller-skating	.47	.14 ^b
B12. Water-skiing	.70	.23 ^b
B13. Playing table tennis	.51	.39
B14. Going swimming	.65	.33
B15. Watching television	.45	.25 ^b
B16. Going fishing	.72	.56
B17. Social dancing	.73	.53
B18. Taking travel vacations	.43	.45
B19. Playing tennis	.58	.39
B20. Camping out	.68	.45
B21. Going to the movies	.71	.36
Religion		
B22. Trying to live by the Ten Command- ments	.82	.49

^aThere was a two-week time-span between pre-test and post-test.

^bNot significant at the .05 or higher level.



TABLE 1 (Continued)

Institutional Area and Item	Anglo N = 39	Spanish N = 35
	Pearson r	Pearson r
Religion (Continued)		
B23. Belonging to a Church	.87	.70
B24. Observing Easter as a religious holiday	.88	.68
B25. Having a Holy Bible in the house	.89	.18 ^b
B26. Praying	.78	.25 ^b
B27. Singing religious hymns	.85	.47
B28. Attending religious worship services	.90	.57
Health		
B29. Eating meat at least once each day	.81	.40
B30. Keeping away from germs	.61	.67
B31. Living to be as old as possible	.65	.45
B32. Taking immunization shots to prevent diseases	.51	.21 ^b
B33. Brushing teeth at least once each day	.59	.47
B34. Going to a medical doctor when sick	.54	.84
B35. Taking a bath each day	.47	.85
B36. Being sick	.50	.37
B37. Using home remedies for curing illness	.65	.60
B38. Sterilizing baby bottles before feeding the baby	.68	.45

^aThere was a two-week time-span between pre-test and post-test.

^bNot significant at the .05 or higher level.



Administration of the Instrument

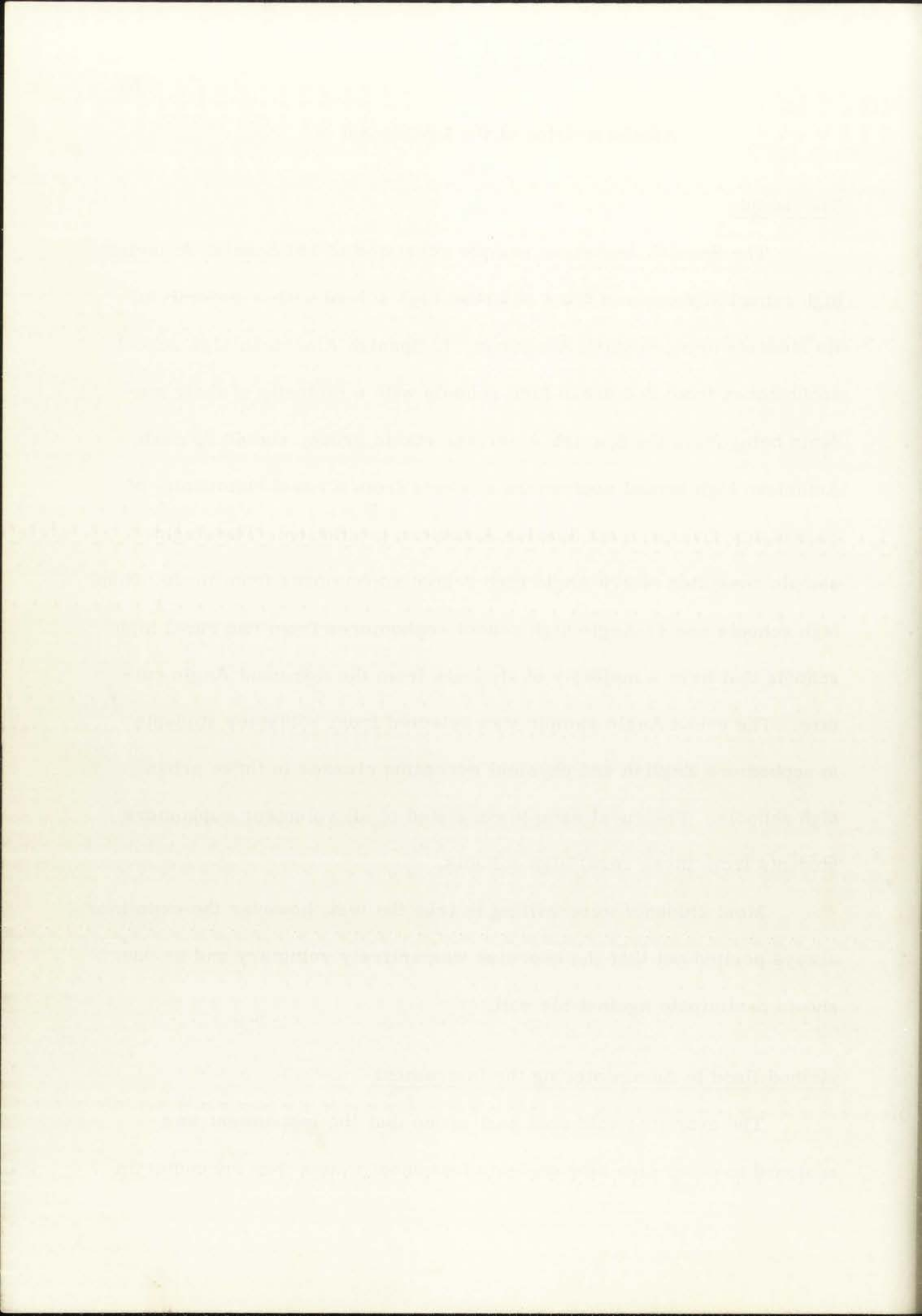
The Sample

The Spanish American sample consisted of 157 Spanish American high school sophomores from an urban high school with a majority of its students being Spanish American, 72 Spanish American high school sophomores from two urban high schools with a minority of their students being from the Spanish American ethnic group, and 48 Spanish American high school sophomore students from a rural community of over eighty-five per cent Spanish American population. The Anglo sample consisted of 270 Anglo high school sophomores from three urban high schools and 41 Anglo high school sophomores from two rural high schools that have a majority of students from the dominant Anglo culture. The urban Anglo sample was selected from volunteer students in sophomore English and physical education classes in three urban high schools. The rural sample consisted of all volunteer sophomore students from three rural high schools.

Most students were willing to take the test; however the examiner always pointed out that the exercise was entirely voluntary and no one should participate against his will.

Method Used In Administering the Instrument

The examiner told each test group that the instrument was designed to determine how students feel about things they encounter in



life. The response scale was explained to each test group. It was pointed out that "1" on the scale was for "bad" or "unimportant," whichever seemed more applicable to the item. Each response number was discussed in the same manner.

The students were told that there were no "correct or incorrect" answers to the items. The examiner emphasized that each student should answer the items according to his true feelings. The students were told that if they did not fully understand the meaning of an item, to raise their hands and the examiner would make the necessary explanation.

The examiner did not place a time limit on the testing period. Completion of the instrument required from twenty to thirty-five minutes.

Statistical Treatment of the Data

Item analysis was used to analyze the data. Analysis of Variance was selected to statistically treat the data in order to determine if significant differences and similarities existed between the Anglo and Spanish American groups. The mean and standard deviation was computed on each item to determine in which direction on the response scale the difference occurred. The previously mentioned statistical computations were completed between the following groups.

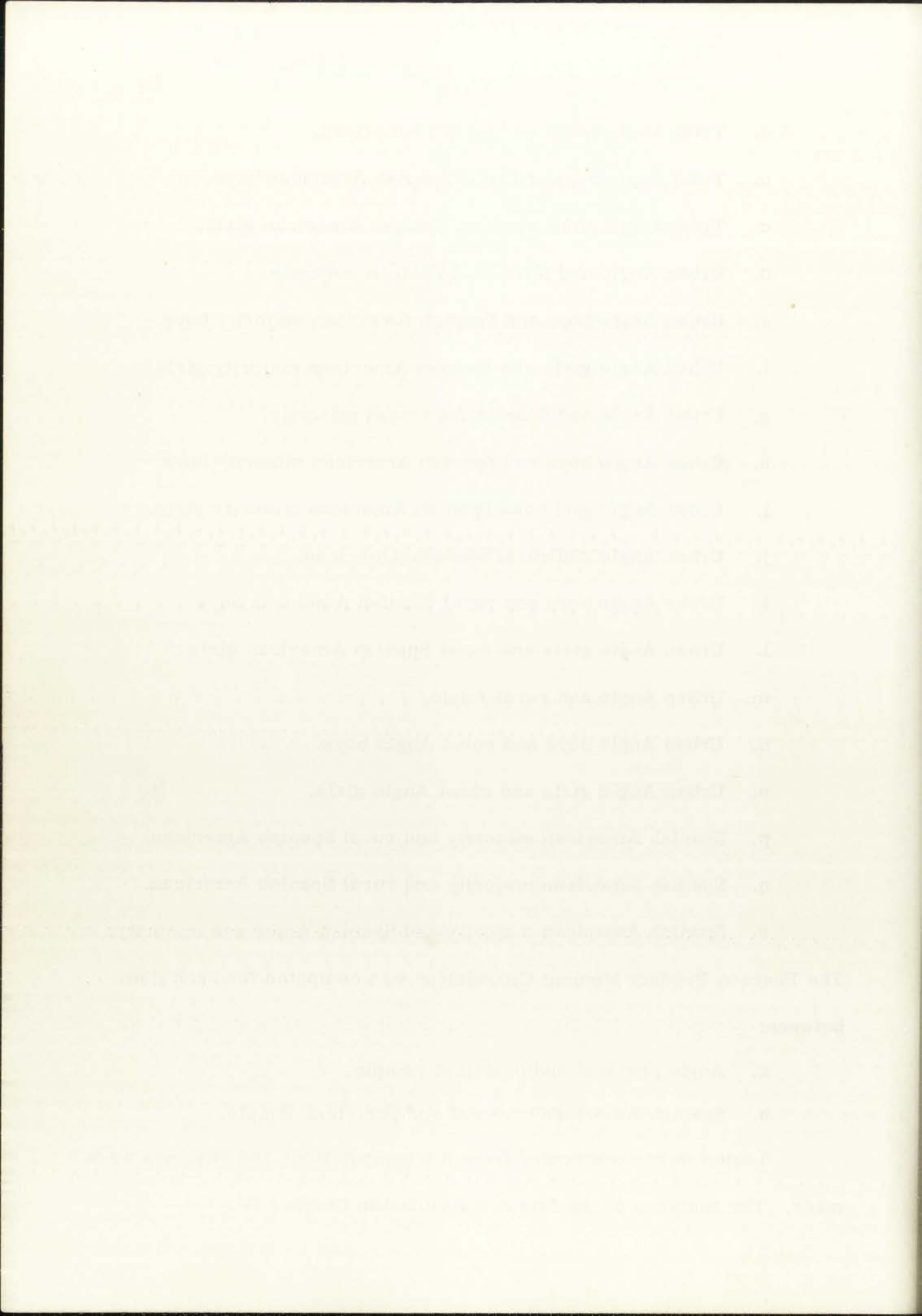


- a. Total Anglo and total Spanish American.
- b. Total Anglo boys and total Spanish American boys.
- c. Total Anglo girls and total Spanish American girls.
- d. Urban Anglo and Spanish American majority.
- e. Urban Anglo boys and Spanish American majority boys.
- f. Urban Anglo girls and Spanish American majority girls.
- g. Urban Anglo and Spanish American minority.
- h. Urban Anglo boys and Spanish American minority boys.
- i. Urban Anglo girls and Spanish American minority girls.
- j. Urban Anglo and rural Spanish American.
- k. Urban Anglo boys and rural Spanish American boys.
- l. Urban Anglo girls and rural Spanish American girls.
- m. Urban Anglo and rural Anglo.
- n. Urban Anglo boys and rural Anglo boys.
- o. Urban Anglo girls and rural Anglo girls.
- p. Spanish American minority and rural Spanish American.
- q. Spanish American majority and rural Spanish American.
- r. Spanish American majority and Spanish American minority.

The Pearson Product Moment Correlation was computed for each item between:

- a. Anglo pre-test and post-test sample.
- b. Spanish American pre-test and post-test sample.

Tables were constructed from the computations and analyses were made. The analyses of the data are included in Chapter IV.



CHAPTER IV

ANALYSIS OF THE DATA

The differences and similarities in value orientations between the Anglo and Spanish American samples are presented in this chapter. The items which are significantly different at the .05 level are considered as "differences," while the items which fall below the .05 level of significance are classified as "similarities."

A Comparison of the Urban Anglo and Urban Spanish American Minority Value Orientations

The urban Spanish American minority and the urban Anglo samples differed significantly in their responses to ten items. The two groups of boys differed significantly on seven items. Significant differences occurred between the two groups of girls on 11 items. Table 2 indicates the institutional areas and items where these differences are significant.

The urban Spanish American minority and urban Anglo samples assigned similar values to more items than did any other group in this study.

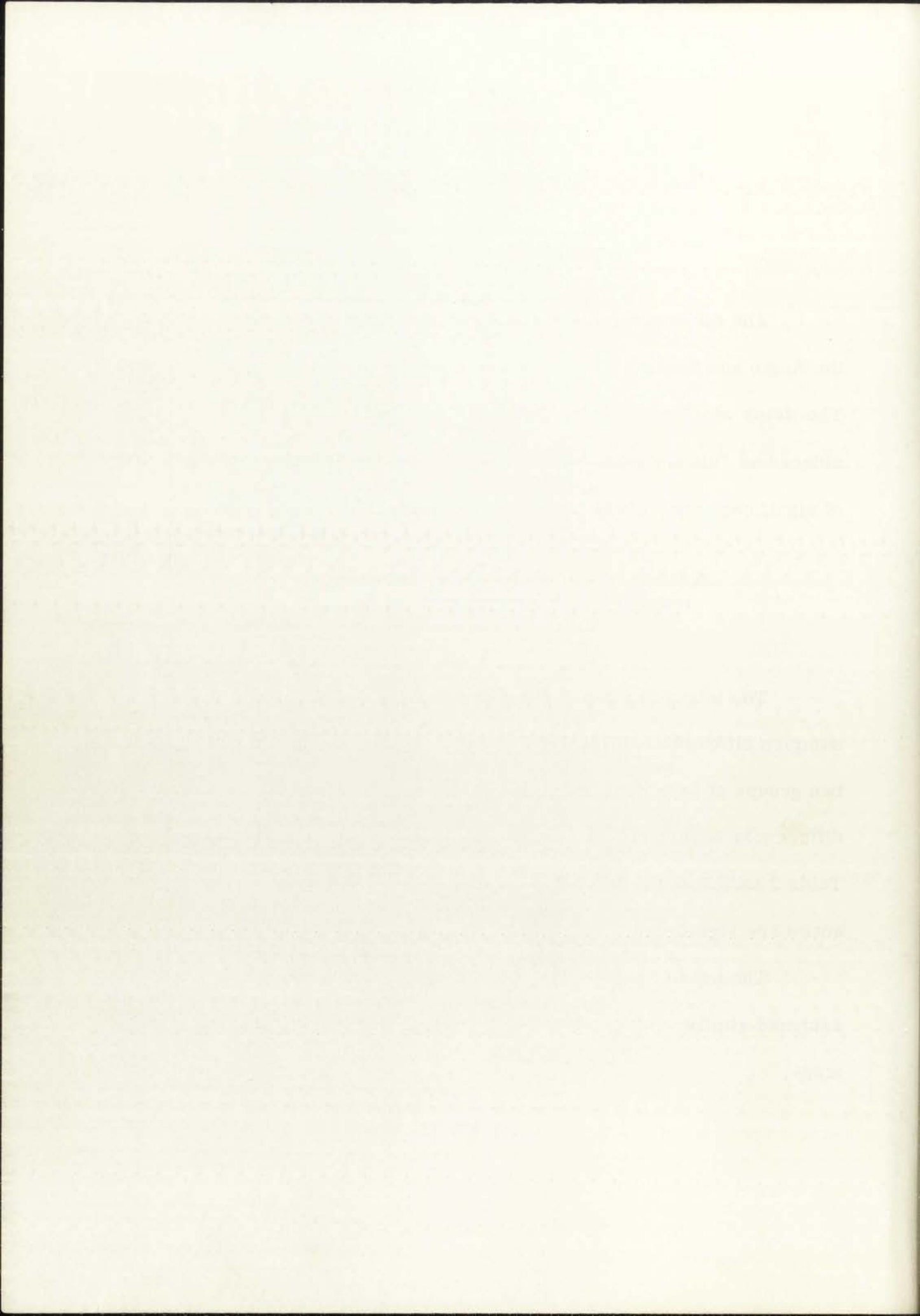


TABLE 2

SIGNIFICANT DIFFERENCES IN VALUE ORIENTATIONS
BETWEEN THE URBAN ANGLO AND URBAN
SPANISH AMERICAN MINORITY SAMPLES

	Total	Boys	Girls
Family			
A14. Living with parents after married	.01*	N**	.01
A17. Married couples having many children	N	N	.05
A18. Unmarried girls who are mothers	N	N	.05
A22. Lending money to a relative	.05	N	.05
A23. Mothers being the "boss of the house"	N	N	.05
Politics			
A25. Policemen	.01	.01	N
A26. Court judges	.01	.01	N
A29. Knowing how to mark a ballot in an election	N	N	.05
Economics			
A32. Finishing work before pleasure	N	.05	N
A34. Wearing a business suit (for men) wearing nylon hose (for women)	N	.05	N
A49. Having an alarm clock in the home	N	.05	N
Recreation			
B 1. Having a dog as a pet	.01	N	.01
B 5. Listening to rock and roll music	.01	.01	N
B12. Water skiing	.05	N	.05
B15. Watching television	.05	N	N
Health			
B33. Brushing teeth at least once each day	N	N	.05
B36. Being sick	.01	N	.05
B37. Using home remedies for curing illness	.01	.05	.01

*Level of significance

**No significant difference

Year	Month	Day	Description
1911	Jan	1	...
1911	Jan	2	...
1911	Jan	3	...
1911	Jan	4	...
1911	Jan	5	...
1911	Jan	6	...
1911	Jan	7	...
1911	Jan	8	...
1911	Jan	9	...
1911	Jan	10	...
1911	Jan	11	...
1911	Jan	12	...
1911	Jan	13	...
1911	Jan	14	...
1911	Jan	15	...
1911	Jan	16	...
1911	Jan	17	...
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1911	Jan	24	...
1911	Jan	25	...
1911	Jan	26	...
1911	Jan	27	...
1911	Jan	28	...
1911	Jan	29	...
1911	Jan	30	...
1911	Jan	31	...

A Comparison of the Total Anglo and Total Spanish American Value Orientations

Differences

The results of the statistical treatment of the data showed a significant difference at the .05 level between the total Anglo and the total Spanish American samples on 36 items. These items are found in Table 3, pages 116 - 118. The differences in value orientations of Anglo boys and Spanish American boys are found in Table 4, pages 119 - 120 . The differences in value orientations of Anglo girls and Spanish American girls are found in Table 5, pages 121 - 122.

Education. The total Anglo sample placed a slightly higher value on education than did the total Spanish American sample on eight of the eleven items. However, the difference was significant at the .05 level only on items A3 and A9. Item A3, "Finishing college," indicates that the Spanish American population does not value a college education as highly as does the dominant Anglo group. Item A9, "Reading books for fun," indicates that Spanish American students do not enjoy reading as much as do the Anglo students. The Spanish American boys differed significantly from the Anglo boys only on item A3. The Spanish American girls differed significantly from the Anglo girls on items A3 and A9.



Family. The total Spanish American sample placed a higher value on the family than did the total Anglo sample. The Spanish Americans differed significantly from the Anglos on items A12, A13, A14, A15, A21, A22, and A23. The Spanish American sample placed a higher positive value on all these items except item A15, "Children having family chores." This item is related to the Anglo "work ethic" and is not valued so highly by the Spanish American. The greatest difference between the groups is found in item A14, "Living with parents after married." Item A23, "Mother being boss of the house," also shows strong differences between the groups. The standard deviation on these items was larger for the Spanish American than for the Anglo. This indicates that the Spanish American group has a much greater range in the value they place on these items.

The Spanish American boys differed significantly from the Anglo boys on only two "Family" items, A14 and A23. The Spanish American girls differed from the Anglo girls on nine items. The Spanish American girls placed a higher value than did the Anglo girls on all but item A15, "Children having family chores."

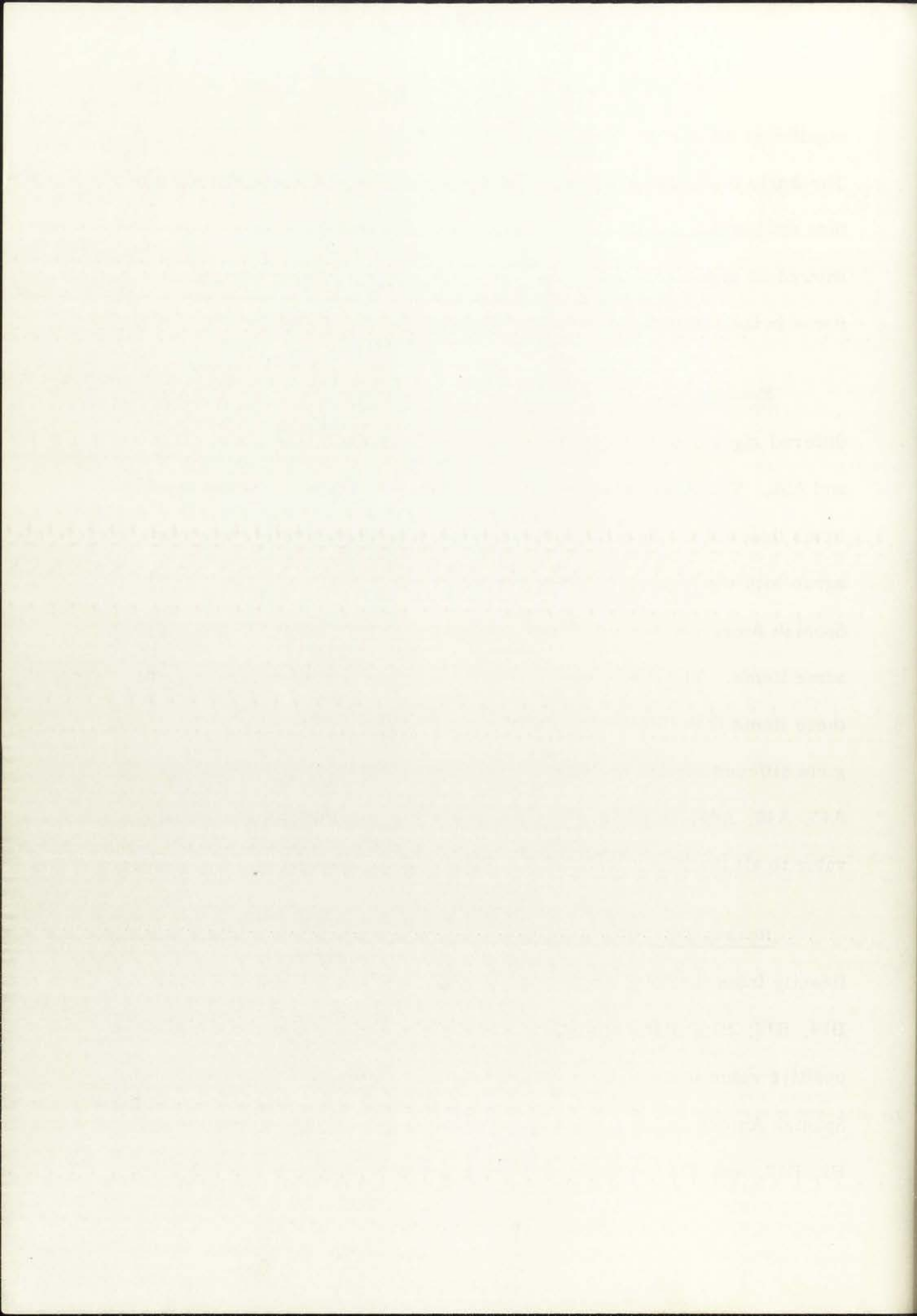
Politics. The total Spanish American sample showed a significant difference from the total Anglo sample on items A27 and A28. The Spanish American sample placed a higher positive value on both items than did the Anglo group. The Spanish American boys showed



significant difference from the Anglo boys on items A25, A27 and A28. The Anglo boys placed a higher positive value on item A25, "Policemen," than did the Spanish American boys. The Spanish American girls showed no significant difference from the Anglo girls on any of the items in the institutional area of "Politics."

Economics. The Spanish American sample and the Anglo sample differed significantly on items A41, A43, A44, A45, A46, A47, A48 and A50. The Anglo sample gave a higher positive value to all eight items than did the Spanish American sample. These results apparently agree with the high value placed on economic affluence by Anglos. The Spanish American boys differed significantly from the Anglo boys on the same items. The Anglo boys assigned a higher positive value to all these items than did the Spanish American boys. The Spanish American girls differed significantly from the Anglo girls on items A41, A43, A44, A45, A46, A47, and A50. The Anglo girls assigned a higher positive value to all the items than did the Spanish American girls.

Recreation. The total Spanish American sample differed significantly from the total Anglo sample on items B1, B2, B3, B6, B12, B14, B16, B18, B19, and B21. The Anglo sample assigned a higher positive value to all these items except B6, "Playing baseball." The Spanish American boys differed from the Anglo boys only on items B1, B2, B12, and B21. The Anglo boys placed a higher value on all four



items than did the Spanish American boys. The Spanish American girls differed significantly from the Anglo girls on items B1, B2, B3, B6, B10, B12, B14, B17, B18, and B19. The Anglo girls assigned a higher positive value to all of these items except B6. These results indicate that significantly greater differences exist between Anglo girls and Spanish American girls than between Anglo boys and Spanish American boys in the area of recreation.

Religion. The total Spanish American sample differed significantly from the total Anglo sample only on items B23 and B24 in the institutional area of religion. The Spanish American sample placed a higher positive value on both items than did the Anglo sample. The Spanish American boys differed significantly from the Anglo boys on item B23, "Belonging to a church." The Spanish American boys assigned a significantly higher value to this item than did the Anglo boys. The Spanish American girls differed significantly from the Anglo girls on items B23 and B24 and assigned a higher positive value to both items.

Health. The total Spanish American sample differed significantly from the Anglo sample on items B29, B33, B35, B36, and B37. The Anglo sample assigned a higher value to B29, "Eating meat . . .," "B33, "Brushing teeth . . .," and B35, "Taking a bath . . .," and assigned a lower negative value to B36, "Being sick," than did the

The first part of the report deals with the general situation of the country. It is found that the country is in a state of general depression, and that the people are suffering from want and distress. The cause of this is attributed to the war, and the consequent destruction of property and the loss of life. The report also mentions the fact that the government is unable to meet its obligations, and that the public debt is increasing rapidly.

The second part of the report deals with the financial situation of the country. It is found that the government is unable to meet its obligations, and that the public debt is increasing rapidly. The report also mentions the fact that the government is unable to meet its obligations, and that the public debt is increasing rapidly.

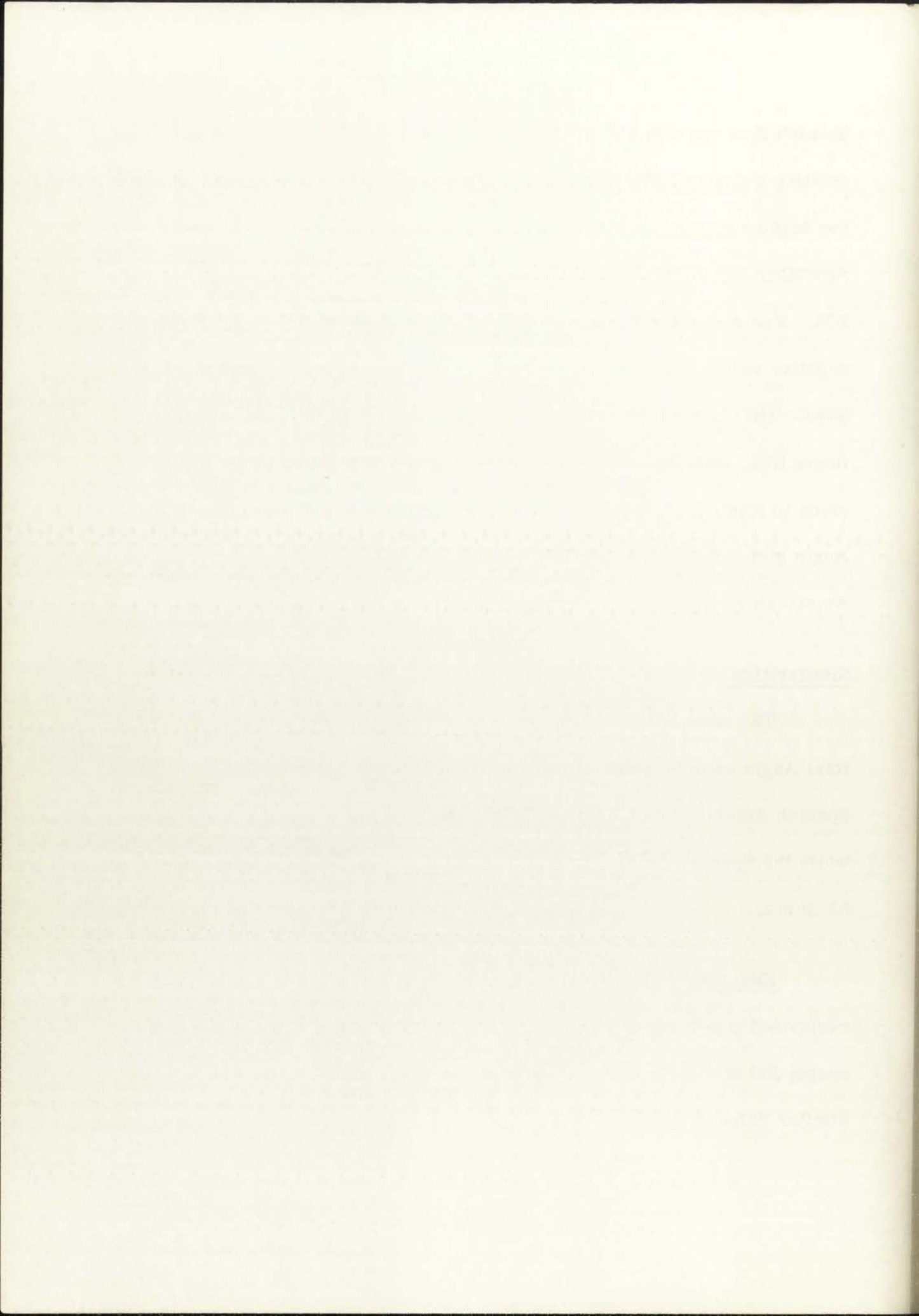
The third part of the report deals with the political situation of the country. It is found that the government is unable to meet its obligations, and that the public debt is increasing rapidly. The report also mentions the fact that the government is unable to meet its obligations, and that the public debt is increasing rapidly.

Spanish American sample. The Spanish American sample assigned a positive value to B37, "Using home remedies for curing illness," while the Anglo sample assigned a negative value to the item. The Spanish American and Anglo boys differed significantly on items B29, B36, and B37. The Anglo boys placed a higher value on item B29 and a lower negative value on items B36 and B37 than did the Spanish American boys. The Spanish American and Anglo girls differed significantly on items B29, B32, and B37. The Anglo girls assigned a higher positive value to items B29 and B32 than did the Spanish American girls. The Anglo girls assigned a negative value to item B37, while the Spanish American girls assigned a slightly positive value to the item.

Similarities

The total Spanish American sample responded similarly to the total Anglo sample on 52 of the 88 items in the instrument. The Spanish American and Anglo boys responded similarly on 69 items, while the Spanish American and Anglo girls had similar responses on 56 items.

Education. The total Spanish American and total Anglo samples responded similarly on nine items in this area. The boys in the samples responded similarly on ten items, while the two groups of girls assigned similar value to nine education items.



There is little reason to doubt that the schools have contributed heavily to these similarities. The schools are oriented toward the Anglo value system, and the Spanish American students in this sample have been under the direct influence of the schools for a period of ten years. Learning to communicate in the English language is a powerful acculturative experience.

Family. The total Spanish American and total Anglo samples responded similarly on five items in this area. The two groups of boys responded similarly on ten items, while the girls assigned similar values to only three items related to the family. These results strongly indicate that the value orientations of the two groups of boys are much more similar than the value orientations of the two groups of girls in the institutional area of family.

Politics. The total Spanish American and total Anglo samples responded similarly on six of the eight items in the area of politics. The Spanish American and Anglo boys responded similarly on five items and the two groups of girls responded similarly on all eight items in the institutional area of politics.

Economics. The total Spanish American and total Anglo samples had similar responses on 11 of the 19 items in the institutional area of economics. The two groups of boys responded similarly to the same

1. The first part of the paper is devoted to a general discussion of the problem.

2. In the second part, we shall consider the case of a homogeneous medium.

3. The third part is devoted to the case of an inhomogeneous medium.

4. In the fourth part, we shall consider the case of a medium with a periodic structure.

5. The fifth part is devoted to the case of a medium with a random structure.

6. In the sixth part, we shall consider the case of a medium with a fractal structure.

7. The seventh part is devoted to the case of a medium with a self-similar structure.

8. In the eighth part, we shall consider the case of a medium with a hierarchical structure.

9. The ninth part is devoted to the case of a medium with a complex structure.

10. In the tenth part, we shall consider the case of a medium with a chaotic structure.

11. The eleventh part is devoted to the case of a medium with a stochastic structure.

12. In the twelfth part, we shall consider the case of a medium with a quantum structure.

13. The thirteenth part is devoted to the case of a medium with a relativistic structure.

14. In the fourteenth part, we shall consider the case of a medium with a supersymmetric structure.

15. The fifteenth part is devoted to the case of a medium with a string structure.

16. In the sixteenth part, we shall consider the case of a medium with a membrane structure.

17. The seventeenth part is devoted to the case of a medium with a brane structure.

18. In the eighteenth part, we shall consider the case of a medium with a higher-dimensional structure.

19. The nineteenth part is devoted to the case of a medium with a non-commutative structure.

20. In the twentieth part, we shall consider the case of a medium with a quantum gravity structure.

21. The twenty-first part is devoted to the case of a medium with a string theory structure.

22. In the twenty-second part, we shall consider the case of a medium with a M-theory structure.

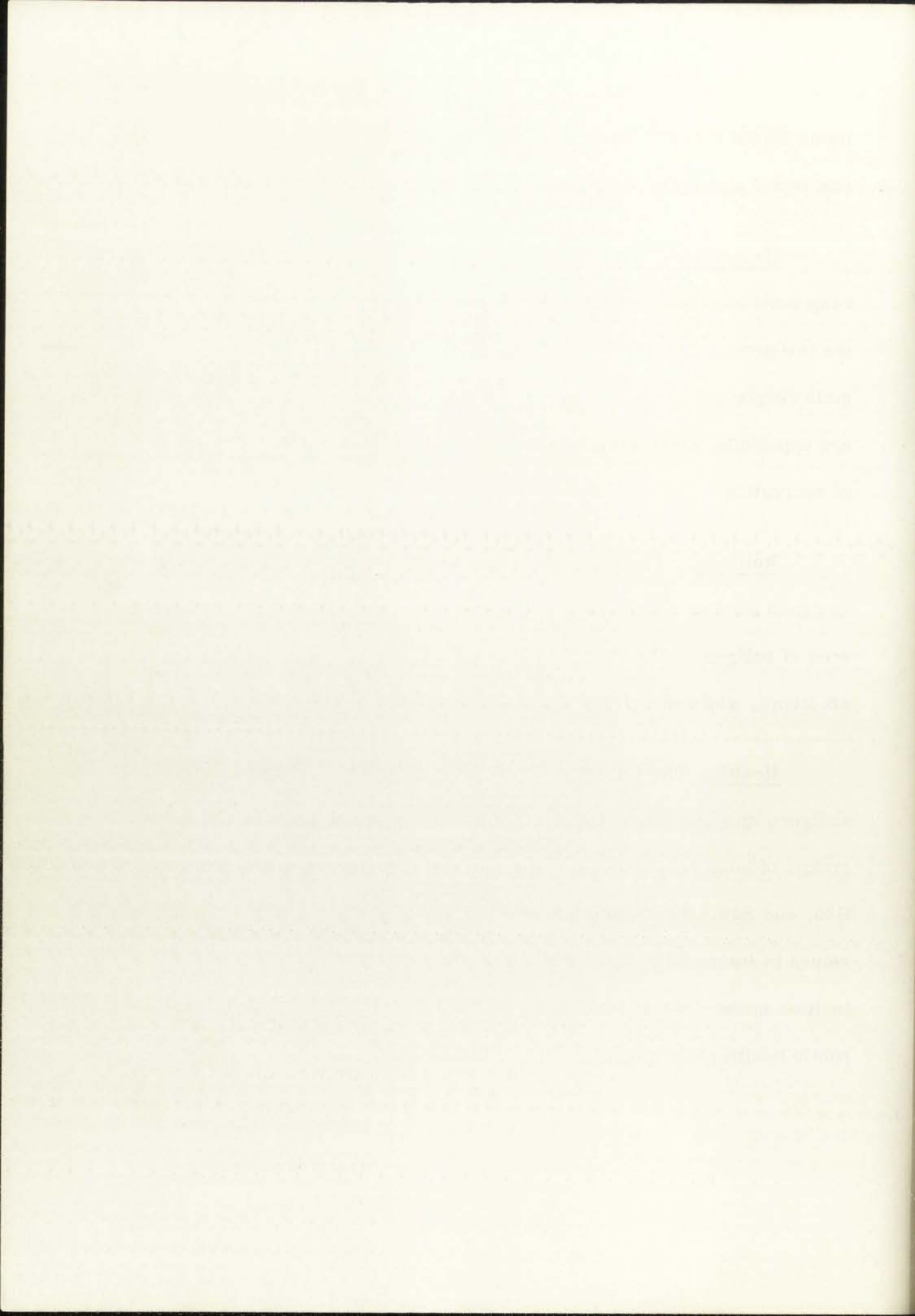
23. The twenty-third part is devoted to the case of a medium with a quantum field theory structure.

items as did the total samples. The Spanish American and Anglo girls responded similarly to 12 items in this area.

Recreation. The total Spanish American and total Anglo samples responded similarly on 11 of the 21 items in this area. The boys from the two groups had similar responses on 17 of the items, while the girls responded similarly on only 11 items. The two groups of boys are apparently more similar than the two groups of girls in the area of recreation.

Religion. The total Spanish American and total Anglo samples assigned similar values to five of the seven items in the institutional area of religion. The boys in the two samples responded similarly to six items, while the girls responded similarly on five items.

Health. The total Spanish American and total Anglo samples assigned similar values to five items in the area of health. The two groups of boys responded similarly to items B30, B31, B32, B33, B34, B35, and B38. The Spanish American and Anglo girls assigned similar values to items B30, B31, B33, B34, B35, B36, and B37. The similarities in the area of health may well be the result of the school and public health programs.



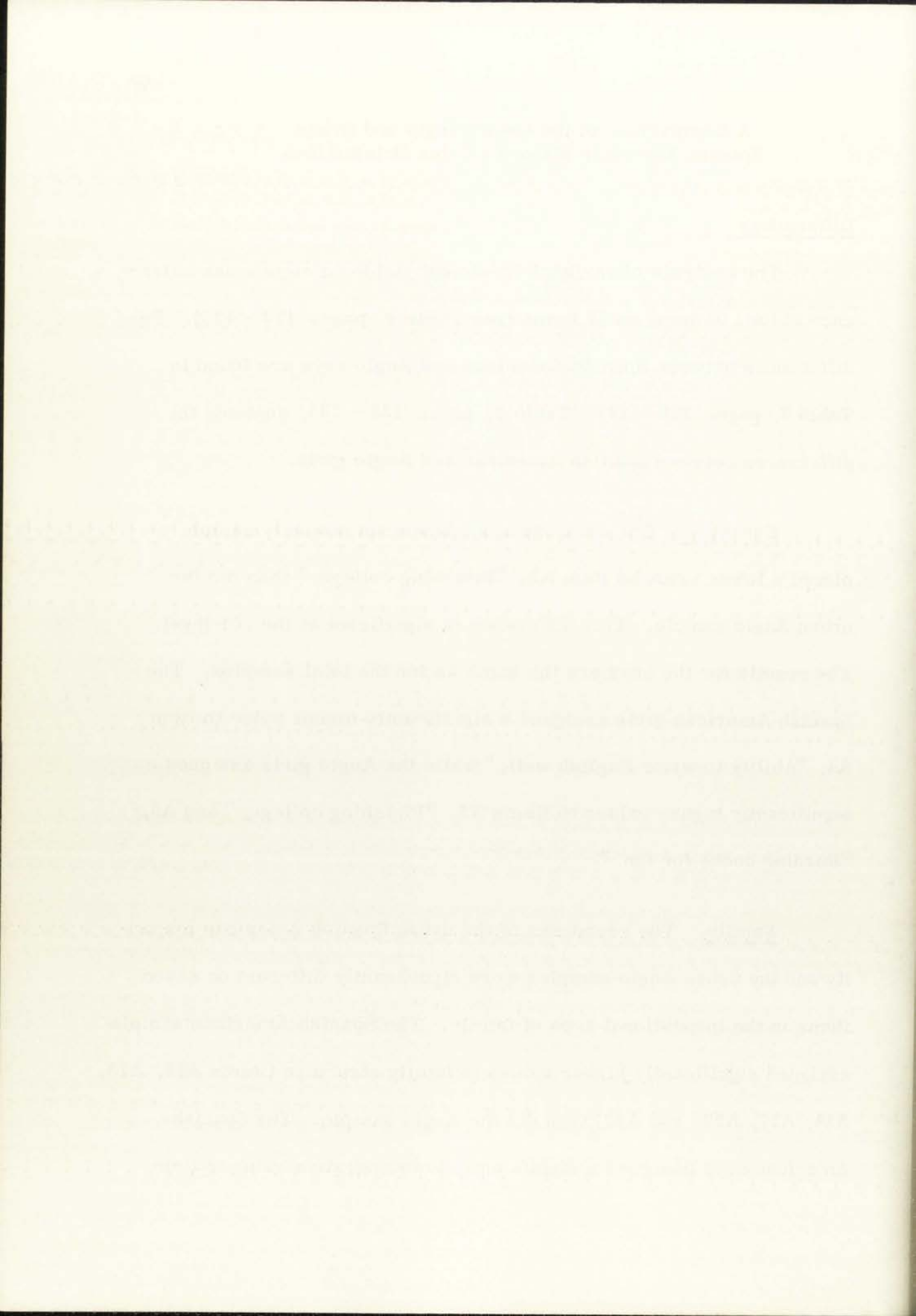
A Comparison of the Urban Anglo and Urban Spanish American Majority Value Orientations

Differences

The analysis of variance treatment yielded a significant difference at the .05 level on 37 items (see Table 6, pages 123 - 125). The differences between Spanish American and Anglo boys are found in Table 7, pages 126 - 127. Table 8, pages 128 - 130, contains the differences between Spanish American and Anglo girls.

Education. The urban Spanish American majority sample placed a lower value on item A3, "Finishing college," than did the urban Anglo sample. This difference is significant at the .01 level. The results for the boys are the same as for the total samples. The Spanish American girls assigned a significantly higher value to item A4, "Ability to write English well," while the Anglo girls assigned significantly higher values to items A3, "Finishing college," and A9, "Reading books for fun."

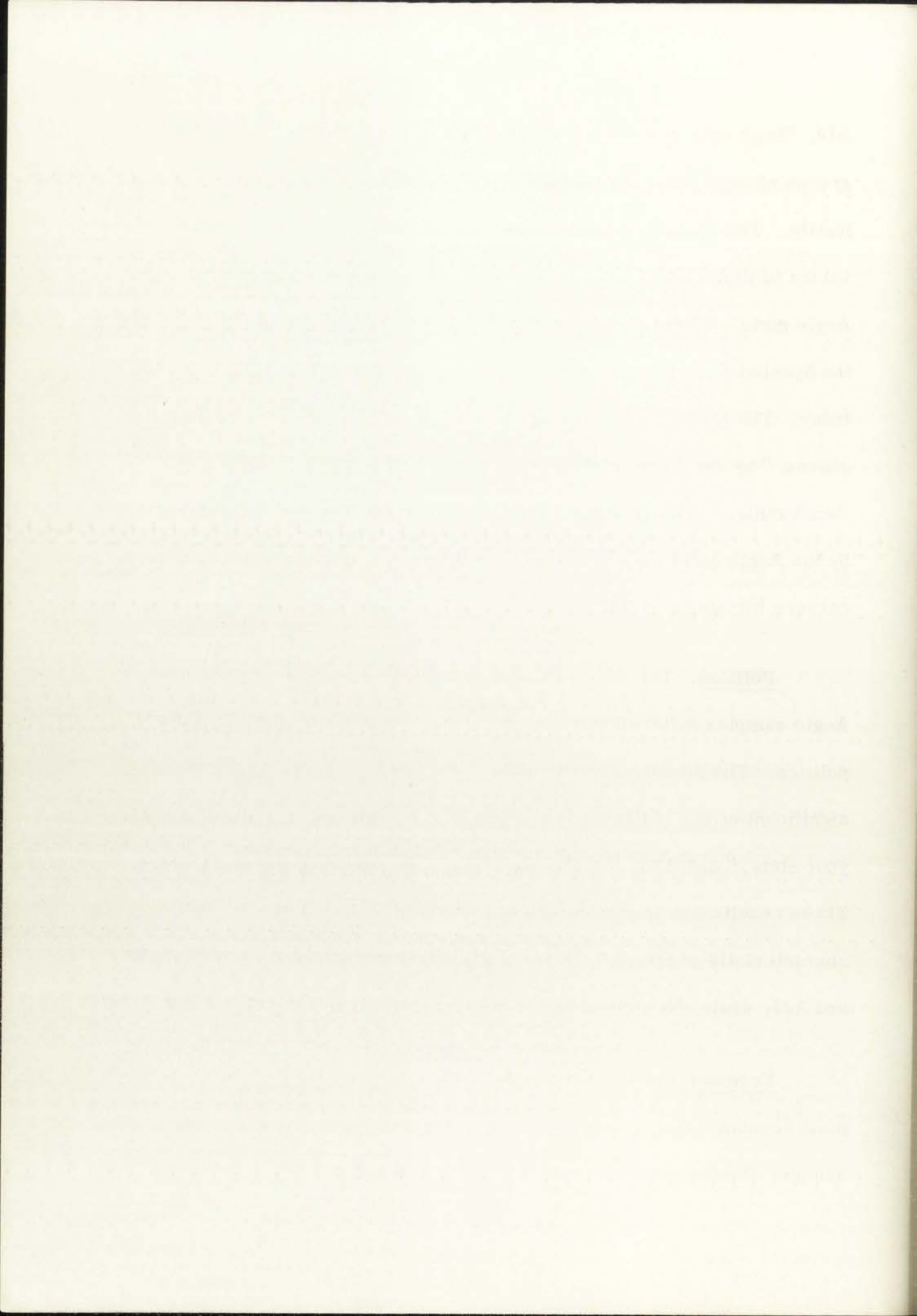
Family. The responses of the urban Spanish American majority and the urban Anglo samples were significantly different on seven items in the institutional area of family. The Spanish American sample assigned significantly higher values to family structure (items A12, A13, A14, A17, A22, and A23) than did the Anglo sample. The Spanish American boys assigned a significantly lower negative value to item



A16, "High school marriages," than did the Anglo sample. The two groups of boys responded differently to only five items in the area of family. The Spanish American girls assigned significantly higher values to items A12, A13, A14, A16, A21, A22, and A23 than did the Anglo girls. These results suggest that the traditional family ties of the Spanish American strongly influence high school age children of today. The higher value placed on item A15, "Children having family chores," by the Anglo girls is also in keeping with the strong Anglo "work ethic." The generally lower values assigned to family items by the Anglo girls may be a result of the emphasis being placed on careers for single girls.

Politics. The urban Spanish American majority and urban Anglo samples differed significantly on only two items in the area of politics. The Spanish American sample assigned higher positive values significant at the .01 level to items A27, "Respecting the Governor of your state," and A28, "Respecting the U. S. Senators from your state." These results are in agreement with the political activity which is characteristic of Spanish Americans. The boys differed on items A27 and A28, while the girls differed only on item A27.

Economics. The urban Anglo sample placed a higher value on most economic items than did the urban Spanish American majority sample. These results are in accord with the high value the Anglo



places on material wealth and comfort. The two samples differed significantly on nine items. The Spanish American and Anglo boys differed significantly on eight items while the two groups of girls differed on only five items. The girls differed only on items related to the comfort and enhancement of the home; A44, A45, A46, A47, and A50. The Anglo girls assigned a significantly higher value to all these items than did the Spanish American girls. Of the eight items on which the two groups of boys differed, the Anglo boys assigned significantly higher values to seven. These results are in keeping with the emphasis which the Anglo culture places on economic success.

Recreation. The urban Spanish American majority and urban Anglo samples differed significantly on ten items in the area of recreation. The Anglos assigned a higher positive value to all these items except B6, "Playing baseball." Such recreation practices as water skiing, fishing, and taking travel vacations have not been experienced by a large segment of this Spanish American sample. Many of these students have never traveled outside the county in which they reside. The two groups of boys differed significantly on only four items, while the girls differed significantly on 12 items. These data strongly suggest that the Spanish American and Anglo girls differ much more than do the two groups of boys.

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Religion. The urban Spanish American majority and the urban Anglo samples assigned significantly different values to three items in the area of religion. The Spanish American sample assigned higher values to all three items (B23, B24, and B28). The Spanish American boys valued B23, "Belonging to a Church," and B28, "Attending religious worship services," significantly higher than did the Anglo boys. The Spanish American girls valued both of these items significantly higher than the Anglo girls. They also assigned a higher value to the two items than either group of boys. This finding is in agreement with the strong religious orientation of Spanish American women. The Spanish American sample assigned slightly higher values to the other four items in this area.

Health. The urban Spanish American majority and urban Anglo samples differed significantly on five items in the institutional area of health. The two groups of boys differed on three items, while the girls differed on four items. The Spanish American sample placed a higher value on most of the health items than did the Anglo sample. Items B30, "Keeping away from germs," and B37, "Using home remedies for curing illness," are related to keeping well and the Spanish sample valued both items significantly higher than did the Anglo sample. The response of the Spanish American sample to item B37 is in accord with the wide spread use of home remedies by this group. The Spanish



American sample also assigned a higher value to item B31, "Living to be as old as possible," than did the Anglo group. The response to this item is in sharp contrast to the fatalistic orientation held by Spanish Americans of previous generations.

Similarities

The urban Spanish American and urban Anglo samples assigned similar values to 51 of the 88 items in the instrument.

Education. The two samples responded similarly to all education items except B3, "Finishing college." These results indicate that the urban Spanish American majority values education almost as highly as does the Anglo sample. This should not be surprising since the Spanish American students in this sample have been in Anglo oriented schools for ten years. The socially and economically successful Spanish Americans whom they have known were better educated than their unsuccessful parents. Education is believed to be the key to success by both adults and students in the Spanish American culture much the same as it is in the Anglo culture. The two groups of boys responded similarly on 10 of the 11 items in education. The Spanish American girls assigned similar values to only eight of these items. These data indicate that the educational values of the two groups of boys are more similar than they are for the two groups of girls.

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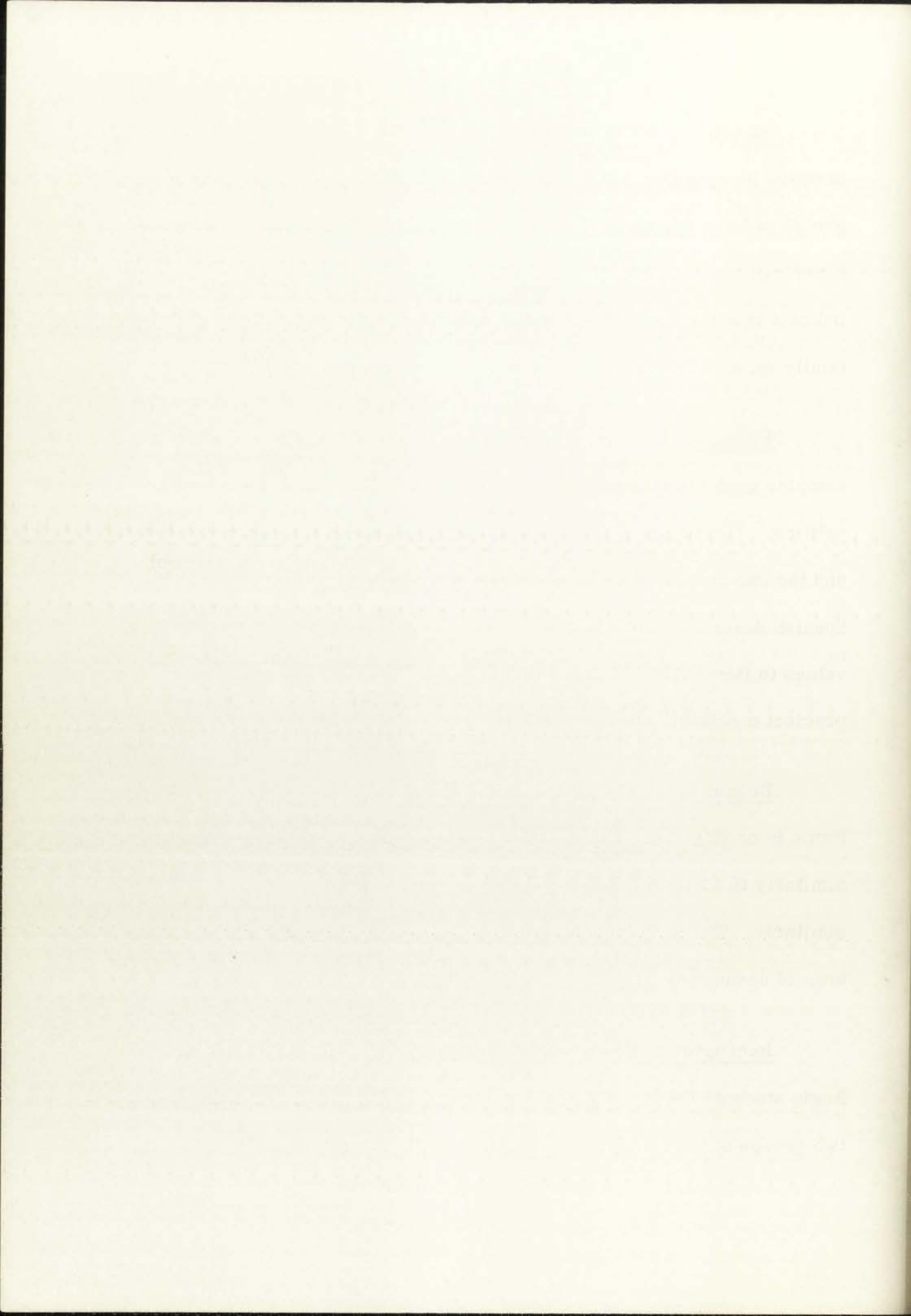
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Family. The urban Spanish American majority and urban Anglo samples assigned similar values to only five family items. The two groups of boys responded similarly to seven items, while the Spanish American and Anglo girls were similar on only four items. These data indicate that the Spanish American and Anglo boys are more similar in family value orientations than are the two groups of girls.

Politics. The urban Spanish American majority and urban Anglo samples gave similar values to six of the eight items in the area of politics. The two groups of boys assigned similar values to six items and the two groups of girls responded similarly on seven items. Both Spanish American and Anglo samples assigned relatively weak positive values to items A24, "Paying taxes;" A30, "Attending a political precinct meeting;" and A31, "Writing letters to your U. S. Senators."

Economics. The two samples assigned similar values to ten items in economics. The Spanish American and Anglo boys responded similarly to 11 items, while the two groups of girls valued 14 items similarly. The girls appear to be more similar than the boys in the area of economics.

Recreation. The urban Spanish American majority and urban Anglo students assigned similar values to 11 recreation items. The two groups of boys responded similarly on 17 items, and the girls



gave similar responses on only nine items. These data indicate that the two groups of boys are more similar in recreation values than the two groups of girls.

Religion. The two samples responded similarly to four items in this area. The Spanish American and Anglo boys responded similarly on five items. The two groups of girls also gave similar responses on five items.

Health. The urban Spanish American majority sample responded similarly to the urban Anglo sample on five items in the institutional area of health. The two groups of boys assigned similar values to seven items and the girls responded similarly to six items. These similarities may be the result of the emphasis placed on health and personal hygiene in the school.

A Comparison of the Urban Anglo and Rural Spanish American Value Orientations

Differences

The rural Spanish American and urban Spanish American majority samples differed from the urban Anglo sample on many of the same items. However, sufficient difference was found between the two Spanish American samples that an analysis of the rural Spanish American and urban Anglo samples was considered desirable.



The rural Spanish American and urban Anglo samples differed significantly on 39 items (see Table 9, pages 131 - 133). The differences in value orientations of the rural Spanish American and urban Anglo boys are found in Table 10, pages 134 - 135 . Table 11, pages 136 - 137, contains the differences in value orientations of the two groups of girls.

Education. The urban Anglo sample placed a higher value on items A5, A9, and A11 than did the rural Spanish American sample. The differences are significant at the .01 level. These differences indicate that the Anglo sample places a higher value on participation in school than does the rural Spanish American sample. The Spanish American boys differed significantly from the Anglo boys on items A5 and A11. The two groups of girls differed only on item A9.

Family. The rural Spanish American sample placed higher values than did the urban Anglo sample on family structure items A31, "Taking father's advice;" A14, "Living with parents after married;" A21, "Family reunions;" A22, "Lending money to a relative;" and A23, "Mothers being the boss of the house. " The Anglo sample assigned higher values to items A15, "Children having family chores, " and A20, "Having separate bedrooms for brothers and sisters. " The most significant difference between the samples is found in item A14, "Living with parents after married. " Anglos value independence very highly,

The first part of the document is a letter from the Secretary of the State Department to the Secretary of the War Department, dated August 1, 1918. The letter discusses the need for a more efficient system of handling military claims and the proposed creation of a new office to handle these claims. The letter is signed by the Secretary of the State Department and is addressed to the Secretary of the War Department.

The second part of the document is a report from the Secretary of the War Department to the Secretary of the State Department, dated August 1, 1918. The report discusses the progress of the work of the new office and the results of the investigation into the handling of military claims. The report is signed by the Secretary of the War Department and is addressed to the Secretary of the State Department.

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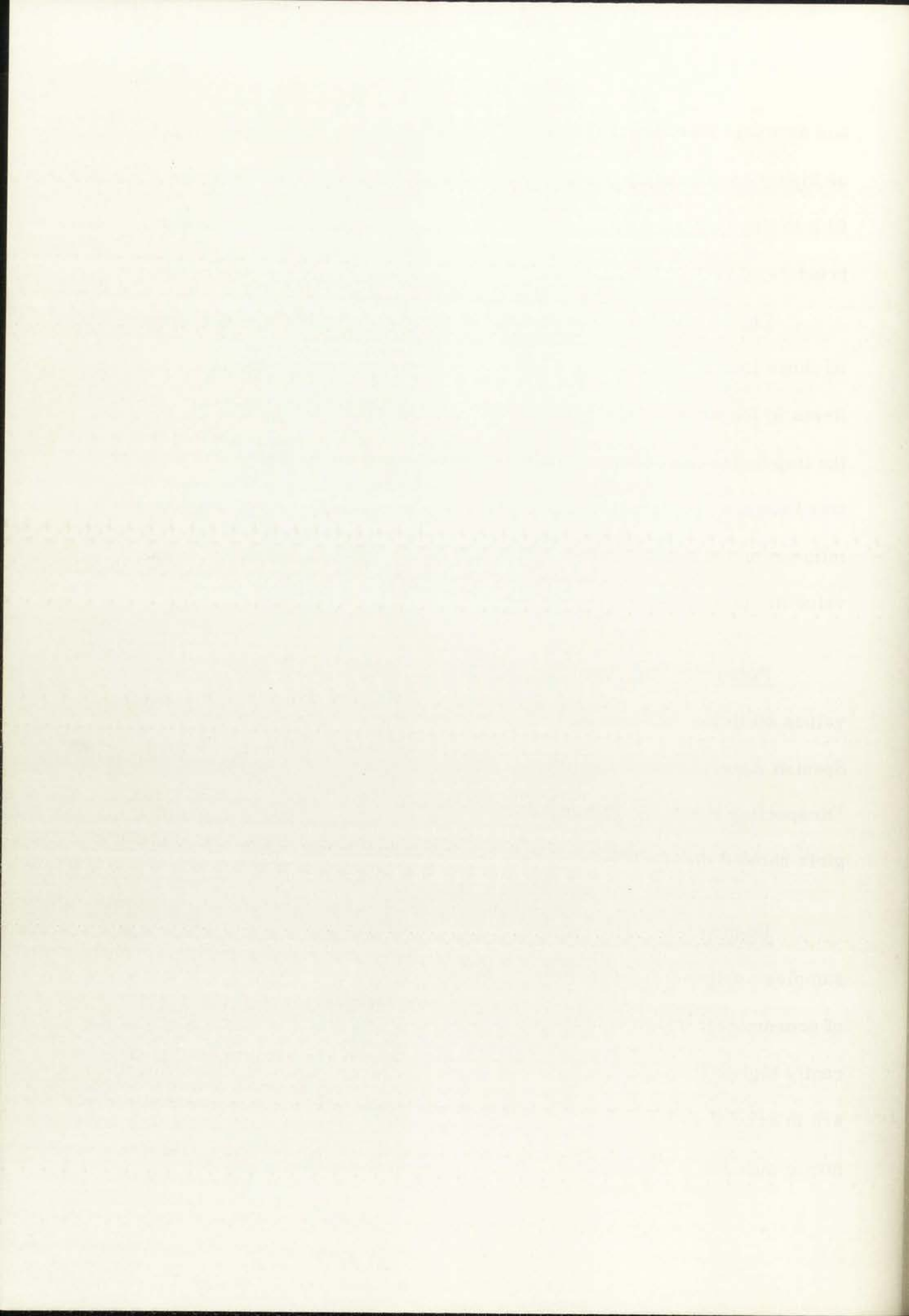
The fourth part of the document is a report from the Secretary of the War Department to the Secretary of the State Department, dated August 1, 1918. The report discusses the progress of the work of the new office and the results of the investigation into the handling of military claims. The report is signed by the Secretary of the War Department and is addressed to the Secretary of the State Department.

and as would be expected, they did not value living with their parents as highly as did the Spanish American sample. This item seems to fit into the Spanish American extended family values and the frequent practice of two or more nuclear families living in the same house.

The rural Spanish American boys differed from the Anglo boys on three items. The two groups of girls responded differently to six items in the area of family. The Spanish American girls tend to value the importance of the family more than do the Anglo girls. The popular trend toward vocational and professional careers for women could be influencing the middle class Anglo girl to the extent that she does not value the family institution so highly.

Politics. The rural Spanish American sample placed higher values on items A27 and A28 than did the urban Anglo sample. The Spanish American and Anglo boys differed significantly on item A28, "Respecting the U. S. Senators from your state." The two groups of girls showed no significant differences in the area of politics.

Economics. The rural Spanish American and urban Anglo samples assigned significantly different values to 11 items in the area of economics. The urban Anglo sample valued 10 of the items significantly higher than did the rural Spanish American sample. These data are in accord with the high value which the Anglo culture places on economic success. The Spanish American and Anglo boys assigned



significantly different values to five items in this area. The two groups of girls differed significantly on seven items.

The higher value which the Anglo sample assigned to item A38, "Having a life insurance policy," appears to agree with the high value Anglos place on planning for economic independence. This contrasts sharply with the Spanish American present time orientation and the custom of widows and orphans living with members of the extended family.

The Anglo sample assigned much higher values to "comfort and convenience" items. The greatest differences appear in this area, with the Anglo sample assigning significantly higher values to A40, "Having electricity in the house;" A41, "Having piped water in the house;" A44, "Having an automatic washing machine . . .;" A46, ". . . modern indoor toilet;" A47, ". . . gas or electric cook stove;" A48, "Paved, four-lane highways;" and A50, "Watering grass with lawn sprinklers." Many of the Spanish American students in this sample have not experienced the use of such modern conveniences as are represented in these artifacts.

Recreation. Ten items show that the two groups responded significantly different in this area. The urban Anglo sample assigned significantly higher values to seven of the items. The rural Spanish American sample assigned a significantly higher value to item B6,

The first part of the paper discusses the general principles of the theory of the firm. It is shown that the firm is a collection of individuals who are bound together by a common purpose. The firm is a social institution, and its behavior is determined by the interactions of its members. The firm is a social institution, and its behavior is determined by the interactions of its members. The firm is a social institution, and its behavior is determined by the interactions of its members.

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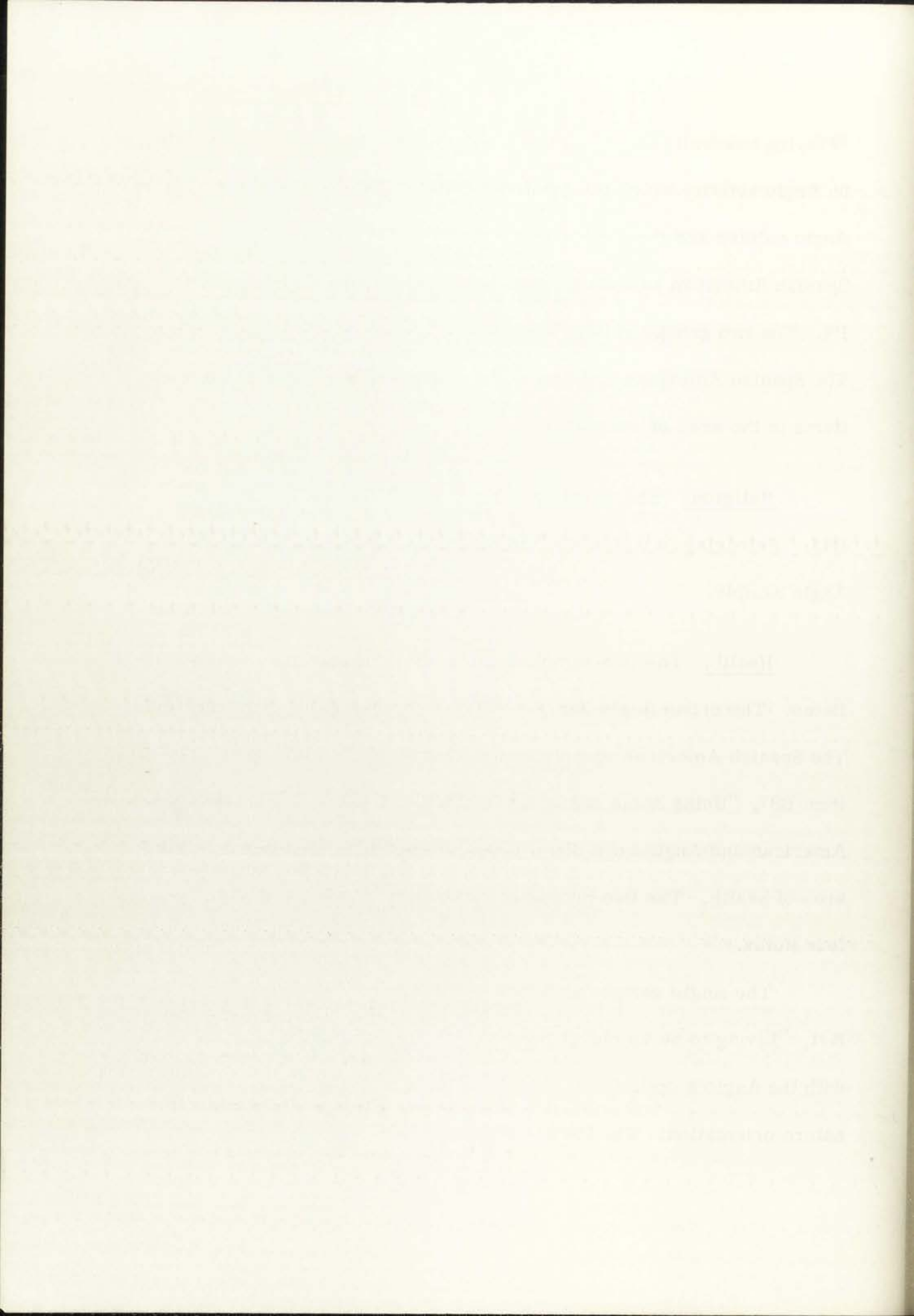
The third part of the paper discusses the theory of the firm in more detail. It is shown that the firm is a social institution, and its behavior is determined by the interactions of its members. The firm is a social institution, and its behavior is determined by the interactions of its members. The firm is a social institution, and its behavior is determined by the interactions of its members.

"Playing baseball, " than did the Anglo sample. This is an example of an Anglo activity which the Spanish Americans have borrowed from the Anglo culture and thoroughly integrated into their own culture. The Spanish American sample also placed higher values on items B7 and B9. The two groups of boys assigned different values to five items. The Spanish American and Anglo girls differed significantly on seven items in the area of recreation.

Religion. The rural Spanish American sample valued item B23, "Belonging to a church, " significantly higher than did the urban Anglo sample.

Health. The two samples differed significantly on five health items. The urban Anglo sample assigned higher values to four items. The Spanish American sample assigned a significantly higher value to item B37, "Using home remedies for curing illness. " The Spanish American and Anglo boys differed significantly on four items in the area of health. The two groups of girls also differed significantly on four items.

The Anglo sample assigned a significantly higher value to item B31, "Living to be as old as possible. " This response is in accord with the Anglo's optimistic outlook on life and his strong mastery over nature orientation. The lower value assigned to this item by the rural



Spanish American sample is in agreement with the fatalistic attitude and subjugation to nature orientation of the traditional Spanish American culture.

Similarities

The rural Spanish American and urban Anglo samples assigned similar values to 49 items in the instrument.

Education. The rural Spanish American and urban Anglo samples responded similarly to eight items in the field of education. The two groups of boys gave similar values to nine items in this area. The rural Spanish American and urban Anglo girls assigned similar values to all education items except A9, "Reading books for fun." The many similarities in educational values should not be surprising since the teachers for both samples are graduates of the same colleges in many cases. The teachers of both samples teach from a curriculum that is strongly influenced by the same State Department of Education. The academic programs are heavily oriented toward preparing the student for college entrance.

Family. The rural Spanish American and urban Anglo samples assigned similar values to only five family items. The two groups of boys gave similar responses to nine items. The Spanish American and Anglo girls responded similarly to six items in this area. These

The first part of the report deals with the general situation of the country and the progress of the work done during the year. It is followed by a detailed account of the various projects and schemes which have been carried out. The report concludes with a summary of the results achieved and a statement of the work planned for the future.

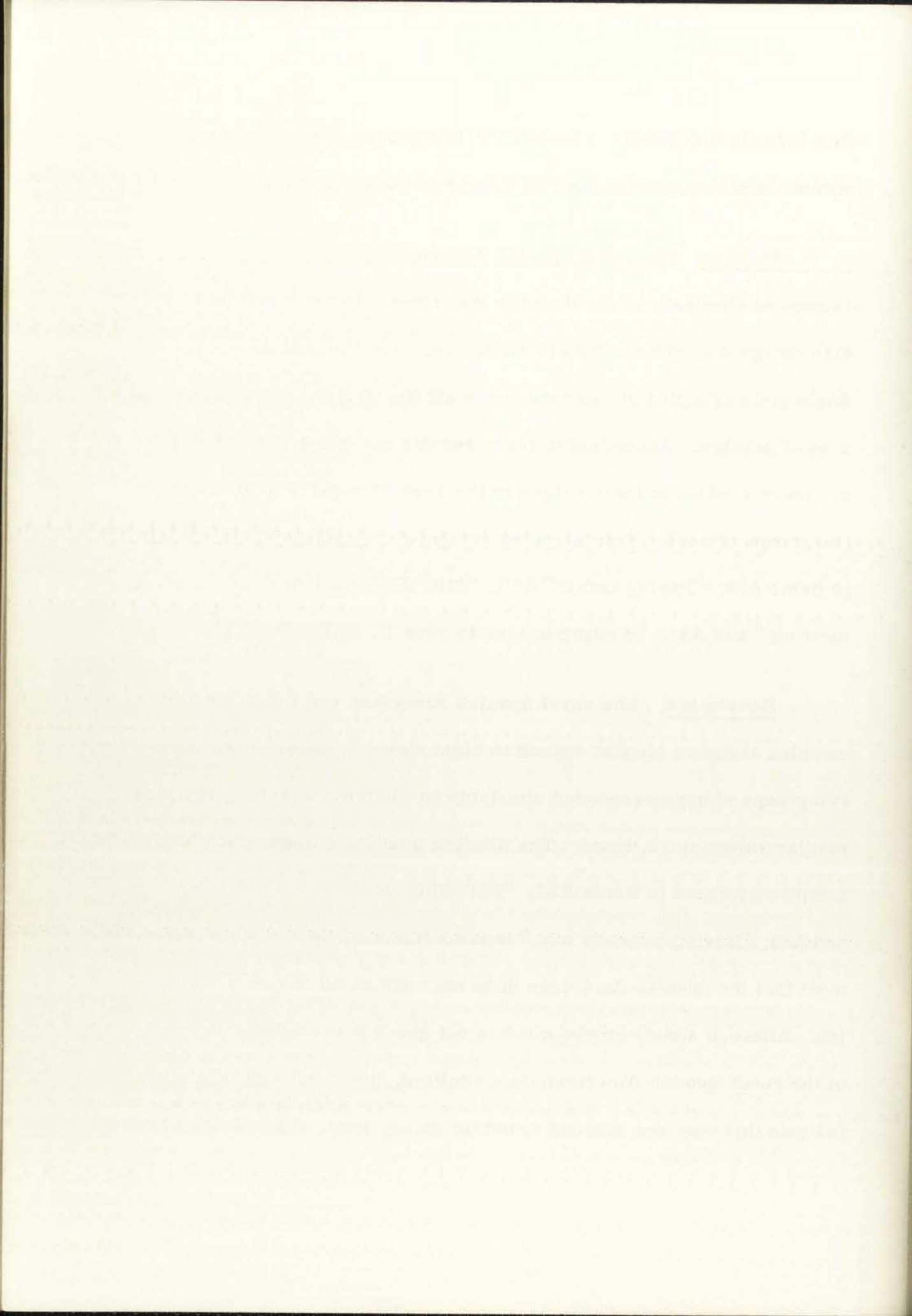
The second part of the report deals with the financial position of the organization. It gives a detailed account of the income and expenditure for the year and shows how the various projects have been financed. It also includes a statement of the assets and liabilities of the organization at the end of the year.

The third part of the report deals with the personnel of the organization. It gives a list of the staff and their duties and also a statement of the work done by each of them. It also includes a statement of the training and development of the staff during the year.

data indicate that family values of the two groups of boys are more similar than they are for the two groups of girls.

Politics. The rural Spanish American and urban Anglo samples responded similarly to six items in this area. The two groups of boys also assigned similar values to six items. The Spanish American and Anglo girls assigned similar values to all the items in the institutional area of politics. According to these results the two groups of girls are more similar in their values in the area of politics than are the two groups of boys. Both samples assigned very low positive values to items A24, "Paying taxes;" A30, "Attending a political precinct meeting;" and A31, "Writing letters to your U. S. Senators."

Economics. The rural Spanish American and urban Anglo samples assigned similar values to eight items in economics. The two groups of boys responded similarly to 11 items and the girls gave similar values to 12 items. The similar positive values which both samples assigned to items A32, "Finishing work before pleasure," and A39, "Having a steady job," tend to discredit the frequent statement that the Spanish American does not care about having a steady job. Although steady employment is not generally available in many of the rural Spanish American communities, the results of this study indicate that they are anxious to obtain steady jobs. The desire to earn

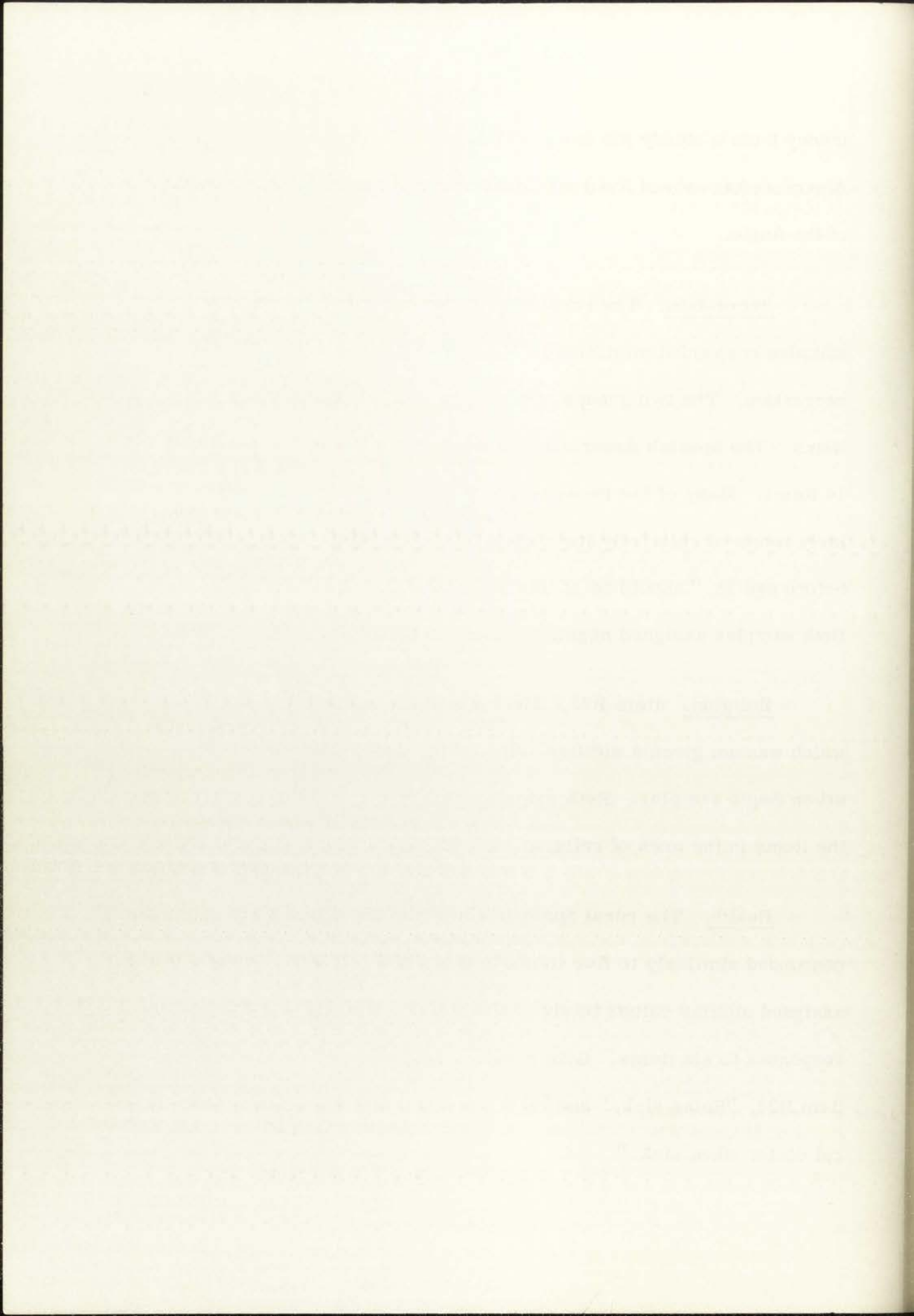


money from a steady job has probably increased since the Spanish American has moved from subsistence farming to the cash economy of the Anglo.

Recreation. The rural Spanish American and urban Anglo samples responded similarly to 11 of the 21 items in the area of recreation. The two groups of boys assigned similar values to 16 items. The Spanish American and Anglo girls gave similar values to 14 items. Many of the items to which the two groups responded similarly received relatively low ratings. The results of item B4, "Dating before age 15," should be of interest to educators as well as to parents. Both samples assigned negative values to this item.

Religion. Item B23, "Belonging to a church," is the only item which was not given a similar value by the rural Spanish American and urban Anglo samples. Both samples assigned relatively high values to the items in the area of religion.

Health. The rural Spanish American and urban Anglo samples responded similarly to five items in this area. The two groups of boys assigned similar values to six health items. The girls also gave similar responses to six items. Both samples assigned low negative values to item B36, "Being sick," and high values to item B34, "Going to a medical doctor when sick."



A Comparison of Urban Spanish American
Minority and Rural Spanish American
Value Orientations

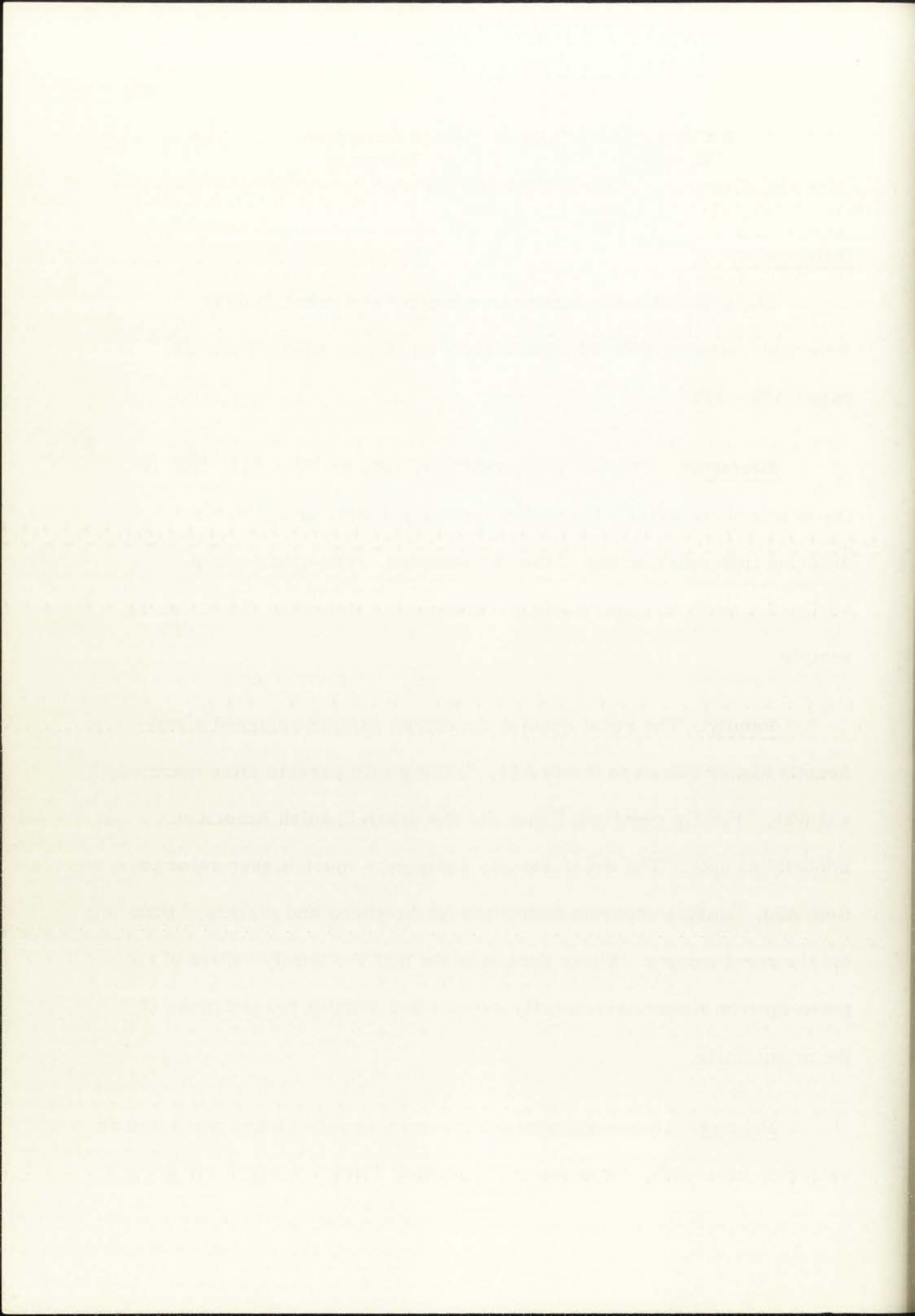
Differences

The urban Spanish American minority and rural Spanish American samples differed significantly on 26 items (see Table 12, pages 138 - 139).

Education. The two groups differed only on item A11, "Arriving at school on time." This difference is probably an indication of differing time orientations of the two samples. The urban group assigned a much stronger positive value to this item than did the rural sample.

Family. The rural Spanish American sample assigned significantly higher values to items A14, "Living with parents after married," and A21, "Family reunions," than did the urban Spanish American minority sample. The urban sample assigned a much higher value to item A20, "Having separate bedrooms for brothers and sisters," than did the rural sample. These data indicate that the family values of the urban Spanish American minority sample are shifting toward those of the urban Anglo.

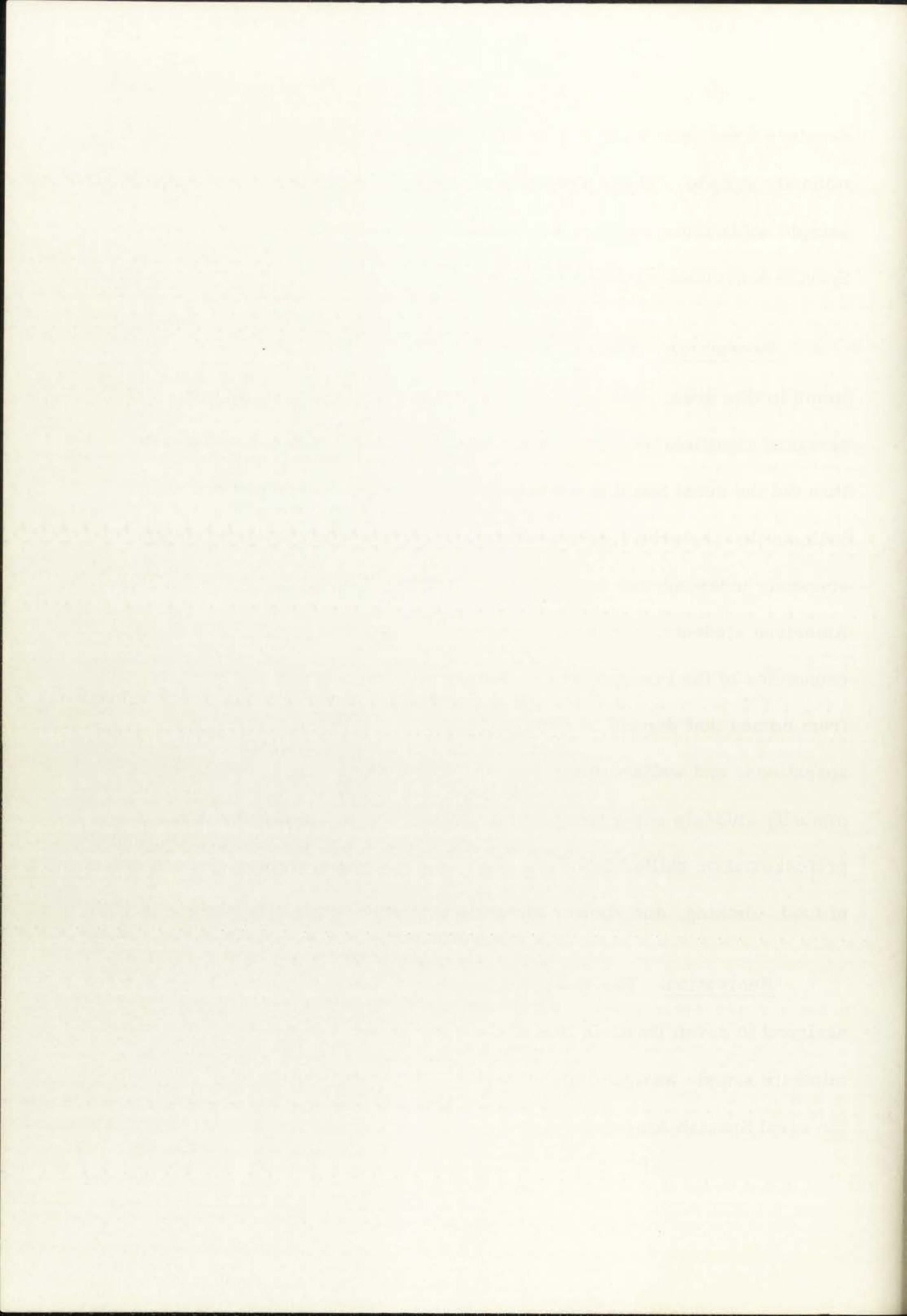
Politics. The rural Spanish American sample placed much higher values on items A25, "Policemen," and A28, "Respecting the U. S.



Senators from your state, " than did the urban Spanish American minority sample. These data indicate that the rural Spanish American sample holds more respect for "authority" figures than does the urban Spanish American minority sample.

Economics. The two samples differed significantly on nine items in this area. The urban Spanish American minority sample assigned significantly higher positive values to eight of these items than did the rural Spanish American sample. The results of the study indicate that the urban Spanish American students in this sample value economic independence and affluence much more than the rural Spanish American students. These differences are understandable when the economies of the two groups are compared. The rural students are from homes that depend on seasonal labor, small subsistence farming operations, and welfare for survival. The urban Spanish American minority students come from middle class homes. The parents are professional or skilled laborers and are able to provide the necessities of food, clothing, and shelter and still have money for a few luxuries.

Recreation. The two groups differed significantly in the values assigned to seven items in this area. The urban Spanish American minority sample assigned higher values to five of these items than did the rural Spanish American sample.



Religion. The rural Spanish American sample assigned a higher value to item B27, "Singing religious hymns," than did the urban Spanish American minority sample. This finding is in accord with the practice of congregational singing in the rural churches.

Health. The urban Spanish American minority sample assigned significantly higher values to three items in this area than did the rural Spanish American sample. The higher value which the urban Spanish American minority sample assigned to item B31, "Living to be as old as possible," is an indication that this group no longer possesses the fatalistic orientation of the traditional Spanish American culture.

Similarities

The urban Spanish American minority and rural Spanish American samples responded similarly to 62 items in the instrument.

Education. The two samples responded similarly to all but one item in this category. The college preparatory curriculum found in the urban and rural high schools has contributed to the similarities in education. The rural student is also under the influence of a predominantly Spanish American faculty. Teachers are regarded very highly in rural communities and are considered to be successful in the economic and social areas. This success is attributed to education, and the high school student who values this kind of success also values education.

The first part of the report deals with the general situation of the country and the progress of the work done during the year. It is followed by a detailed account of the various projects and the results achieved. The report concludes with a summary of the work done and a list of the names of the staff members who have been engaged in the work.

The second part of the report deals with the financial statement of the year. It shows the total income and expenditure and the balance carried forward. It also shows the details of the various items of income and expenditure and the names of the persons who have been engaged in the work.

The urban Spanish American minority student attributes his father's financial and social success to education. Therefore he also sees education as the key to his success.

Family. The urban Spanish American minority and rural Spanish American samples assigned similar values to nine items in this area. The similar values assigned to items A12, "Living close to parents," and A22, "Lending money to a relative," indicate that the traditional Spanish American extended family orientation still exists to some extent in both groups. The similar responses to item A13, "Taking father's advice," indicates the continued existence of the patriarchal family structure in both samples.

Politics. The two samples assigned similar values to six of the eight items in the area of politics. The high positive values assigned to item A29, "Knowing how to mark a ballot in an election," is a strong indication of continued political interest in both groups.

Economics. Similar values were assigned to ten items in this area. The very high positive value which both groups placed on item A39, "Having a steady job," indicates that the cash economy has made a tremendous impact on the Spanish American culture in the rural area, as well as in the urban setting.



Recreation. The urban Spanish American minority and rural Spanish American samples responded similarly to 14 items in this area. Both groups assigned relatively weak positive values to most of the 14 items.

Religion. Similar values were assigned to six of the seven items by the two samples. Both groups placed high positive values on these items. The data indicate that religion continues to play an important role in the lives of both groups of Spanish Americans.

Health. The two samples assigned similar values to seven items in the area of health. The relatively high values assigned to item B34, "Going to a medical doctor when sick," indicate that both groups have adopted the Anglo value of medical science. However, the similar responses assigned to item B37, "Using home remedies for curing illness" indicate that medical science is an addition to the medical values of Spanish Americans rather than a replacement for the value of home remedies.

A Comparison of the Urban Spanish American Minority and Urban Spanish American Majority Value Orientations

Differences

The two samples in this comparison assigned significantly different values to 24 items (see Table 13, pages 140 - 141).

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Education. The urban Spanish American minority and urban Spanish American majority samples differed significantly in the values assigned to three items. The Spanish American minority group placed higher values on items A1, "Finishing high school," and A3, "Finishing college," while the Spanish American majority group placed a higher value on item A10, "Doing school homework."

Family. The urban Spanish American majority sample placed much higher values on items A12, "Living close to parents," and A21, "Family reunions," than did the urban Spanish American minority sample. These data indicate a weakening of the extended family institution in the Spanish American minority sample.

Politics. The urban Spanish American majority sample assigned significantly higher values to five items in the area of politics than did the urban Spanish American minority group. The results of this comparison indicate that the acculturated Spanish American has lost some of his political intrigue. This attitude could also be influenced by the feeling that he is able to successfully compete for the things he desires in life on his own merits.

Economics. The urban Spanish American minority appears to value economic affluence much more than does the urban Spanish American majority. The acculturated Spanish American group values

The first part of the report deals with the general situation of the country and the progress of the work during the year. It is followed by a detailed account of the various projects and the results achieved. The report concludes with a summary of the work done and a list of the names of the persons who have assisted in the work.

The second part of the report deals with the financial statement of the year. It shows the total amount of the income and the expenditure for each of the various projects. It also shows the balance of the fund at the end of the year. The financial statement is followed by a list of the names of the persons who have contributed to the fund.

The third part of the report deals with the general remarks of the committee. It contains a number of suggestions for the improvement of the work and a list of the names of the persons who have assisted in the work. The report concludes with a list of the names of the persons who have assisted in the work.

material wealth and comfort much the same as does the urban Anglo group. The economic value orientations of the Spanish American majority sample are very similar to those of the rural Spanish American sample.

Recreation. The two samples differed significantly on four items in this area. The urban Spanish American minority sample assigned higher values to all these items than did the urban Spanish American majority sample. The Spanish American majority sample responded similarly to the rural Spanish American group.

Religion. The urban Spanish American majority sample valued three items of religion significantly higher than did the urban Spanish American minority sample. The Spanish American majority sample also assigned slightly higher values to the other four items in this area. These data tend to support the frequent claim that the acculturated Spanish American usually loses his religious values.

Health. The two groups differed on one item in this area. The urban Spanish American majority sample assigned a significantly higher value to item B30, "Keeping away from germs," than did the urban Spanish American minority sample. One explanation for the great importance the Spanish American majority students placed on germ avoidance is that the slum conditions in which they live necessitate



that great care be taken to avoid germs. The mud holes in the streets, the open outdoor toilets, and the unpleasant environment caused by close proximity of a large sewage disposal plant in this area are not congruent with the health values these students are taught in school.

Similarities

The urban Spanish American minority and urban Spanish American majority samples assigned similar responses to 64 items.

Education. The two groups responded similarly to eight items in this area. The high positive values placed on items A2, A3, and A5 indicate that the two groups have similar expectations of the schools.

Family. Similar values were assigned to eight family items by the two samples. The strong positive values assigned to item A13, "Taking father's advice," indicate that the patriarchal family structure is still regarded as desirable by both samples.

Politics. The two samples assigned similar values to only three items in the area of politics. Item A29, "Knowing how to mark a ballot," is the only item to which both groups assigned high positive values.

Economics. The urban Spanish American minority and urban Spanish American majority samples responded similarly to 13 items

The first part of the paper is devoted to a general discussion of the problem of the existence of solutions of the system of equations (1) in the case of a linear operator. It is shown that the existence of solutions is guaranteed if the operator is self-adjoint and the right-hand side of the system is orthogonal to the null space of the operator. The second part of the paper is devoted to the case of a nonlinear operator. It is shown that the existence of solutions is guaranteed if the operator is monotone and the right-hand side of the system is orthogonal to the null space of the operator.

The third part of the paper is devoted to the case of a nonlinear operator. It is shown that the existence of solutions is guaranteed if the operator is monotone and the right-hand side of the system is orthogonal to the null space of the operator. The fourth part of the paper is devoted to the case of a nonlinear operator. It is shown that the existence of solutions is guaranteed if the operator is monotone and the right-hand side of the system is orthogonal to the null space of the operator.

The fifth part of the paper is devoted to the case of a nonlinear operator. It is shown that the existence of solutions is guaranteed if the operator is monotone and the right-hand side of the system is orthogonal to the null space of the operator. The sixth part of the paper is devoted to the case of a nonlinear operator. It is shown that the existence of solutions is guaranteed if the operator is monotone and the right-hand side of the system is orthogonal to the null space of the operator.

The seventh part of the paper is devoted to the case of a nonlinear operator. It is shown that the existence of solutions is guaranteed if the operator is monotone and the right-hand side of the system is orthogonal to the null space of the operator. The eighth part of the paper is devoted to the case of a nonlinear operator. It is shown that the existence of solutions is guaranteed if the operator is monotone and the right-hand side of the system is orthogonal to the null space of the operator.

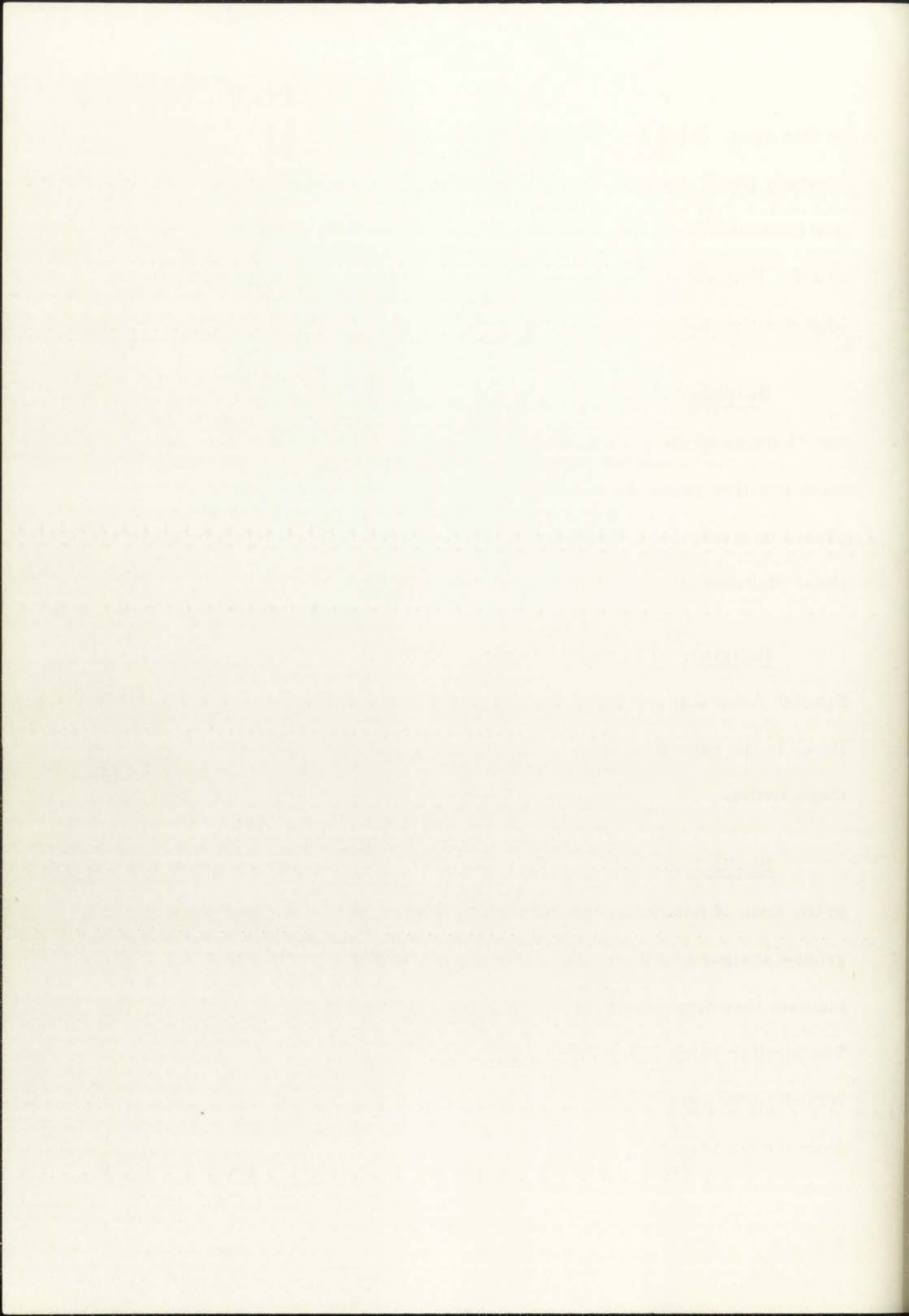
The ninth part of the paper is devoted to the case of a nonlinear operator. It is shown that the existence of solutions is guaranteed if the operator is monotone and the right-hand side of the system is orthogonal to the null space of the operator.

in this area. Both groups assigned high values to item A39, "Having a steady job." Both groups assigned high values to several comfort and convenience artifacts such as having electricity and water in the house. Item A38, "Having a life insurance policy," was given relatively high positive values by both samples.

Recreation. The two samples assigned similar values to 17 of the 21 items in the area of recreation. Both groups assigned relatively weak positive values to most of the items in this area. The low values placed on items related to sports indicate that the recreation needs of these students are not being met by the schools.

Religion. The urban Spanish American minority and urban Spanish American majority samples responded similarly to only four items in the area of religion. Both groups assigned high values to these items.

Health. The two samples placed similar values on all items in the area of health except item B30. The high values which both groups assigned to item B34, "Going to a medical doctor when sick," indicate that they have adopted the Anglo value of medical science. The similar value that both groups assigned to item B37, "Using home remedies for curing illness," indicates a persistence of this value from the traditional Spanish American culture.



A Comparison of the Urban Anglo and Rural Anglo Value Orientations

The urban Anglo and rural Anglo samples differed significantly in their responses to only 16 items (see Table 14, pages 142-143). The two samples differed significantly on four items in the area of recreation and five items in religion. They also differed on their responses to two items in the area of education, two items in the area of family, and one item in each of the areas of politics, economics, and health. The two groups of boys differed significantly on 13 items (see Table 15, pages 144 - 145). The ten items to which the two groups of girls assigned significantly different values are included in Table 16, page 146.

The rural Anglo sample assigned higher values to items related to religion than did any other group in this study. This group also assigned very high values to several recreation items. Item B7, "Playing basketball, " was assigned a higher value by the rural Anglos which was significant at the .01 level. These data are in agreement with the emphasis placed on sports in the rural high school.

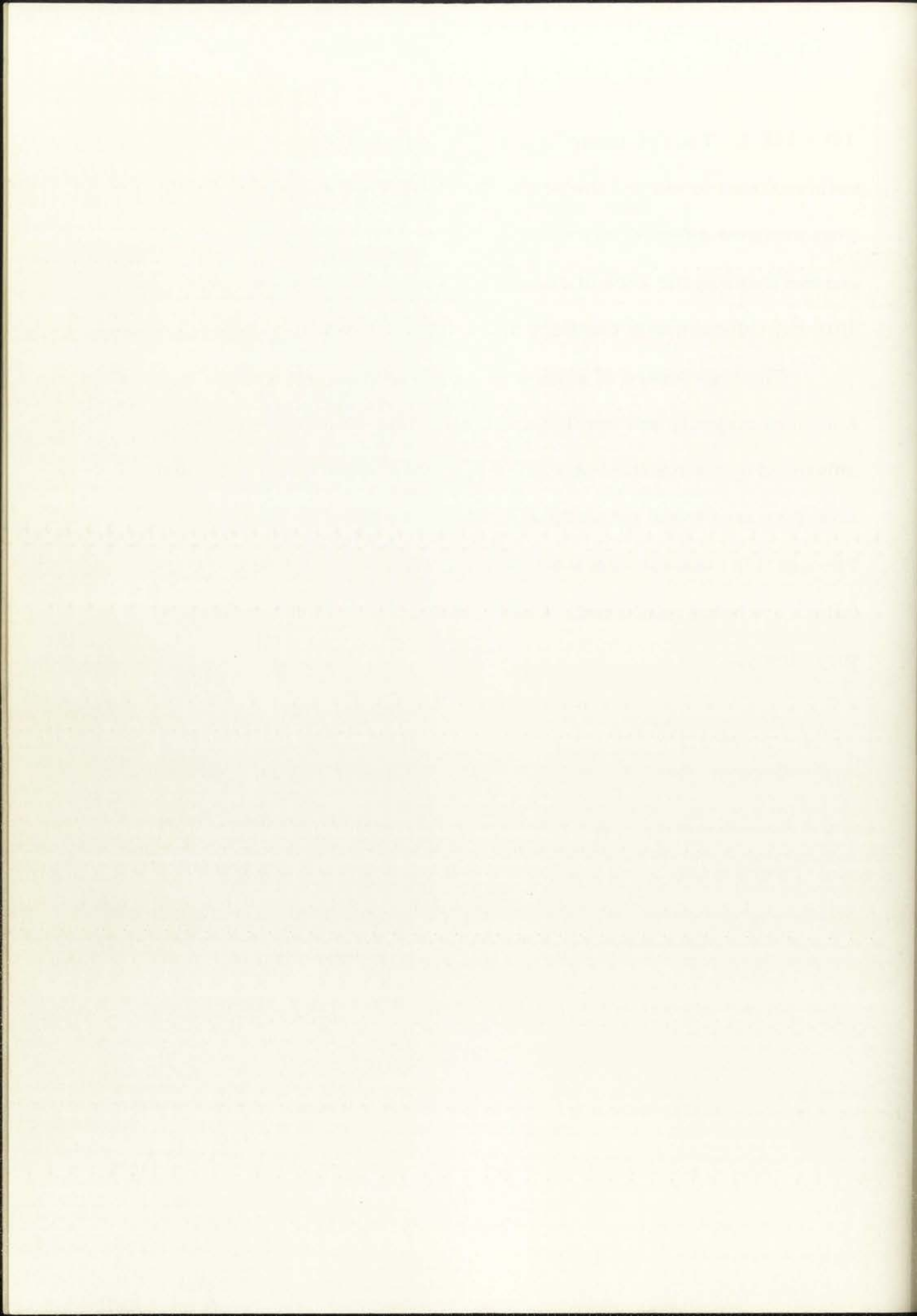
A Comparison of the Urban Spanish American Majority and Rural Spanish American Value Orientations

The two Spanish American samples in this comparison differed significantly in their responses to 14 items (see Table 17, pages



147 - 148). The two groups assigned significantly different values to three items in each of the areas of family, economics, and health. They assigned different values to two items in the area of education, and two items in the area of recreation. The two groups assigned different values to only one item in the area of religion.

The high degree of similarity found in the urban Spanish American majority and rural Spanish American samples is probably influenced by the constant stream of migrants from the rural Spanish American area to the urban Spanish American majority community. Through this constant migratory pattern, the traditional value orientations are being reinforced. Consequently, cultural change occurs very slowly.



CHAPTER V

INTERPRETATION OF THE DATA

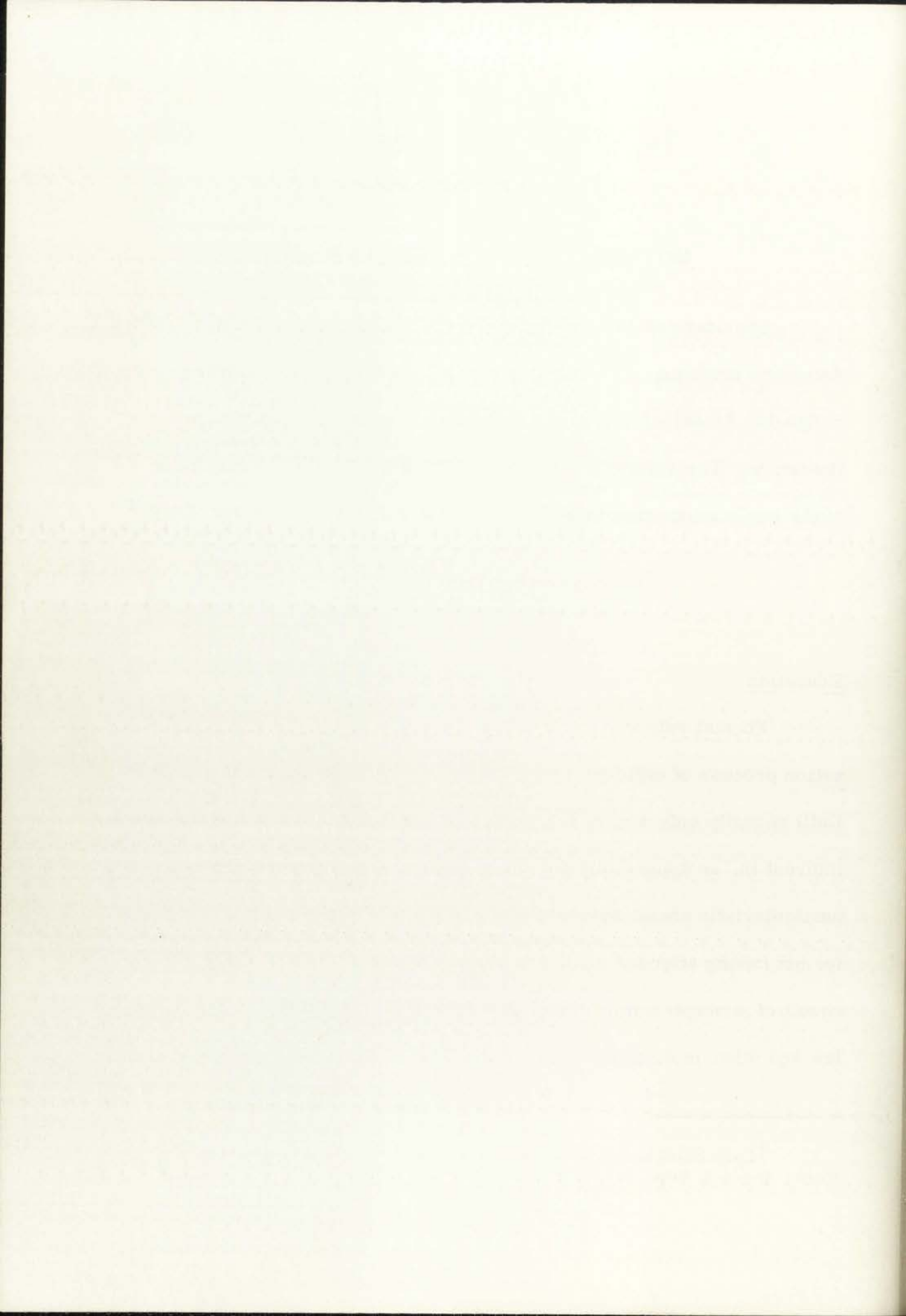
The data are interpreted by comparing the values of the Spanish American students, as determined in the present study, with the values of Spanish American and Anglo cultures as found in the review of literature. The second section of the chapter includes a discussion of the implications that this study has for education.

Comparison of Data with Previous Research

Education

Formal education was not an important factor in the socialization process of children in the traditional Spanish American culture. Until recently only a very few people in the rural villages had much interest in, or opportunity for, formal education. Members of these particularistic social systems experienced no particular disadvantage for not having attended school for a certain number of years.¹ As a result of stronger enforcement of the compulsory school attendance law and other motivating factors, the Spanish American people have

¹Lyle Saunders, Cultural Differences and Medical Care (New York: Russell Sage Foundation, 1954), pp. 97-98.



participated more in formal education in recent years. Education has become a major influence on the Spanish American student and his parents.²

The findings of the present study reveal that the Spanish American students have acquired many of the educational values of the Anglo culture. However, the urban Anglo and the urban Spanish American minority samples assigned higher values to some education items than did the rural Spanish American and urban Spanish American majority samples. The dominant Anglo culture values education very highly.³ The children are expected to do well in school. Upward mobility is valued by the middle class, and education is considered as the proper vehicle for this upward move.⁴

Family

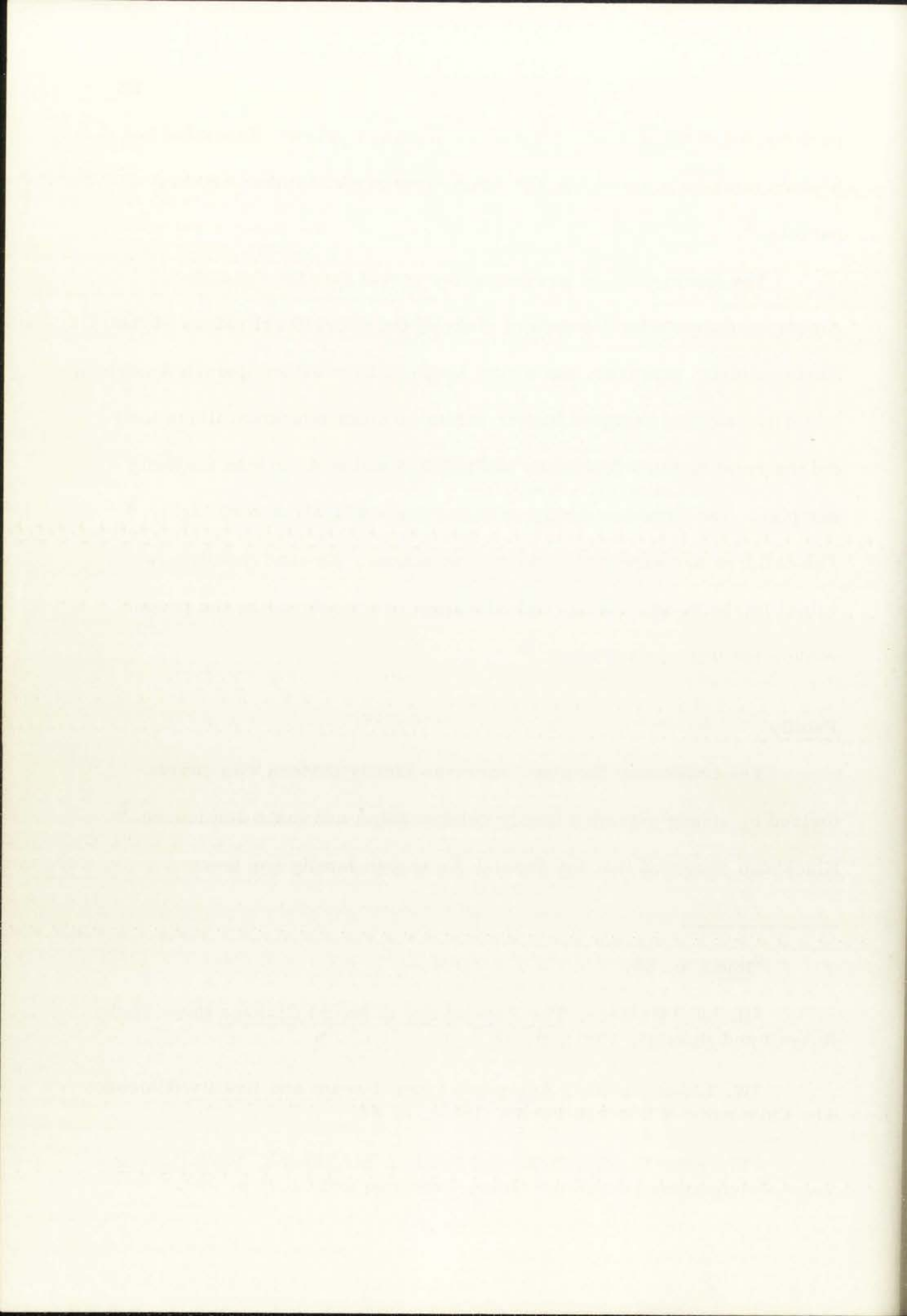
The traditional Spanish American family pattern was characterized by strong extended family relationships and male dominance.⁵ Kluckhohn observed that the Spanish American family has been

²Ibid., p. 98.

³Richard Centers, The Psychology of Social Classes (New York: Russell and Russell, 1961), p. 92.

⁴W. Lloyd Warner, American Life: Dream and Reality (Chicago: The University of Chicago Press, 1953), p. 88.

⁵Florence P. Kluckhohn and Fred L. Strodbeck, Variations in Value Orientations (Evanston: Row, Peterson and Co.), p. 246.



subjected to severe strain in recent years.⁶ However, the findings of the present study show that the urban Spanish American majority and rural Spanish American samples placed high values on items related to the extended family and patriarchal control. The urban Spanish American minority assigned only a slight positive value to the extended family. The urban Anglo sample valued individualism much higher than close family relationships. The results of the present study emphasize the individualistic nature of the Anglo culture which has been reported by Williams,⁷ Corey,⁸ and Vogt.⁹

Politics

Spanish Americans have been very politically oriented in the past. The traditional Spanish American community was dominated by the patron or jefe politico in political affairs.¹⁰ The results of the present study indicate very little difference in the Spanish American and Anglo political values. The rural Spanish American and urban

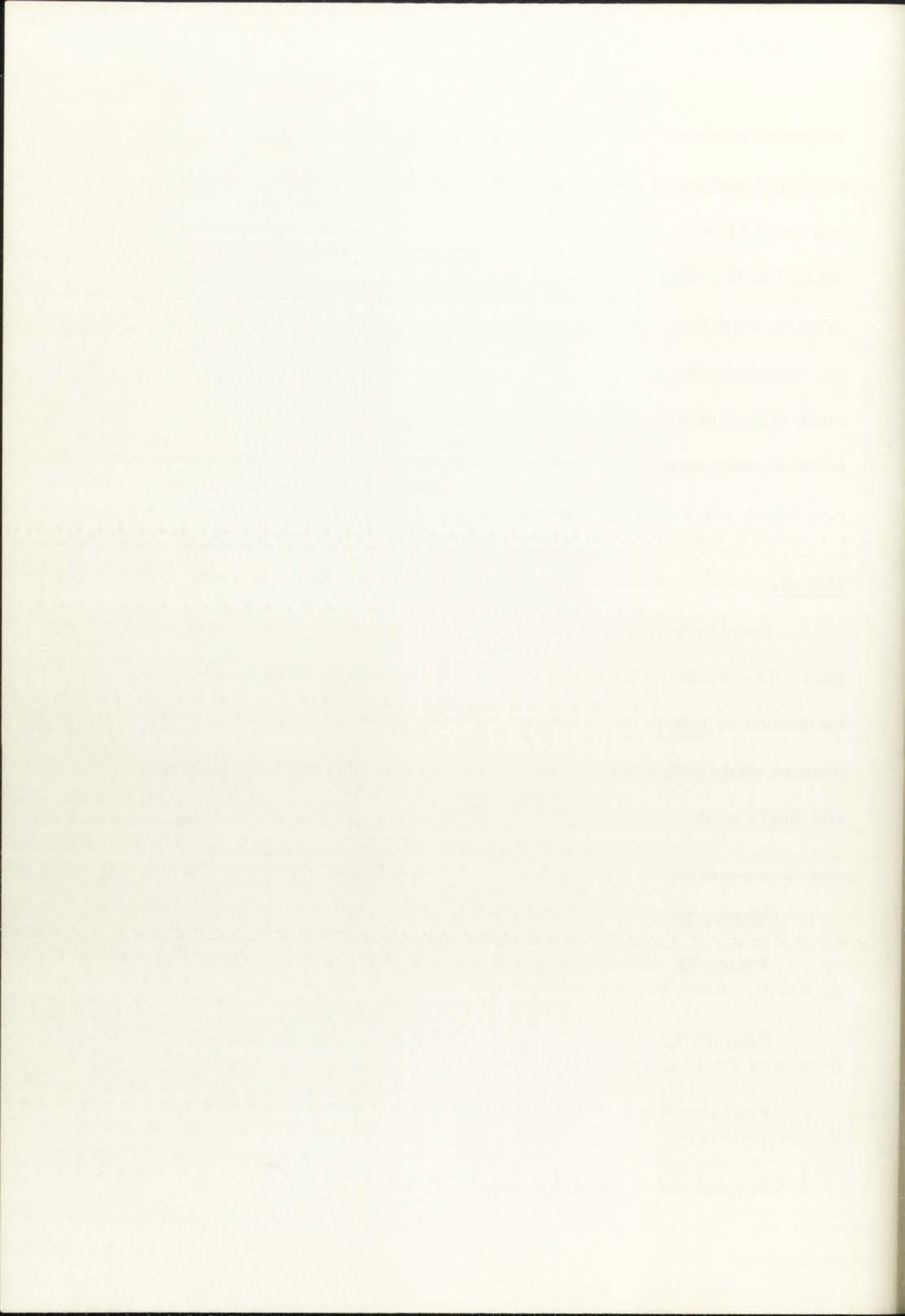
⁶Ibid., p. 197.

⁷Robin M. Williams, Jr., American Society (New York: Alfred A. Knopf, 1954), pp. 434-438.

⁸Fay L. Corey, The Values of Future Teachers (New York: Bureau of Publications, Columbia University, 1955), p. 8.

⁹Evon Z. Vogt, Modern Homesteaders (Cambridge: Harvard University Press, 1955), p. 146.

¹⁰Kluckhohn and Strodbeck, op. cit., p. 177.



Spanish American majority did indicate much greater respect for elected officials than did the urban Anglo and urban Spanish American minority samples. These results are in accord with Kluckhohn's theory that the Anglo is distrustful of elected officials in the government.¹¹

Economics

Williams noted that Anglos value economic affluence as symbolic evidence of success and personal worth. Anglos assume that they should be comfortable and secure. They attempt to avoid sacrifice and expect complete gratification of their slightest desire.¹² This is in contrast with the fatalistic orientation of traditional Spanish Americans who believed that man was placed on earth to suffer. Spanish Americans who are present time oriented do not emphasize the attainment of material wealth and money. The rural subsistence farmer has a small cash income and his material wealth is very limited.^{13, 14} The results of the present study reveal that the urban

¹¹Clyde Kluckhohn, Mirror for Man (Greenwich: Fawcett Publications, 1963), p. 201.

¹²Williams, op. cit., pp. 393-407.

¹³Charles P. Loomis, Culture of a Contemporary Rural Community: El Cerrito, New Mexico (U.S. Dept. of Agriculture: Rural Life Studies, Vol. 1, 1949).

¹⁴Clark S. Knowlton, "One Approach to the Economic and Social Problems of Northern New Mexico," New Mexico Business, Sept., 1964.

The first part of the report is devoted to a general description of the project and its objectives.

The second part of the report describes the methodology used in the study.

The third part of the report presents the results of the study.

The fourth part of the report discusses the implications of the findings.

The fifth part of the report concludes the study and offers some final thoughts.

The sixth part of the report provides a list of references used in the study.

The seventh part of the report contains an appendix with additional data.

The eighth part of the report is a summary of the entire report.

The ninth part of the report is a list of figures and tables.

The tenth part of the report is a list of abbreviations.

The eleventh part of the report is a list of symbols.

The twelfth part of the report is a list of acronyms.

Spanish American majority and rural Spanish American samples placed much lower values on economic items than did the urban Anglo and urban Spanish American minority samples.

Recreation

Burma noted that recreation is limited among Spanish Americans for financial reasons.¹⁵ Most of the school sponsored recreational activities require that admission be paid by the student. Many of the recreational activities require a special outlay of money for clothing. Few children in the lower economic level are financially able to afford these expenditures. The typical life space of Spanish American students does not include many of the recreation items that are familiar to urban Anglo students in the present study.

The results of the present study show that the urban Spanish American majority and rural Spanish American samples assigned much lower values to recreational items than did the urban Spanish American minority and urban Anglo samples.

Religion

Religion was a strong influence in the traditional Spanish American culture. The activities of daily life were tremendously

¹⁵John H. Burma, Spanish-Speaking Groups in the United States (Durham, N.C.: Duke University Press, 1954), p. 167.

The first part of the paper is devoted to a general discussion of the problem. It is shown that the problem is well-posed in the sense of Hadamard. The second part is devoted to the construction of the solution. The third part is devoted to the study of the properties of the solution. The fourth part is devoted to the study of the stability of the solution. The fifth part is devoted to the study of the convergence of the solution. The sixth part is devoted to the study of the error of the solution. The seventh part is devoted to the study of the numerical solution. The eighth part is devoted to the study of the application of the solution. The ninth part is devoted to the study of the conclusion. The tenth part is devoted to the study of the references.

influenced by religious beliefs and practices. The training of children in religious knowledge and practice was begun at an early age. The priest was recognized as the spiritual leader and as a source of advice and community leadership. Religious services were well attended and the congregation participated in singing religious hymns.¹⁶ In the present study the urban Spanish American majority and rural Spanish American samples assigned higher values to items related to church membership, attending church worship services, and religious holidays than did the urban Anglo and urban Spanish American minority samples.

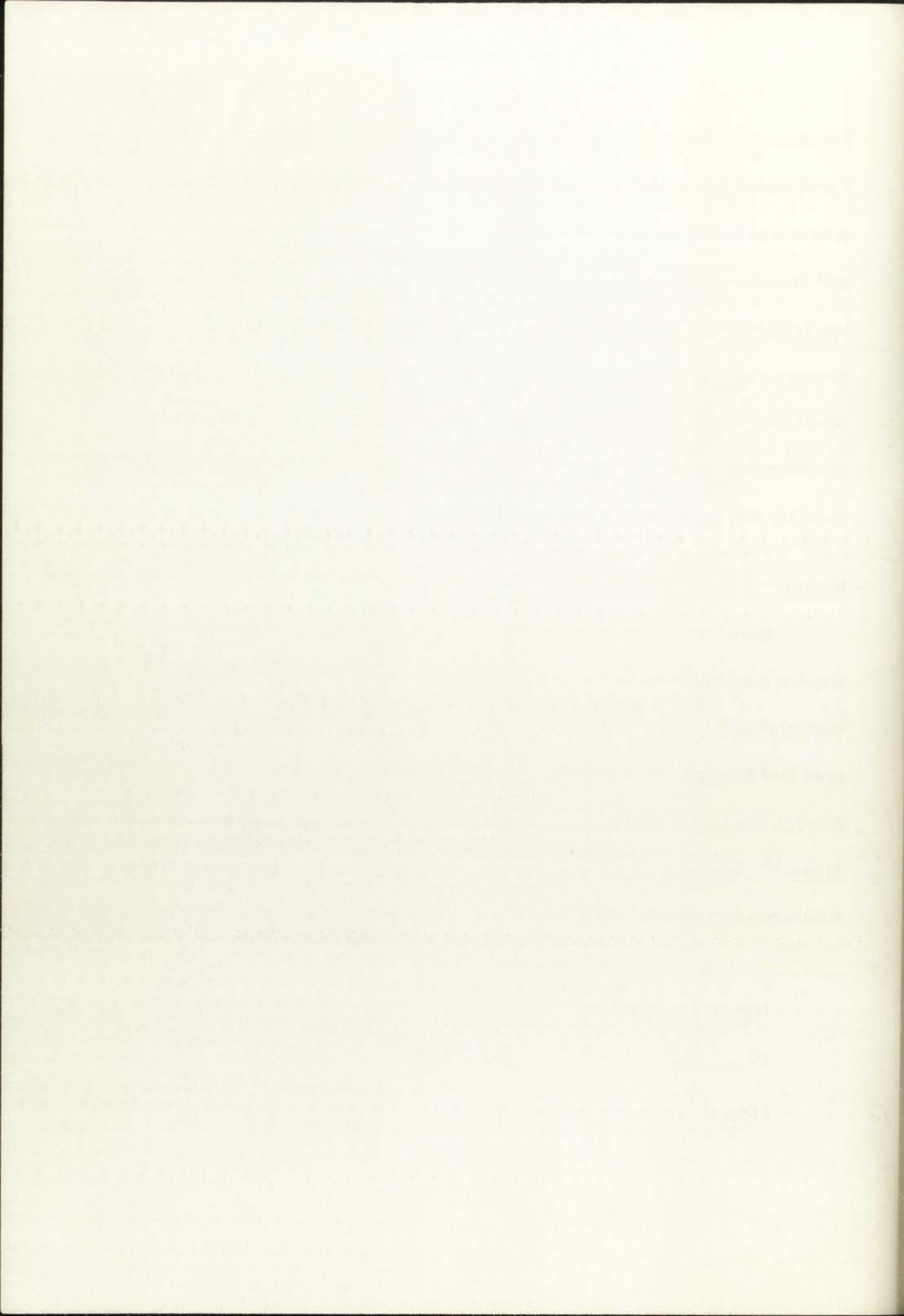
Health

Saunders noted that Spanish Americans of rural Northern New Mexico communities had experienced only limited contact with Anglo medicine and medical services prior to 1942.¹⁷ The residents of the area had long before worked out ways of handling their medical problems through the use of home remedies, folk medicine, parteras and curanderas.¹⁸ The results of the present study indicate that considerable differences exist between the Spanish American and Anglo samples in

¹⁶Ibid., p. 24.

¹⁷Saunders, op. cit., p. 175.

¹⁸Ibid., pp. 157-164.



the area of health. The Anglo sample assigned a higher value to living to be as old as possible than did the rural Spanish American sample.

The rural Spanish American sample assigned a lower value to the use of immunization shots for prevention of disease than did the other samples of the study. These responses are in accord with the Anglo mastery over nature and the Spanish American subjugation to nature orientations.¹⁹ The higher value that the Spanish American samples assigned to the use of home remedies is in agreement with the findings of Saunders.²⁰

Implications for Education

The results of the present study indicate that significant differences exist between the Spanish American sample and the traditional Spanish American culture as found in the literature. The values of the Spanish American students also differed significantly with the values of the Anglo students. The data indicate that Spanish American students have rejected some of the traditional Spanish American values but have not fully adopted many values of the dominant Anglo culture. The transition from Spanish American values to Anglo values can be facilitated if educators are aware of the cultural differences between these groups.

¹⁹Kluckhohn and Strodtbeck, op. cit., pp. 177-258.

²⁰Saunders, op. cit., pp. 157-164.

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twenty-fourth is the fact that the...

twenty-fifth is the fact that the...

Through the process of socialization, individuals are conditioned by their culture into certain cognitions, cathexes, and values that represent the particular culture of which they are a part. Spanish American students bring different processes of thinking, feeling, and evaluating into the school situation than do Anglo students. If educators are to be effective in bringing about desired changes in these processes, it is essential that effective diagnostic procedures be employed. Some of the differences in values between the Spanish American and Anglo sophomore students are pointed out in the previous chapter of the present study. The values of a student are a part of his personality structure operating concurrently with the intellectual processes (cognitions) and feelings (cathexes). If the aim of education is to prepare Spanish American students for acceptable behavior in the dominant Anglo culture, the educator must be aware of the points of conflict in values between the Spanish American student and the expectations of the Anglo culture. Values serve as "directors" and "motivators" in defining the ideal for the individual. Values constitute "what is worth striving for." If the value structure of the Spanish American student can be made compatible with Anglo values, it is believed that the cognitions and cathexes will be compatible as well.

The relationship of the teacher and the Spanish American student could be improved if the teacher possessed knowledge of the extent of the student's participation in the dominant Anglo culture, where he



has lived, schools he has attended, his command of the English language, and the social and economic status of his parents. This knowledge may help explain such behavior as poor school attendance, failure to observe rules and regulations of the school, and general disinterest in the school program. If the student's behavior can be observed and interpreted as an expression of cultural conditioning, the teacher will be more effective in bringing about desired changes in the behavior pattern.

Discontinuities in the acculturation process are often intensified by conflicting expectations between the Anglo oriented school and the influence of the Spanish American culture in the home. Educators need to be aware of the behavioral expectations in Spanish American homes in order to utilize points wherein continuity in expectations is possible; however, a certain amount of discontinuity will be inevitable. The educator's task is to determine the degree of discontinuity that can be tolerated without seriously affecting the mental health of the student.



CHAPTER VI

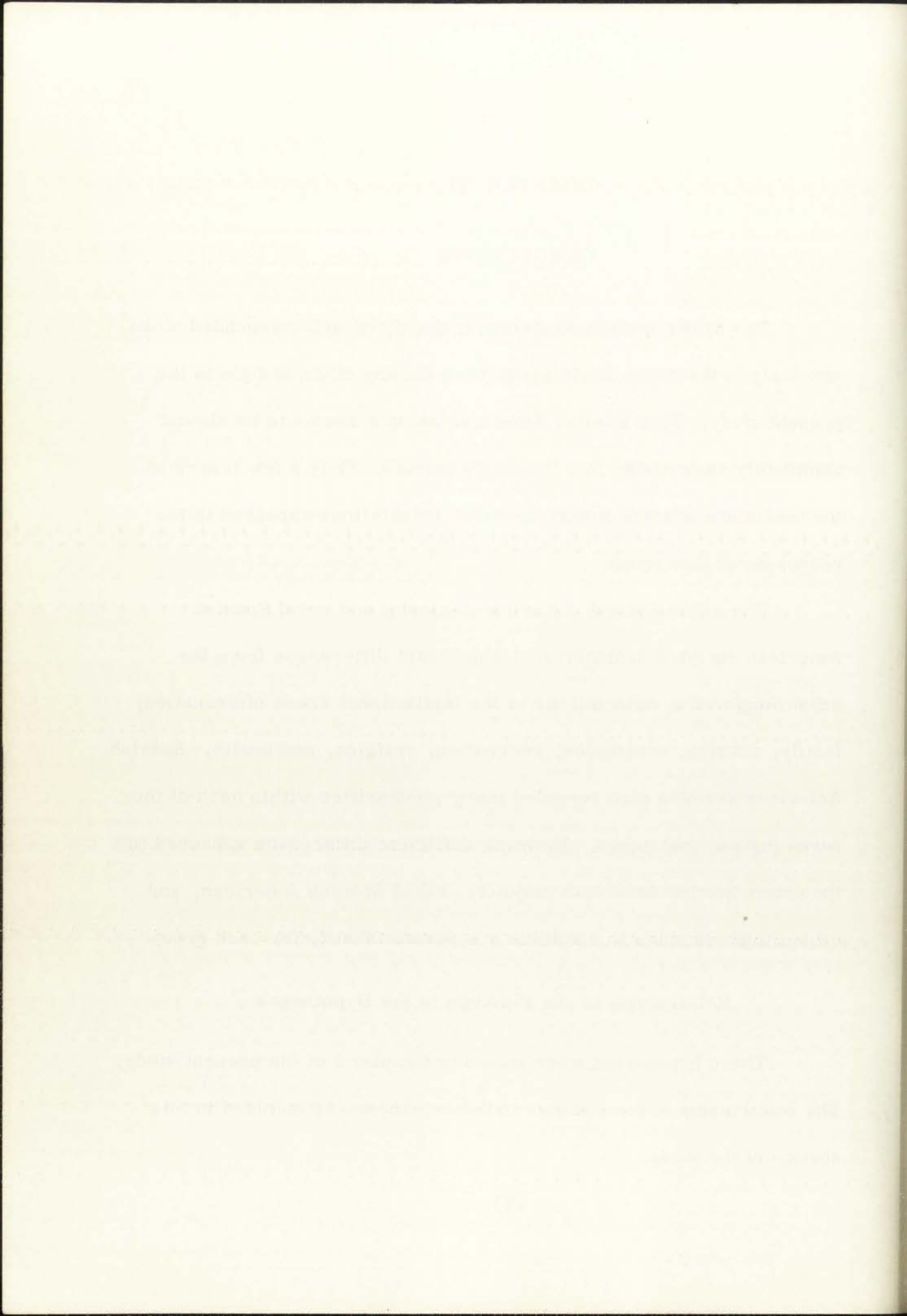
CONCLUSIONS

The urban Spanish American minority sample responded more similarly to the urban Anglo group than did any other sample in the present study. This Spanish American sample seems to be almost completely assimilated into the Anglo culture. Only a few traces of the traditional Spanish American value orientations appeared in the responses of this group.

The urban Spanish American majority and rural Spanish American samples demonstrated significant differences from the urban Anglo value orientations in the institutional areas of education, family, politics, economics, recreation, religion, and health. Spanish American samples also revealed many similarities within each of the seven institutional areas. However sufficient differences appeared in the urban Spanish American majority, rural Spanish American, and urban Anglo samples to establish a separate identity for each group.

Relationship of the Findings to the Hypotheses

Three hypotheses were stated in Chapter I of the present study. The relationship of the findings to the hypotheses is included in this section of the study.



Hypothesis 1

The value orientations of urban Spanish American majority sophomore students are more similar to those of urban Anglo sophomore students than to the value orientations of the rural Spanish American sophomore students.

Hypothesis 1 was negated by the findings of the present study. The data indicate that each of the two Spanish American samples differed to a similar degree from the urban Anglo sample. The urban Spanish American majority sample differed from the urban Anglo sample on 37 items. The rural Spanish American and urban Spanish American majority samples differed on 14 items.

Hypothesis 2

The value orientations of the urban Spanish American minority sophomore students are more similar to those of urban Anglo sophomore students than are the value orientations of any other sample in the present study.

Hypothesis 2 was confirmed by the findings. The urban Spanish American minority sample differed from the urban Anglo sample on only ten items. The rural Anglo differed with the urban Anglo on 16 items. The urban Spanish American majority sample differed from the urban Anglo sample on 37 items. The rural Spanish American sample differed from the urban Anglo group on 39 items. No significant



differences occurred between the urban Spanish American minority and urban Anglo samples in the institutional areas of education, economics, and religion.

Hypothesis 3

Spanish American sophomore students vary more in their value orientations than do the Anglo sophomore students.

Hypothesis 3 was confirmed by the findings. The urban Anglo and the rural Anglo samples differed on only 16 items. The urban Spanish American minority and urban Spanish American majority samples differed on 24 items. The urban Spanish American minority and rural Spanish American samples differed on 26 items.

Recommendations for Further Study

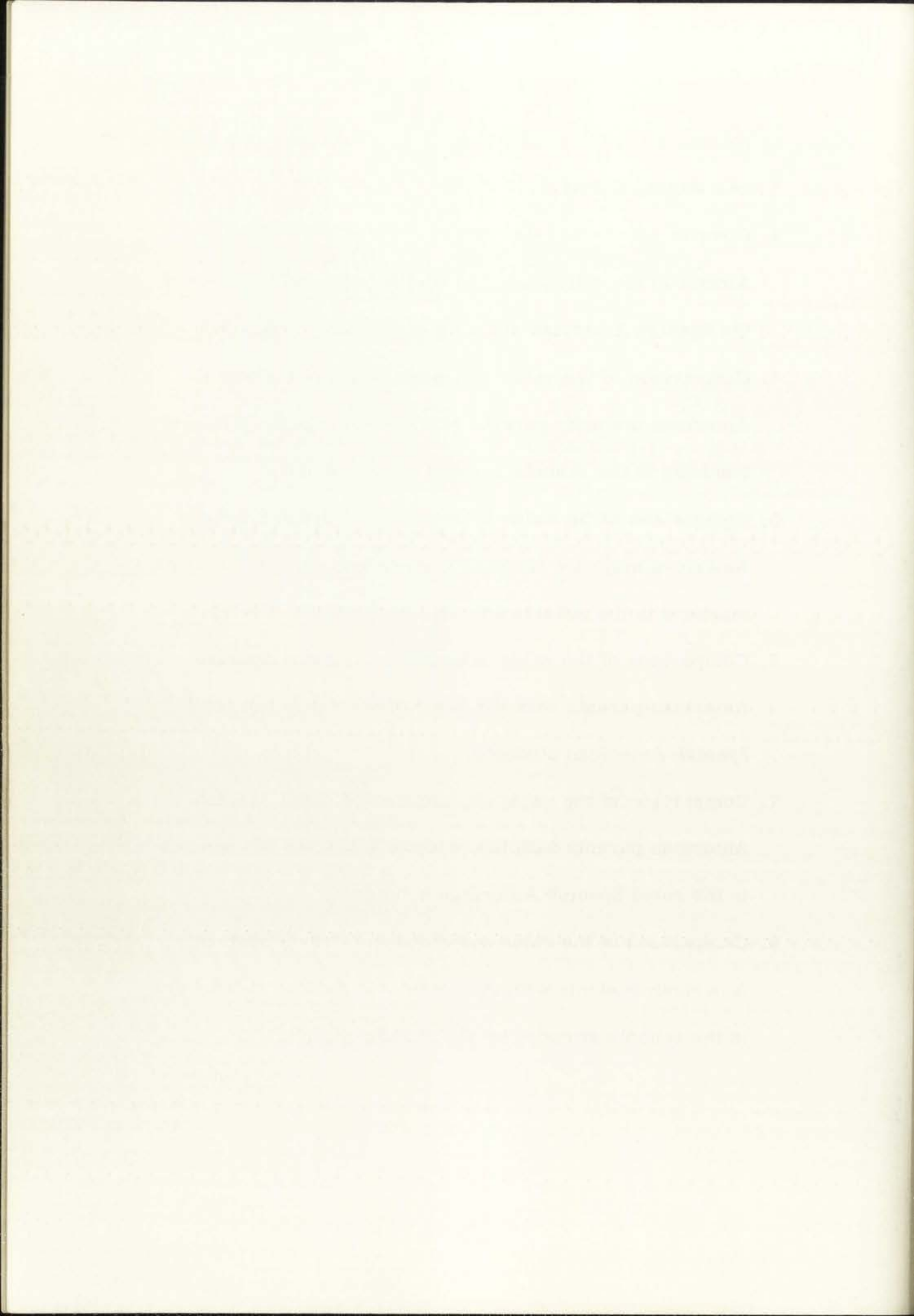
Further research is recommended in the following areas:

1. Investigation of the psychological consequences of acculturation in the Spanish American in terms of:
 - a. Self-concept.
 - b. Emotional adjustment.
 - c. Aspirational level.
 - d. Competitive orientation.
2. Relationship between the lack of experiential knowledge such as physical exposure to artifacts and geographical and social



phenomena to the ability to function effectively in a theoretical, educational endeavor.

3. Comparison of the value orientations of urban Spanish American majority parents with the value orientations of the Spanish American students of the same community.
4. Comparison of the value orientations of urban Spanish American majority parents with the value orientations of teachers in the schools serving the community.
5. Comparison of the value orientations of urban Spanish American majority students with the value orientations of teachers in the schools attended by the student sample.
6. Comparison of the value orientations of rural Spanish American parents with the value orientations of rural Spanish American students.
7. Comparison of the value orientations of rural Spanish American parents with the value orientations of teachers in the rural Spanish American schools.
8. Comparison of the value orientations of rural Spanish American students with the value orientations of teachers in the schools attended by the student sample.



APPENDICES



APPENDIX A



A SCALE FOR MEASURING VALUES

Instructions

The purpose of this questionnaire is to describe how you feel about a variety of things, ways of doing things, and the importance that you attach to certain beliefs in your life.

There are no right or wrong answers. Each person has the right to feel the way he does about the things mentioned in this questionnaire -- so please answer each item exactly the way you feel, and be sure to answer all the items. Use the following way for answering:

1	2	3	4	5
Unimportant or Bad	Somewhat Unimportant or Somewhat Bad	You don't feel one way or another about it	Somewhat Important or Somewhat Good	Important or Good

For Example: If an item was:

Riding a bicycle

and if you felt that this is a bad thing to do, or if you felt that this is not important to you, you would answer by circling the "1" as follows:

① 2 3 4 5

On the other hand, if you felt that this is important to you, or a good thing to do, you would circle the "5", and if your feeling was somewhere between these two extremes, you would circle the appropriate number representing your feeling (such as numbers 2, 3, or 4).



1	2	3	4	5
Unimportant or Bad	Somewhat Unimportant or Bad	You don't feel one way or another about it	Somewhat Important or Somewhat Good	Important or Good

FORM A

	<u>Circle One</u>				
	1	2	3	4	5
1. Finishing high school	1	2	3	4	5
2. Ability to speak English well	1	2	3	4	5
3. Finishing college	1	2	3	4	5
4. Ability to write English well	1	2	3	4	5
5. Ability to add, subtract, divide, and multiply	1	2	3	4	5
6. Regular school attendance	1	2	3	4	5
7. Owning books	1	2	3	4	5
8. Using public libraries	1	2	3	4	5
9. Reading books for fun	1	2	3	4	5
10. Doing school homework	1	2	3	4	5
11. Arriving at school on time	1	2	3	4	5
12. Living close to parents	1	2	3	4	5
13. Taking father's advice	1	2	3	4	5
14. Living with parents after married	1	2	3	4	5
15. Children having family chores	1	2	3	4	5
16. High school marriages	1	2	3	4	5
17. Married couples having many children	1	2	3	4	5



FORM A (Continued)Circle One

18. Unmarried girls who are mothers	1	2	3	4	5
19. Married couples having few children	1	2	3	4	5
20. Having separate bedrooms for brothers and sisters	1	2	3	4	5
21. Family reunions	1	2	3	4	5
22. Lending money to a relative	1	2	3	4	5
23. Mothers being "boss of the house"	1	2	3	4	5
24. Paying taxes	1	2	3	4	5
25. Policemen	1	2	3	4	5
26. Court judges	1	2	3	4	5
27. Respecting the Governor of your state	1	2	3	4	5
28. Respecting the U. S. senators from your state	1	2	3	4	5
29. Knowing how to mark a ballot in an election	1	2	3	4	5
30. Attending a political precinct meeting	1	2	3	4	5
31. Writing letters to your U. S. Senators	1	2	3	4	5
32. Finishing work before pleasure	1	2	3	4	5
33. Mothers who have a job	1	2	3	4	5
34. Wearing a business suit (men); wearing nylon hose (women)	1	2	3	4	5
35. Wearing a tie (men); wearing high heel shoes (women)	1	2	3	4	5



FORM A (Continued)Circle One

36. Keeping the house neat and clean	1	2	3	4	5
37. A clean, well-kept lawn	1	2	3	4	5
38. Having a life insurance policy	1	2	3	4	5
39. Having a steady job	1	2	3	4	5
40. Having electricity in the house	1	2	3	4	5
41. Having piped water in the house	1	2	3	4	5
42. Giving teen-agers an allowance	1	2	3	4	5
43. Banks	1	2	3	4	5
44. Having an automatic washing machine in the home	1	2	3	4	5
45. Having an automatic clothes dryer in the home	1	2	3	4	5
46. Having a modern, indoor toilet	1	2	3	4	5
47. Having a modern gas or electric cook stove in the home	1	2	3	4	5
48. Paved, four lane highways	1	2	3	4	5
49. Having an alarm clock in the home	1	2	3	4	5
50. Watering grass with lawn sprinklers	1	2	3	4	5



FORM BCircle One

- | | | | | | |
|--|---|---|---|---|---|
| 1. Having a dog as a pet | 1 | 2 | 3 | 4 | 5 |
| 2. Cooking on a charcoal grill | 1 | 2 | 3 | 4 | 5 |
| 3. Teen-agers kissing on a date | 1 | 2 | 3 | 4 | 5 |
| 4. Dating before age fifteen | 1 | 2 | 3 | 4 | 5 |
| 5. Listening to Rock and Roll music | 1 | 2 | 3 | 4 | 5 |
| 6. Playing baseball | 1 | 2 | 3 | 4 | 5 |
| 7. Playing basketball | 1 | 2 | 3 | 4 | 5 |
| 8. Watching a baseball game | 1 | 2 | 3 | 4 | 5 |
| 9. Watching a basketball game | 1 | 2 | 3 | 4 | 5 |
| 10. Playing football (boys); watching
a football game (girls) | 1 | 2 | 3 | 4 | 5 |
| 11. Roller-skating | 1 | 2 | 3 | 4 | 5 |
| 12. Water-skiing | 1 | 2 | 3 | 4 | 5 |
| 13. Playing table tennis | 1 | 2 | 3 | 4 | 5 |
| 14. Going swimming | 1 | 2 | 3 | 4 | 5 |
| 15. Watching television | 1 | 2 | 3 | 4 | 5 |
| 16. Going fishing | 1 | 2 | 3 | 4 | 5 |
| 17. Social dancing | 1 | 2 | 3 | 4 | 5 |
| 18. Taking travel vacations | 1 | 2 | 3 | 4 | 5 |
| 19. Playing tennis | 1 | 2 | 3 | 4 | 5 |
| 20. Camping out | 1 | 2 | 3 | 4 | 5 |



FORM B (Continued)Circle One

21. Going to the movies	1	2	3	4	5
22. Trying to live by the Ten Commandments	1	2	3	4	5
23. Belonging to a church	1	2	3	4	5
24. Observing Easter as a religious holiday	1	2	3	4	5
25. Having a Holy Bible in the house	1	2	3	4	5
26. Praying	1	2	3	4	5
27. Singing religious hymns	1	2	3	4	5
28. Attending religious worship services	1	2	3	4	5
29. Eating meat at least once each day	1	2	3	4	5
30. Keeping away from germs	1	2	3	4	5
31. Living to be as old as possible	1	2	3	4	5
32. Taking immunization shots to prevent diseases	1	2	3	4	5
33. Brushing teeth at least once each day	1	2	3	4	5
34. Going to a medical doctor when sick	1	2	3	4	5
35. Taking a bath each day	1	2	3	4	5
36. Being sick	1	2	3	4	5
37. Using home remedies for curing illness	1	2	3	4	5
38. Sterilizing baby bottles before feeding the baby	1	2	3	4	5



APPENDIX B



TABLE 3

DIFFERENCES IN VALUE ORIENTATIONS BETWEEN THE TOTAL
ANGLO SAMPLE AND THE TOTAL SPANISH AMERICAN SAMPLE

Institutional Area and Item	Anglo N = 311		Spanish N = 278		ANOVA F
	Mean	S. D.	Mean	S. D.	
	Education				
A 3. Finishing College	4.45	0.87	4.15	0.99	15.66
A 9. Reading books for fun	3.95	1.02	3.69	1.14	8.29
Family					
A12. Living close to parents	3.97	1.22	4.19	1.09	5.06 ^a
A13. Taking father's advice	4.11	0.94	4.31	0.93	7.18
A14. Living with parents after married	1.29	0.70	1.75	1.14	35.40
A15. Children having family chores	4.31	0.96	4.05	1.06	9.91
A21. Family reunions	3.64	1.05	3.93	1.06	11.54
A22. Lending money to a relative	2.82	1.07	3.19	1.08	16.75
A23. Mothers being the "boss of the house"	1.89	1.07	2.40	1.33	26.07
Politics					
A27. Respecting the Governor of your state	3.98	0.96	4.20	0.91	8.35
A28. Respecting the U. S. Senators from your state	4.01	0.94	4.22	0.87	8.12

^aSignificant at the .05 level -- the others are significant at the .01 level.

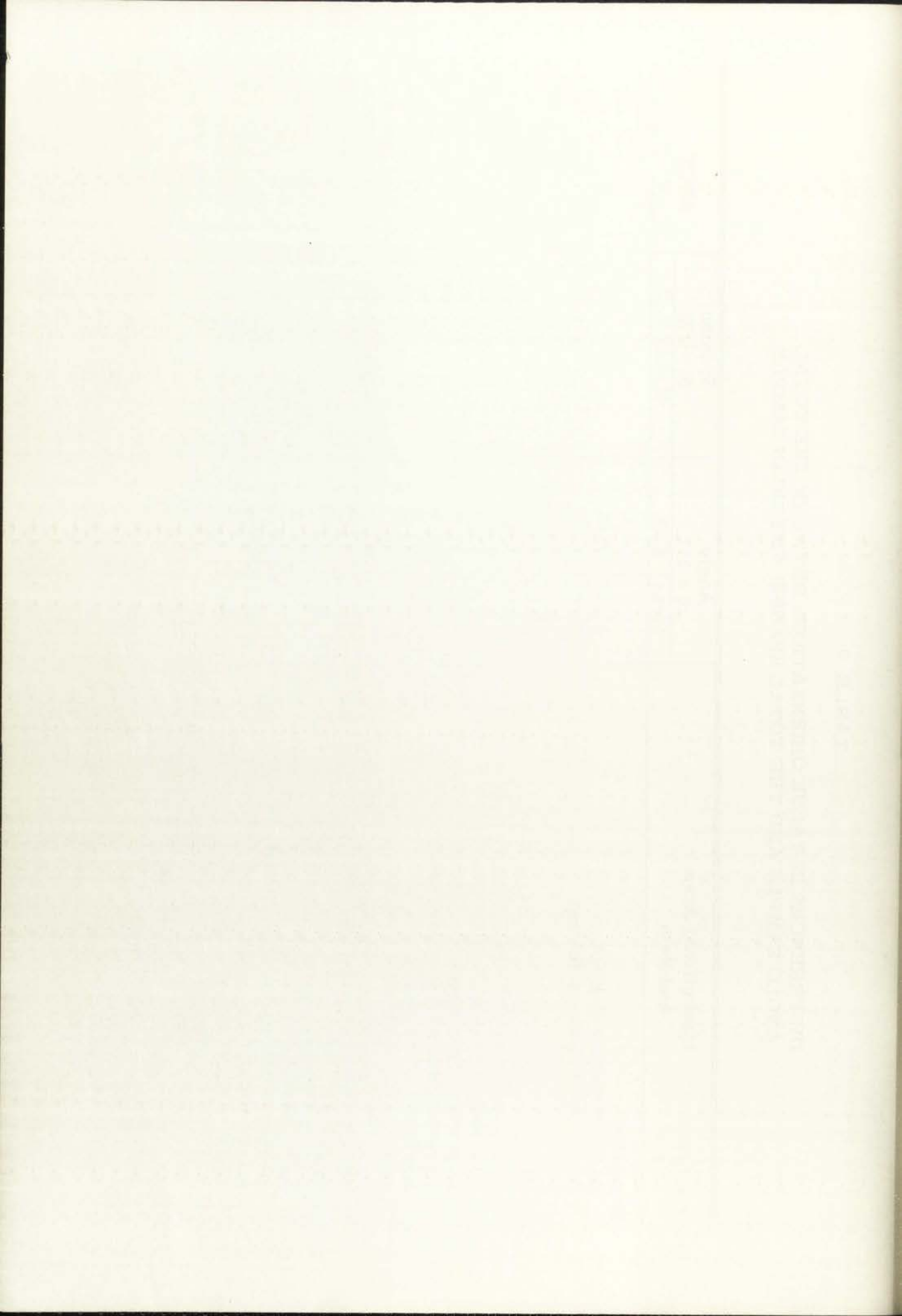


TABLE 3 (Continued)

Institutional Area and Item	Anglo N = 311		Spanish N = 278		ANOVA F
	Mean	S. D.	Mean	S. D.	
	Economics				
A41. Having piped water in the house	4.79	0.51	4.58	0.77	15.38
A43. Banks	4.53	0.74	4.30	0.94	10.90
A44. Having an automatic washing machine in the home	4.24	0.89	3.61	1.10	59.05
A45. Having an automatic clothes dryer in the home	3.70	1.00	3.33	1.08	18.56
A46. Having a modern, indoor toilet	4.84	0.46	4.53	0.93	27.21
A47. Having a modern gas or electric cook stove in the home	4.59	0.70	4.21	1.00	28.91
A48. Paved, four-lane highways	4.34	0.84	4.09	1.05	10.07
A50. Watering grass with lawn sprinklers	3.43	1.00	3.05	1.12	18.91
Recreation					
B 1. Having a dog as a pet	3.78	1.01	3.12	1.18	53.31
B 2. Cooking on a charcoal grill	3.26	0.98	2.88	1.08	19.28
B 3. Teen-agers kissing on a date	4.06	1.00	3.76	1.11	11.70
B 6. Playing baseball	3.63	1.09	3.91	1.00	10.21
B12. Water-skiing	3.76	1.09	3.24	1.12	31.22
B14. Going swimming	4.19	0.93	3.97	1.01	7.88
B16. Going fishing	3.69	1.11	3.50	1.15	4.20 ^a

^aSignificant at the .05 level -- the others are significant at the .01 level.



TABLE 3 (Continued)

Institutional Area and Item	Anglo N = 311		Spanish N = 278		ANOVA F
	Mean	S. D.	Mean	S. D.	
Recreation (Continued)					
B18. Taking travel vacations	4.33	0.90	4.15	0.93	6.12 ^a
B19. Playing tennis	3.65	0.99	3.39	1.04	9.92
B21. Going to the movies	4.09	0.88	3.87	0.94	8.83
Religion					
B23. Belonging to a Church	4.35	0.95	4.65	0.76	17.70
B24. Observing Easter as a religious holiday	4.38	0.97	4.60	0.81	9.39
Health					
B29. Eating meat at least once each day	4.10	1.02	3.65	1.22	22.80
B33. Brushing teeth at least once each day	4.64	0.78	4.50	0.87	3.99 ^a
B35. Taking a bath each day	4.41	0.83	4.27	0.96	3.88 ^a
B36. Being sick	1.73	1.04	2.10	1.38	13.66
B37. Using home remedies for curing illness	2.28	1.23	2.93	1.24	40.52

^aSignificant at the .05 level -- the others are significant at the .01 level.



TABLE 4

DIFFERENCES IN VALUE ORIENTATIONS BETWEEN ANGLO
BOYS AND SPANISH AMERICAN BOYS

Institutional Area and Item	Anglo Boys N = 152		Spanish Boys N = 130		ANOVA F
	Mean	S. D.	Mean	S. D.	
	Education				
A 3. Finishing college	4.50	0.86	4.14	0.99	10.52
Family					
A14. Living with parents after married	1.40	0.84	1.81	1.24	10.96
A23. Mothers being the "boss of the house"	1.75	1.00	2.07	1.25	5.81 ^a
Politics					
A25. Policemen	4.22	1.22	3.88	1.43	4.40 ^a
A27. Respecting the Governor of your state	3.84	0.97	4.09	1.01	4.45 ^a
A28. Respecting the U. S. Senators from your state	3.88	0.95	4.17	0.84	7.13
Economics					
A41. Having piped water in the house	4.78	0.50	4.57	0.79	7.41
A43. Banks	4.48	0.78	4.22	1.04	5.60 ^a
A44. Having an automatic washing machine in the home	4.22	0.94	3.61	1.08	24.89
A45. Having an automatic clothes dryer in the home	3.74	1.07	3.26	1.13	13.51

^aSignificant at the .05 level -- the others are significant at the .01 level.

TABLE 4 (Continued)

Institutional Area and Item	Anglo Boys N = 152		Spanish Boys N = 130		ANOVA F
	Mean	S. D.	Mean	S. D.	
Economics (Continued)					
A46. Having a modern, indoor toilet	4.78	0.57	4.55	0.89	6.65 ^a
A47. Having a modern gas or electric cook stove	4.54	0.78	4.19	1.03	10.35
A48. Paved, four-lane highways	4.51	0.74	4.11	1.11	13.00
A50. Watering grass with lawn sprinklers	3.55	1.10	3.10	1.17	10.83
Recreation					
B 1. Having a dog as a pet	3.73	1.03	3.21	1.19	15.50
B 2. Cooking on a charcoal grill	3.25	1.10	2.96	1.12	4.89 ^a
B12. Water-skiing	3.72	1.16	3.22	1.19	12.35
B21. Going to the movies	4.03	0.87	3.80	1.04	4.21 ^a
Religion					
B23. Belonging to a Church	4.27	0.96	4.56	0.83	7.24
Health					
B29. Eating meat at least once each day	4.13	1.02	3.65	1.23	12.71
B36. Being sick	1.64	0.96	2.11	1.38	11.13
B37. Using home remedies for curing illness	2.41	1.32	3.00	1.29	14.10

^aSignificant at the .05 level -- the others are significant at the .01 level.

and mean
percentage of

area

TABLE 1 (Contd.)

TABLE 5

DIFFERENCES IN VALUE ORIENTATIONS BETWEEN ANGLO
GIRLS AND SPANISH AMERICAN GIRLS

Institutional Area and Item	Anglo Girls N = 159		Spanish Girls N = 148		ANOVA F
	Mean	S. D.	Mean	S. D.	
	Education				
A 3. Finishing college	4.41	0.87	4.15	0.99	5.54a
A 9. Reading books for fun	4.14	0.90	3.86	1.00	6.63a
Family					
A12. Living close to parents	3.94	1.23	4.26	1.06	5.83a
A13. Taking father's advice	4.11	0.96	4.40	0.83	7.87
A14. Living with parents after married	1.18	1.51	1.69	1.03	30.23
A15. Children having family chores	4.56	0.68	4.16	0.99	16.73
A16. High school marriages	1.87	1.00	2.15	1.19	4.73a
A18. Unmarried girls who are mothers	1.34	0.65	1.53	1.01	4.03a
A21. Family reunions	3.64	1.06	4.08	0.94	14.72
A22. Lending money to a relative	2.83	1.00	3.27	0.95	15.48
A23. Mothers being the "boss of the house"	2.03	1.12	2.68	1.34	21.35
Economics					
A41. Having piped water in the house	4.80	0.51	4.59	0.75	7.97
A43. Banks	4.57	0.69	4.36	0.83	5.67a
A44. Having an automatic washing machine in the home	4.27	0.85	3.60	1.12	34.32
A45. Having an automatic clothes dryer in the home	3.66	0.93	3.39	1.04	5.70a

aSignificant at the .05 level -- the others are significant at the .01 level.



TABLE 5 (Continued)

Institutional Area and Item	Anglo Girls N = 159		Spanish Girls N = 148		ANOVA F
	Mean	S. D.	Mean	S. D.	
Economics (continued)					
A46. Having a modern, indoor toilet	4.89	0.31	4.50	0.96	23.23
A47. Having a modern gas or electric cook stove in the home	4.62	0.60	4.21	0.98	19.82
A50. Watering grass with lawn sprinklers	3.32	0.88	3.01	1.07	7.71
Recreation					
B 1. Having a dog as a pet	3.82	0.98	3.04	1.16	40.37
B 2. Cooking on a charcoal grill	3.25	0.84	2.82	1.04	16.67
B 3. Teen-agers kissing on a date	3.91	1.04	3.46	1.12	13.14
B 6. Playing baseball	3.46	1.00	3.80	1.01	8.22
B10. Playing football (for boys); watching a football game (for girls)	3.54	1.11	3.28	1.13	4.18 ^a
B12. Water-skiing	3.79	1.02	3.26	1.06	19.69
B14. Going swimming	4.26	0.84	3.97	1.04	7.35
B17. Social dancing	4.07	1.10	3.82	0.98	4.40 ^a
B18. Taking travel vacations	4.45	0.86	4.18	0.91	7.03
B19. Playing tennis	3.82	0.93	3.48	0.98	9.62
Religion					
B23. Belonging to a Church	4.43	0.93	4.73	0.69	10.20
B24. Observing Easter as a religious holiday	4.40	1.02	4.66	0.81	5.96 ^a
Health					
B29. Eating meat at least once each day	4.07	1.02	3.66	1.21	10.07
B32. Taking immunization shots to prevent diseases	4.76	0.60	4.59	0.83	4.20 ^a
B37. Using home remedies for curing illness	2.16	1.12	2.87	1.18	29.27

^aSignificant at the .05 level -- the others are significant at the .01 level.



TABLE 6

DIFFERENCES IN VALUE ORIENTATIONS BETWEEN THE URBAN ANGLO SAMPLE AND
THE URBAN SPANISH AMERICAN MAJORITY SAMPLE

Institutional Area and Item	Urban Anglo N = 270		Urban Spanish N = 159		ANOVA F
	Mean	S. D.	Mean	S. D.	
Education					
A 3. Finishing college	4.47	0.86	3.98	1.10	25.82
Family					
A12. Living close to parents	3.95	1.22	4.45	0.88	19.97
A13. Taking father's advice	4.04	0.95	4.37	0.84	13.36
A14. Living with parents after married	1.30	0.69	1.75	1.19	25.09
A17. Married couples having many children	2.91	1.00	3.16	1.01	6.48 ^a
A21. Family reunions	3.63	1.06	4.05	1.04	16.28
A22. Lending money to a relative	2.81	1.04	3.18	1.03	13.07
A23. Mothers being the "boss of the house"	1.88	1.05	2.46	1.31	25.31
Politics					
A27. Respecting the Governor of your state	3.94	0.97	4.30	0.81	15.26
A28. Respecting the U. S. Senators from your state	3.97	0.93	4.31	0.83	14.45
Economics					
A32. Finishing work before pleasure	4.12	0.97	4.33	0.87	5.22 ^a
A36. Keeping the house neat and clean	4.67	0.67	4.82	0.51	6.56 ^a

^aSignificant at the .05 level -- the others are significant at the .01 level.

TABLE 6 (Continued)

Institutional Area and Item	Urban Anglo N = 270		Urban Spanish N = 159		ANOVA F
	Mean	S. D.	Mean	S. D.	
	Economics (continued)				
A43. Banks	4.51	0.75	4.23	0.98	11.05
A44. Having an automatic washing machine in the home	4.22	0.88	3.49	1.05	59.30
A45. Having an automatic clothes dryer in the home	3.67	0.97	3.20	1.06	21.61
A46. Having a modern, indoor toilet	4.83	0.48	4.50	0.98	22.12
A47. Having a modern gas or electric cook stove in the home	4.59	0.66	4.21	1.00	22.06
A48. Paved, four-lane highways	4.32	0.84	4.09	0.93	6.54 ^a
A50. Watering grass with lawn sprinklers	3.41	0.97	3.01	1.07	15.52
Recreation					
B 1. Having a dog as a pet	3.75	1.00	3.06	1.15	42.95
B 2. Cooking on a charcoal grill	3.25	0.97	2.70	1.07	29.79
B 3. Teen-agers kissing on a date	4.04	0.98	3.62	1.10	16.46
B 4. Dating before age fifteen	2.91	1.23	2.64	1.15	4.91 ^a
B 6. Playing baseball	3.61	1.08	3.96	1.00	11.35
B12. Water-skiing	3.75	1.09	3.18	1.17	25.99
B16. Going fishing	3.67	1.11	3.38	1.16	6.73
B18. Taking travel vacations	4.35	0.88	4.15	0.94	4.93 ^a
B19. Playing tennis	3.65	0.97	3.43	1.07	4.74 ^a
B21. Going to the movies	4.07	0.88	3.77	0.91	10.71

^aSignificant at the .05 level -- the others are significant at the .01 level.

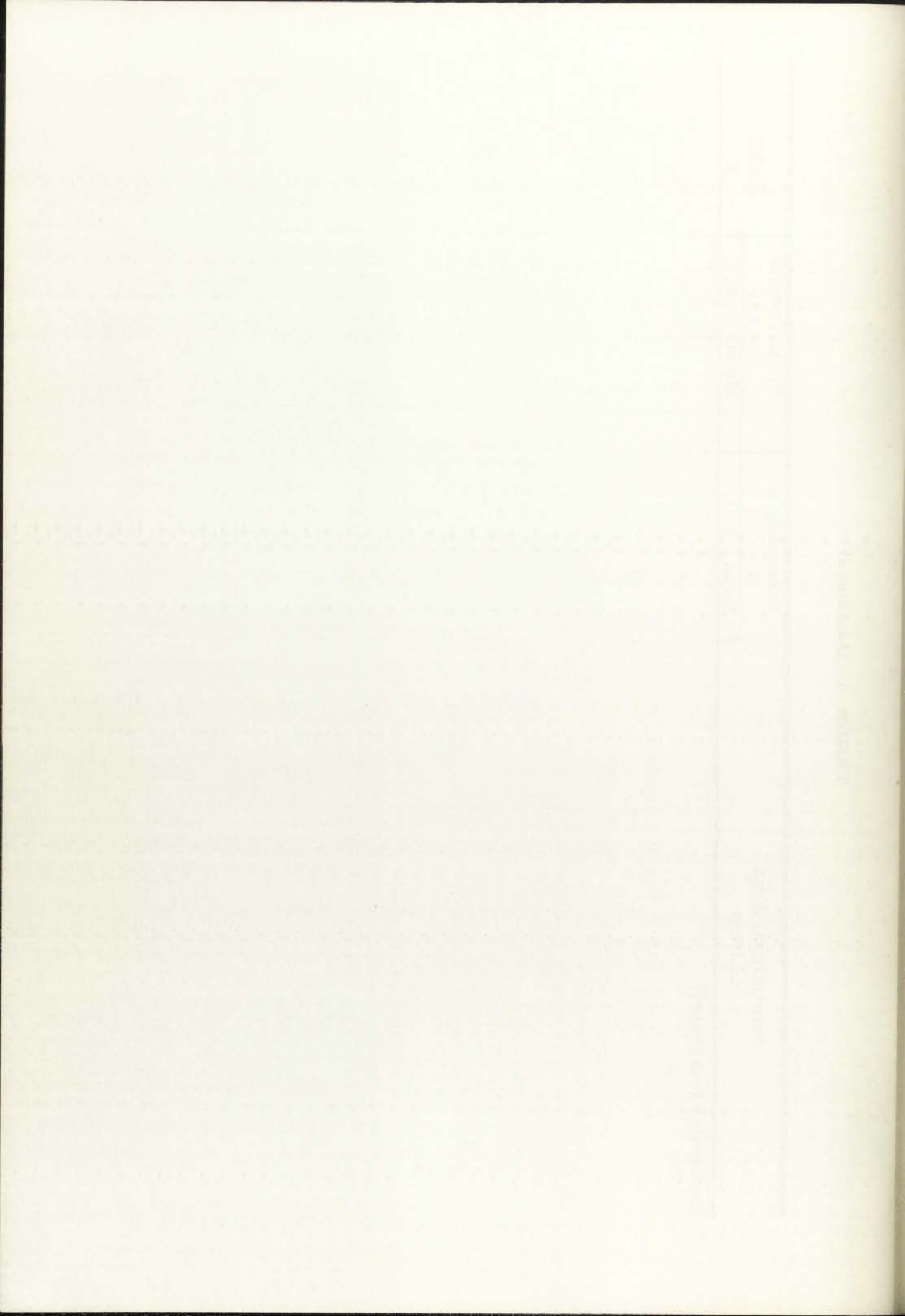


TABLE 6 (Continued)

Institutional Area and Item	Urban Anglo --N = 270		Urban Spanish N = 159		ANOVA F
	Mean	S. D.	Mean	S. D.	
	Religion				
B23. Belonging to a Church	4.29	0.99	4.74	0.67	25.99
B24. Observing Easter as a religious holiday	4.36	0.96	4.64	0.80	9.39
B28. Attending religious worship services	4.06	1.03	4.27	0.99	4.47a
Health					
B29. Eating meat at least once each day	4.09	1.03	3.63	1.22	17.22
B30. Keeping away from germs	3.81	1.15	4.06	1.13	4.73a
B31. Living to be as old as possible	3.59	1.23	3.92	1.14	7.39
B36. Being sick	1.75	1.05	2.13	1.38	9.89
B37. Using home remedies for curing illness	2.23	1.20	3.00	1.24	39.72

^aSignificant at the .05 level -- the others are significant at the .01 level.

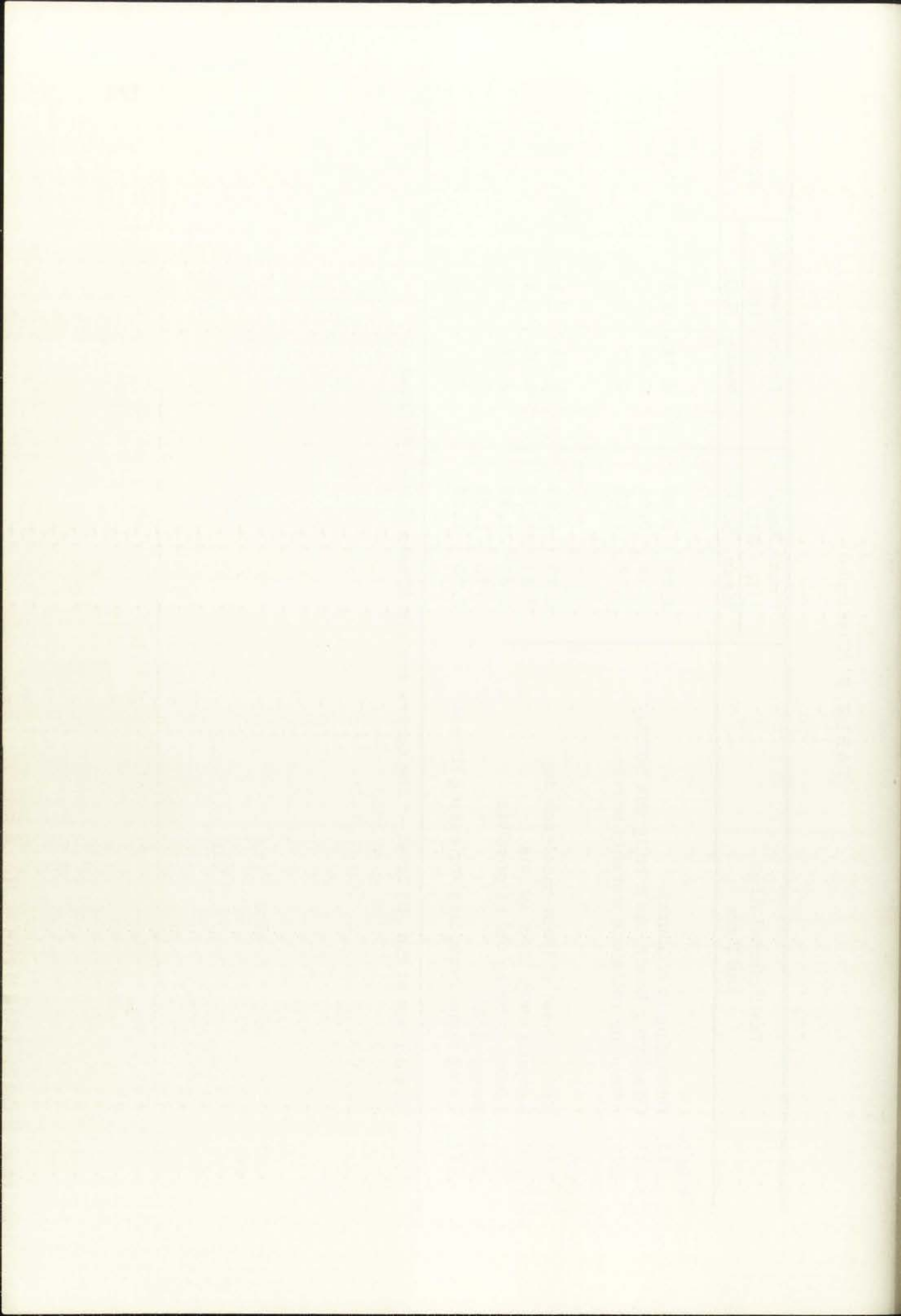


TABLE 7

DIFFERENCES IN VALUE ORIENTATIONS BETWEEN URBAN ANGLO BOYS AND
URBAN SPANISH AMERICAN MAJORITY BOYS

Institutional Area and Item	Urban Anglo Boys N = 129		Urban Spanish Boys N = 67		ANOVA F
	Mean	S. D.	Mean	S. D.	
	Education				
A 3. Finishing college	4.53	0.82	3.94	1.08	18.09
Family					
A12. Living close to parents	3.95	1.20	4.45	0.82	9.13
A14. Living with parents after married	1.40	0.81	1.91	1.38	10.56
A16. High school marriages	2.02	1.19	1.66	1.02	4.59 ^a
A22. Lending money to a relative	2.81	1.10	3.21	1.18	5.57 ^a
A23. Mothers being the "boss of the house"	1.73	0.97	2.10	1.20	5.48 ^a
Politics					
A27. Respecting the Governor of your state	3.81	0.98	4.24	0.85	9.30
A28. Respecting the U. S. Senators from your state	3.85	0.94	4.31	0.74	12.09
Economics					
A32. Finishing work before pleasure	3.91	1.06	4.22	1.02	3.98 ^a
A43. Banks	4.48	0.78	4.07	1.14	8.35
A44. Having an automatic washing machine in the home	4.21	0.89	3.57	1.10	19.24

^aSignificant at the .05 level -- others are significant at the .01 level.

TABLE 7 (Continued)

Institutional Area and Item	Urban Anglo Boys N = 129		Urban Spanish Boys N = 67		ANOVA F
	Mean	S. D.	Mean	S. D.	
Economics (continued)					
A45. Having an automatic clothes dryer in the home	3.74	1.01	3.25	1.06	9.75
A46. Having a modern, indoor toilet	4.77	0.60	4.55	0.89	4.07 ^a
A47. Having a modern gas or electric cook stove in the home	4.56	0.72	4.30	0.93	4.73 ^a
A48. Paved, four-lane highways	4.48	0.75	4.06	0.96	11.18
A50. Watering grass with lawn sprinklers	3.55	1.05	3.10	1.07	7.97
Recreation					
B 1. Having a dog as a pet	3.70	1.01	3.18	1.15	10.58
B 2. Cooking on a charcoal grill	3.26	1.08	2.82	1.11	7.19
B 6. Playing baseball	3.75	1.16	4.13	1.01	5.16 ^a
B12. Water-skiing	3.71	1.18	3.09	1.27	11.35
Religion					
B23. Belonging to a Church	4.19	1.00	4.67	0.74	11.86
B28. Attending religious worship services	3.84	1.07	4.16	1.07	4.03 ^a
Health					
B29. Eating meat at least once each day	4.11	1.02	3.57	1.20	10.91
B36. Being sick	1.65	0.94	2.13	1.33	8.80
B37. Using home remedies for curing illness	2.35	1.26	3.07	1.27	14.48

^aSignificant at the .05 level -- the others are significant at the .01 level.

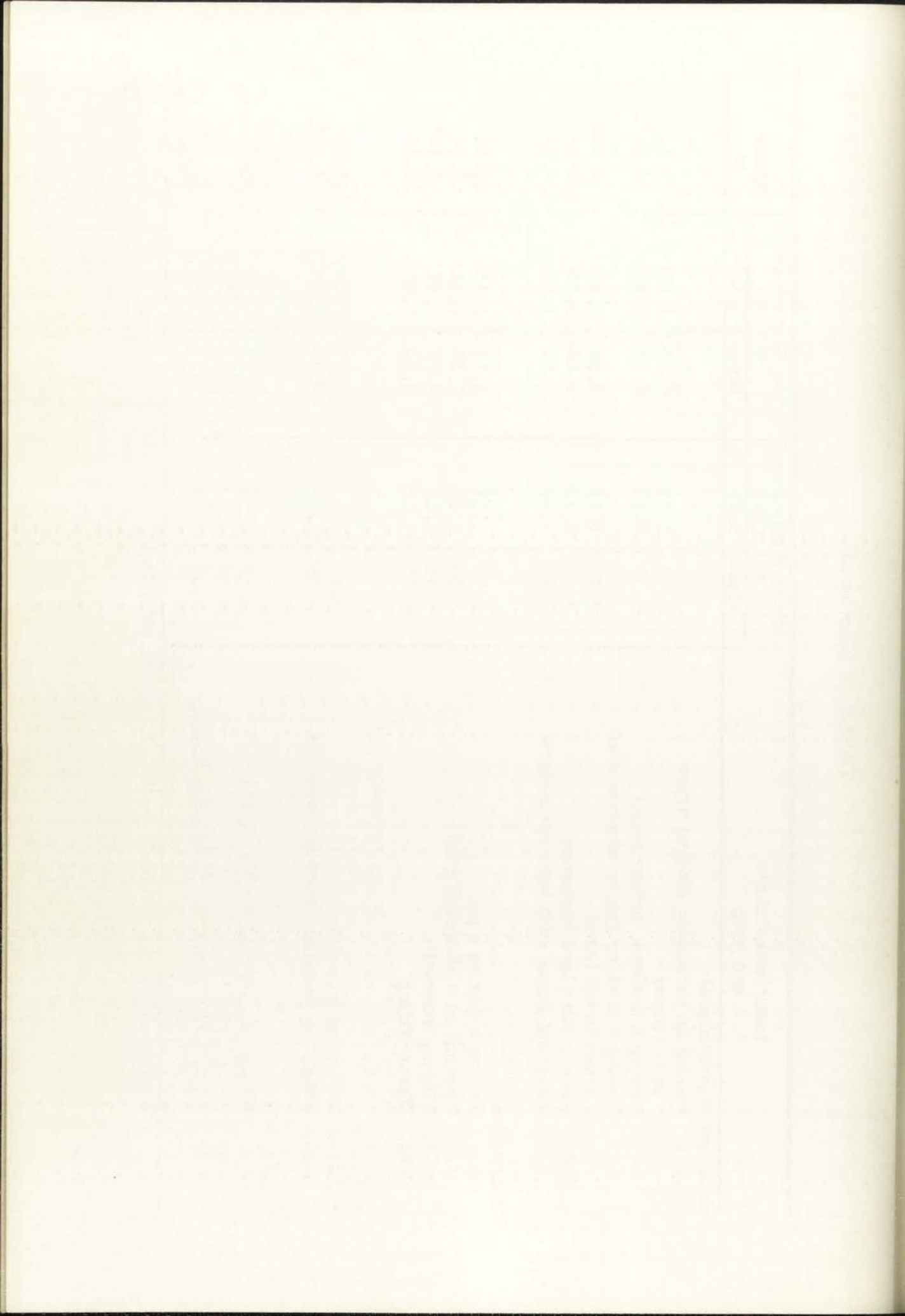


TABLE 8

DIFFERENCES IN VALUE ORIENTATIONS BETWEEN URBAN ANGLO GIRLS
AND URBAN SPANISH AMERICAN MAJORITY GIRLS

Institutional Area and Item	Urban Anglo Girls N = 141		Urban Spanish Girls N = 92		ANOVA F
	Mean	S. D.	Mean	S. D.	
	Education				
A 3. Finishing college	4.41	0.89	4.01	1.11	9.00
A 4. Ability to write English well	4.65	0.60	4.80	0.54	3.99 ^a
A 9. Reading books for fun	4.11	0.87	3.84	0.99	4.99 ^a
Family					
A12. Living close to parents	3.95	1.24	4.45	0.93	10.69
A13. Taking father's advice	4.04	0.98	4.47	0.68	12.88
A14. Living with parents after married	1.21	0.54	1.64	1.01	17.94
A15. Children having family chores	4.53	0.70	4.26	0.95	6.00 ^a
A16. High school marriages	1.84	1.00	2.13	1.18	4.14 ^a
A21. Family reunions	3.63	1.08	4.13	0.93	13.12
A22. Lending money to a relative	2.81	0.98	3.16	0.90	7.69
A23. Mother's being the "boss of the house"	2.01	1.10	2.72	1.33	19.09
Politics					
A27. Respecting the Governor of your state	4.07	0.94	4.35	0.79	5.41 ^a
Economics					
A44. Having an automatic washing machine in the home	4.23	0.86	3.43	1.00	40.78
A45. Having an automatic clothes dryer in the home	3.61	0.93	3.16	1.07	11.15

^aSignificant at the .05 level -- the others are significant at the .01 level.

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REPORT

TABLE 8 (Continued)

Institutional Area and Item	Urban Anglo Girls N = 141		Urban Spanish Girls N = 92		ANOVA F
	Mean	S. D.	Mean	S. D.	
	Economics (continued)				
A46. Having a modern, indoor toilet	4.89	0.32	4.46	1.04	20.82
A47. Having a modern gas or electric cook stove in the home	4.62	0.60	4.15	1.04	18.64
A50. Watering grass with lawn sprinklers	3.28	0.88	2.95	1.07	6.65 ^a
Recreation					
B 1. Having a dog as a pet	3.80	0.99	2.97	1.15	34.40
B 2. Cooking on a charcoal grill	3.24	0.85	2.61	1.03	25.21
B 3. Teen-agers kissing on a date	3.85	1.06	3.32	1.11	12.98
B 4. Dating before age fifteen	2.63	1.24	2.32	1.03	4.01 ^a
B 6. Playing baseball	3.47	0.99	3.84	0.97	7.64
B12. Water-skiing	3.79	1.00	3.24	1.08	15.49
B14. Going swimming	4.26	0.82	4.01	0.98	4.45 ^a
B16. Going fishing	3.45	1.08	3.14	1.05	4.58 ^a
B17. Social dancing	4.07	1.06	3.75	1.08	4.99 ^a
B18. Taking travel vacations	4.47	0.87	4.11	0.94	8.95
B19. Playing tennis	3.84	0.90	3.47	1.00	8.76
B21. Going to the movies	4.12	0.91	3.78	0.86	8.03
Religion					
B23. Belonging to a Church	4.37	0.97	4.78	0.60	13.14
B24. Observing Easter as a religious holiday	4.41	0.99	4.70	0.80	5.17 ^a
Health					
B29. Eating meat at least once each day	4.07	1.05	3.67	1.23	6.87

^aSignificant at the .05 level -- the others are significant at the .01 level.

1. The first part of the paper is devoted to the study of the

properties of the solutions of the system of equations

which are obtained by the method of characteristics

and the results are compared with those obtained by the

method of separation of variables. It is shown that the

method of characteristics is more accurate than the method

of separation of variables in the case of non-linear

equations. The results are also compared with those

obtained by the method of finite differences. It is shown

that the method of characteristics is more accurate than

the method of finite differences in the case of non-linear

equations. The results are also compared with those

obtained by the method of integral equations. It is shown

that the method of characteristics is more accurate than

the method of integral equations in the case of non-linear

equations. The results are also compared with those

obtained by the method of numerical solutions. It is shown

that the method of characteristics is more accurate than

TABLE 8 (Continued)

Institutional Area and Item	Urban Anglo Girls N = 141		Urban Spanish Girls N = 92		ANOVA F
	Mean	S. D.	Mean	S. D.	
	Health (continued)				
B30. Keeping away from germs	3.67	1.18	4.03	1.16	5.24 ^a
B31. Living to be as old as possible	3.43	1.23	3.92	1.13	9.59
B37. Using home remedies for curing illness	2.13	1.12	2.95	1.22	27.29

^aSignificant at the .05 level -- the others are significant at the .01 level.



TABLE 9

DIFFERENCES IN VALUE ORIENTATIONS BETWEEN THE URBAN ANGLO
SAMPLE AND THE RURAL SPANISH AMERICAN SAMPLE

Institutional Area and Item	Urban Anglo N = 270		Rural Spanish N = 48		ANOVA F
	Mean	S. D.	Mean	S. D.	
Education					
A 5. Ability to add, subtract, divide and multiply	4.75	0.52	4.51	0.68	7.63
A 9. Reading books for fun	3.91	1.02	3.40	1.20	9.23
A11. Arriving school on time	4.45	0.82	3.94	1.36	12.26
Family					
A13. Taking father's advice	4.04	0.95	4.38	0.98	5.19 ^a
A14. Living with parents after married	1.30	0.69	1.98	1.18	29.99
A15. Children having family chores	4.27	0.96	3.77	1.13	10.29
A20. Having separate bedrooms for brothers and sisters	4.31	1.00	3.72	1.41	12.20
A21. Family reunions	3.63	1.06	4.02	0.91	5.79 ^a
A22. Lending money to a relative	2.81	1.04	3.34	1.06	10.40
A23. Mothers being the "boss of the house"	1.88	1.05	2.53	1.38	13.95
Politics					
A27. Respecting the Governor of your state	3.94	0.97	4.28	1.03	4.61 ^a
A28. Respecting the U.S. Senators from your state	3.97	0.93	4.32	0.93	5.74 ^a

^aSignificant at the .05 level -- the others are significant at the .01 level.

TABLE 9 (Continued)

Institutional Area and Item	Urban Anglo N = 270		Rural Spanish N = 48		ANOVA F
	Mean	S. D.	Mean	S. D.	
Economics					
A34. Wearing a business suit (for men); wearing nylon hose (for women)	3.66	1.02	3.98	0.91	4.03 ^a
A38. Having a life insurance policy	4.62	0.71	4.32	0.90	6.50 ^a
A40. Having electricity in the house	4.77	0.56	4.28	1.05	22.41
A41. Having piped water in the house	4.79	0.51	4.13	0.98	46.69
A43. Banks	4.51	0.75	4.19	0.98	6.40 ^a
A44. Having an automatic washing machine in the home	4.22	0.88	3.21	1.24	45.56
A45. Having an automatic clothes dryer in the home	3.67	0.97	3.36	1.04	3.92 ^a
A46. Having a modern, indoor toilet	4.83	0.48	4.23	1.08	38.37
A47. Having a modern gas or electric cook stove in the home	4.59	0.66	3.66	1.10	62.46
A48. Paved, four-lane highways	4.32	0.84	3.79	1.49	12.09
A50. Watering grass with lawn sprinklers	3.41	0.97	2.91	1.29	9.32
Recreation					
B 1. Having a dog as a pet	3.75	1.00	2.98	1.34	21.21
B 3. Teen-agers kissing on a date	4.04	0.98	3.64	1.31	5.98 ^a
B 6. Playing baseball	3.61	1.08	4.06	0.86	7.48
B 7. Playing basketball	3.69	1.07	4.04	0.90	4.56 ^a
B 9. Watching a basketball game	3.39	1.02	3.70	0.94	3.94 ^a

^aSignificant at the .05 level -- the others are significant at the .01 level.

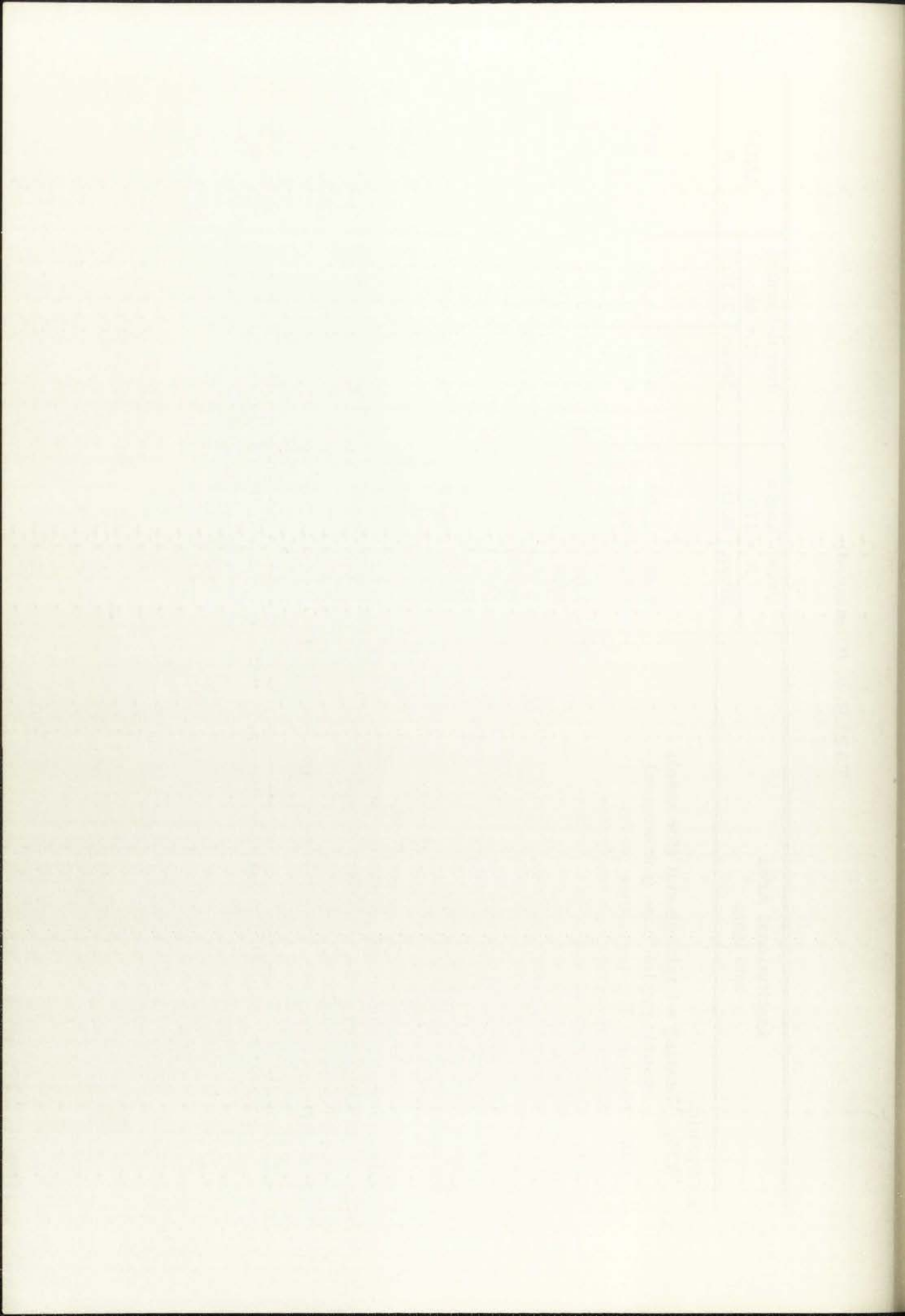


TABLE 9 (Continued)

Institutional Area and Item	Urban Anglo N = 270		Rural Spanish N = 48		ANOVA F
	Mean	S. D.	Mean	S. D.	
	Recreation (continued)				
B10. Playing football (for boys); watching a football game (for girls)	3.69	1.13	3.19	1.16	7.42
B12. Water-skiing	3.79	1.09	3.23	0.99	9.07
B14. Going swimming	4.18	0.93	3.70	1.11	9.79
B18. Taking travel vacations	4.35	0.88	3.94	1.04	8.37
B19. Playing tennis	3.65	0.97	3.11	0.99	12.25
Religion					
B23. Belonging to a Church	4.29	0.99	4.64	0.76	5.42 ^a
Health					
B29. Eating meat at least once each day	4.09	1.03	3.43	1.18	15.70
B31. Living to be as old as possible	3.59	1.23	3.19	1.21	4.28 ^a
B32. Taking immunization shots to prevent diseases	4.66	0.74	4.19	0.98	14.48
B35. Taking a bath each day	4.44	0.80	3.98	0.91	12.41
B37. Using home remedies for curing illness	2.23	1.20	2.81	1.23	9.12

^aSignificant at the .05 level -- the others are significant at the .01 level.

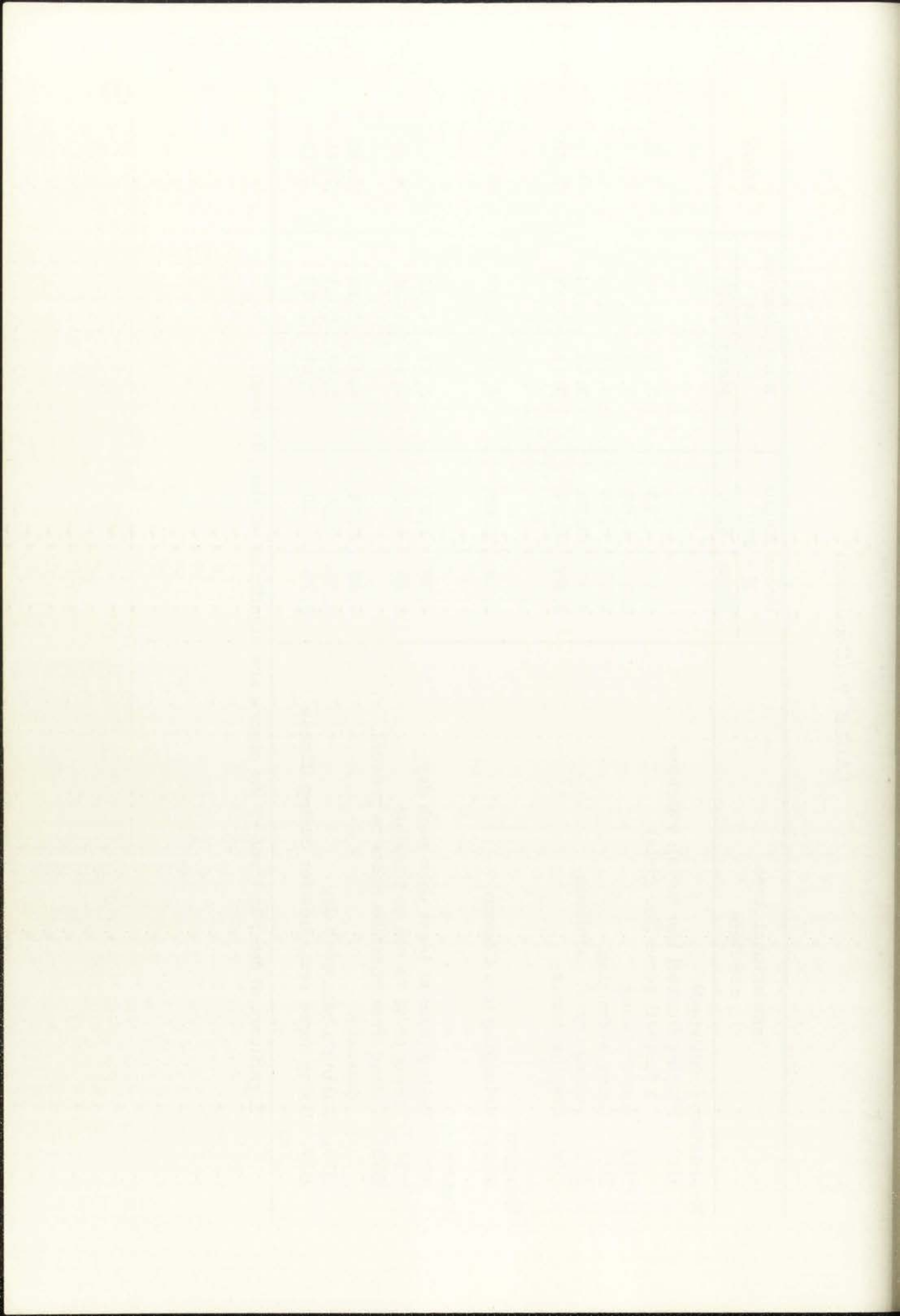


TABLE 10

DIFFERENCES IN VALUE ORIENTATIONS BETWEEN URBAN ANGLO BOYS
AND RURAL SPANISH AMERICAN BOYS

Institutional Area and Item	Urban Anglo Boys N = 129		Rural Spanish Boys N = 25		ANOVA F
	Mean	S. D.	Mean	S. D.	
Education					
A 5. Ability to add, subtract, divide and multiply	4.74	0.59	4.40	0.80	6.01 ^a
A11. Arriving school on time	4.31	0.94	3.64	1.38	8.86
Family					
A14. Living with parents after married	1.40	0.81	1.92	1.13	7.41
A20. Having separate bedrooms for brothers and sisters	4.19	0.97	3.60	1.47	6.39 ^a
A23. Mothers being the "boss of the house"	1.73	0.97	2.36	1.35	7.50
Politics					
A28. Respecting the U.S. Senators from your state	3.85	0.94	4.28	0.96	4.24 ^a
Economics					
A38. Having a life insurance policy	4.55	0.79	4.16	1.08	4.55 ^a
A40. Having electricity in the house	4.75	0.58	4.36	0.89	7.79
A41. Having piped water in the house	4.78	0.50	4.04	1.08	29.19
A44. Having an automatic washing machine in the home	4.21	0.89	3.24	1.11	22.43

^aSignificant at the .05 level -- the others are significant at the .01 level.

TABLE 10 (Continued)

Institutional Area and Item	Urban Anglo Boys N = 129		Rural Spanish Boys N = 25		ANOVA F
	Mean	S. D.	Mean	S. D.	
	Economics (continued)				
A45. Having an automatic clothes dryer in the home	3.74	1.01	2.84	0.97	16.55
A46. Having a modern, indoor toilet	4.77	0.60	4.20	1.13	13.15
A47. Having a modern gas or electric cook stove in the home	4.56	0.72	3.52	1.24	32.75
A48. Paved, four-lane highways	4.48	0.75	3.44	1.58	25.63
A50. Watering grass with lawn sprinklers	3.55	1.05	2.80	1.30	9.90
Recreation					
B 1. Having a dog as a pet	3.70	1.01	2.76	1.30	16.12
B10. Playing football (for boys); watching a football game (for girls)	3.86	1.11	3.08	1.06	10.35
B18. Taking travel vacations	4.22	0.87	3.76	1.11	5.33 ^a
B19. Playing tennis	3.44	1.01	3.00	0.94	4.00 ^a
B21. Going to the movies	4.01	0.85	3.40	1.13	9.33
Health					
B29. Eating meat at least once each day	4.11	1.02	3.48	1.14	7.58
B35. Taking a bath each day	4.31	0.88	3.76	1.03	7.50
B36. Being sick	1.65	0.94	2.16	1.46	5.01 ^a
B37. Using home remedies for curing illness	2.35	1.26	2.96	1.25	4.91 ^a

^aSignificant at the .05 level -- the others are significant at the .01 level.

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TABLE 11

DIFFERENCES IN VALUE ORIENTATIONS BETWEEN URBAN ANGLO GIRLS
AND RURAL SPANISH AMERICAN GIRLS

Institutional Area and Item	Urban Anglo Girls N = 141		Rural Spanish Girls N = 23		ANOVA F
	Mean	S. D.	Mean	S. D.	
	Education				
A 9. Reading books for fun	4.11	0.87	3.50	1.03	8.85
Family					
A14. Living with parents after married	1.21	0.54	2.05	1.22	28.91
A15. Children having family chores	4.53	0.70	3.59	1.07	28.39
A20. Having separate bedrooms for brothers and sisters	4.43	1.01	3.86	1.32	5.37 ^a
A21. Family reunions	3.63	1.08	4.18	0.78	5.23 ^a
A22. Lending money to a relative	2.81	0.98	3.68	0.82	15.46
A23. Mothers being the "boss of the house"	2.01	1.10	2.73	1.39	7.35
Economics					
A39. Having a steady job	4.90	0.34	4.64	0.57	8.92
A40. Having electricity in the house	4.79	0.54	4.18	1.19	15.23
A41. Having piped water in the house	4.79	0.53	4.23	0.85	17.11
A43. Banks	4.54	0.71	4.18	1.03	4.05 ^a
A44. Having an automatic washing machine in the home	4.23	0.86	3.18	1.37	22.84

^aSignificant at the .05 level -- the others are significant at the .01 level.

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TABLE 11 (Continued)

Institutional Area and Item	Urban Anglo Girls N = 141		Rural Spanish Girls N = 23		ANOVA F
	Mean	S. D.	Mean	S. D.	
	Economics (continued)				
A46. Having a modern, indoor toilet	4.89	0.32	4.27	1.01	31.29
A47. Having a modern gas or electric cook stove in the home	4.62	0.60	3.82	0.89	28.77
Recreation					
B 1. Having a dog as a pet	3.80	0.99	3.23	1.35	5.66 ^a
B 6. Playing baseball	3.47	0.99	4.23	0.67	11.84
B 7. Playing basketball	3.52	1.01	4.05	0.98	5.10 ^a
B12. Water-skiing	3.79	1.00	3.23	1.17	5.60 ^a
B14. Going swimming	4.26	0.82	3.50	1.44	12.63
B15. Watching television	3.47	1.07	4.00	1.09	4.55 ^a
B19. Playing tennis	3.84	0.90	3.23	1.04	8.45
Health					
B29. Eating meat at least once each day	4.07	1.05	3.36	1.23	8.18
B31. Living to be as old as possible	3.43	1.23	2.86	1.06	4.13 ^a
B32. Taking immunization shots to prevent diseases	4.76	0.58	4.18	1.03	14.64
B35. Taking a bath each day	4.56	0.70	4.23	0.67	4.22 ^a

^aSignificant at the .05 level -- the others are significant at the .01 level.

Date	Description	Debit	Credit	Balance
1890				
Jan 1	Balance forward			
Jan 15	...			
Jan 30	...			
Feb 15	...			
Feb 28	...			
Mar 15	...			
Mar 31	...			
Apr 15	...			
Apr 30	...			
May 15	...			
May 31	...			
Jun 15	...			
Jun 30	...			
Jul 15	...			
Jul 31	...			
Aug 15	...			
Aug 31	...			
Sep 15	...			
Sep 30	...			
Oct 15	...			
Oct 31	...			
Nov 15	...			
Nov 30	...			
Dec 15	...			
Dec 31	...			

Journal of Accounting

TABLE 12

DIFFERENCES IN VALUE ORIENTATIONS BETWEEN THE URBAN
SPANISH AMERICAN MINORITY SAMPLE AND THE
RURAL SPANISH AMERICAN SAMPLE

Institutional Area and Item	Spanish Urban N = 72		Spanish Rural N = 48		ANOVA F
	Mean	S. D.	Mean	S. D.	
	Education				
A11. Arriving school on time	4.44	0.91	3.94	1.36	5.86 ^a
Family					
A14. Living with parents after married	1.58	0.95	1.98	1.18	3.99 ^a
A20. Having separate bedrooms for brothers and sisters	4.24	0.99	3.72	1.41	5.32 ^a
A21. Family reunions	3.61	1.11	4.02	0.91	4.37 ^a
Politics					
A25. Policemen	3.79	1.49	4.38	0.91	5.85 ^a
A28. Respecting the U. S. Senators from your state	3.96	0.86	4.32	0.93	4.65 ^a
Economics					
A38. Having a life insurance policy	4.65	0.75	4.32	0.90	4.72 ^a
A40. Having electricity in the house	4.82	0.45	4.28	1.05	14.84
A41. Having piped water in the house	4.68	0.62	4.13	0.98	13.94
A43. Banks	4.53	0.74	4.19	0.98	4.42 ^a
A44. Having an automatic washing machine in the home	4.13	0.93	3.21	1.24	20.70

^aSignificant at the .05 level -- the others are significant at the .01 level.

REPORT ON THE PROGRESS OF THE
RESEARCH WORK DURING THE YEAR
1912

1912

TABLE 12 (Continued)

Institutional Area and Item	Spanish Urban N = 72		Spanish Rural N = 48		ANOVA F
	Mean	S. D.	Mean	S. D.	
Economics (Continued)					
A46. Having a modern, indoor toilet	4.78	0.58	4.23	1.08	12.47
A47. Having a modern gas or electric cook stove in the home	4.54	0.76	3.66	1.10	26.30
A48. Paved, four-lane highways	4.29	0.89	3.79	1.49	5.27 ^a
A49. Having an alarm clock in the home	3.40	1.01	3.81	1.00	4.54 ^a
Recreation					
B 3. Teen-agers kissing on a date	4.14	0.89	3.64	1.31	6.07 ^a
B 5. Listening to Rock and Roll music	4.40	0.79	3.94	1.04	7.54
B 6. Playing baseball	3.68	1.04	4.06	0.86	4.35 ^a
B 7. Playing basketball	3.67	1.05	4.04	0.90	3.99 ^a
B10. Playing football (for boys); watching a football game (for girls)	3.64	1.21	3.19	1.16	3.97 ^a
B14. Going swimming	4.08	0.91	3.70	1.11	4.12 ^a
B19. Playing tennis	3.49	0.96	3.11	0.99	4.27 ^a
Religion					
B27. Singing religious hymns	3.28	1.10	3.77	0.93	6.25 ^a
Health					
B29. Eating meat at least once each day	3.87	1.20	3.43	1.18	3.97 ^a
B31. Living to be as old as possible	3.71	1.18	3.19	1.21	5.22 ^a
B32. Taking immunization shots to prevent diseases	4.60	0.89	4.19	0.98	5.34 ^a

^aSignificant at the .05 level -- the others are significant at the .01 level.

1. The first part of the report is a general introduction to the subject.

2. The second part is a detailed description of the methods used in the investigation.

3. The third part is a discussion of the results obtained and their significance.

4. The fourth part is a conclusion and a list of references.

5. The fifth part is a list of the names of the persons who assisted in the work.

6. The sixth part is a list of the names of the persons who have read the report.

7. The seventh part is a list of the names of the persons who have approved the report.

8. The eighth part is a list of the names of the persons who have signed the report.

9. The ninth part is a list of the names of the persons who have read the report.

10. The tenth part is a list of the names of the persons who have approved the report.

11. The eleventh part is a list of the names of the persons who have signed the report.

12. The twelfth part is a list of the names of the persons who have read the report.

13. The thirteenth part is a list of the names of the persons who have approved the report.

14. The fourteenth part is a list of the names of the persons who have signed the report.

15. The fifteenth part is a list of the names of the persons who have read the report.

16. The sixteenth part is a list of the names of the persons who have approved the report.

17. The seventeenth part is a list of the names of the persons who have signed the report.

18. The eighteenth part is a list of the names of the persons who have read the report.

19. The nineteenth part is a list of the names of the persons who have approved the report.

20. The twentieth part is a list of the names of the persons who have signed the report.

TABLE 13

DIFFERENCES IN VALUE ORIENTATIONS BETWEEN THE URBAN SPANISH
AMERICAN MAJORITY SAMPLE AND THE URBAN SPANISH
AMERICAN MINORITY SAMPLE

	Institutional Area and Item	Urban Majority N = 159		Urban Minority N = 72		ANOVA F
		Mean	S. D.	Mean	S. D.	
Education						
A 1.	Finishing high school	4.85	0.55	4.99	0.12	4.32 ^a
A 3.	Finishing college	3.98	1.10	4.42	0.76	9.26
A10.	Doing school homework	4.50	0.85	4.22	1.19	3.92 ^a
Family						
A12.	Living close to parents	4.45	0.88	3.86	1.33	15.56
A21.	Family reunions	4.05	1.04	3.61	1.11	8.40
Politics						
A26.	Court judges	4.09	1.08	3.63	1.25	8.18
A27.	Respecting the Governor of your state	4.30	0.81	3.93	0.99	8.88
A28.	Respecting the U. S. Senators from your state	4.31	0.83	3.96	0.86	8.53
A30.	Attending a political precinct meeting	3.23	1.13	2.87	0.97	5.16 ^a
Economics						
A43.	Banks	4.23	0.98	4.53	0.74	5.32 ^a
A44.	Having an automatic washing machine in the home	3.49	1.05	4.13	0.93	19.39

^aSignificant at the .05 level -- the others are significant at the .01 level.

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(Page 1)

TABLE 13 (Continued)

Institutional Area and Item	Urban Majority N = 159		Urban Minority N = 72		ANOVA F
	Mean	S. D.	Mean	S. D.	
Economics (continued)					
A45. Having an automatic clothes dryer in the home	3.20	1.06	3.58	1.10	6.20 ^a
A46. Having a modern, indoor toilet	4.50	0.98	4.78	0.58	5.08 ^a
A47. Having a modern gas or electric cook stove in the home	4.21	1.00	4.54	0.76	6.08 ^a
A49. Having an alarm clock in the home	3.70	1.01	3.40	1.01	4.22 ^a
Recreation					
B 2. Cooking on a charcoal grill	2.70	1.07	3.21	0.93	12.14
B 3. Teen-agers kissing on a date	3.62	1.10	4.14	0.89	12.10
B 5. Listening to Rock and Roll music	3.96	0.96	4.40	0.79	11.52
B21. Going to the movies	3.77	0.91	4.11	0.87	6.92 ^a
Religion					
B23. Belonging to a Church	4.74	0.67	4.47	0.91	6.03 ^a
B25. Having a Holy Bible in the house	4.48	0.78	4.22	1.11	3.99 ^a
B27. Singing religious hymns	3.65	1.10	3.28	1.10	5.77 ^a
Health					
B30. Keeping away from germs	4.06	1.13	3.68	1.38	4.69 ^a

^aSignificant at the .05 level -- the others are significant at the .01 level.

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Date	Description	Amount	Balance
1890	Jan 1	100.00	100.00
1891	Feb 1	50.00	50.00
1892	Mar 1	25.00	25.00
1893	Apr 1	12.50	12.50
1894	May 1	6.25	6.25

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1895

TABLE 14

DIFFERENCES IN VALUE ORIENTATIONS BETWEEN THE URBAN
ANGLO SAMPLE AND THE RURAL ANGLO SAMPLE

Institutional Area and Item	Urban Anglo N = 270		Rural Anglo N = 41		ANOVA F
	Mean	S. D.	Mean	S. D.	
Education					
A 4. Ability to write English well	4.60	0.65	4.93	0.26	10.20
A 6. Regular school attendance	4.44	0.78	4.71	0.55	4.29 ^a
Family					
A13. Taking father's advice	4.04	0.95	4.56	0.66	11.45
A15. Children having family chores	4.27	0.96	4.59	0.90	3.98 ^a
Politics					
A28. Respecting the U. S. Senators from your state	3.97	0.93	4.19	0.80	6.72 ^a
Economics					
A32. Finishing work before pleasure	4.12	0.97	4.59	0.70	13.98
Recreation					
B 7. Playing basketball	3.69	1.07	4.39	0.82	16.12
B 8. Watching a baseball game	3.25	1.02	3.71	1.19	6.72 ^a
B 9. Watching a basketball game	3.39	1.02	3.83	1.17	6.46 ^a
B11. Roller-skating	3.30	1.10	3.85	1.03	9.25

^aSignificant at the .05 level -- the others are significant at the .01 level.

TABLE 14 (Continued)

Institutional Area and Item	Urban Anglo N = 270		Rural Anglo N = 41		ANOVA F
	Mean	S.D.	Mean	S.D.	
	Religion				
B23. Belonging to a Church	4.29	0.99	4.78	0.41	9.99
B25. Having a Holy Bible in the house	4.36	1.00	4.76	0.73	5.86a
B26. Praying	4.33	0.94	4.73	0.54	7.06a
B27. Singing religious hymns	3.49	1.12	4.22	0.72	16.55
B28. Attending religious worship services	4.06	1.03	4.49	0.77	6.66a
Health					
B31. Living to be as old as possible	3.59	1.23	4.22	0.98	9.73

aSignificant at the .05 level -- the others are significant at the .01 level.

TABLE 15

DIFFERENCES IN VALUE ORIENTATIONS BETWEEN URBAN ANGLO BOYS
AND RURAL ANGLO BOYS

Institutional Area and Item	Urban Anglo Boys N = 129		Rural Anglo Boys N = 23		ANOVA F
	Mean	S. D.	Mean	S. D.	
	Education				
A 4. Ability to write English well	4.54	0.70	4.91	0.28	6.26 ^a
A 8. Using public libraries	3.80	0.91	4.22	0.88	4.12 ^a
Family					
A13. Taking father's advice	4.03	0.92	4.48	0.77	4.78 ^a
Politics					
A28. Respecting the U. S. Senators from your state	3.85	0.94	3.40	1.05	5.84 ^a
Economics					
A32. Finishing work before pleasure	3.91	1.06	4.57	0.77	7.95
Recreation					
B 7. Playing basketball	3.87	1.10	4.52	0.83	7.28
B 8. Watching a baseball game	3.26	1.09	3.78	1.38	4.03 ^a
B 9. Watching a basketball game	3.39	1.04	3.91	1.18	4.68 ^a
B11. Roller-skating	3.08	1.16	3.87	1.08	9.06

^aSignificant at the .05 level -- the others are significant at the .01 level.

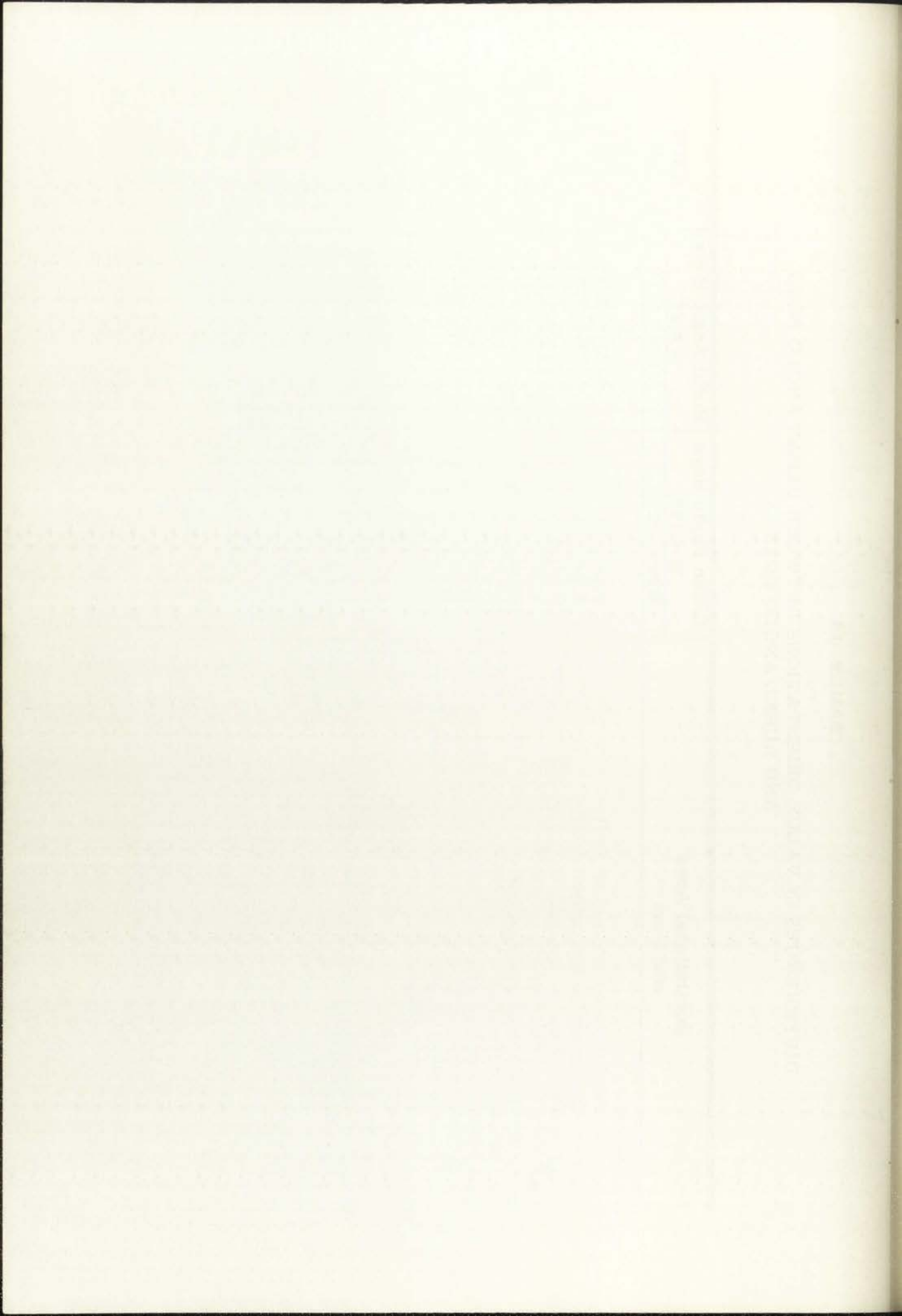


TABLE 15 (Continued)

Institutional Area and Item	Urban Anglo Boys N = 129		Rural Anglo Boys N = 23		ANOVA F
	Mean	S. D.	Mean	S. D.	
	Religion				
B25. Having a Holy Bible in the house	4.22	1.05	4.78	0.51	6.22 ^a
B27. Singing religious hymns	3.24	1.10	4.09	0.78	12.39
B28. Attending religious worship services	3.84	1.07	4.43	0.77	5.43 ^a
Health					
B31. Living to be as old as possible	3.77	1.20	4.35	0.87	4.84 ^a

^aSignificant at the .05 level -- the others are significant at the .01 level.

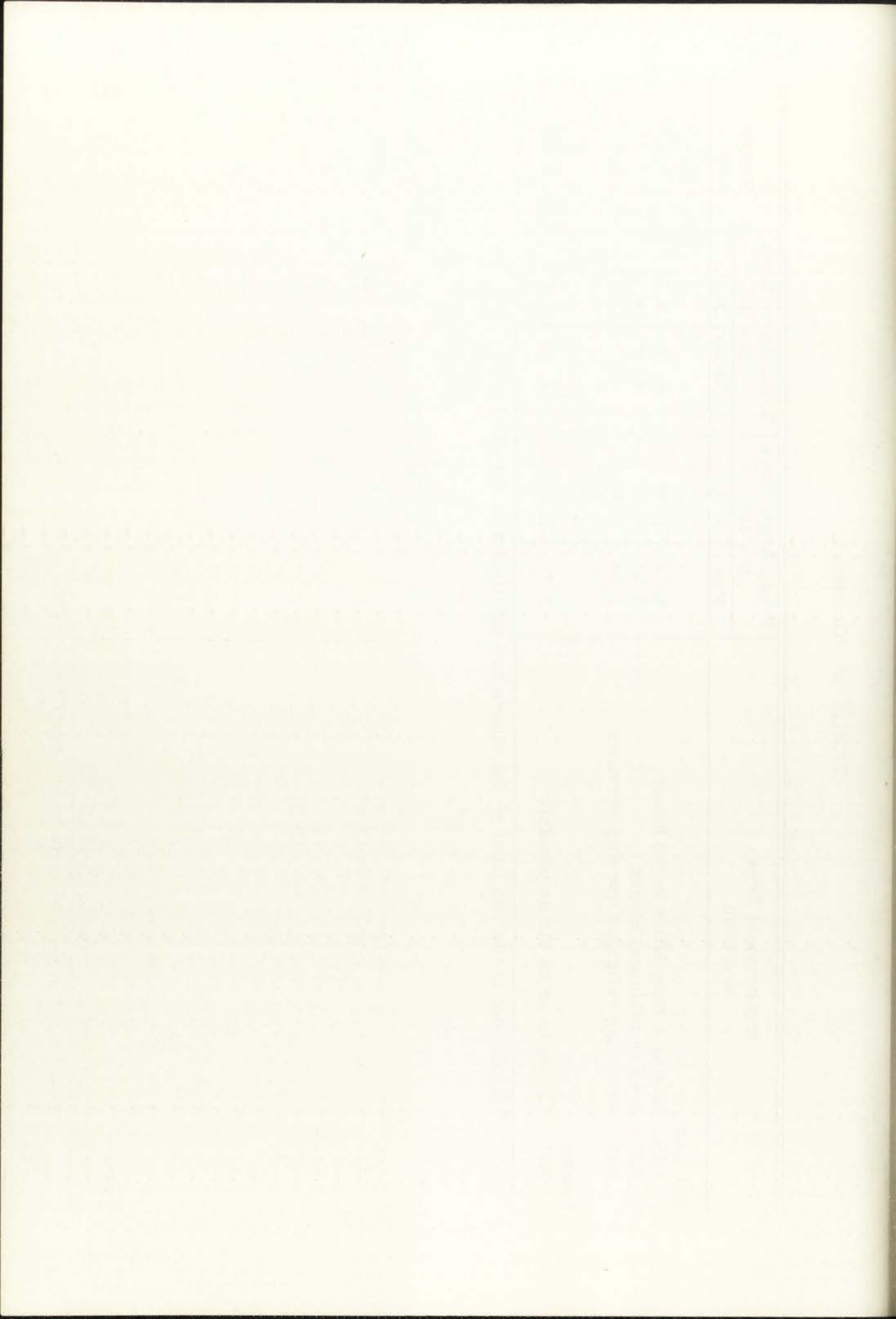


TABLE 16

DIFFERENCES IN VALUE ORIENTATIONS BETWEEN URBAN ANGLO GIRLS
AND RURAL ANGLO GIRLS

Institutional Area and Item	Urban Anglo Girls N = 141		Rural Anglo Girls N = 18		ANOVA F
	Mean	S. D.	Mean	S. D.	
Education					
A 4. Ability to write English well	4.65	0.60	4.94	0.23	4.25 ^a
Family					
A13. Taking father's advice	4.04	0.98	4.67	0.47	6.93
Politics					
A28. Respecting the U. S. Senators from your state	4.07	0.91	4.56	0.76	4.64 ^a
Economics					
A32. Finishing work before pleasure	4.31	0.84	4.89	0.31	8.22
Recreation					
B 3. Teen-agers kissing on a date	3.85	1.06	4.39	0.76	4.35 ^a
B 7. Playing basketball	3.52	1.01	4.22	0.79	7.93
Religion					
B23. Belonging to a Church	4.37	0.97	4.89	0.31	5.03 ^a
B26. Praying	4.45	0.88	4.89	0.31	4.34 ^a
B27. Singing religious hymns	3.71	1.08	4.39	0.59	6.63 ^a
Health					
B31. Living to be as old as possible	3.43	1.23	4.06	1.08	4.23 ^a

^aSignificant at the .05 level -- the others are significant at the .01 level.

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY

1957

TABLE 17

DIFFERENCES IN VALUE ORIENTATIONS BETWEEN THE URBAN SPANISH
AMERICAN MAJORITY SAMPLE AND THE RURAL SPANISH
AMERICAN SAMPLE

Institutional Area and Item	Spanish Majority N = 159		Spanish Rural N = 48		ANOVA F
	Mean	S. D.	Mean	S. D.	
	Education				
A 5. Ability to add, subtract, divide and multiply	4.74	0.60	4.51	0.68	4.77 ^a
A11. Arriving school on time	4.58	0.79	3.94	1.36	16.46
Family					
A12. Living close to parents	4.45	0.88	3.84	1.12	15.47
A17. Married couples having many children	3.16	1.01	2.81	0.91	4.59 ^a
A20. Having separate bedrooms for brothers and sisters	4.23	1.03	3.72	1.41	7.17
Economics					
A40. Having electricity in the house	4.74	0.65	4.28	1.05	13.61
A41. Having piped water in the house	4.67	0.70	4.13	0.98	17.71
A47. Having a modern gas or electric cook stove in the home	4.21	1.00	3.66	1.10	10.56
Recreation					
B10. Playing football (for boys); watching a football game (for girls)	3.61	1.12	3.19	1.16	4.93 ^a

^aSignificant at the .05 level -- the others are significant at the .01 level.

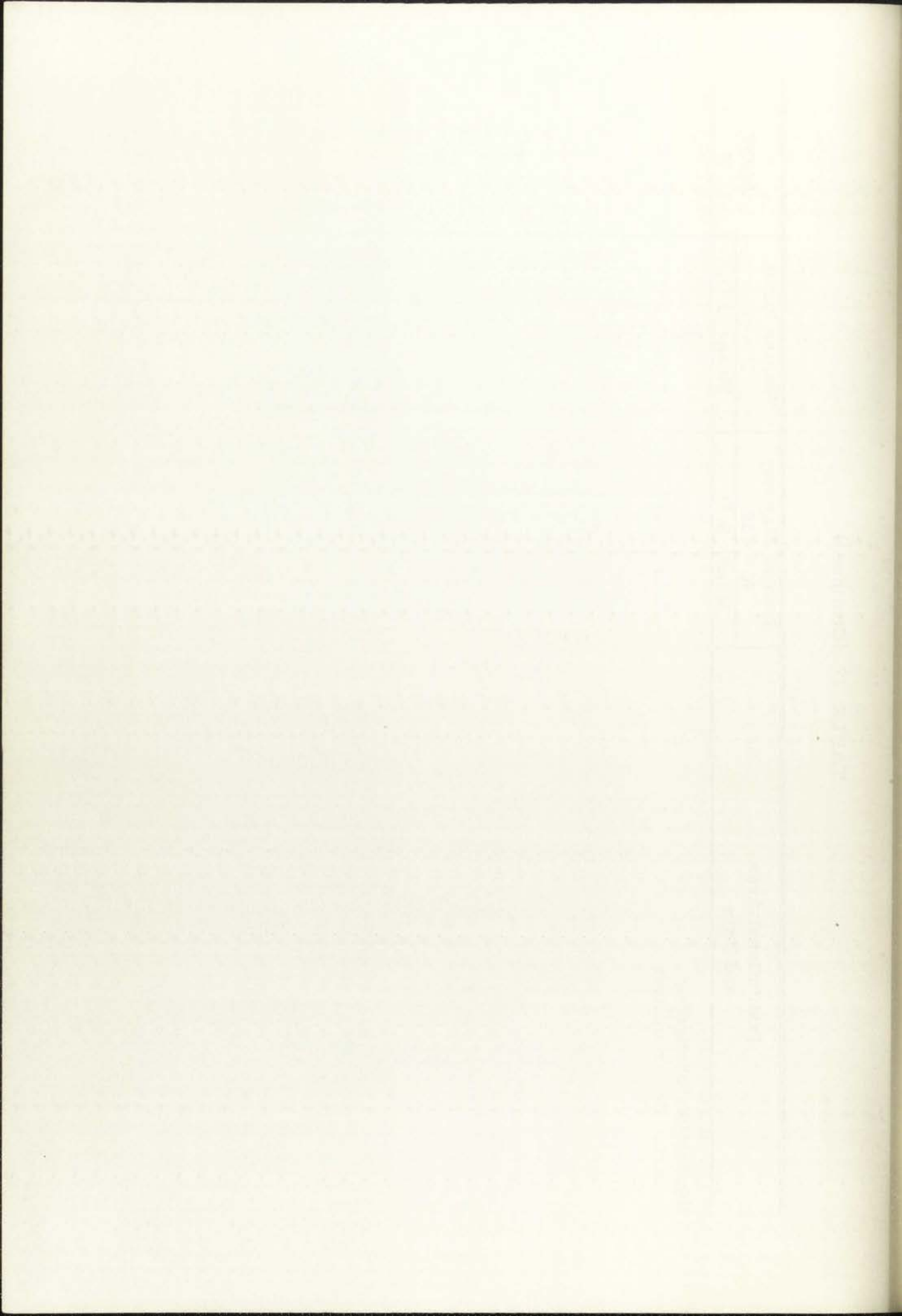
Year	1900	1905	1910	1915	1920	1925	1930	1935	1940	1945	1950	1955	1960	1965	1970	1975	1980	1985	1990	1995	2000	2005	2010	2015	2020																																																																																																																																																												
Population	100	105	110	115	120	125	130	135	140	145	150	155	160	165	170	175	180	185	190	195	200	205	210	215	220	225	230	235	240	245	250	255	260	265	270	275	280	285	290	295	300	305	310	315	320	325	330	335	340	345	350	355	360	365	370	375	380	385	390	395	400	405	410	415	420	425	430	435	440	445	450	455	460	465	470	475	480	485	490	495	500	505	510	515	520	525	530	535	540	545	550	555	560	565	570	575	580	585	590	595	600	605	610	615	620	625	630	635	640	645	650	655	660	665	670	675	680	685	690	695	700	705	710	715	720	725	730	735	740	745	750	755	760	765	770	775	780	785	790	795	800	805	810	815	820	825	830	835	840	845	850	855	860	865	870	875	880	885	890	895	900	905	910	915	920	925	930	935	940	945	950	955	960	965	970	975	980	985	990	995	1000

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TABLE 17 (Continued)

Institutional Area and Item	Spanish Majority N = 159		Spanish Rural N = 48		ANOVA F
	Mean	S.D.	Mean	S.D.	
Recreation (continued)					
B11. Roller-skating	3.51	1.15	3.09	1.09	4.98 ^a
Religion					
B22. Trying to live by the Ten Commandments	4.39	0.96	4.00	1.15	5.41 ^a
Health					
B31. Living to be as old as possible	3.92	1.14	3.19	1.21	14.10
B32. Taking immunization shots to prevent diseases	4.62	0.78	4.19	0.98	9.64
B35. Taking a bath each day	4.37	0.95	3.98	0.91	6.26 ^a

^aSignificant at the .05 level -- the others are significant at the .01 level.



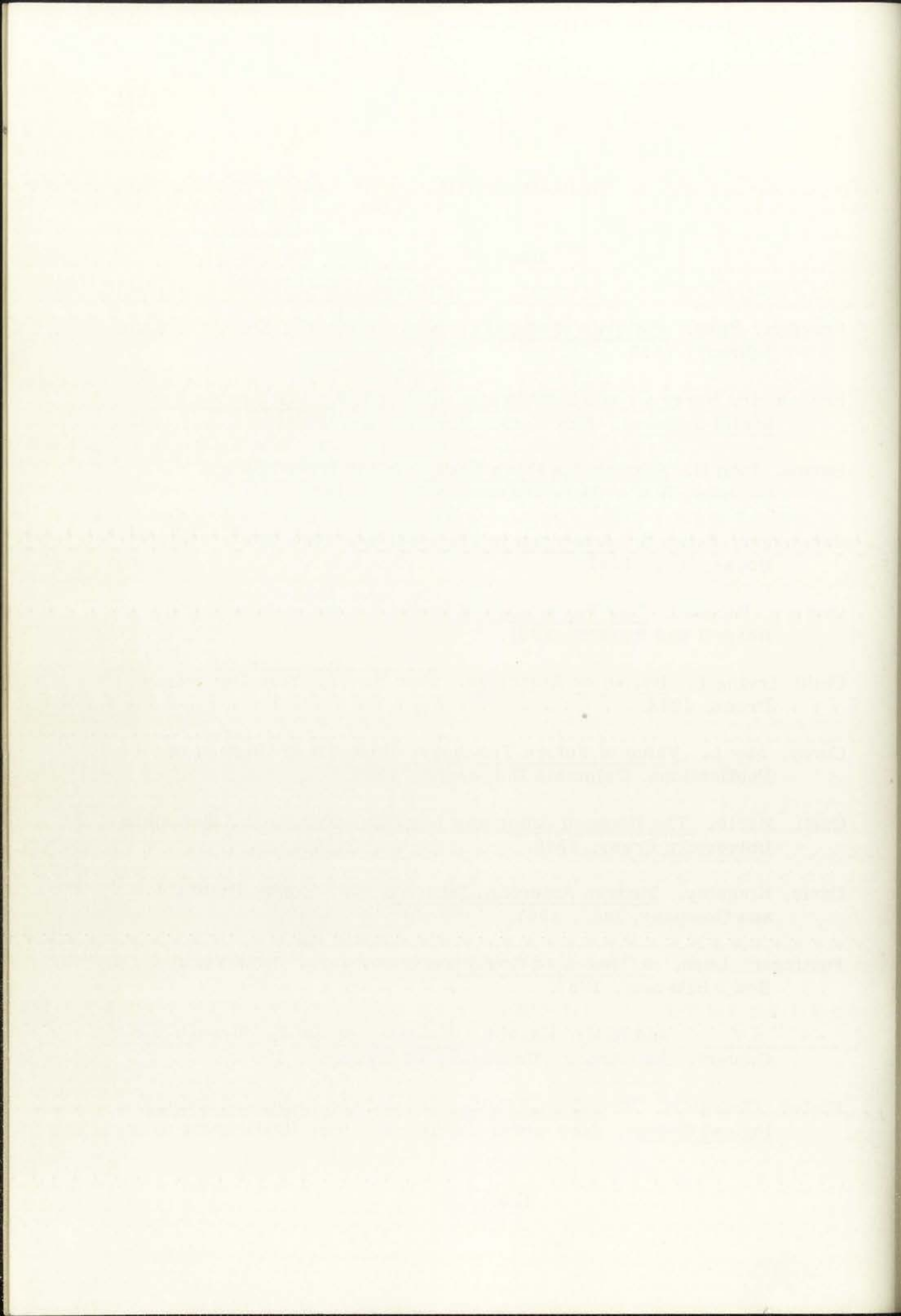
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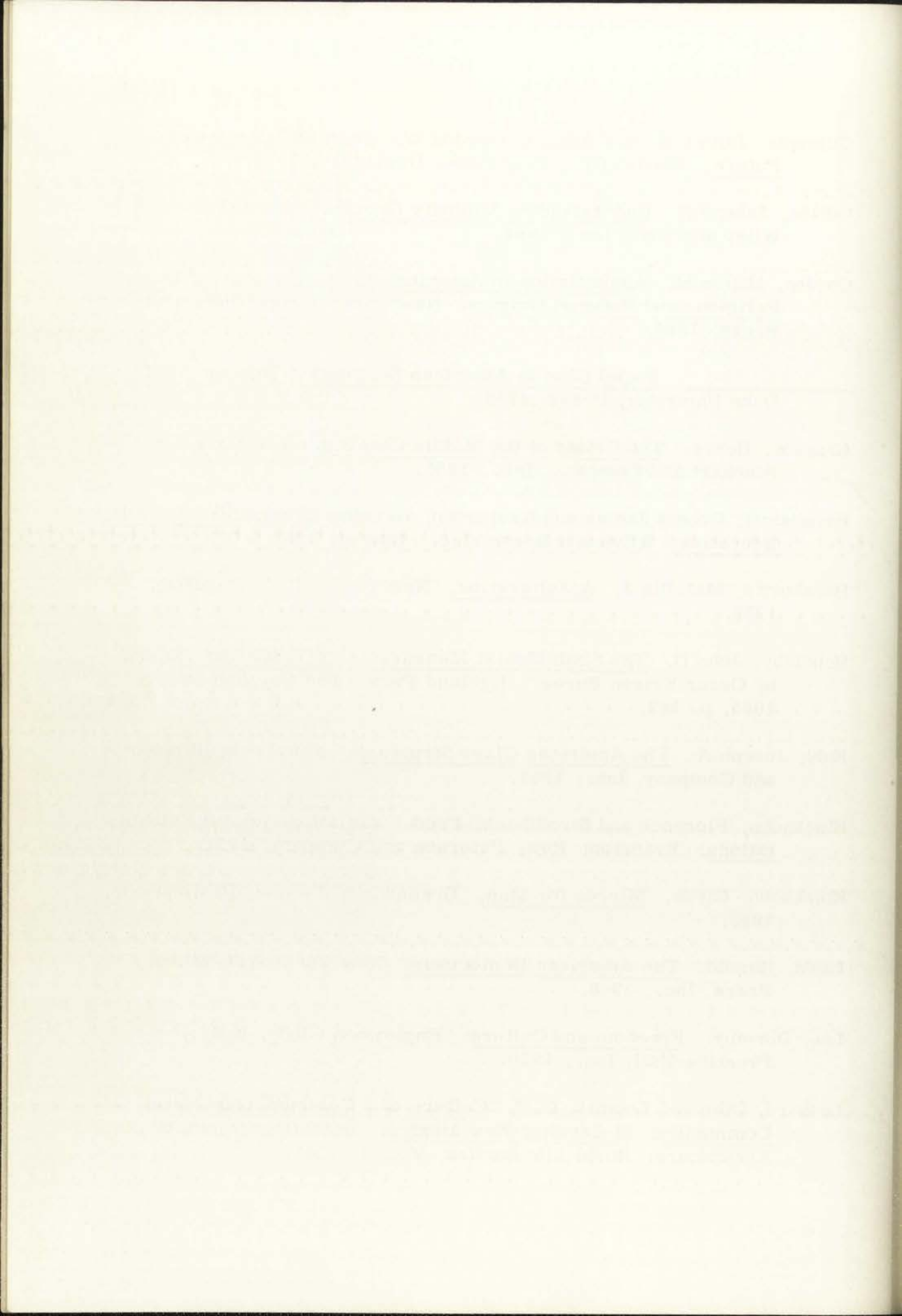
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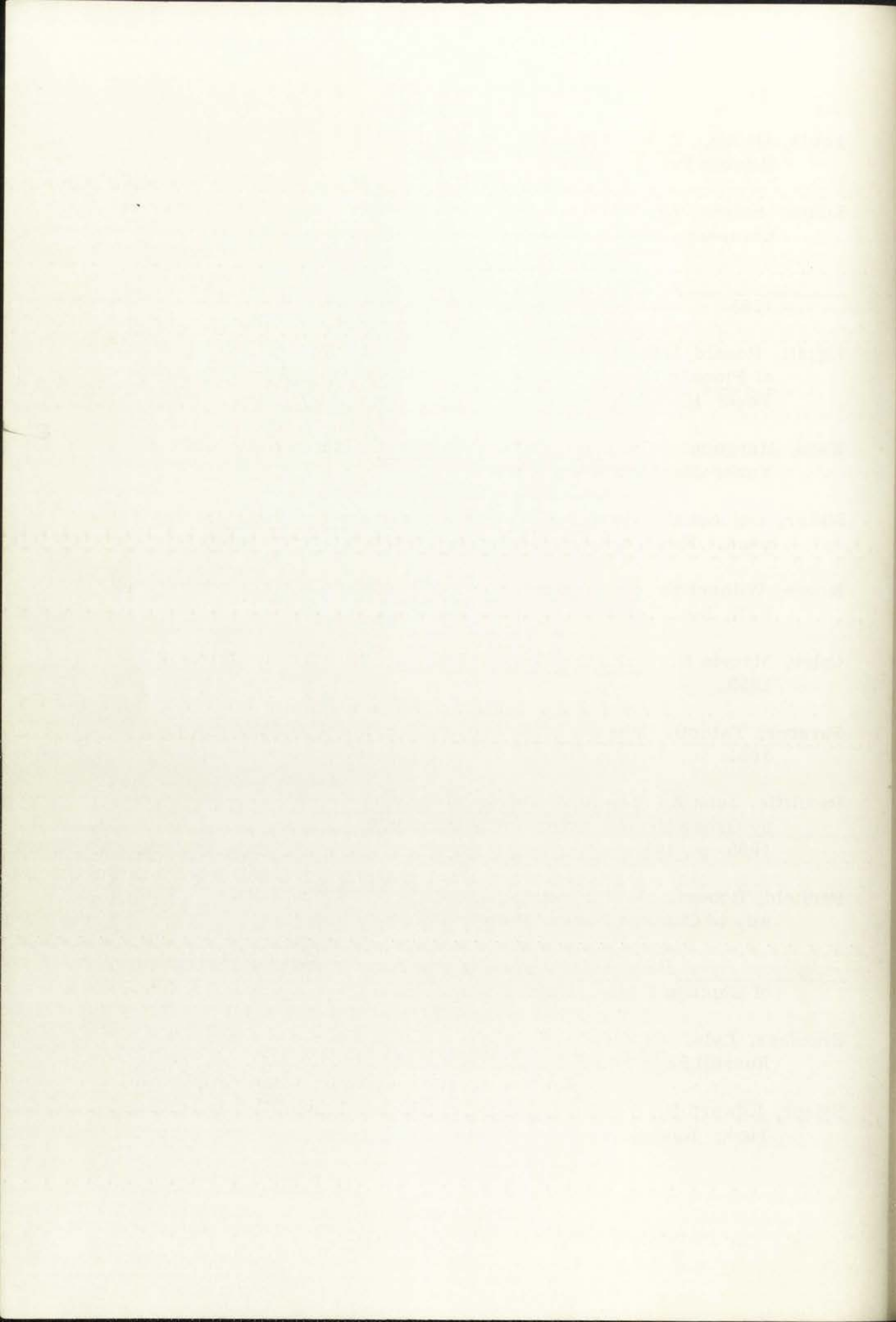
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