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# Acculturation Among Mescalero Apache High School Students

Richard B. Scott

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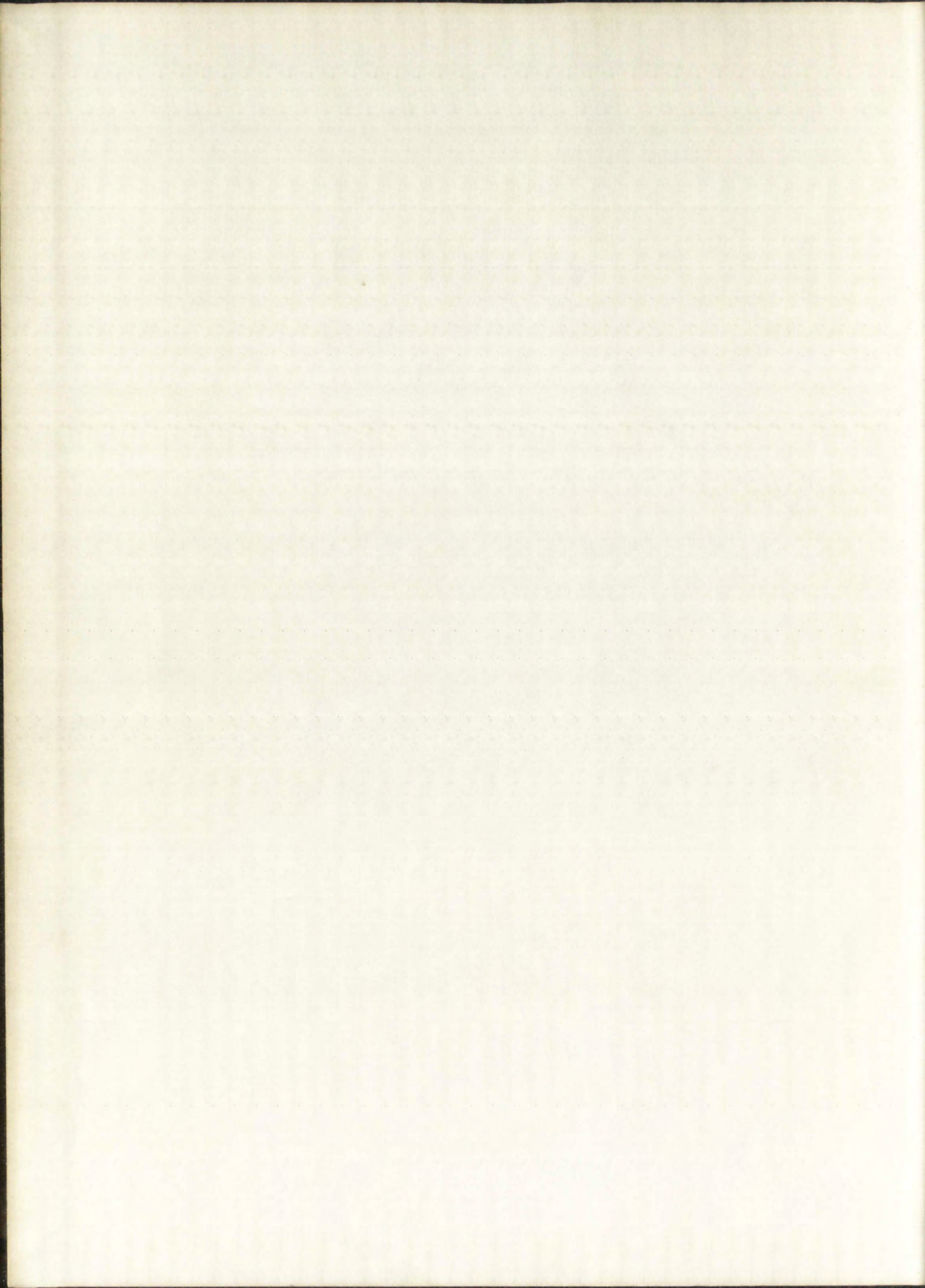


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ACCULTURATION AMONG  
MESCALERO APACHE HIGH SCHOOL STUDENTS

By

Richard B. Scott

An Abstract of a Thesis  
Submitted in Partial Fulfillment of the  
Requirements for the Degree of  
Master of Arts in Sociology

The University of New Mexico

1959



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This thesis is a comparative study of the effects the social environments of two types of schools on the acculturation process among Mescalero Apache Indian high school students. The two types of schools were an Indian boarding school, located some distance from the reservation, and integrated public schools, located in small towns near the Mescalero Apache Indian Reservation. The Indian school removes the children from the home environment and its influences but places them in contact situations with children from other Indian tribes. The public school allows the children to live at home with Apache speaking parents but places them where the opportunity for social interaction with members of the "Anglo" society is greater.

English language skills was used not only as an index of present acculturation but also as an indication of the potential of the group for these processes in the immediate future. The Mescalero Indian students were given a prepared test which was scored quantitatively. The data were then subjected to statistical analysis. The Mescalero Indian students, officials and teachers of







the schools involved, and officials and employees of the Mescalero Apache Indian Reservation were interviewed concerning the students' use of English, their social adjustment in the schools, and observed differences between the students who attend the different types of schools.

This study indicates that there may be a lack of interaction between the Mescalero Indian students in the public schools and the "Anglo" students in those schools. The potentialities for further acculturation into the dominant "Anglo" society are limited by the fact that the Mescalero students, on the average, are not obtaining "satisfactory" levels of English language skills by the time they reach the high school level. Until such levels in these English language skills are reached in these grades, it might be expected that the Mescalero tribe will continue to be seriously handicapped in attaining the goals of social and economic development hoped for by the tribal leaders and the officials of the Indian Service.







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1959



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CORPSE

BOND

JOHN

WATSON

INSTITUTION



## CHAPTER I

### INTRODUCTION

The official policies of the Federal Government toward the Indian have been highly variable. They have ranged from attempted extermination, during the period of the Indian Wars, to attempted forced acculturation,<sup>1</sup> with the army seeing to it that the Indian children attended school. The policy also has included periods of complete segregation, with the isolation of the "red man" on the reservation. At first this reservation policy was instituted to enable the army to control the Indians' movements. The Indian was not considered fit to take an active part in the new society. Later the reservation was viewed by many as a place of refuge, a haven where the Indian was protected by the Federal Government from the unscrupulous practices of the "Anglo". It can be said that many of the policies were founded on the facts and beliefs of the times, although some of them may seem inhuman when viewed in retrospect.

The most recent policy of the Federal Government toward the Indian seems to be one of congenial assimilation.

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<sup>1</sup>. This, and other concepts are defined in the section, Definitions of Terms, Chapter II.



The official policy of the Federal Government toward the Indian have been largely unchanged from attempted extermination, but the policy of the Indian Wars, to attempt to exterminate the Indian, the army seeing to it that the Indian was not a threat to the school. The policy also has been to keep the Indian segregated, with the Indian in the reservation. At first this reservation policy was to enable the army to control the Indian. The Indian was not considered fit to take a place in the new society. Later the reservation was viewed as a place of refuge, a haven where the Indian was to be kept. The Federal Government has the responsibility of the "Anglo". It can be said that the policy was founded on the facts and beliefs of the time, without any of these any more Indian who wished to be assimilated. The most recent policy of the Federal Government toward the Indian seems to be one of segregation.

1. This, and other sources, are given in the Introduction of Turner, Chapter II.



However, this is not a new policy. The idea of "civilizing" the Indian has probably been present since the first explorer's contact with these aboriginal groups. As early as the 1860's the idea of placing the Indian "on his own" in the "Anglo" society was put forward.<sup>2</sup> This idea has periodically reappeared.<sup>3</sup> The General Allotment Act of 1887 seems to have been the result of such feeling. Under this Act each Indian received from 40 to 160 acres of land which was not to be sold for 25 years except with the consent of the Government. "When all the Indians on a reservation had received their allotments, the remainder of the land was thrown open for white settlement."<sup>4</sup> By 1933 nearly two-thirds of this allotted land had passed out of Indian hands.<sup>5</sup> The Reorganization Act of 1934 ended this era of Indian exploitation and brought most reservation land under tribal control.

Since the end of World War II the idea of the integration of the Indian into the "Anglo" society has again become important. Part of this movement is based on the recognition of the fact that the resources on most reservations are not adequate to support the expanding Indian populations.<sup>6</sup>

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<sup>2</sup> C. L. Sonnichsen, The Mescalero Apaches, (Norman: University of Oklahoma Press, 1958), pp. 231-232.

<sup>3</sup> Loc cit.

<sup>4</sup> Alden Stevens, "Whither The American Indian?", American Minorities, ed. Milton L. Barron, (New York: Alfred A. Knopf, 1957), p. 148.

<sup>5</sup> Loc. cit.

<sup>6</sup> Sonnichsen, op. cit., pp. 279-275.



However, this is not a new thing. The fact that the Indian has previously been given a special status as an explorer's assistant with special privileges is not new as the 1880's the idea of giving special status to the Indian in the "Anglo" society was not new. The Indian has been periodically recognized. The Indian has been recognized since 1887 seems to have been the result of the fact that this Act each Indian received a small plot of land which was not to be sold but to be used for the benefit of the Government. The Indian has been recognized since that time and has received that recognition. The Indian has been open for white settlement. The Indian has been allotted land and passed out of Indian hands. The Act of 1894 ended this and the Indian has been most reservation land and the Indian has been since the end of 1894 and the Indian has been of the Indian into the "Anglo" society and the Indian has been part of this movement is not to be the recognition of the fact that the reservation is not a reservation and the Indian support the expanding Indian movement.

U.S. L. Department, The Indian, 1894.  
University of Chicago Press, 1894.  
p. 100 etc.  
p. 100 etc.  
p. 100 etc.  
p. 100 etc.  
p. 100 etc.  
p. 100 etc.



This movement may be seen reflected in such projects as the Indian Relocation Program. This is a program through which the Federal Government assists individuals and families to leave the reservation and settle in other areas within the "Anglo" society, usually in urban centers.<sup>7</sup> The government aids in the movement, relocation, training and guidance of such persons. The program also places individuals in jobs at the new location. Many of the Indians from the southwest who have participated in the program are now residing on the west coast in cities like Los Angeles. But many of them return to the reservation for a multitude of reasons. One probable reason is that they are unable to fit themselves into the highly competitive economy.

A second program that seems to reflect the recent policy is the project directed toward integrating children into the public school systems. This is not to say that many Indian children are not already attending public schools all over the United States, but that new attempts are being made to include almost all Indians in the project and to abolish many of the other types of schools, the Federal Indian Schools in particular.

These new programs have placed the Indian in a relatively new but not unique position. Although various programs

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<sup>7</sup> Ibid. pp. 254-256.







have had as their goal the assimilation or at least the integration of the Indian into the greater society, as indicated above, the Indian has held a position of relative social isolation. The Federal Government has played the role of patron. The recent policies have placed the Indian in a position very similar to that which was and still is faced by the immigrant groups in America. But with the government still in the position of patron to the Indian, possibly some of the difficulties faced by the earlier immigrant groups are absent.

The Indian children of today are faced with the problems of the group labeled in the literature on immigration the "second" or "marginal" generation.<sup>8</sup> This group is pictured as being torn between two ways of life, two codes of behavior, and accepting neither completely. Of course, the parallel cannot be carried too far. The processes involved in cultural contacts between Indian and "Anglo" have been at work since the discovery of America. But only with the recent innovations in Indian policy, such as the Relocation Program and public school integration, have the similarities become pointed. The increasing mobility of the American people as a whole, and the increase in total population both of which have led to greater contact between the groups, are also contributing factors.

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<sup>8</sup> See the section, A Generalized Theory, Chapter II.



have had an effect on the...  
investigation of the...  
indicated above, the...  
social reaction. The...  
of persons. The...  
position very similar to...  
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The...  
problem of the...  
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and public school...  
pointed. The...  
a whole, and the...  
have had no...  
contributing factors.



It is generally recognized that the first line of attack in incorporating the Indian, or any other ethnic group, into the "Anglo" culture is through education, and that youth is the time when this approach is most effective.<sup>9</sup> But the type of school best suited for this job, in the case of the Indian, has been a major point of controversy through the years. The religious leaders feel that the mission school is best because it attempts to teach a set of moral standards as well as the usual academic subjects. Many advocate the Indian boarding school because it takes the child out of the cultural environment and influences of the home. Others advocate the reservation day school because it reaches more persons, in some cases grown people, through its close proximity and personal contact. The proponents of the integrated public school plan feel that the social contact and interaction of the Indian with the "Anglo" child will have a great positive effect in the process of acculturation. It attempts a sort of acculturation through association. Much can and has been said both for and against the above mentioned systems. In most cases, at one time or other, there have been accusations of inferior standards, teachers, methods, and courses levied

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<sup>9</sup> William C. Smith, Americans in the Making, (New York: D. Appleton-Century Co., 1939), pp. 143 and 206-207.







against the various systems, and probably not without some basis in fact.

As has been stated, in this section the school is being viewed as a major institution of acculturation. The school must be recognized as a basic and lasting influence since most, if not all, of the Indian children, at least in the area studied by this thesis, have had such an experience over a period of years. The same is true with other ethnic groups in the United States. The school might be considered to be the major contact with the "Anglo" culture during the early years of life. This has become especially true since the passage of the compulsory school attendance laws. But it must be realized that acculturation is a complex process and the school cannot be considered to be the only influence. There are many other major factors involved which must not be overlooked when approaching this problem of acculturation. Family attitude, for example, might possibly affect the effectiveness of the school. The fact that many prejudices and mistaken beliefs about the Indian are still extant among the ranks of those directly involved in the situation also must have an affect. An example of what is meant here is reflected in a statement made by a teacher who was interviewed during the period of field work for this thesis. The



against the various... pests in fact.

As has been... being viewed as a... school must be... almost went, it... the area studied... over a period of... groups in the... to be the major... early years of... the passage of... it must be... and the school... there are many... be overlooked... family attitude... effectiveness of... and mistaken... the ranks of... must have an... reflected in a... viewed during...



teacher had day-to-day contact with many Indian children through his work. The statement was to the effect that the reason Indian children do poorly in school is because of biologically inherited traits. Similar beliefs are also found to exist among the general public.

The Problem. The general belief seems to be that the social milieu in the school has an effect on the children of minority groups being acculturated.<sup>10</sup> The different types of schools are believed to have different social milieu which results in different rates of acculturation. The basic purpose of this study was to make a comparison of the effects of two of these types of schools. The primary hypothesis to be tested was:

Hypothesis 1: The children who attend integrated public schools and live at home with their friends and relatives on the reservation will indicate a significantly higher degree of acculturation than those who attend the Albuquerque Indian School.

The hypotheses of lesser importance but that relate to variables present in the study were:

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<sup>10</sup>. Florence Hawley Ellis, The Indian Problem in New Mexico, Division of Research, Department of Government, (University of New Mexico, 1948), pp. 2, 3, 15, 38-44. Byron Brophy, "The American Indian and Government", One America, eds. Francis J. Brown and Joseph S. Roucek, (New York: Prentice-Hall, Inc., 1946), pp. 447-449. Stewart G. Cole, "Culture Patterns of Minority Groups", *Ibid*, pp. 469-470. Toshio Yatsushiro, "The Japanese Americans", ed. Milton L. Barron, op. cit., pp. 322-323.







Hypothesis 2: As age increases, the degree of indicated acculturation will also increase.

Hypothesis 3: As grade in school increases, the degree of indicated acculturation will also increase.

Hypothesis 4: The boys will indicate a significantly higher degree of acculturation than will the girls.

Hypothesis 5: Those who state that their native language is English will indicate a significantly higher degree of acculturation than those who state that their native language is Apache.

Hypothesis 6: The students sent to the Albuquerque Indian School by the New Mexico Welfare Department because of an inadequate home environment will indicate a significantly lower degree of acculturation than the others.

Hypothesis 7: Regardless of school attended, Indian students will indicate a lower degree of acculturation, according to the index of measurement, than non-Indian students of a lower grade and age level.

The two types of schools used in the comparison are the Indian boarding school and the integrated public school. The subjects observed in each of the schools are children from the Mescalero Apache Indian Reservation. These two types of schools were chosen for the study for several reasons. The most important reason is the fact that practically all of the







Mescalero children attend one or the other of these two types of schools. The day school was ignored because it no longer exists on the Mescalero Reservation. The mission school was not included because it does not seem to follow the American tradition of secular school systems for the general public in addition to the fact that a very limited number of Mescalero students attend this type of school.<sup>11</sup>

The index of acculturation used is the English language skills of the groups from the two types of schools. In the past writers in the fields of acculturation, assimilation, and social change have indicated that language and language skills can be used as an index of acculturation and assimilation.<sup>12</sup>

It seems that a study such as this is of value when considering the merits of the various systems in regard to their value as agents of acculturation. Discussing the merits of these different systems has some value, but until an accurate measurement of the effects can be made and compared, much discussion seems of little value.

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<sup>11</sup>U. S., Bureau of Indian Affairs, Statistics Concerning Indian Education, 1956, p. 6.

<sup>12</sup>Lowry Nelson, "Speaking of Tongues", American Journal of Sociology, Vol. 54, No. 3, November 1948, p. 202. Tom T. Sasaki and David L. Olmsted, "Navaho Acculturation and English-Language Skills", American Anthropologist, Vol. 55, No. 1, January-March 1953, pp. 97-98. Carl M. Rosenquist, "Linguistic Changes in the Acculturation of the Swedes of Texas", Sociology and Social Research, Vol. 16, January-February 1932, pp. 221-231. Smith, op. cit., p. 146.



Maschano children attend one of the schools of the  
 of schools. The day school was opened in 1900 and  
 exists on the Maschano reservation. The school  
 was included because it does not have a formal  
 tradition of secular school system for the  
 addition to the fact that a very limited number of Maschano  
 students attend this type of school.

The index of secularization is based on the English language  
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 considering the nature of the various groups in the  
 their value as agents of secularization. The study  
 of these different systems has some value, but only in  
 measurement of the effects can be made and, therefore, the  
 question seems of little value.

11. E. S. Brown of Indian Affairs, Washington, D. C.  
Survey of Indian Education, 1930, p. 4.  
 12. Henry H. Henshaw, "Speaking of Indians," Journal of  
 Anthropology, Vol. 35, No. 1, November, 1935, pp. 1-10.  
 and David L. Gifford, "Navaho Acculturation and Social Change,"  
Journal of American Anthropology, Vol. 37, No. 1, January, 1935,  
 pp. 77-98. Carl K. Hovland, "Acculturation and Social  
 Change of the Navaho of Utah," Journal of American  
 Anthropology, Vol. 16, January-February, 1914, pp. 1-12.



The Indians of the Mescalero Apache Indian Reservation were chosen as the subjects for this thesis mainly because of the writer's interest in the Apache group, stimulated over a period of years through reading about the Apache groups, much of the reading having been in history and fiction; and about other groups over the world who have led a similar way of life.

The Apaches offer a view of a group of people who have had their way of life almost completely changed. A period of less than one hundred years has passed since this forced change. Through this and other similar studies it may be possible to anticipate for other groups in the world, who have not progressed as far in the process of change as the Mescalero, some of the problems yet to be faced.

The interest in the Mescalero Apaches has also been stimulated by the lack of any large amount of published material on this group.

To sum up, the problem is to observe the social milieu of each of the schools under study and to compare the language skills of the two groups. From this, conclusions are drawn as to the actual influence of each of the two schools in the process of acculturation. A number of other variables found in the situation also are considered.



The Indians of the Northwest  
were chosen as the subjects of this study because of  
the writer's interest in the Indian people and because  
a period of years through which the Indian people  
much of the reading being done in this country  
about other groups over the world has been a similar  
way of life.

The Apaches offer a view of a group of people who  
had their way of life almost completely changed in a period of  
less than one hundred years and passed through this change  
through this and other social changes in the past century  
and a half for other groups in the world who have not undergone  
as far in the process of change as the Apaches, and in the  
problems yet to be faced.

The interest in the Indian people has been  
stimulated by the lack of any large amount of published material  
on this group.

To sum up, the problem is to observe and record the  
of each of the schools under study and to compare the findings  
skills of the two groups. From this, conclusions are drawn  
as to the actual influence of each of the two schools in the  
process of socialization. A number of other questions arise  
in the attention also are compared.



## CHAPTER II

### THE SOCIOLOGICAL SETTING

From the beginning of recorded history it is known that man has been faced with the problems of intergroup relations and conflicts. Migrations of various sorts seem to be responsible for the setting of these problems. Under the heading of migration, movements of invasion, conquest, immigration and colonization have been placed.<sup>1</sup> Some of the outstanding migrations in history were the invasions of Europe by the Goths, Vandals and Huns from Asia, the expansion practices of the empires of Rome and Britain, and, in more recent times, the European emigrations to the New World. These migrations have invariably led to contacts between groups with widely diverse cultures.

In the contact between two groups it has not been uncommon for one of the groups to be placed in a subordinate role while the other group is in the dominant role. In some cases the migrant may be in the dominant position, as in the

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<sup>1</sup> Donald R. Taft, Human Migration, (New York: The Ronald Press Co., 1936), pp. 51-52, citing Henry Pratt Fairchild, Immigration, rev. ed., (New York: The Macmillan Co., 1925), Chapt. I.



THE SWISS CASE

From the beginning of the century, it has been known that there has been a steady increase in the number of persons who have been admitted to Switzerland as refugees. The Swiss government has been responsible for the admission of these persons, and it has been the duty of the Swiss government to ensure that they are not persecuted in their own countries. The Swiss government has been successful in this task, and it has been able to provide a safe haven for many persons who have been persecuted in their own countries. The Swiss government has been able to do this because of its long history of neutrality and its commitment to the principles of human rights. The Swiss government has been able to provide a safe haven for many persons who have been persecuted in their own countries, and it has been able to do this because of its long history of neutrality and its commitment to the principles of human rights.

I. Donald A. Tamm, *Swiss Refugee Law* (Geneva: Swiss Refugee Council, 1935), pp. 1-10. This is a very good book, and it is one of the best on the subject of Swiss refugee law. It is written in a clear and concise manner, and it is very easy to read. It is a very good book, and it is one of the best on the subject of Swiss refugee law.



case of the Roman soldier; or the migrant may find himself in the subordinate position, as in the case of the Negro brought to the New World by the slave trade. The relative size of the groups may or may not determine the role each will play.

Ethnocentrism is generally recognized to be a basic cause of conflict between two divergent groups that come into contact. That is, each group feels that their own culture is superior to that of the other group. The classification, by the Romans, of anyone who was not a Roman citizen as a barbarian seems to be a good example. But each group tends to cling to their own folkways and mores even when the social situation in which they were developed may no longer exist.

An adjustment of the groups to one another must be made if the members of these groups are to continue to exist. One possible adjustment is social isolation. This is when a group insulates itself against many meaningful contacts with the other group. They tend to form "ghettos" and attempt to follow the old or traditional ways of life.<sup>2</sup> The frame of reference here becomes that of much of American immigration.

An adjustment that leads to a more stable society is the integration of the groups involved. This often has proven to be a slow and difficult process. Knowledge and understanding

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<sup>2</sup>. Ibid., pp. 227 and 278-279.







of the group are necessary elements. There are several major barriers which delay the process. Ethnocentrism and isolation, as mentioned above, are barriers to integration as is the lack of communication between the groups. Language differences, in some cases, account for part of this communication barrier. Ignorance of the socially defined expectations of the other group is also a factor. Vested interests, when defined very broadly, may be included as a barrier.<sup>3</sup> The elements that combine to resist the development of an integrated society are many and complex.

When the above mentioned barriers to successful integration are combined in a social situation, misunderstandings and conflict result. Such conflict leads to the formation of stereotypes and prejudices relative to the out-group.<sup>4</sup> Discrimination then occurs and this leads to further misunderstandings.

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<sup>3</sup>Talcott Parsons, The Social System, (Glencoe: The Free Press, 1951), p. 492.

<sup>4</sup>Robin M. Williams, Jr., "Racial and Cultural Relations", Chapt. 13, Review of Sociology: Analysis of a Decade, ed. J. B. Gittler, (New York: John Wiley and Sons, Inc., 1957), p. 439, citing Museser and Carolyn W. Sherif, Groups in Harmony and Tension: An Integration of Studies on Intergroup Relations, (New York: Harper and Brothers, 1953), p. 290.



of the group and community. It is the  
 major factor which determines the  
 isolation, as well as the  
 as is the lack of communication between  
 differences, as there is a lack of  
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 of the other group to the same level  
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 society and many of the  
 When the two groups are in contact  
 question are answered in a number of ways  
 and conflict resolution. The two groups  
 stereotypes and generalizations. It is  
 Discrimination is the result of these  
 standings.

<sup>1</sup> Robert M. Lynd, *Middletown*, New York: Random House, 1936, p. 171.  
<sup>2</sup> Robert M. Lynd, *Middletown*, New York: Random House, 1936, p. 171.  
<sup>3</sup> Robert M. Lynd, *Middletown*, New York: Random House, 1936, p. 171.  
<sup>4</sup> Robert M. Lynd, *Middletown*, New York: Random House, 1936, p. 171.  
<sup>5</sup> Robert M. Lynd, *Middletown*, New York: Random House, 1936, p. 171.



Milton L. Barron pictures the situation in this way:

In the course of time, the relations between dominant and minority groups are institutionalized by a "vicious circle" of stimuli and response. The social inferiority of the minority group tends to provide justification for the dominant group's discrimination against them. This, in turn, works to make minority group individuals respond in ways that further strengthen the stereotypes held about them.

Some sociologists and educators feel that the institutions of formal education are the answer to the problem of societal integration or, at least, of the promotion of more harmonious intergroup relations.<sup>6</sup> The public schools act as a primary contact and source of the minority group relative to the dominant society. The social expectations are spelled out in the school and language barriers are overcome. If the school is effective, it prepares the individual to participate in the greater society.

The school affords the opportunity for members of the groups concerned to interact socially. This interaction tends

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<sup>5</sup> American Minorities, (New York: Alfred A. Knopf, 1957), p. 4.

<sup>6</sup> E. George Payne, "Education and Minority Peoples", One America, eds. Francis J. Brown and Joseph S. Roucek, (New York: Prentice-Hall, Inc., 1946), pp. 505-506. William C. Smith, Americans in the Making, (New York: D. Appleton-Century Co., 1939), pp. 372-374. Horace M. Bond, "Education as a Social Process: A Case Study of a Higher Institution as an Incident in the Process of Acculturation", American Journal of Sociology, Vol. 48, May 1943, p. 703.







toward the development of a common frame of reference and conflict is reduced. The approach here has been labeled "the interactionist approach".<sup>7</sup> As might be expected, such contact tends to reduce the likelihood of the acceptance of stereotypes about the other group.<sup>8</sup> The fact that these contacts begin at an early age is important in regard to the rigidity of attitudes. Values, language habits and prejudices are possibly less fixed in the child.

Many of the problems of the American Indians can be viewed in the context of this pattern of intergroup relations. The Indian problem developed as a result of a migration of Europeans to America. Each group felt that their own way of life was superior and conflict resulted. The Indian was placed in a subordinate role. The institutions of formal education have played and are still playing an important role in the development of an integrated society. The subjects of this thesis are a particular group of Indians from the southwest, the Mescalero Apaches. The interest is centered on the role of the schools in the integration process.

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<sup>7</sup> Ronald Taft, "The Shared Frame of Reference Concept Applied to the Assimilation of Immigrants", Human Relations, Vol. 6, 1953, pp. 48-52.

<sup>8</sup> Williams, op. cit., p. 438, citing Gerhart Saenger and Samuel Flowerman, "Stereotypes and Prejudice Attitudes", Human Relations, Vol. 7, 1954, pp. 233-234.







The pattern outlined above is a generality, an ideal. It conforms closely to the "Americanization theory".<sup>9</sup> Any number of variables or exceptions might act to disrupt the pattern. The common frame of reference developed is probably not that of the dominant group before contact, but a combination of the two groups' original frames of reference. The common frame of reference may consist of a redefinition by the minority of its position relative to the dominant group. That is, the frame of reference becomes common when the dominant and the minority groups define their positions, relative to one another, in the same way. The minority may accept the subordinate position. This is a form of adjustment but it does not necessarily lead to an integrated society.

The goal of an integrated society is not consistent with the thinking of all students in the field. For example, there are those who feel that "cultural pluralism" or "cultural democracy" should be the goal.<sup>10</sup> The point will not be argued here, but the ideal pattern of action outlined in the preceeding paragraphs is the assumption underlying this theses.

A Generalized Theory. Although the physical and social circumstances of contact have varied greatly from one

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<sup>9</sup> Smith, op. cit., pp. 115-117.

<sup>10</sup> Payne, op. cit., pp. 501-502.



The present situation is that the...  
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situation to the next throughout history, a generalized body of theory has been developed in the field of race and cultural relations.<sup>11</sup> An outline of this theory is important for the frame of reference of this thesis.

When a minority group finds itself in the subordinate position relative to a dominant group with a different cultural or ethnic background, frequently the minority group becomes socially disorganized. Such a group finds that their rules of behavior are no longer adequate for life in the new social milieu. The individual may find that his old moral values no longer apply, but that they have been replaced with new ones. His language, dress, customs, religion, even his name, may become objects of ridicule. From having his social and economic institutions disrupted, he may realize a major loss of status in society.

A certain amount of demoralization might be expected in such situations. Indices of disorganization are thought by some to include: crime, divorce, dependency, delinquency, desertion, and prostitution.<sup>12</sup>

But disorganization is not normally a permanent condition. The person begins to adapt himself to the new situation

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<sup>11</sup>. Brewton Berry, Race and Ethnic Relations, (Boston: Houghton Mifflin Co., 1938), Chapt. 16, pp. 462-508.

<sup>12</sup>. Ibid., p. 467. Smith, op. cit., pp. 74-84.







By experiencing rewarding and punishing incidents he gradually redefines the situation. This adjustment process closely resembles the socialization process experienced by the child.

The patterns of adjustment or reaction that take place in the process of redefining the situation are varied. Writers in the field have tended to categorize these reactions.<sup>13</sup> Berry's four main categories: acceptance, avoidance, assimilation, and aggression, represents a synthesis of the writings.<sup>14</sup>

The first category of acceptance refers to the individuals who accept their position as members of the minority group "apparently without resentment against their oppressors".<sup>15</sup> Avoidance is a difficult adjustment to achieve in the modern world. In earlier periods in history, when the world was more sparsely populated, contacts between incompatible groups led to the migration of one of the groups.<sup>16</sup> The westward movement of some of the American Indian tribes to escape contact with the "Anglo" settlers is one example of this. The formation

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<sup>13</sup>. Berry, op. cit., pp. 473-508.

<sup>14</sup>. Loc cit.

<sup>15</sup>. Ibid., p. 479.

<sup>16</sup>. Ibid., p. 485.







will occur.

There is also a tendency in the literature to view the stages of assimilation in the terms of generation adjustment.<sup>21</sup> This has been especially true when discussing American immigration groups who made an urban adjustment. A rural adjustment tends to delay this process.

The first generation or the adult immigrants are believed to be so attached to the old or mother cultural patterns that they tend to make only superficial adjustment to the new situation while retaining their old values. They realize that complete assimilation is hardly possible.

The second generation, the children born in the new social milieu or brought into it as infants by their culturally different parents, face the conflicts resulting from being presented two divergent sets of ethnic values. This generation is often labeled the marginal generation, a product of two cultures but wholly a part of neither. This group tends to reject the parental values yet does not fully acquire the new ones.

The third generation is pictured as being acculturated or assimilated.<sup>22</sup> This group is not faced with the conflicts

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<sup>21</sup>. Ibid., pp. 243-280. Paul Walter, Jr., Race and Culture Relations, (New York: McGraw-Hill Book Co., 1952), pp. 53-54.

<sup>22</sup>. Carl M. Rosenquist, "Linguistic Changes in the Acculturation of the Swedes of Texas", Sociology and Social Research, Vol. 16, January-February 1932, pp. 221-231.



will occur.

There is also a possibility of a...

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of two sets of values. They tend to know very little or nothing of the values and patterns of the immigrant group.

With variation, the patterns discussed in this section might be found in most situations where minority groups are found within a greater society.

Government Policy and the Indian. The United States has been faced with the previously discussed problems, not only with the immigrant, but also as an invader of land belonging to other cultural groups, the American Indian. The Indian problems present some classic examples of the general problems outlined above. In other instances the problems seem to be unique. These problems of adjustment forced on the Indian is the primary focus of this thesis, although the conclusions, it is hoped, may apply in a broader view.

For the convenience of this discussion, the setting is that of the United States in the middle and late 1800's. During this period the United States was rapidly expanding westward. Following a policy handed down by the English, the American government obtained "legal" rights to the land through a series of contracts or treaties signed by various Indian leaders. It was assumed that the Indians owned the land and the tribes were often recognized as nations. The Indian seldom understood the meaning of these contracts because usually there was an absence of the concept of land ownership. Tribal organization and authority on the "national"







level was also a concept absent in many of the cultural groupings. Apparently these facts did not alter the "legality" of the contracts as far as the "Anglo" was concerned. This concept of tribal independence ended during U. S. Grant's administration when Congress ruled that the Indians were subjects of the United States.<sup>23</sup>

From the point of view of the government and the settlers, the land acquired through treaty was open for settlement. The Indians, on the other hand, viewed the situation differently. For the Indian, the westward expansion of the United States was an invasion. Years of war between the Indians and the "Anglo" was the resultant. Since the primary contacts between the "Anglo" and the Indian were traditionally of a formal or official nature, government policies have had a greater affect in this area than with the immigrant. After the fighting subsided, government policies continued to hold an important position in the intergroup relationships.

A Development Sketch. Before the intrusion of the white man, the Mescalero Apaches were basically a nomadic people depending chiefly on a hunting and gathering economy.

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<sup>23</sup> Clark Wissler, "The American Indian", eds. Brown and Roucek, op. cit., p. 20.



level was also a general trend in the early 1950s  
groups. The main reason for this was the  
"legality" of the movement in the early 1950s.  
concerned. This concern was not only for the  
during 1950-1951. The main reason for this was  
that the Indian was not only a general trend  
from the early 1950s to the early 1960s.  
sectors, the law was not only a general trend  
decision. The main reason for this was the  
situation of the Indian. The main reason for this was  
expansion of the Indian. The main reason for this was  
was between the Indian and the Indian. The main reason for this was  
Since the primary concern of the Indian was the Indian.  
Indian was not only a general trend in the early 1950s.  
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Government of the Indian. The main reason for this was  
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Raiding also seems to have been a major aspect in their lives. They made some attempt at sedentary agriculture but with little effect on the basic culture pattern. Their territory was roughly between the Rio Grande and Pecos River in southern New Mexico, bordered on the south by the present Mexican states of Coahuila and Chihuahua and ranged as far north as the present city of Santa Fe. They made frequent trips to the Great Plains to the east for buffalo, resulting in a slight cultural influence by the Plains Indian.<sup>24</sup>

There was little tribal identification as such, but the Mescaleros were divided into two bands, the "Edge of the Mountains People" and the "Plains People". These names reflect the type of area in which each tended to camp. Each band had its own leader and was further divided into local groups and extended families. It seems that the most fundamental allegiance of the Apache was to the extended domestic family and to a certain degree to the local group.

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<sup>24</sup> Robert N. Bellah, *Apache Kinship Systems*, (Cambridge: Harvard University Press, 1952), p. 129. T. T. McCord, Jr., "An Economic History of the Mescalero Apache Indian," Master's thesis, Department of Economics, University of New Mexico, 1946), pp. 9 and 90.



belonging also to the same family, but they are not  
lives. They are not, however, as yet  
but with little else in the world, and the  
their last day was not so long ago, and the  
faced river in the world, and the  
by the general feeling of the world, and the  
and ranged as in the world, and the  
They made the point of the world, and the  
for the world, and the  
the world, and the

There are many other things in the world, and the  
but the world is not the same, and the  
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20. The world is not the same, and the  
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20. The world is not the same, and the  
many other things in the world, and the  
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most of the world, and the  
domestic life, and the



These groups were characteristically composed of relatives by blood and affinity.<sup>25</sup>

With the westward expansion of the United States, the Mescalero Apaches, along with the other groups that followed a similar way of life, became a problem. Because of the loose organization of the tribe, there was difficulty in making and enforcing treaties. And, understandably, the Apaches disliked the idea of giving up their nomadic life for a life on the limited area of a reservation. Their patterns of subsistence also demanded that they not be limited to a small area.<sup>26</sup> After alternating periods of war and peace and a not very successful stay on a temporary reservation at Fort Stanton, New Mexico, beginning in 1870, the Mescalero Apache Indian Reservation was finally established by the Executive Order of President U. S. Grant in May of 1873.

With the forced change of their way of life the Mescaleros became almost completely dependent on the Federal

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<sup>25</sup> Morris E. Opler, "An Interpretation of Ambivalence of two American Indian Tribes", Journal of Social Psychology, Vol. 7, 1936, p. 106.

<sup>26</sup> Personal communication, Dr. H. W. Basehart, Department of Anthropology, University of New Mexico, April 1959.



These groups were also organized in 1912  
by blood and affinity.

With the passage of time the  
the Mesquero people, who were  
followed a similar path of  
of the local population of the  
in making and carrying out  
the Agents showed the  
life for a life on the  
Their pattern of  
be limited to a small  
way and gave the  
reservation as  
the Mesquero people  
ished by the  
May of 1912.

With the passage of time  
Mesquero people

1. The  
of two American  
Vol. 1, 1912  
Department of  
1912



Government. Their reservation was, and still is a rich area in natural resources when compared with New Mexico as a whole. The best reflections of this are the tribal timber industry that has developed and the success of a cattlemen's association. Gradually, through education, guidance, direct aid, and assistance, the tribe has been developing to a point of self-support, though the process is still going on.

Today there are some 1,200 Mescalero Apaches living on a reservation of 719 square miles located in Otero County, New Mexico.<sup>27</sup> They have 4,000 acres of tillable land, about 600 acres of which can be irrigated,<sup>28</sup> nearly 200,000 acres of open grazing land and about 250,000 acres of forest.<sup>29</sup> The reservation as a whole can be considered mountainous, ranging from 12,003 feet in altitude,

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<sup>27</sup> William T. and Golda V. B. Ross, "Backgrounds of Vocational Choice: An Apache Study", The Personnel and Guidance Journal, January 1957, p. 270. See map on next page.

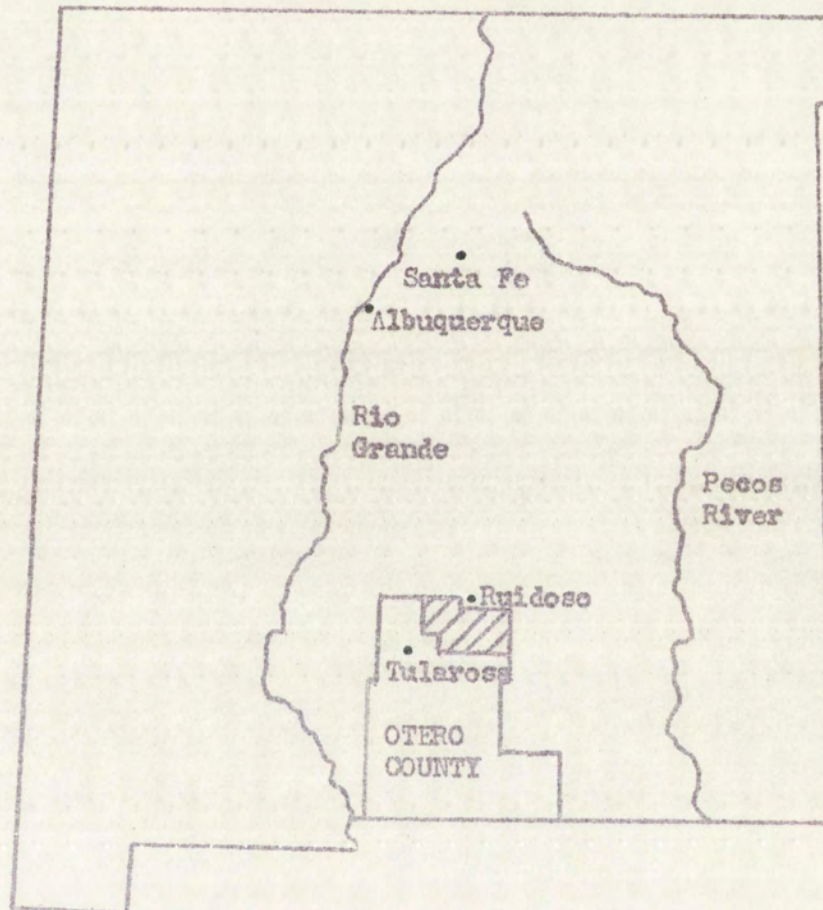
<sup>28</sup> Apache Scout News, (date unknown). From Donald MacKay's notes on his observations and experiences as principal of Mescalero-Bent Public School. In the files of the Research Project on the Adjustment of Indian Children in the Public Schools of New Mexico, University of New Mexico, Dr. Miles V. Zintz, Director, 1958. Due to the irregular numbering of the cards which contain these notes, it is unrealistic to quote page numbers. Only the source will be footnoted.

<sup>29</sup> Ross and Ross, loc. cit.





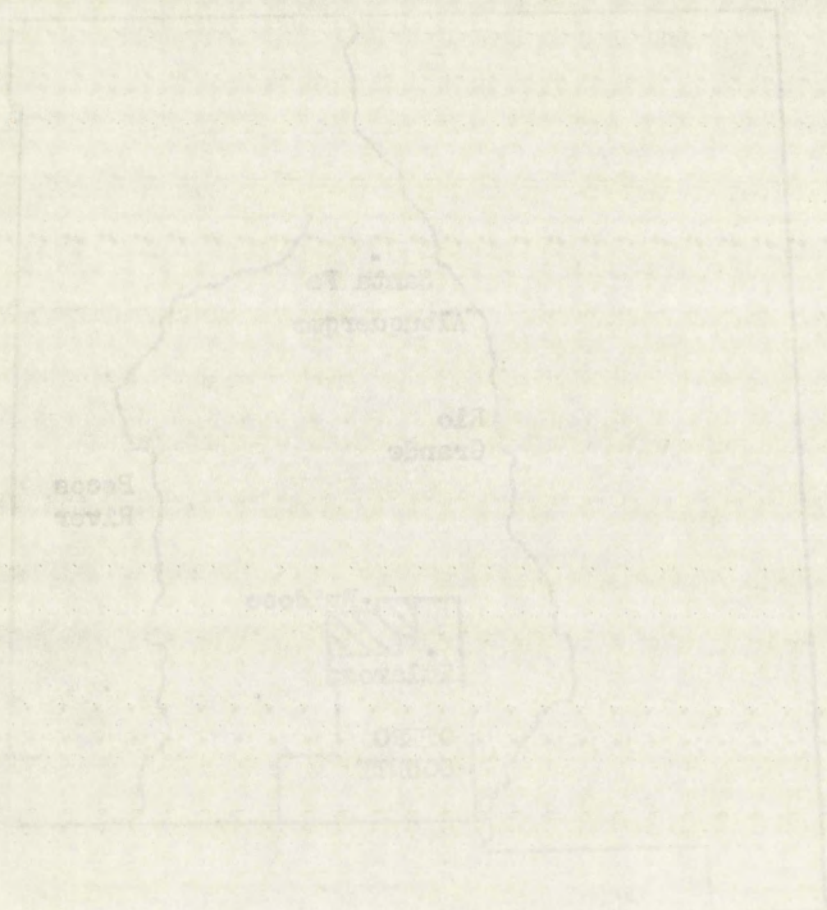




Crosshatch indicates Mescalero Apache Reservation

Fig. 1. MAP OF NEW MEXICO





ALABAMA

ALABAMA



the summit of Sierra Blanca, to 5,400 feet. But the land in general is considered very fertile and the crop yield is high when proper farming methods are used and the weather permits.<sup>30</sup>

Besides the tribal lumber industry the Mescalero tribe operates a store, a "snack shop", and a newly built motel, restaurant and gas-station combination. The tribe has several other economic developments under consideration also. There are references to tribal vegetable gardens, a ski area development, and a charcoal industry.<sup>31</sup>

All reservation land is tribally owned and controlled by an elected Business Committee whose members represent each section of the reservation. Officers are selected by this group soon after the election. There is also a Tribal Constitution which guides the actions of this governing body. An interesting observation is the importance of symbolism in the various titles. The governing body is called a Business Committee instead of Tribal Council as found in some tribes. There also seems to have been concern over the title of chairman and efforts were "being made to eliminate the title of chief or president".<sup>32</sup>

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<sup>30</sup>. Apache Scout News, loc. cit.

<sup>31</sup>. MacKay, loc. cit.

<sup>32</sup>. Loc. cit.



the amount of 200,000 to 300,000 and the land  
is generally is considered for several and the crop  
is high when proper farming methods are used and the  
weather permits.

Residence and tribal lands, however, the  
tribe operates a store, a "house shop", and a weekly  
market, restaurant and gas station. The tribe  
has several other economic development projects  
also. There are references to tribal and  
and area development, and a national industry.

All reservation land is either owned or controlled  
by an elected business committee which reports  
each section of the reservation. The tribe is  
this group now after the election. The tribe is  
Constitution which guides the actions of the governing body.  
An interesting observation is the importance of  
to the various tribes. The governing body is  
Business committee (instead of tribal council) as found in  
some tribes. There also seems to have been a change in  
title of chairman and officers were "tribe" and in  
the title of chief or president.

10. Indian Affairs Act, 1847  
11. Indian Affairs Act, 1850  
12. Indian Affairs Act, 1854



The Mescalero Apaches can hardly be called a homogeneous group. Since the establishment of the reservation, groups of Chiricahua Apaches and Lipan Apaches have been included. There has also been intermarriage and the crossing of blood with Spanish-Americans, Mexicans, other Indian groups and "Anglos". There is more of an amalgamation of tribes, cultures, and races than is found in some of the more conservative Pueblo groups or among some of the more isolated Navahos.

According to MacKay, there is a certain degree of animosity between those who consider themselves "pure" Mescaleros and those of other mixtures or groups, yet "out-marriages" do not seem uncommon among the tribal leadership group. There are also factions based on religious differences. But when the tribe is faced with problems from outside, these internal differences are minimized. With the development of the concept of tribal leadership, the solidarity of the group is probably greater today than it was in pre-Anglo times. One example given, the result of this group feeling, was the full tribal participation in the few remaining tribal functions such as the Christmas Barbecue Feast and the Rites on the Fourth of July.<sup>33</sup> For the purposes of this paper this amalgam

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<sup>33</sup> MacKay, loc. cit.







will be referred to as the Mescalero Apaches.

MacKay points out that many of the traditional beliefs and customs of the Mescalero Apaches have been losing their importance in the tribe.<sup>34</sup> When the make-up of the group, as mentioned in the above paragraphs, is considered, this observation is not surprising. One example of this change was reflected in the reduced importance of the "medicine man". He is seldom called in in cases of sickness anymore. Sometimes older men and women "at the hospital may still call for his help but his presence in the hospital is not encouraged".<sup>35</sup> Several reasons can be cited for this change. It was implied that the "medicine man" normally required a fee of some size in money, cattle or food. On the other hand, the reservation is serviced by a completely free public health plan within easy access of everyone. Another important influence, which was expressed even by the "medicine man", was education. MacKay points out, for example, that school nurses give training in basic hygiene to the children in the schools. There is also a pre-natal

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<sup>34</sup> MacKay, loc. cit.

<sup>35</sup> Loc. cit.







clinic for expectant mothers on the reservation in which a nurse gives instruction on child care. The "medicine man" still presides at the ceremonial functions as the Fourth of July Puberty Rites and at a few marriages, but his influence is definitely on the decline.

A different source has indicated that ritual curing is still important, but that the Mescalero do not like to talk about it.<sup>36</sup>

Food habits also reflect this breakdown of tradition. In the literature the eating of fish is pointed out as being taboo among the Apaches.<sup>37</sup> MacKay observed that now the children are fishermen and that they eat and enjoy fish.

The fact that the Fourth of July Puberty Rites have become relatively commercialized may also be an indication of the change from tradition. Aside from the ceremonial aspects there is a rodeo and dance for which one pays admission. The dancers in 1958 were brought in from the Pueblo,

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<sup>36</sup> Personal communication, Dr. H. W. Basehart, Department of Anthropology, University of New Mexico, April 1959.

<sup>37</sup> Morris E. Opler, An Apache Life Way, (Chicago: University of Chicago Press, 1941), pp. 330-332. He says that as early as 1900 this taboo was breaking down. One of his informants stated that some of the Eastern and Southern Chiricahua had traditionally eaten fish, that the taboo apparently did not apply in these areas. E. W. Gifford, "Culture Elements Distributions: XII Apache-Pueblo", Anthropological Records, (Berkeley: University of California Press, 1940), Vol. 4, No. 1. p. 90. These findings indicate that the Mescalero and Lipan Apache groups have traditionally eaten fish.







the Navaho, and Oklahoma tribes. Along with these introductions from outside the tribe, the usual fair-type concessions were also operating.<sup>38</sup>

The above discussion is not meant to imply that all beliefs, customs and attitudes of the old culture are obsolete. There is evidence of the old customs still present in certain practices pertaining to the dead and burial procedures. A strong feeling of individualism seems to remain. There are also indications that the extended family still has a high degree of solidarity and is an important influential force in ordering the members' lives. These are but a few of the many possible examples.<sup>39</sup>

The primary aim of this section is to give a general picture of the type of life the Apache group led before the introduction of western European culture, the changes that took place, and the general situation as it now stands. Other information related to this general picture will be introduced in other sections of the thesis.

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<sup>38</sup>. MacKay, loc. cit. Although these dances are sponsored for entertainment purposes, Dr. W. W. Basehart points out that there are still serious or critical dances held, e.g. the Apache Mountain Spirit Dance. Personal communication, Department of Anthropology, University of New Mexico, April 1959.

<sup>39</sup>. MacKay, loc. cit.







Definitions of Terms. Certain terms which are widely used in the social sciences have been defined and re-defined, to fit the particular authors' needs, so often that a degree of confusion sometimes arises about their meanings. Other terms which are used locally may also not be consistent in their meanings. The purpose of this section is to briefly define such terms used in this thesis.

Acculturation.<sup>40</sup> For the purposes of this thesis, the term implies the existence of a subordinate and a superordinate culture, the dominated and the dominant. The two diverse cultures are found in intimate, face-to-face contact over an extended period of time. The process is one of change which takes place in the original cultural patterns of the subordinate group as a result of the close contact. The process includes the adoption of culture patterns belonging to the dominant group or the partial adoption of such patterns. There are generally two recognized factors at work within the context of the situation that lead to change: force on the part of the dominant group, and motivation on the part of the dominated. The

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<sup>40</sup> Ralph L. Beals and Harry Hoijer, An Introduction to Anthropology, (New York: The Macmillan Co., 1953), p. 629.



widely used in the study of the human mind. It is  
referred to as the "mind-body" problem. The  
question is whether the mind is a separate entity  
from the body, or whether it is merely a function  
of the body. This section of the book discusses  
the various theories of the mind-body problem.

The mind-body problem is one of the most  
important problems in philosophy. It is a  
problem that has puzzled philosophers for  
centuries. The question is whether the mind  
is a separate entity from the body, or whether  
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centuries. The question is whether the mind  
is a separate entity from the body, or whether  
it is merely a function of the body. This  
section of the book discusses the various  
theories of the mind-body problem.



first of these may be absent, but change is difficult if not impossible without the second. An example of force is where we find the dominant group forcing its education on the other group. An example of motivation is found when a member of one of these dominated groups learns the language and trade customs of the dominant group for the purpose of personal gain.

Amalgamation. This "is a biological process; it is a mingling of blood and blending of racial stocks through intermating and intermarriage."<sup>41</sup> For the purposes of this thesis the term will also include the mingling of culture patterns that accompany the biological process. This would be the influence a non-Apache husband or wife would have on the traditional beliefs of the Apache spouse. This definition tends to slightly overlap the terms assimilation and acculturation.

Assimilation. This "is a social, cultural and psychological process."<sup>42</sup>

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<sup>41</sup>. Smith, op. cit., p. 123.

<sup>42</sup>. Loc. cit.



first of these is the fact that the individual  
is not independent of the group. The individual  
force is weak. The individual is not independent  
education on the individual. The individual is not  
is found with a group of individuals. The individual  
leaves the group. The individual is not independent  
group but the individual is not independent  
it is a minority of the group. The individual is not  
enough to make a group. The individual is not  
power of the group. The individual is not  
enough to make a group. The individual is not  
process. The individual is not  
on the whole. The individual is not  
process. The individual is not  
assistance. The individual is not  
psychological process.

41. The individual is not independent of the group.  
42. The individual is not independent of the group.



Through this process a person changes his traditional attitudes and ideals to those of his new cultural situation. The process may not be a conscious one. The end product is a person who identifies himself as a member of his adopted culture, he is identified by the members of the new culture as a fellow member, and he is identified by outsiders as a member of the dominant group. It is the process of obtaining a new cultural identity and of losing the old one. In cases of great racial difference, amalgamation may be a required part of the process.

Integration. As used in this thesis, the term refers to the combining of diverse groups into one society. It infers that the processes of acculturation, amalgamation, and assimilation are at work to produce a relatively homogeneous society. In a complex society like the United States obviously a homogeneity such as might be found to exist among small isolated groups probably cannot be expected to develop. However, it might be expected that a basic core of values or orientation would develop in a society where there is a certain amount of "fundamental interdependence" between individuals and groups.<sup>43</sup> Williams presents a series of major value orientations in America.<sup>44</sup>

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<sup>43</sup>. Robin M. Williams, Jr., American Society, (New York: Alfred A. Knopf, 1956), p. 387.

<sup>44</sup>. Ibid., pp. 388-442.



Through this process a person is brought into a position of  
attachment and loyalty to the group and the group is  
each. The group is not a mere collection of individuals  
process is a person's behavior in relation to the group  
of the individual and the group. The individual is not  
of the group as a whole. The individual is not  
fixed by the group as a whole. The individual is  
in the process of becoming a member of the group. The  
of losing the individual. In some cases the individual  
individuals are a group of individuals.  
Investigation is not a mere collection of individuals  
it is the process of becoming a member of the group. The  
it is the process of becoming a member of the group. The  
and individuality are not a mere collection of individuals  
group is not a mere collection of individuals. The group  
has an individuality. The group is not a mere collection  
exist among well defined groups. The group is not  
expected to be a group. The group is not a mere  
basic core of individuals. The group is not a mere  
socially well defined group. The group is not a mere  
individuality. The group is not a mere collection  
process is a process of becoming a member of the group.

As the individual is not a mere collection of individuals  
York: Alfred A. Knopf, 1937.  
12. The individual is not a mere collection of individuals  
The individual is not a mere collection of individuals  
The individual is not a mere collection of individuals



Kluckhohn has stated a similar proposition; that "there are certain themes that transcend" the heterogeneous aspects of American society.<sup>45</sup> Relative homogeneity, as used here, may be viewed as in opposition to relative heterogeneity.

Minority. This term refers to the group that finds itself in the subordinate position in an intergroup relationship. The minority may be greater in number than the dominant group. The definition is based on relative power rather than on numbers.

The terms "Anglo" and "Indian" almost defy a strict definition although in many cases the differences are obvious. Primarily these labels are a matter of social identity as described above. The "Anglo" identifies and is identified with the "Anglo" or what is roughly labeled the American culture. The Mexican and Spanish-American sometimes label this person a "gringo". The Indian identifies and is identified with an Indian culture although it may be in many respects identical with the "Anglo" culture of the particular area.

Racial features and characteristics are an important part of these identities. As a result it may be possible

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<sup>45</sup> Clyde Kluckhohn, Mirror for Man, (Greenwich: Fawcett Publications, Inc., 1957), p. 176.



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<sup>45</sup> Clyde Kluckhohn, *Mirror for Man* (Greenland: Newcomer Publications, Inc., 1957), p. 176.



to find a completely acculturated Indian who cannot be assimilated into the race-oriented "Anglo" culture because of his physical make-up.

On the other hand, there are "Anglos" that tend to identify themselves with the Indian culture for numerous reasons. Again, the physical aspects of the person hinder his acceptance by the group.

Terms referring to different races and cultures generally must be defined very loosely because of the "impurity" found in almost all groups, especially in the United States. When dealing with such terms a strict definition is not a working definition if the observations are to be realistic.



to find a consistently recognized feature is a task in  
 itself, and the same is true of the other features.  
 because of his physical nature.  
 On the other hand, there are things that are  
 so identical themselves with the things which they  
 represent. Again, the physical nature of the  
 person hinders his acceptance of the group.  
 There is nothing to be done but to wait and see  
 generally what he defined very loosely, namely, as  
 "identity" found in almost all groups, especially in  
 the United States. When dealing with such terms, it is  
 definition is not a working definition in the sense  
 as to be realistic.



### CHAPTER III

#### REVIEW OF THE LITERATURE

This chapter reviews some of the more pertinent materials that deal with the problems which are basic to this thesis. The items follow five general classifications. First, there is the literature relating to the field of race and cultural relations. These references are the primary sources of information from which the theoretical frame work for this thesis is developed. Second, there are the general publications relating to cross-cultural education and language. Third, there are items about the problems and progress in the education of the American Indians. Fourth, there are materials that relate to the Indians of the Southwest. The fifth part reviews items relating to the Mescalero Apaches. Since the material on the education of the Mescalero Apaches is scant, this section reviews the more general references from a number of fields but primarily written by anthropologists.

Many of the publications in the different sections indicated above tend to overlap in subject matter. Because of this, the outline does not present a rigid classification.







Race and Culture Relations. In the area of race and culture relations there are a multitude of publications. Each year the additions are numerous. Only a few of the more pertinent references for this thesis are included here. From these, it is possible to obtain bibliographical references of probably very nearly all of the important publications in this field in the past and present.

A very important source of material and references was produced by Robin M. Williams, Jr.<sup>1</sup> In this chapter he reviews "illustrative propositions drawn from some of the empirical research of the decade",<sup>2</sup> 1945-1955. In all, he reviews fifty-seven propositions which are placed under six general headings: (1) Propositions relating to the properties of ethnic prejudice; (2) Relation of personality to prejudice; (3) Intergroup contacts and situational determinants of intergroup relations; (4) Social structure and group properties of ethnic groupings; (5) Social control and the role of power and authority in intergroup relations; (6) Social processes in change in ethnic relations.<sup>3</sup>

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<sup>1</sup> "Racial and Cultural Relations", Chapt. 13, Review of Sociology; Analysis of a Decade, ed. J. B. Gittler, (New York: John Wiley and Sons, Inc., 1957), pp. 423-464.

<sup>2</sup> Ibid., p. 426.

<sup>3</sup> Loc. cit.







Williams also presents a bibliography which includes more than 200 references.

In William C. Smith's Americans in the Making,<sup>4</sup> a book concerned with the immigrant in the United States, a wide range of materials are used in analysis of the process of Americanization. Not only are the more important publications, up to the time of the book's publication, used to expand and illustrate the patterns of the process, but many personal documents of various immigrants, letters, diaries, and autobiographies, are also used.

The problems in cross-cultural education and language adjustment are discussed and illustrated.<sup>5</sup> The implications of conflicting cultural values are presented in detail, and the processes and problems of the American immigrant are clearly and systematically presented.

In the last chapter of Berry's book Race and Ethnic Relations, he draws together a general theory of the processes and reactions of minority groups.<sup>6</sup>

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<sup>4</sup> New York: D. Appleton-Century Co., 1939.

<sup>5</sup> Ibid., pp. 129-133, 146-149, 187-207, 281-303, 371-374.

<sup>6</sup> Brewton Berry, (Boston: Houghton Mifflin Co., 1958), pp. 462-508.







After reviewing the generalizations made by other writers in the field, as mentioned in a previous section of this thesis, Berry states that they are "fundamentally in agreement".<sup>7</sup> He then proceeds to combine their agreements into a generalized theory of reactions. An important section of Berry's book is the bibliography which includes more than 600 references.

An article that seems basic to the study of the process of assimilation was written by Ronald Taft.<sup>8</sup> He discusses and illustrates the thesis that through interaction two culturally divergent groups tend to develop a common frame of reference. The adjustment might be monistic or pluralistic, but each group sees the adjustment in the same manner. His illustrations are drawn from the divergent cultures found in modern Australia.

A study made by Bert W. Aginsky also illustrates the importance of interaction in the process of acculturation.<sup>9</sup> The example he uses is that of the Pomo Indians

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<sup>7</sup>. Ibid., p. 476.

<sup>8</sup>. "The Shared Frame of Reference Concept Applied to the Assimilation of Immigrants", Human Relations, Vol. 6, 1953, pp. 45-56.

<sup>9</sup>. "The Interaction of Ethnic Groups: A Case Study of Indians and Whites", American Sociological Review, Vol. 14, 1949, pp. 288-293.



After reviewing the material presented in the field, it is concluded that the following points are of importance:

1. The data is reliable and the results are consistent.

2. The data is of high quality and the results are of high accuracy.

3. The data is of high quantity and the results are of high precision.

4. The data is of high variety and the results are of high complexity.

5. The data is of high value and the results are of high importance.

It is concluded that the data is of high quality and the results are of high accuracy. The data is of high quantity and the results are of high precision. The data is of high variety and the results are of high complexity. The data is of high value and the results are of high importance.

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of California. He points out that the high mobility of this group has had its affect in dispersing its members through the greater society, leading to a high degree of acculturation.

"A Study of Chinese Assimilation in Hawaii"<sup>10</sup> illustrates the method of measuring the degree of assimilation by the percentage of outmarriages that occur in a group. He also points out that certain forceful factors may be involved to speed the process. One example given is the affect of the immigration laws on whether a person marries someone from his own ethnic group or someone from some other group.

Lowry Nelson uses language as an index of assimilation in his study "Speaking of Tongues".<sup>11</sup> The persistence of the foreign language in each generation indicates the degree of assimilation into the greater society. His findings indicate that the people of rural areas tend to resist assimilation more than do those of urban areas. He indicates that this was probably due to isolation and the persistence of nationalistic church groups among rural

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<sup>10</sup>. Ch'eng-K'un Cheng, Social Forces, Vol. 32, 1953, pp. 163-167.

<sup>11</sup>. American Journal of Sociology, Vol. 54, November 1948, pp. 202-210.







immigrants.

In an earlier study, Carl M. Rosenquist had similar findings.<sup>12</sup> He found linguistic changes through generations, but a tendency for accent to persist even in the generation with no knowledge of the mother tongue. Accompanying the linguistic changes was a tendency to give more Anglicized names to new born children in the family.

Cross-cultural Education and Language. Robert Lado has written a book primarily for those interested in the problem involved in learning a second language.<sup>13</sup> He says that the major difficulties in learning a new language arise where the two languages involved are the most different.<sup>14</sup> By comparing the two languages according to grammar, sounds, vocabulary, writing, and culture content it is possible to select the areas of potential difficulty. In this way the language teacher may know which areas to stress, and how to solve the particular students' problems.<sup>15</sup> He goes into great detail on how

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<sup>12</sup> "Linguistic Changes in the Acculturation of the Swedes of Texas", Sociology and Social Research, Vol. 16, January-February 1932, pp. 221-231.

<sup>13</sup> Linguistics Across Cultures, (Ann Arbor: University of Michigan, 1957).

<sup>14</sup> Ibid., Preface.

<sup>15</sup> Ibid., pp. 2-3.



language.

in an earlier number, Vol. 1, No. 1, 1954, p. 10.  
stated that the language is a dialect of the  
language, but a language in its own right.  
in the language with no knowledge of the  
language, the language is a dialect of the  
give more attention to the language of the  
family.

Glossary of the language  
Lado has written a book on the language  
in the language, and has written a book on the  
He says that the language is a dialect of the  
language, and that the language is a dialect of the  
most common. The language is a dialect of the  
ing to the language, and the language is a dialect of the  
contains it is a dialect of the language, and the  
difficult. In fact, the language is a dialect of the  
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Vol. 1, No. 1, 1954, p. 10.  
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to make these comparisons.

For the language teacher interested in teaching the student not only the rules of grammar of the new language, but also an understanding of the language and the meanings of the usages in a cultural context, this book seems to be a valuable contribution to the field of language study. This is an important part of cross-cultural education and, in turn, of the process of acculturation.

A closely related study, and one of great interest here, was made by Seth Arsenian in the field of bilingualism.<sup>16</sup> Aside from the original research presented in this volume on the relationships between bilingualism, mental development and social factors found in a group of New York school children, the author presents a fairly comprehensive review of similar studies which have been carried out in many other areas of the world. The review includes studies made in seventeen countries.<sup>17</sup>

"Fundamental education" is a program conceived by Unesco in an attempt to bring to those people of the world,

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<sup>16</sup>. Bilingualism and Mental Development, (Teachers College, Columbia University, Contributions to Education, No. 712, 1937).

<sup>17</sup>. Ibid., pp. 25-52.



to make these comparisons.

For the language teacher interested in learning

the student not only the rules of grammar of the new language, but also an understanding of the language and the meanings of the messages in a cultural context, this book seems to be a valuable contribution to the field of language study. This is an important part of cross-cultural education and, in turn, of the process of acculturation.

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16. Bilingualism and Mental Development, (Teachers College, Columbia University, Contributions to Education, No. 712, 1937).

17. Ibid., pp. 25-26.



adults and children, who have been deprived of educational opportunity, the facilities for gaining "functional literacy". ".....a person is functionally literate when he has acquired the knowledge and skills in reading and writing which enable him to engage effectively in all those activities in which literacy is normally assumed in his culture or group."<sup>18</sup> The broad purpose of this program is "to help men and women to live fuller and happier lives in adjustment with their changing environment, to develop the best elements in their own culture, and to achieve the social and economic progress which will enable them to take their place in the modern world and to live together in peace."<sup>19</sup>

The American Indian. Three of the books, out of the following sections, are the products of the Indian Education Research Project which originated in 1941.<sup>20</sup>

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<sup>18</sup> William S. Gray, The Teaching of Reading and Writing, (Monographs on Fundamental Education, Unesco, Paris, 1956), No. 10, p. 24.

<sup>19</sup> Unesco, Fundamental Education: Description and Programme, (Monographs on Fundamental Education, Unesco, Paris, 1949), No. 1, p. 9.

<sup>20</sup> Gordon Macgregor, Warriors Without Weapons, (Chicago: University of Chicago Press, 1945). Clyde Kluckhohn and Dorothea Leighton, Children of the People, (Cambridge: Harvard University Press, 1947). Laura Thompson and Alice Joseph, The Hopi Way, U. S. Indian Service, Indian Education Research Series, No. 1, 1944.



advice and criticism, who have been dependent on  
 financial opportunity, the last of which is  
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 effectively in all those activities in which literacy  
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 to live better and happier lives in a world which  
 their changing environment, to develop the people's power  
 in their own culture, and to achieve the goals and  
 economic progress which will enable them to take their  
 place in the modern world and to live in a world  
 of peace and freedom. These are the goals of the  
 the following sections, and the program of the  
 Educational Research Project which is outlined in 1952.

18. William S. Gray, The Importance of Reading and Writing: A Study in the Development of the Individual, (New York, 1952), No. 10, p. 14.
19. Unesco, Educational Research Project, (Geneva, 1952), No. 10, p. 14.
20. Unesco, Educational Research Project, (Geneva, 1952), No. 10, p. 14.



The project was made possible through the collaboration of the United States Indian Service and the Committee on Human Development of the University of Chicago. The objective of the project as a whole "was to study the development of the Indian children in six American Indian tribes - their moral, emotional, and intellectual development - so as to derive implications for the education of Indian children."<sup>21</sup>

In The Annals of The American Academy of Political and Social Science<sup>22</sup> two papers are presented which relate to the education of the American Indian. The first paper is a historic development of the institutions established for this education.<sup>23</sup> It begins with the mission schools that were established by the missionaries who came in with the French and Spanish explorers in the 16th century. The early boarding schools are discussed, followed by the day school systems, both of the latter systems being financed by the Federal Government. The paper ends with a

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<sup>21</sup> Robert J. Havighurst and Bernice L. Neugarten, American Indian and White Children, (Chicago: University of Chicago Press, 1955), p. v.

<sup>22</sup> "American Indians and American Life", Vol. 311, May 1957.

<sup>23</sup> Ibid., Hildegard Thompson, "Education Among American Indians: Institutional Aspects", pp. 95-104.







discussion of the recent development programs such as the public school integration plans and The Navaho Emergency Education Program. It points out that great steps have been taken in Indian education since 1952.

The second paper is a discussion of the cultural aspects in the Indians' life that affect their education achievement.<sup>24</sup> Motivation to compete against one another versus cultural traditions of cooperation is one example used. Motivation for an education by "white" standards is another example. One conclusion is that, "In general, we should expect the Indian child to do well in American schools by 'white' standards only if he and his family are a part of the white culture."<sup>25</sup>

Aside from the general discussion indicated above, Havighurst reviews a number of studies pertaining to the intelligence of Indian students, as measured by various tests, and the conclusions of the studies. The references reviewed date from as early as 1914 and include studies as recent as the mid 1940's. The conclusion of this review

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<sup>24</sup>. Ibid., Robert J. Havighurst, "Education Among American Indians: Individual and Cultural Aspects", pp. 105-115.

<sup>25</sup>. Ibid., p. 109.







is that the Indians have the "same innate equipment for learning as have the white child..... But in those Indian tribes which have preserved their traditional cultures to some extent, there is a limited motivation of children for a high level of preformance....."<sup>26</sup>

In a fairly detailed article, Erik H. Erikson describes the historic background of the Sioux situation, the child training practices that still are based on the old way of life, and then relates this home training to the problems faced by teachers and students when the Sioux children begin to attend school. The picture he presents is one of a group of people that have not changed their orientation to life even though that traditional orientation is long since obsolete. The group is vis-a-vis a completely new life situation, the American society.<sup>27</sup>

Gordon Macgregor has also published a study on the Sioux.<sup>28</sup> The objective of his study was to investigate and analyze "the development of the personality in the

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<sup>26</sup>. Ibid., p. 113

<sup>27</sup>. "Observations on Sioux Education", Journal of Psychology, Vol. 7, 1939, pp. 101-156.

<sup>28</sup>. Macgregor, loc. cit.







Sioux (tribe)..... in the context of the total environmental setting -- sociocultural, geographical, and historical -- for implications in regard to Indian Service administration." <sup>29</sup>

There is a description of the setting and emphasis of the day schools on the reservation where the main problems seem to be: a fear of the teacher as a white person because of early child training, the inability to speak English, and the demand in the school work for individual competitive performance.<sup>30</sup> The program in the high schools on the reservation, which are combination boarding and day schools, is also discussed. The education program as a whole seems to include a great deal of training that will directly aid the child for a life on the reservation or in a rural area. The project method is widely used. In the early school years this helps in the adjustment of the child to the new situation by not demanding too much in the way of facility in English. Later, the project method is more demanding when it falls into the area of vocational training. Studies include cattle raising carpentry, home management and nutrition, as well as academic subjects.<sup>31</sup>

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<sup>29</sup>. Ibid., p. 9.

<sup>30</sup>. Ibid., pp. 132-135.

<sup>31</sup>. Ibid., p. 142.



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22. 1910...  
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21. 1910...



In the school program the children may gain security and confidence by orienting their lives to objectives which they see are attainable in the daily activities developing around their homes. As the schools attune their program more closely to positive, functioning elements of Dakota child-training and society, the children may become freer in expressing their feelings and desires.<sup>32</sup>

Indians of the Southwest. A study which is closely related to this thesis in content and theoretical basis was made by Tom T. Sasaki and David L. Olmsted among the Navaho.<sup>33</sup> The study was based on ratings of proficiency in "speaking and understanding"<sup>34</sup> the English language. These ratings were made on the basis of observations of these skills during conversations with the subjects. These subjects were classed according to variables of age, history of armed forces participation, off-reservation activity, amount of formal education, and type of school attended, in the attempt to relate the skills to agents of acculturation. The latter two of these variables are of primary interest here.

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<sup>32</sup>. Ibid., p. 214.

<sup>33</sup>. "Navaho Acculturation and English-Language Skills", American Anthropologist, Vol. 55, January-March 1953, pp. 89-99.

<sup>34</sup>. Ibid., p. 90.







The conclusion on the findings about formal education is: "The steady increase in proficiency with length of attendance at school, which cuts across all the lines dividing veterans from nonveterans, off-reservation workers from stay-at-homes, and young from old, is evidence that the school is the most important agency for teaching English to the Navaho."<sup>35</sup>

When relating type of school attended to score, a very significant relationship was again established with length of attendance but not with type of school.<sup>36</sup>

In 1925 T. R. Garth published the results of a study made in the United States Indian schools at Chilocco, Oklahoma, and Albuquerque, Santa Fe, and Shiprock, New Mexico.<sup>37</sup> The study consisted of the results of an I.Q. test given in these schools. His findings show that the average I.Q. recorded was very low, 69. He also points out that I.Q. increased with the amount of formal education, and on the basis of this concludes that the test was not a true measure of intelligence but probably reflects other social factors.

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<sup>35</sup>. Ibid., p. 96

<sup>36</sup>. Ibid., Table 5, p. 96.

<sup>37</sup>. "The Intelligence of Fullblood Indians", Journal of Applied Psychology, Vol. 9, 1925, pp. 382-389.



THE JOURNAL OF THE  
ROYAL ANTHROPOLOGICAL INSTITUTE

The Journal of the Royal Anthropological Institute is a quarterly publication devoted to the study of man in all his aspects. It is the only English journal which deals with the whole range of human knowledge, from the physical and biological sciences to the social and cultural sciences. The Journal is published by the Royal Anthropological Institute, which was founded in 1871. The Institute is a learned society which promotes the study of man in all his aspects. The Journal is the principal publication of the Institute. It is edited by the President of the Institute, who is elected by the Council. The Journal is published in four parts a year. The first part is devoted to the physical and biological sciences, the second to the social and cultural sciences, the third to the history and prehistory of man, and the fourth to the general anthropology. The Journal is a valuable source of information for all those who are interested in the study of man.

25. 1914, p. 1.  
26. 1914, p. 1.  
27. 1914, p. 1.  
Journal of the Royal Anthropological Institute, 1914, p. 1.



A number of studies have been made in reference to the problems caused by the cultural and environmental setting of the Navaho as they relate to education. Two of the resulting publications are cited here.<sup>38</sup> Several of the problems discussed are not new but are to be found in almost all cross-cultural education projects. The problem of language difference is primary. The problem of fitting the school curriculum to the needs of those being educated is another. A third problem of social maladjustment caused by schooling seems to be important.

The Navaho, in particular, have the problems of distance and isolation as factors hindering the advancement of education. Attitude is another major factor as indicated by the following quotation: "For unless one feels that the intellectual accomplishment is worth while in itself, and unless the surrounding group accords prestige for such accomplishment, there is little incentive to spend long years in school."<sup>39</sup>

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<sup>38</sup> Kluckhohn and Leighton, loc. cit. Alexander H. and Dorothea C. Leighton, The Navaho Door, (Cambridge: Harvard University Press, 1944).

<sup>39</sup> Kluckhohn and Leighton, op. cit., p. 172.



A number of studies have been conducted  
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15. Klineberg and his colleagues, for example, have  
 and Dorothy C. Klineberg, for example, have  
 Harvard University Press, 1951.  
 16. Klineberg and his colleagues, for example, have



The Hopi Way<sup>40</sup> uses the same general frame of reference as Warriors Without Weapons.<sup>41</sup> Some of the observations and conclusions are quite different however, as illustrated by the following quotations:

The children are sent to school by their parents usually not out of admiration for the values of reading, writing and American history, or because our system of moral education is thought to be truly desirable and superior to their own but, as they openly voice it, because school may provide them with necessary tools for defense -- first of all, the knowledge of English -- in the fight for their own survival in contact with a physically stronger force.<sup>42</sup>

Our school system, as it is presented to the Hopi children, offers them mainly knowledge and activities built on needs which are based on very different socio-economic conditions. Besides it presupposes, and expresses in simple statements of truth and untruth, an ideology which is different from that held by the Hopi, even as to such basic concepts as space and time.<sup>43</sup>

It is apparently not a coincidence, and not entirely due to defects in our school system of ten years ago, that the Hopi who has gone through the grade school does not show less, but frequently more, resistance to measures taken by the administration than the unschooled Hopi.<sup>44</sup>

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<sup>40</sup>.Thompson and Joseph, loc. cit.

<sup>41</sup>.Macgregor, loc. cit.

<sup>42</sup>.Thompson and Joseph, op. cit., p. 123.

<sup>43</sup>.Ibid., p. 124.

<sup>44</sup>.Loc. cit.







The reason for the strong Hopi resistance may be found in the nature of the "highly organized culture which (thoroughly) has hold of its members' personalities ....."<sup>45</sup>

The Mescalero Apaches. There is not a large amount of material published on the Mescalero Apaches. What has been published is primarily in the fields of anthropology and history.

Morris E. Opler seems to be the main contributor to the study of the Mescalero and the other Apache tribes living on the Mescalero Apache Indian Reservation. His primary contribution is An Apache Life Way.<sup>46</sup> This book presents a general anthropological picture of the traditional way of life of the Chiricahua Apache with references to the other Apache groups. The book seems to be the result of extensive field study and is based to a great extent on information obtained from informants. It might be considered as a basic textbook on the Apache culture.

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<sup>45</sup> Thompson and Joseph, loc. cit.

<sup>46</sup> Chicago: University of Chicago Press, 1941.



The first of these is the fact that the  
be found in the same way as the  
which is the most common of the  
.....  
The second of these is the fact that  
amount of the same is the same as the  
which has been found in the same way  
and the same way as the same way  
The third of these is the fact that  
to the same way as the same way  
living on the same way as the same way  
primary of the same way as the same way  
present a similar way as the same way  
the same way as the same way  
reference to the same way as the same way  
to be the same way as the same way  
to a great extent as the same way  
names. It is the same way as the same way  
appears to be the same way as the same way

to the same way as the same way  
to the same way as the same way



Opler has published a number of articles in various journals on the Apache groups. The articles tend to follow the same line of interest as the above mentioned book. Two of these articles that proved to be of some value for background purposes are: "The Concept of Supernatural Power Among the Chiricahua and Mescalero Apaches",<sup>47</sup> and "Reaction to Death Among the Mescalero Apache".<sup>48</sup> The emphases are indicated in the titles.

T. T. McCord, Jr. made a contribution to the study of the Mescalero with his Master's Thesis, "An Economic History of the Mescalero Apache Indian".<sup>49</sup> This thesis gives a clear picture of the events that have led to the present day situation on the reservation. It has been an important part of the background reading.

McCord concludes that the disruption of the Apaches' free nomadic type of life, combined with their dependence on the Federal Government that followed, has resulted in a people that "have not as yet learned the meaning of responsibility".<sup>50</sup> He predicts that through

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<sup>47</sup>. American Anthropologist, Vol. 37, 1935, pp. 65-70.

<sup>48</sup>. Southwestern Journal of Anthropology, Vol. 2, 1946, pp. 454-467.

<sup>49</sup>. Unpublished Master's thesis, Department of Economics, University of New Mexico, 1946.

<sup>50</sup>. Ibid., p. 91.







further aid and direction the Mescalero economy will improve to a point of self-sufficiency but that they have a long way to go.<sup>51</sup>

Peter Kunstadter made a study on the use of clinic facilities on the Mescalero Reservation.<sup>52</sup> He attempts to relate clinic attendance to fifteen sociological variables: sex, age, tribe, religious affiliation, marital status, occupation, education, income from cattle, total income, court records of drinking offenses, veterans, distance to clinic, ownership of automobile, indebtedness to local merchants and housing conditions. A large portion of his findings show little significant difference between group variables. His most general statement is that "No group of individuals which was 'resistant' to modern medical care was discovered....."<sup>53</sup>

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51. Ibid., pp. 90-93.

52. "Preliminary Report on Use of Clinic Facilities by the Residents of the Mescalero Apache Reservation," (Bureau of Ethnic Research, Department of Anthropology, University of Arizona, October 1957). (Mimeographed.)

53. Ibid., p. 1.



further and also showed the same results as in the  
 improve to a great extent the results of the first trial  
 have a long way to go.  
 For the first time a slight improvement in the  
 climate has been observed in the winter of 1934-35.  
 The atmosphere is still quite humid and the  
 sociological conditions are still very poor.  
 Affiliated with the same group, the same results  
 income from the sale of the same, the same results  
 drinking alcohol, the same results in the same  
 ship of the same, the same results in the same  
 housing conditions. A large number of the same  
 show little sign of improvement in the same  
 His most general statement is that the same  
 state which has remained in the same condition  
 elsewhere.....

21. Ibid., pp. 20-21.

22. The following is a list of the same results  
 by the results of the same results in the same  
 (House of Commons, Department of the same)  
 University of London, London, 1934. (Unpublished)

23. Ibid., p. 1.



The variable of most interest to this thesis is probably that of education. His findings show:

More education is associated with more clinic visits among women. There is no such relationship among men. More education of the family head is associated with higher family clinic indexes.<sup>54</sup>

But,

Differences in means are not significant ..... There is no consistent pattern of families having a low clinic utilization index, with respect to the education of the family head.<sup>55</sup>

His findings in this area are rather inconclusive.

William T. and Golda Ross published a brief account of their vocational guidance survey which was carried out on the Mescalero Reservation upon the request of the Mescalero Business Committee.<sup>56</sup> The survey consisted of an initial interview, a battery of six tests given over a period of two days, and a discussion of the results with those interested in the outcome. The battery contained a non-verbal I.Q. test, aptitude and interests tests, and personality tests. A total of 143 Mescalero Apaches were tested. Some of

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54. Ibid., p. 40.

55. Ibid., p. 43.

56. "Backgrounds of Vocational Choice: An Apache Study", The Personnel and Guidance Journal, January 1957, pp. 270-275.



is probably that of education. The findings show that education is a significant factor in the relationship between climate and health. The findings also show that the relationship between climate and health is not linear, but rather, it is a complex one. The findings suggest that the relationship between climate and health is mediated by a number of factors, including education, income, and access to health care. The findings also suggest that the relationship between climate and health is different for different groups of people, depending on their social and economic status. The findings are based on a survey of 1000 people in the United States, and they are subject to a number of limitations. First, the survey was conducted in a single year, and it is possible that the relationship between climate and health may have changed since then. Second, the survey was conducted in a specific region, and it is possible that the relationship between climate and health may be different in other regions. Third, the survey was conducted with a specific sample of people, and it is possible that the relationship between climate and health may be different for other groups of people. Despite these limitations, the findings are important because they suggest that the relationship between climate and health is not simple, and it is not the same for everyone. This suggests that we need to be careful when we make generalizations about the relationship between climate and health, and we need to be aware of the many factors that can influence this relationship.

24. Ibid., p. 40.  
 25. Ibid., p. 41.  
 26. Background of the Study and Methodology, in: *Study, The Process and the Outcome*, pp. 110-115.



the findings seem to be of interest to this thesis.

When the mean scores for the I.Q. tests are computed on the basis of age groups, there seems to be an inverse relation between age and test score. That is, as age increases, I.Q. decreases. But there are also outstanding scores found in middle age groups, indicating that age alone is not responsible for the decreased I.Q.<sup>57</sup>

The personality tests indicate that "as a group and as individuals, they show a very limited ability to empathize and to form close object relations; they have settled their anxieties by withdrawing, avoiding close personal relationships, supposedly in the effort to avert further frustration in meeting their affectional needs."<sup>58</sup> They indicate in the section of recommendations that their "observations of infant care, interview data, and the test data all point to the probability that the affectionally frustrated personality patterns go back to early patterns of family relationships and patterns of enculturation."<sup>59</sup>

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<sup>57</sup>. Ibid., pp. 272-273.

<sup>58</sup>. Ross and Ross, loc. cit.

<sup>59</sup>. Ibid., p. 274.



the findings seem to be of interest in that they  
 show the need for a more complete understanding of the  
 concept of the role of the individual in the group.  
 an inverse relationship between the individual and the group  
 is, as we have seen, a characteristic of the group.  
 also consistent with the findings of the group.  
 indicating that the group is not a simple aggregate of  
 individuals.  
 The findings also indicate that the group is not a  
 and as individuals, they show a very distinct pattern of  
 organization and to the group. The group is not a  
 settled entity, but is a dynamic entity, constantly  
 personal relationships, according to the findings.  
 avoid the limitations of the group. The group is not a  
 needs. They indicate that the group is not a simple  
 entity, but is a dynamic entity, constantly changing.  
 data, and the need for a more complete understanding of  
 the relationship between the individual and the group.  
 to early patterns of behavior and development of the  
 of socialization.

27. Findings  
 28. Findings  
 29. Findings



They also state that, "All, except for a handful of older people, speak English with little or no accent."<sup>60</sup> And, "we anticipated more cultural and language difficulties than actually existed....."<sup>61</sup> Again, "In view of the fact that the people have learned English so well, as evidenced by both their speech and their test scores, we can only hypothesize as to the reasons for the deficiency in arithmetic."<sup>62</sup> These statements are all of direct interest to this thesis. They refer directly to the English language skills of the Mescalero, which is a primary interest in the research for this thesis.

Another valuable source of information was found in the unpublished files of the Research Project on the Adjustment of Indian Children in the Public Schools of New Mexico.<sup>63</sup> To be found in these files are reports by various school officials on their problems with the Indian children and their cultures, reports on meetings held with government and Indian officials, detailed accounts of interviews with persons in direct

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<sup>60</sup>. Ibid., p. 270.

<sup>61</sup>. Ibid., p. 271.

<sup>62</sup>. Ibid., pp. 273-274.

<sup>63</sup>. University of New Mexico, Dr. Miles V. Zintz, Director.



They also have been...  
...of the...  
...no...  
...language...  
...Again, in...  
...English...  
...least...  
...reason...  
...statements...  
...They...  
...the...  
...research...  
......  
...form...  
...on the...  
...Schools...  
...are...  
...with...  
...on...  
...detailed...

60. Ibid., p. 174.  
61. Ibid., p. 174.  
62. Ibid., p. 174.  
63. Ibid., p. 174.  
Director.



contact with the problems and collections of newspaper clippings of value to the project.

Probably the most recent publication on the Mescalero, at the time of this writing, is a historic study of that group by C. L. Sonnichsen.<sup>64</sup> It includes the most recent of the economic ventures of the tribe. The last chapter discusses recent problems faced by the group and some of the problems to come.

Other publications on the Mescalero seem to be forthcoming. Individuals from the University of New Mexico, the University of California, and Baylor University, besides those indicated above, have been working or plan to continue working with the various aspects of the Mescalero culture. The Ross' also indicate that additional publications should result from their study. All of this seems to indicate that more publications may be expected in the future which will deal with the contemporary problems of the Mescalero Apaches.

Summary. This section has reviewed some of the materials which directly relate to the present study.

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<sup>64</sup>. The Mescalero Apache, (Norman: University of Oklahoma Press, 1958).



contact with the problems and conditions of the people  
 through the use of the radio.  
 Finally the most recent publication on the  
 situation, at the time of this writing, is a historical  
 study of that group by E. E. Schattschneider.<sup>64</sup> It includes  
 the most recent of the economic features of the region.  
 The last chapter discusses recent political trends of the  
 group and some of the problems it faces.  
 Other publications on the situation seem to be  
 forthcoming. Publications from the University of the  
 Pacific, the University of California, and Boston  
 University, besides those mentioned above, have been  
 working or plan to continue working with the various  
 aspects of the Mexican culture. The book above  
 indicates that additional publications should result  
 from their study. All of this seems to indicate that  
 more publications may be expected in the future which  
 will deal with the contemporary problems of the Mexican  
 people.

Bibliography. This section has reviewed some of the  
 materials which directly relate to the present study.

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<sup>64</sup> The Mexican People, (New York: University of  
 California Press, 1935).



Undoubtedly many valuable articles and books have been omitted.

From the first section, on race and culture relations, it is possible to view the sources from which the theoretical frame work of the thesis has been drawn. The social processes involved in inter-group relations are the focus. The literature illustrates the three factors considered basic to the thesis: (1) the importance of the institutions of formal education in the process of acculturation; (2) the interactionist approach to the problem of assimilation; (3) language as an index of the socialization processes. Other possible approaches to the same processes are also indicated. The section on cross-cultural education and language indicates the interest in language training and in the effects of such training.

The sections on the American and Southwest Indian indicate the growing interest in the field of Indian education. These sections illustrate some of the problems faced in such a project. They also point out changes which have been made in the approach to the problem.



Undoubtedly many of these children have been  
born in the United States and are American  
citizens. It is not only the children of  
which the Department of the Interior has  
been given the responsibility of looking after  
group relations and education. The Department  
treats the Indian child as a normal child  
(1) the importance of the child in the  
education in the United States. The child  
interacts with the child in the United States  
(2) language as a factor in the child's  
Other possible questions are: the child's  
also interests. The child's interest in  
and language. The child's interest in  
and in the child's own language.  
The child's interest in the child's  
Indian children are given the same  
Indian education. The child's interest in  
the problem faced in the United States.  
our children which have been in the United States  
problem.



The last section illustrates the limited range of the studies which have been made on the Mescalero Apaches up to this time. But a growing interest in that group is indicated and further studies might be expected in the near future.

This thesis, then, is not intended to present new or startling concepts, but instead, it is intended to add to the large body of data already collected in the related fields. The study presents data which is of possible interest and significance to more than one discipline, and it indicates one possible approach to viewing a specific problem.



# BOARD

The first action of the Board is to determine the scope of the investigation. This is done by the Board members, who are appointed by the President. The Board then proceeds to the second step, which is to determine the facts of the case. This is done by the Board members, who are appointed by the President. The Board then proceeds to the third step, which is to determine the law applicable to the case. This is done by the Board members, who are appointed by the President. The Board then proceeds to the fourth step, which is to determine the outcome of the case. This is done by the Board members, who are appointed by the President. The Board then proceeds to the fifth step, which is to determine the remedy for the case. This is done by the Board members, who are appointed by the President. The Board then proceeds to the sixth step, which is to determine the final outcome of the case. This is done by the Board members, who are appointed by the President.



## CHAPTER IV

### THE METHOD

In this chapter the methods used to accomplish the present study are presented. The presentation is divided into three topics. The first topic is a statement of the sources of the data collected. The method of procedure is then described. The third topic includes a discussion of the treatment of the findings which led to the conclusions of this thesis. Some of the difficulties in obtaining the data are also discussed in this chapter.

The information presented in this thesis was gathered mainly during the spring school semester of 1958.

Sources of Data. The study focused on four different schools for the collection of data. These schools were: The Albuquerque Indian School, Tularosa High School, Ruidoso Junior High and High Schools, all in New Mexico. The first school is an Indian boarding school. The other schools are integrated public schools in the area of the Mescalero Apache Indian Reservation.



#### CHAPTER IV

#### THE METHOD

In this chapter the methods used in conducting the present study are presented. The presentation is divided into three copies. The first copy is a statement of the sources of the data collected. The second copy is a description of the method of procedure as then determined. The third copy includes a discussion of the treatment of the findings which led to the conclusions of this thesis. Some of the difficulties in obtaining the data are also discussed in this chapter.

The information presented in this thesis was gathered mainly during the spring school semester of 1933.

Sources of Data. The study focused on four different schools for the collection of data. These schools were: The Alameda County Indian School, Tularosa High School, Tularosa Junior High and High Schools, all in New Mexico. The first school is an Indian boarding school. The other schools are integrated public schools in the area of the Tularosa Indian Reservation.



In the case of each school, information was obtained from: the Mescalero students, school officials, teachers, and school records.

A limited amount of information was obtained from officials and employees of the Mescalero Reservation. Another source which proved relatively fruitful was the files of the Research Projection the Adjustment of Indian Children in the Public Schools of New Mexico.<sup>1</sup>

Methods of Procedure. The methods of procedure may be classed as testing, interviewing, and personal observation. The testing was limited to the Mescalero students in each of the schools. Interviewing was used as a method of obtaining information from students, school officials, teachers, and officials and employees of the Mescalero Reservation. Personal observations not only included the study of school records and files but also brief observations of the sample in the classroom, in the lunchroom and on the playground. Much of this data is not included in the thesis because of their superficial and unreliable nature.

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<sup>1</sup>.University of New Mexico, Dr. Miles V. Zintz, Director.



In the case of the first observation, the  
obtained from the observation, the  
this, because the observation  
a limited number of observations  
from officials and employees of the Ministry of  
also, another source which provides information  
was the files of the Ministry, which are the  
of ladies' children in the State of New York.  
Method of observation. The results of observation  
may be obtained as follows, first, by observation  
observation. The observation was made in the  
students in each of the schools, and the  
as a method of observation, the results of  
school officials, teachers, and officials and employees  
of the Ministry of Education, Ministry of Education  
not only included the results of school records and  
but also included observations of the results of the  
from, in the schools and in the observation, and  
this data is not included in the results of the  
experimental and practical results.

University of New York, New York, N. Y.  
Director.



A total of 53 Mescalero boys and girls of junior high and high school age were tested. This sample included all but four official students from the Mescalero area schools, who were absent during the two visits made by the investigator. The public school sample numbered 30 while the boarding school sample numbered 23. Further discussion of the sample will be found in later sections.

Testing. The language skills of the sample are used as the index of acculturation. These skills were measured by a test developed to measure the level of understanding of the English language for foreign students whose second language is English.<sup>2</sup>

The testing procedure outlined in the instruction sheet was followed. The test was administered under controlled conditions in school rooms, conference rooms, or lunchrooms. Except for the few who missed the first testing session through absenteeism, the test was administered in a group situation. No restrictions were placed on the period of time within which the tests were to be completed.

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<sup>2</sup>:A. L. Davis, Director, American Language Center, The American University, "Diagnostic Test For Students of English as a Second Language". See the Instruction sheet, Test booklet and Answer sheet in an appendix of this thesis.



A total of 23 Mexican boys and girls of  
junior high and high school age were tested. These  
people included all but four official students from  
the Mexican area schools, who were absent during the  
two visits made by the investigator. The entire school  
people numbered 35 while the boarding school people  
numbered 13. Further distribution of the people will be  
found in later sections.

Testing. The language skills of the people  
are used as the index of acculturation. These skills  
were measured by a test developed to measure the level  
of understanding of the English language for foreign  
students whose second language is English.

The testing procedure outlined in the description  
sheet was followed. The test was administered under  
controlled conditions in school rooms, conference rooms,  
or classrooms. Except for the two who missed the first  
testing session through illness, the test was  
administered in a group situation. No restrictions were  
placed on the period of time within which the tests were  
to be completed.

<sup>2</sup>A. L. Davis, Director, American Language Center,  
The American University, "Language Test For Students of  
English as a Second Language". See the instructions sheet  
Test booklet and answer sheet in an appendix of this thesis.



Interviewing. Since the students spent varying amounts of time on the test it was possible to question briefly a number of them about the test. There was no order in the selection of those questioned and the questioning resulted in varying degrees of success. The purpose was primarily to determine the variations in attitude toward the investigator and in their ability or willingness to express themselves in English. Following this, three of the more expressive students were chosen for later interviews. Two were from the Indian school and one was from Ruidoso High School.

These three interviews were carried on very informally. Open ended questions were asked about social and sex groupings, the activities of these groups that might lead to more or less contact with the "Anglo" society, and the language practices of the groups.

The interviews with the school officials and teachers consisted of a series of open ended questions aimed at obtaining information that related to the social environment of the school. The information obtained was of a wide variety. It included data about the social interaction with other students, signs of social adjustment, and family information when available.







Information obtained from interviews of Mescalero Reservation officials and employees was limited. There were only three such contacts. They were the Chairman of the Business Committee, the Mescalero Chief of Police, and the economic advisor to the tribe, who was an "Anglo". The interviews were primarily aimed at obtaining information relating to social problems of the tribe which might give greater insight into the problem of this thesis. Questions were also asked about the observed differences between the two types of students being studied.

School Records. School record files were placed at the disposal of the investigator. While the records were not always current, they were an important source of information concerning the student, his school background, and his home. Delinquency reports were included in the files. The marital status of the parents was indicated and in some cases the home conditions were noted. Past grade reports and a listing of the schools attended by the student were the basic data of these records.



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of Police, and the assistant director of the Police, who  
was an "Anglo". The interviews were primarily aimed at  
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were included in the files. The current status of the  
parents was indicated and in some cases the name con-  
ditions were noted. Past grade reports and a listing  
of the schools attended by the student were the basis  
data of these records.



Treatment of Findings. Quantitative scores were derived from the tests. With these scores it was possible to test some of the hypotheses of this thesis statistically. The analysis of variance was used in these cases.<sup>3</sup>

When a sample which represented a variable consisted of less than the full range of the total sample according to sex, age, grade in school and similar background, the control group was matched in these traits.

In comparing the total sample from the Mes-calero area schools with that of the Indian school, it was found that in some cases the children found in one type of school had within the year attended the other type of school. In the public schools, there were eight students who had attended boarding schools recently. In addition, there was one student who, prior to the school year in which this study was made, had been in boarding schools. These nine students were not considered representative of either school and therefore were dropped from the sample when the comparison of the

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<sup>3</sup>Marvin F. Daley, Graduate Assistant, Psychology Department, University of New Mexico, 1957-58, assisted the writer in computing the analysis of variance.







two types of schools was made. With the elimination of the above mentioned group, a bias resulting from an over-weighting in the upper grade levels of the public school sample was minimized.

Four similar cases were found in the Indian school sample. They were also dropped from the sample when the comparison of schools was made. They were welfare cases.

Further discussion of individual variables will be found in Chapter V.

The data from the interviews and observations were used in two ways. The data were used to present a background for the testing of some of the hypotheses stated in Chapter I. They put the hypotheses in the context of the social situation. The data from these sources were used to supplement the findings that resulted from the hypothesis testing. This led to more meaningful conclusions and further questions to be asked.







## CHAPTER V

### THE FINDINGS

In this chapter the findings of the study are presented. There are four sections, the first being a brief but general view of the sample and its social milieu. The second is a discussion and the testing of the hypotheses. The third section consists of further related data which is intended to gain a better understanding of the results of the previous testing. This material comes mainly from the interviews, is of questionable validity and, therefore, is of questionable value to this thesis. Some of the interview material is also presented in the second section to supplement the statistical findings. The last section discusses the limitations of these findings.

The Sample.<sup>1</sup> The sample used consisted of 53 Mescalero Indian students ranging from the 7th to the 12th grade in school. Twenty-four of the students were girls, 29 were boys. In age they ranged from 12 to 20 years. Nine subjects of this total sample indicated

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<sup>1</sup>The raw data may be found in an appendix of this thesis. The data used was correct for the spring semester, 1958.



In this chapter the findings of the study are presented. There are four sections. The first section is a brief but general view of the sample and the school. The second is a description of the testing situation. The third section consists of a summary of the data which is related to the study. The fourth section is a summary of the results of the study. The fifth section is a summary of the conclusions of the study. The sixth section is a summary of the limitations of the study. The seventh section is a summary of the suggestions for further study.

The sample of the study was composed of 111 students in the seventh through tenth grades in the 1932-33 school year. The majority of the students were girls, 89 were boys. The age range was from 11 to 16 years. Nine subjects of this study were identified.

The data were analyzed in a number of ways. This chapter is divided into four sections. The first section is a summary of the data. The second section is a summary of the results of the study. The third section is a summary of the conclusions of the study. The fourth section is a summary of the suggestions for further study.



their native language as English. All but one of these attended schools located in the Mescalero Reservation area.

Thirty of these students, 13 girls and 17 boys, attended public schools in the Mescalero area. They attended Tularosa High School, Ruidoso Junior High and High School. Nine of this group had attended boarding schools in the recent past.

Twenty-three Mescalero students, 11 girls and 12 boys, attended the Albuquerque Indian School. Fourteen of this Indian school group, 6 girls and 8 boys, were welfare cases. They were sent to Albuquerque by the New Mexico Welfare Department for various reasons. In some cases the cause was a broken home, in others the home environment was not considered proper for raising children. Four of this group had attended public schools in the recent past.

The students attending the schools in the Mescalero area lived at home with parents or relatives. They traveled each day to and from the public school nearest their home in school buses that served the area. The schools were not segregated and the Mescalero students were a definite minority. It was not uncommon to find two or three Mescalero students in each classroom sitting in the back row.



their native language as English. All but two of these attended schools located in the reservation reservation area.

Thirty of these students, 13 girls and 17 boys, attended public schools in the reservation area. They attended Johnson High School, Indian Junior High and High School. Nine of this group had attended boarding schools in the recent past.

Twenty-three students, 11 girls and 12 boys, attended the Alameda Indian School. Fourteen of this Indian school group, 6 girls and 8 boys, were white. They were sent to Alameda by the New Mexico Welfare Department for various reasons. In some cases the cause was a broken home, in others the home environment was not considered proper for raising children. Four of this group had attended public schools in the recent past.

The treatment attending the schools in the reservation area has been as follows:

They traveled from day to day from the public school nearest their home in school buses that passed the area. The schools were not segregated and the reservation students were a definite minority. It was not unusual to find two or three reservation students in each classroom sitting in the back row.



The students attending the Albuquerque Indian School lived in dormitories on the grounds of the school. The dormitories were arranged according to age and sex. This arrangement tends to break up tribal groupings to a certain extent, especially in the cases of the small tribal groups.

Fairly rigid controls were kept on the students' movements at the Indian school. These controls included dormitory counselors and a pass system. There was a limited amount of contact and interaction with the dominant "Anglo" society of Albuquerque.

The Test. A perfect score for the test used is 150 points. The scores for the sample ranged from 5 to 147 points. More detailed information on grading and evaluating of the tests is given in the instruction sheet in an Appendix of this thesis.

The Hypotheses. Hypothesis 1: The children who attend integrated public schools and live at home with their friends and relatives on the reservation will indicate a significantly higher degree of acculturation than those who attend the Albuquerque Indian School.



The students attending the school lived in tents in the grounds of the school. The dormitories were arranged according to age and sex. This arrangement made it possible to have a certain extent, especially in the case of the small tribal groups.

Fairly rigid controls were kept on the students' movements of the Indian school. These controls included dormitory commissaries and a pass system. There was a limited amount of contact and interaction with the home and "Anglo" society of Minneapolis.

The Test. A period score for the test was 150 points. The scores for the sample ranged from 5 to 107 points. Some detailed information on grading and evaluation of the tests is given in the instructions sheet in an appendix of this thesis.

The Interview. Hypothesis 1: The children who attend Indian school receive a better and live at home with their friends and relatives or the reservation will indicate a significantly higher degree of socialization than those who attend the Anglo-American Indian School.



The assumption behind this hypothesis is that the interaction between the Indian and non-Indian children in the public school has a greater affect in the acculturation process than does the segregated situation.

A variable in opposition to this assumption relating to English language skills is the fact that in the Indian school special training classes in English for those with language problems are part of the curriculum. At the time of this study there were no such classes in the public schools studied, although some were being planned.

When the analysis of variance was applied to the test scores it was found that the  $F$  ratio between Indian school and Public school students was less than 1.0. When this situation occurs, where the variance of the proper error term is larger than the variance of the term tested, the usual interpretation is that the variance of the term in question does not differ significantly from that expected by chance.<sup>2</sup> In other words, neither of the types of schools actually tested proved

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<sup>2</sup>.An analysis of variance table will be found in an appendix of this thesis.



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I am, Sir, very respectfully,  
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to be superior in forwarding the process of acculturation.

As noted in the previous chapter, a number of students were eliminated from the sample because of what is considered a major overlapping of the types of school experience over a relatively short period of time. It is felt that this group would not represent either type of school reliably.

Hypothesis 2: As age increases, the degree of indicated acculturation will also increase.

The assumption is that with increased age the period of contact increases. Looking on the effects of contact as an accumulative process, it seemed reasonable to expect an increase in the degree of acculturation.

The combination graph and table on page 75 tend to affirm the hypothesis. In the age 12 category there is only one individual whose score is very high, and who might be considered an exception. This score is not included in the graph.

Hypothesis 3: As grade in school increases, the degree of indicated acculturation will also increase.

This hypothesis is related to the one above and is also based on the assumption that longer contact with the dominant society produces a higher degree of acculturation.



to be included in following statement of work

Statement of Work

The work in the following statement of work is to be

completed within the time period of 12 months

and the statement of work is to be completed by the end

of school year 2000-2001

at this time it is to be completed by the end of

school year 2000-2001

Statement of Work

of school year 2000-2001

The statement of work is to be completed by the end

of school year 2000-2001

of school year 2000-2001

to be completed by the end of school year 2000-2001

The statement of work is to be completed by the end

of school year 2000-2001

to be completed by the end of school year 2000-2001

in only one school year 2000-2001

and signed by the principal of the school

included in the statement of work

Statement of Work

the statement of work is to be completed by the end

of school year 2000-2001

in only one school year 2000-2001

the statement of work is to be completed by the end

of school year 2000-2001



The combination graph and table found on page 76 tends to affirm the hypothesis.



The following is a list of the names of the persons who have been

found to be guilty of the crime of murder.

THE FOLLOWING IS A LIST OF THE NAMES OF THE PERSONS WHO HAVE BEEN

FOUND TO BE GUILTY OF THE CRIME OF MURDER.

JOHN BOND

JOHN BOND

JOHN BOND



FIG. 2 AVERAGE SCORE FOR EACH AGE GROUP

ORE  
ST  
140

130

120

110

100

90

80

13

14

15

16

AGE 17

18

19

20

| AGE | AVERAGE<br>SCORE | NUMBER<br>IN SAMPLE |
|-----|------------------|---------------------|
| 13  | 75               | 5                   |
| 14  | 98               | 8                   |
| 15  | 94               | 7                   |
| 16  | 110              | 12                  |
| 17  | 123              | 9                   |
| 18  | 126              | 6                   |
| 19  | 131              | 3                   |
| 20  | 127              | 2                   |



FIG. 3 AVERAGE SCORE FOR EACH AGE GROUP

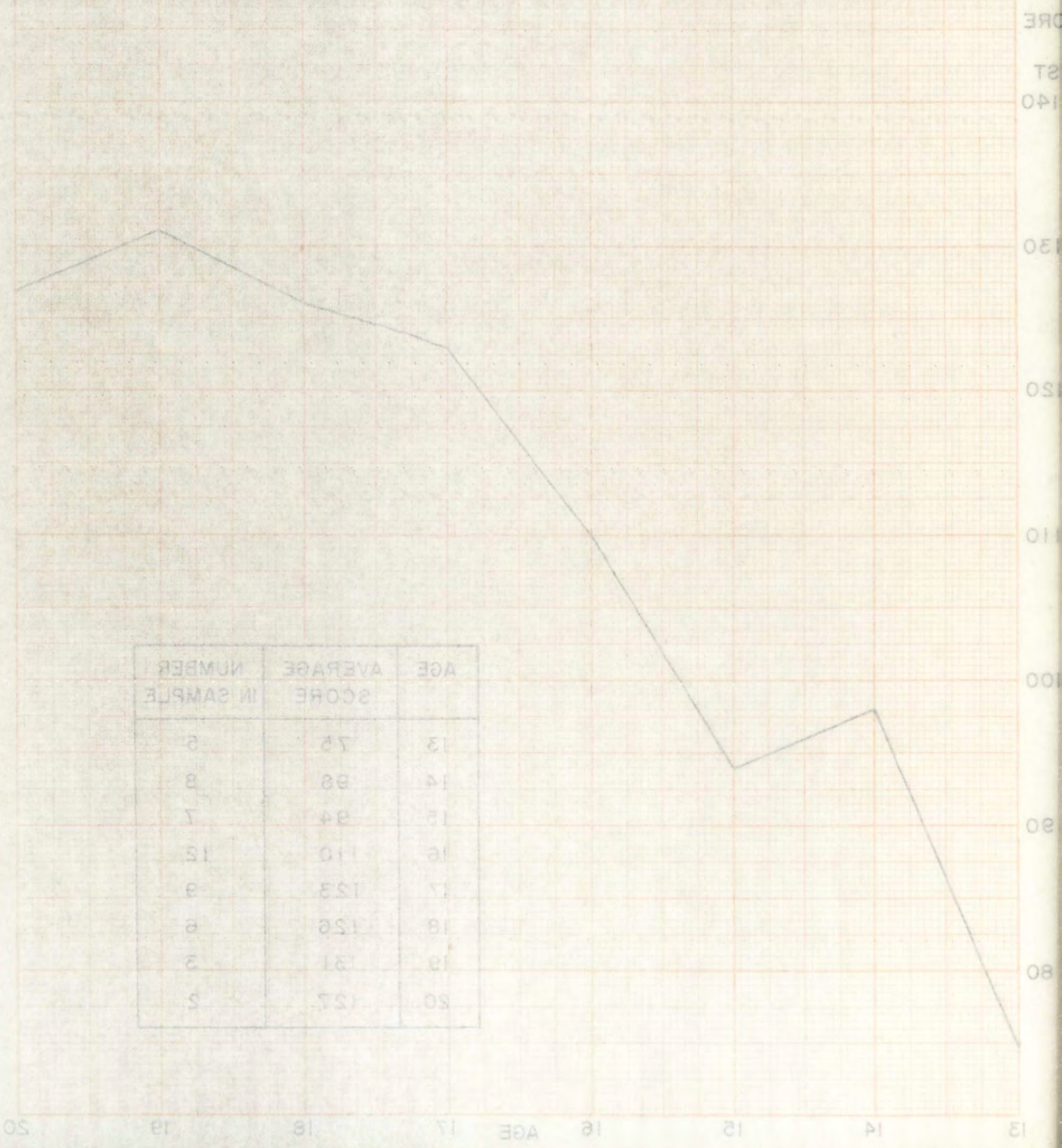




FIG. 3. AVERAGE SCORE FOR EACH GRADE LEVEL

ORE  
ST  
40

30

20

10

00

90

80

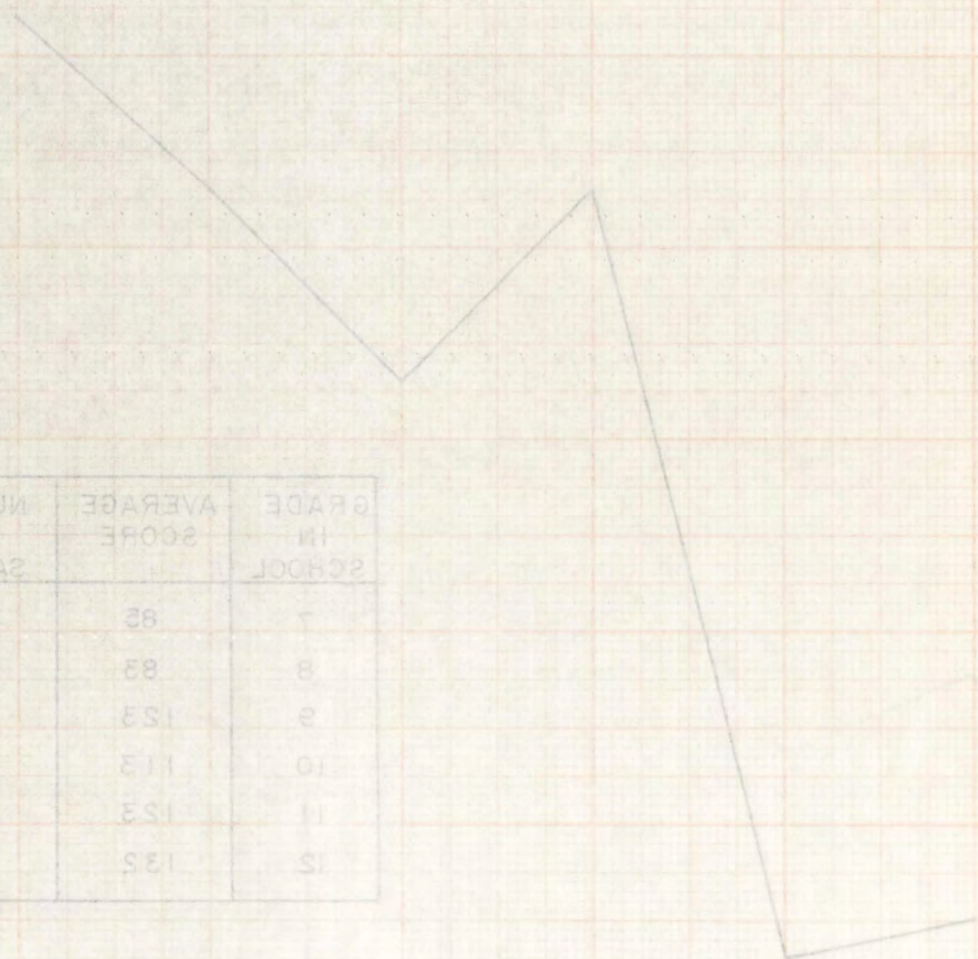
| GRADE<br>IN<br>SCHOOL | AVERAGE<br>SCORE | NUMBER<br>IN<br>SAMPLE |
|-----------------------|------------------|------------------------|
| 7                     | 85               | 10                     |
| 8                     | 83               | 8                      |
| 9                     | 123              | 7                      |
| 10                    | 113              | 13                     |
| 11                    | 123              | 7                      |
| 12                    | 132              | 8                      |

7 8 GRADE 9 IN 10 SCHOOL 11 12



FIG. 3. AVERAGE SCORE FOR EACH GRADE LEVEL

| GRADE<br>IN<br>SCHOOL | AVERAGE<br>SCORE | NUMBER<br>IN<br>SAMPLE |
|-----------------------|------------------|------------------------|
| 7                     | 85               | 10                     |
| 8                     | 83               | 8                      |
| 9                     | 123              | 7                      |
| 10                    | 113              | 13                     |
| 11                    | 123              | 7                      |
| 12                    | 135              | 8                      |





The dip in the trend lines in age category 15 and in grade level category 10 seems to indicate a variable. When each of the groups' members is identified it is found that in only two cases does the membership overlap. In the age group each of these two persons is well above the mean score for the group. The same is true for the grade in school sample. There seems to be no relationship between the two dips in the trend lines.

Another possible variable which might be considered at this point, relating to hypotheses 2 and 3, is that of selectivity. It is probable that the students who drop out of school through the years are those whose backgrounds are less oriented to the goals of the dominant society. The loss of these students would tend to raise the mean achievement of the particular group involved. The data tend to support this supposition so it might be considered as a probable variable in the findings of hypotheses 2 and 3.

Hypothesis 4: The boys will indicate a significantly higher degree of acculturation than will the girls.

A review of the interview materials indicates that there is reason to believe this hypothesis will be supported. If one sex group had greater contact with



The dip in the trend lines in age category  
 is and in grade level category is seen to indicate  
 a variable. When each of the groups is  
 identified it is found that in only two cases is the  
 membership overlap. In the age group each of these  
 two persons is well above the mean age for the group.  
 The same is true for the grade in school category. There  
 seems to be no relationship between the two ages in  
 the trend lines.

Another possible variable which might be con-  
 sidered at this point, relating to hypotheses 2 and 3,  
 is that of religiosity. It is probable that the  
 students who drop out of school through the years are  
 those whose backgrounds are less oriented to the goals  
 of the dominant society. The loss of these students  
 would tend to raise the mean achievement of the remain-  
 ing group involved. The data tend to support this  
 supposition so it might be considered as a possible  
 variable in the findings of hypotheses 2 and 3.

Hypothesis 4: The boys will indicate a signifi-  
 cantly higher degree of socialization than will the girls.

A review of the literature reveals evidence  
 that there is reason to believe this hypothesis will be  
 supported. If one sex group had greater contact with



English speaking society than did the other, it might be expected that this group would acquire a greater proficiency in English, as well as the other traits passed in the process of acculturation.

A tribal Business Committee employee, who was in a position to observe at first hand activities on the reservation, said that the boys tended to get out and away from home more than the girls. The girls tended to stay at home with the younger children and the family where they mostly spoke Apache. The boys were more likely to speak English and come into contact with English speaking people.

One of the Mescalero students at Albuquerque Indian School reaffirmed this notion when he stated that the girls tended to speak Apache among themselves more than the boys. He named one gang of boys who spoke only English when they were together. The boys in general "got around more".

But when the analysis of variance was applied to the test scores it was found that the  $F$  ratio between males and females was less than 1.0. When this occurs, where the variance of the proper error term is larger than the variance of the term to be tested, the usual



English speaking society than did the other. It might be expected that this group would acquire a greater proficiency in English, as well as the other traits passed in the process of assimilation.

A tribal business committee employee, who was in a position to observe as first hand activities on the reservation, said that the boys tended to get out and away from home more than the girls. The girls tended to stay at home with the younger children and the family where they mostly spoke Spanish. The boys were more likely to speak English and come into contact with English speaking people.

One of the Mesquite students at Albuquerque Indian School testified that he noticed when he asked that the girls tended to speak Spanish more than the boys. He named one gang of boys who spoke only English when they were together. The boys in general "got around more".

But when the analysis of variance was applied to the test scores it was found that the F ratio between males and females was less than 1.0. When this occurs, where the variance of the proper error term is larger than the variance of the data to be tested, the usual



interpretation is that the variance of the term in question does not differ significantly from that expected by chance.

Hypothesis 5: Those who state that their native language is English will indicate a significantly higher degree of acculturation than those who state that their native language is Apache.

The assumption behind this hypothesis is obvious. It might be expected that persons who think of their native language as English would be more fluent in it than those who have Apache as their native language.

On the test sheet there is a space for indicating native language. The investigator defined "native language" for each group tested as the language which they had learned first. When a test sheet was received with the native language indicated to be English, the student was questioned to be sure that he understood the definition.

When the analysis of variance was applied to the test scores it was found that the  $F$  ratio between the two variables was less than 1.0. This indicates that the variance does not differ significantly from that expected by chance.



interpretation is that the variance of the test is question does not differ significantly from that expected by chance.

Hypothesis 3: Those who agree that their native language is English will indicate a significantly higher degree of assimilation than those who state that their native language is Spanish.

The assumption behind this hypothesis is obvious. It might be expected that persons who know of their native language as English would be more fluent in it than those who have Spanish as their native language. On the test sheet there is a space for indicating native language. The investigator defined "native language" for each group listed in the language sheet and learned later. When a test sheet was received with the native language indicated to be English, the student was questioned to be sure that he understood the definition.

When the analysis of variance was applied to the test scores it was found that the F ratio between the two conditions was less than 1.0. This indicates that the variance does not differ significantly from that expected by chance.



This "native language, English" sample included nine persons. The comparative sample was matched for sex, age, grade in school, and similar school background.

Five students who indicated English as their native language had parents who had different native languages. In some cases the father and mother represent different Indian groups with different languages. The common tongue is English. There are also cases in which the parental languages are Apache and Spanish, with English as the common tongue. In the other cases the parents' native languages are not known but might be expected to follow this trend.

Donald MacKay, for example, stated that, "It is believed by the observer that the children enrolled in school from these out-marriages are brighter, quicker, achieve more." He believes that the social environment is responsible.<sup>3</sup>

Statistically, the data do not affirm his hypothesis as far as English language skills are concerned.

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<sup>3</sup>Observations and experiences as principal of Mescalero-Bent Public School, Research Project on the Adjustment of Indian Children in the Public Schools of New Mexico, University of New Mexico, Dr. Miles V. Zintz, Director, 1958.



This "native language" study is limited

also persons. The conservative view is that the

and, also, grade in school, and similar school background.

Five students were interviewed (English as a

native language and persons who had at least two

languages. In some cases the father and mother were

from different Indian groups with different languages.

The common tongue is English. There are also cases in

which the parental languages are Spanish and English.

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the parents' native languages are not known but might

be expected to follow this trend.

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in school from these backgrounds are bilingual. It is

achieved more. He believes that the social environment

is responsible.

Basically, the data do not affirm his hypothesis

there as far as English language skills are concerned.

Investigation and experiments as outlined in  
 Massachusetts Public School, Bureau of Indian Affairs  
 Adjutant of Indian Affairs in the Public Schools of  
 New Mexico, University of New Mexico, Dr. Maria V. Rios,  
 Director, 1958.



The possible reason may be that in the sample of known family languages none of the parents have English as their native language. It cannot be expected that parents speaking English as a second language should necessarily produce children fluent in English.

Hypothesis 6: The students sent to the Albuquerque Indian School by the New Mexico Welfare Department because of an inadequate home environment will indicate a significantly lower degree of acculturation than the others.

It might be assumed that such children probably come from the most disorganized homes on the reservation and might therefore be less acculturated than the rest of the sample. Research in an "Anglo" community indicates that children from unsettled or broken homes are inferior in their school work when compared with a matched group of students from "normal" homes.<sup>4</sup> This, then, should be reflected in the English language skills of the group who are from broken Mescalero homes.

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<sup>4</sup>Erta A. Curtis and Claude L. Nemzek, "The Relation of Certain Unsettled Home Conditions to the Academic Success of High School Pupils", The Journal of Social Psychology, Vol. 9, 1938, p. 434.



The possible reasons may be that in the sample of twenty  
 finally languages used in the previous study English was  
 their native language. It cannot be expected that  
 parents speaking English as a second language should  
 necessarily produce children fluent in English.

Hypothesis 3: The children sent to the American

and Indian School by the New Mexico Indian Department  
 because of an inadequate home environment will have  
 a significantly lower degree of socialization than the  
 others.

It might be argued that when children previously

come from the most disadvantaged homes on the reservation  
 and might therefore be less socialized than the rest  
 of the sample. However, in an "English" community Indian  
 that children from unstable or broken homes are isolated  
 in their school work when compared with a matched group  
 of children from "normal" homes.<sup>4</sup> Thus, then, should be  
 reflected in the English language skills of the group  
 who are from Indian reservation homes.

<sup>4</sup> Eric A. Carter and Glenda L. Barker, "The Education  
 of Children from Disadvantaged Homes: Conditions in the American  
 of High School Pupils," *The Journal of Social Psychology*,  
 Vol. 5, 1958, p. 44.



When the analysis of variance was applied to the test scores it was found that the  $F$  ratio between the two variables was less than 1.0. This indicates that the variance does not differ significantly from that expected by chance.

The welfare sample consisted of 14 persons. The non-welfare sample used in the analysis was matched for sex, age, grade in school, and was drawn from the Mescalero area sample.

Hypothesis 7: Regardless of school attended, Indian students will indicate a lower degree of acculturation, according to the index of measurement, than non-Indian students of a lower grade and age level.

If the test used is only measuring the amount of factual knowledge gained in the different years in school, then it might be expected that junior high and high school students, regardless of ethnic group, would do as well or better than grade school students, regardless of ethnic group. On the other hand, if the test measures variables other than the strictly mechanical processes of learning, it might be expected that differences in ethnic group would be apparent.



the best subject in the world and I am not alone  
the two volumes were sent to the U.S. and Canada  
that the volume was not better than a single volume  
that appeared by chance.  
The volume was a translation of the original.  
The non-Indian students will find it a very good  
for any one, grade or age, and it is a very good  
Hewlett's book is a very good one.  
The volume is a translation of the original.  
Indian students will find it a very good one.  
translation, according to the book of the original.  
non-Indian students of a lower grade and age level.  
it is the best one I have seen and it is a very good one.  
factual material which is the best one I have seen.  
then it is not as good as the book of the original.  
students, regardless of their grade, will find it a very good  
better than any other book I have seen, and it is a very good  
group. On the other hand, if the book is not as good as  
others than the student's original, it is a very good one.  
it might be expected that it is a very good one.  
would be a good one.



The test was developed to indicate the degree of preparation a foreign student has in English language skills.<sup>5</sup> From experience gained through administering this test the Language Center has found that a score of over 125 indicates satisfactory preparation for college work in the United States.<sup>6</sup>

The analysis of variance is not used here, but a simple comparison of the arithmetic mean scores of each of the groups seems sufficient for the purposes of this thesis.

The comparative sample was drawn from the 5th and 6th grades of Jefferson School at Gallup, New Mexico. This data was supplied by the Research Project on the Adjustment of Indian Children in the Public Schools of New Mexico.<sup>7</sup>

The non-Indian sample numbered 77 individuals and obtained a mean score of 130.5. The total Mescalero sample obtained a mean score of 108.7. on the test. Although caution must be used in considering these results because of the fact that the samples are products of

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<sup>5</sup>. Instruction Sheet, in an Appendix of this thesis.

<sup>6</sup>. Loc. cit.

<sup>7</sup>. University of New Mexico, Dr. Miles V. Zintz, Director.



The test was designed to indicate the degree of preparation a foreign student has in English language skills.<sup>2</sup> From experience gained through administering this test the language teacher has found that a score of over 125 indicates satisfactory preparation for college work in the United States.<sup>3</sup>

The analysis of variance is not used here, but a simple comparison of the arithmetic mean scores of each of the groups seems sufficient for the purposes of this thesis.

The comparative sample was drawn from the 11th and 12th grades of Jefferson School at Gallup, New Mexico. This data was supplied by the research project on the Adjustment of Indian Children in the Public Schools of New Mexico.<sup>4</sup>

The non-Indian sample numbered 73 individuals and obtained a mean score of 136.1. The total number of samples obtained a mean score of 138.7 on the test. Although caution must be used in considering these results because of the fact that the samples are products of

<sup>2</sup> Instruction Book, in an appendix of this thesis.

<sup>3</sup> Ibid. p. 111.

<sup>4</sup> University of New Mexico, Dr. Edwin F. Ekins, Director.



different schools, the data indicate that the Mescalero students are inferior in English language skills to the non-Indian sample of lower age and grade in school. While the mean score of the non-Indian sample is well above the minimum "satisfactory" score, the Mescalero sample is far below it.

Using surnames as an indication of the ethnic composition of the non-Indian sample, it was found that, while "Anglo" names were predominant in the sample, there were also seven Spanish names present.

The testing of this hypothesis seems to indicate the relative position of the Mescalero students in regard to English language skills. For social identification, language skills are of primary importance.

Further Data. Very little of the information obtained through interview proved to be of value to this thesis because of the broad general nature of the interview material obtained. In evaluating the interview information the fact that most of the respondents were "Anglos" with middle-class value orientations must be remembered. Even in the case of the Chairman of the Mescalero Business Committee, Mr. W. Chino, the observations may be tinted by values not consistent with those



different schools, the data indicate that the students are superior in English language skills to the non-Indian sample of lower age and grade in school. While the mean score of the non-Indian sample is well above the minimum "satisfactory" score, the mean score is far below 50.

Being concerned as an indication of the school composition of the non-Indian sample, it was found that while "Anglo" names were predominant in the sample, there were also several Spanish names present. The testing of this hypothesis seems to indicate the relative position of the Mexican students in regard to English language skills. For social identification, language skills are of primary importance.

Further Data. Very little of the information obtained through interviews proved to be of value in this thesis because of the broad general nature of the interview material obtained. In reviewing the interview information the fact that most of the respondents were "Anglo" with middle-class value orientations was noted. Even in the case of the chairman of the Mexican Business Committee, Mr. W. C. Cline, the responses could not be cited by value not consistent with those



of the tribe as a whole. The fact that he is an ordained minister of the Dutch Reform Church with college training probably tends to bias his view of the situation.

In 1958 Mr. Chino stated "The children (Mescalero children) scarcely know what they are. They are so far from their old culture, yet so far from the new. They need to be re-oriented."<sup>8</sup> He earlier stated to the investigator that there was a big difference between the attitudes of the students who attend the Albuquerque Indian School and those who stay in the Mescalero area for school. He indicated that their attitudes toward clothes and manners differed, with the Indian school students being the more "sensitive". The employee of the Mescalero Business Committee, referred to under Hypothesis 4, indicated similar observations. The findings of Hypothesis 1 do not affirm these observations as they relate to language skills.

Officials and employees of the various schools indicated that there were variations in the adjustment

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<sup>8</sup>Minutes of the Advisory Committee Meeting, 29 October 1958, Research Project on the Adjustment of Indian Children in the Public Schools of New Mexico, University of New Mexico, Dr. Miles V. Zintz, Director.



of the tribe as a whole. The fact that he is an  
 ordained minister of the South American church  
 college training probably tends to give his views on the  
 situation.  
 In 1958 Mr. Clark stated: The children (Hypothetical)  
 children) generally know what they are. They are so far  
 from their old culture, yet so far from the new. They  
 need to be re-oriented.<sup>2</sup> An earlier attempt to do  
 investigation that there was a big difference between  
 the attitudes of the students who attend the American  
 Indian School and those who stay in the traditional area  
 for school. He indicated that their attitudes toward  
 clothes and manners differed, with the Indian school  
 students being the more "sensitive". The emphasis of  
 the American Indian School, referred to under  
 Hypothesis 4, indicated similar observations. The findings  
 of Hypothesis 1 do not allow these observations to carry  
 weight as language skills.

Officials and employees of the various agencies  
 indicated that there were variations in the objectives

<sup>2</sup> Minutes of the Advisory Committee Meeting,  
 19 October 1958, Research Project on the Adjustment of  
 Indian Children in the Public Schools of New Mexico,  
 University of New Mexico, Dr. Miles V. Limer, Director.



patterns of the Mescalero students. In the schools in the Mescalero area the school principals and several teachers described the Mescalero students as "meek", "quiet", and "no trouble to control". At the Indian school, the school physician described the Mescalero students as the wildest, most unruly, of all the Indian groups that attend there. But, he further stated that after a period of time these Mescalero students "settle down" and become "pleasant" students like the others. He also said that, next to the Navaho, the Mescalero students came most often to him, with nothing physically wrong, saying that they did not feel well, and seeking a pass to go home.

These observations seem to give some indication of the degrees of adjustment of the Mescalero students in their school situations. The findings also tend to give rise to further questions relating to the Mescalero and their adjustments in school. In a section of the chapter which follows some of these questions are presented. These questions indicate areas in which it might be of value to pursue further study.

Limitations of Findings. A primary limitation of this thesis is the size of the sample. For statistical



patterns of the Mesquite students. In the schools in the Mesquite area the school principals and several teachers described the Mesquite students as "weak", "poor", and "no trouble to control". At the Indian school, the school physician described the Mesquite students as the wildest, most unruly, of all the Indian groups that attend there. But, he further stated that after a period of time these Mesquite students "settled down" and become "pleasant" students like the others. He also said that, next to the Navaho, the Mesquite students came most often to him, with nothing physically wrong, saying that they did not feel well, and seeking a pass to go home.

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Limitations of Findings. A primary limitation of this thesis is the size of the sample. For statistical



purposes the results obtained in testing certain variables are therefore of questionable validity.

The test itself might be considered a limitation. Although, as mentioned above, writers have indicated that language and language skills might be considered as a valid indices of acculturation and assimilation, this assumption lacks complete validation. While the test was developed to measure the degree of proficiency in English of individuals whose native language is not English, there is no guarantee of its validity.

The lack of detailed information on the families and the home life of the students on the reservation was the result of two factors. First, the investigator was restricted as to the amount of time available for field work. This restriction is accounted for by a combination of class schedules and scant financial resources. Second, and related to the above, was a required delay for obtaining clearance through the Mescalero Business Committee to be allowed to accomplish a study on reservation land. This required period coincided with the period available to the investigator to make the study.



purposes the machine described is used to produce  
various types of characters and symbols.  
The first type of character is a letter.  
Although, as mentioned above, the machine  
indicates that language and the same result is  
considered as a valid method of communication.  
Accordingly, this machine is used to produce  
While the use of this machine is not the same as  
proficiency in English, it is a valid method of  
language is not English, but it is a valid  
validity.

The lack of direct communication is the result  
and the loss of the ability to communicate  
was the result of the machine. The machine  
was restricted as to the amount of data that  
could work. The machine is a valid method of  
communication of data, but it is not a valid  
method. The machine is not a valid method of  
delay for obtaining information through the machine.  
Business Executive is not allowed to communicate  
on restricted land. This is a valid method of  
with the period available to the Executive to  
the study.



The communication difficulties and establishing rapport with the Mescalero students were difficulties faced by the investigator. These problems were heightened especially in the Mescalero area schools by a restricted amount of time available for such interviews. The result was a small quantity of data obtained from this source.

The fact that until 1956 a reservation day school existed in the area<sup>9</sup> and accounted for a majority of the sample's basic education, there is a limitation on the expected differences between the two types of schools being studied.

The degree of indicated instability in the sample's schooling was also a limitation. That is, the fact that there was a tendency for some of the students to shift in the type of school they attended. Although in each type of school there was a "hard core" of regularly attending students, there were also those who alternated back and forth between the two. A sample with a more consistent background experience would have been more reliable.

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<sup>9</sup>C. L. Sonnichsen, The Mescalero Apache, (Norman: University of Oklahoma Press, 1958), p. 268.







Considering these limiting factors it seems realistic to consider the results of this study as indicative of trends present in the Mescalero situation but they can by no means be considered as adequate proof of the ideas and hypotheses presented here.



Considering these limiting factors it seems  
 realistic to consider the results of this study as  
 indicative of trends present in the Western states  
 but they can by no means be considered as evidence  
 of the ideas and hypotheses presented here.



## CHAPTER VI

### CONCLUSIONS

This chapter consists of four sections; a statement of the findings, a discussion of these findings and their relationships to each other, the problems and new questions that are raised by this study, and a brief summary of the thesis.

Summary of Findings. The following results parallel the hypotheses tested in this study.

1. There was no significant difference found to exist between the English language skills of the Mescalero students attending the Albuquerque Indian School and those attending the public schools in the Mescalero area.
2. As age increased among the members of the sample, their proficiency in English language skills also increased.
3. As grade in school increased among the members of the sample, their proficiency in English language skills also increased.
4. There was no significant difference found to exist between the English language skills of the boys and the girls of the sample.



## CONCLUSIONS

This chapter consists of four sections. A statement of the findings, a discussion of these findings and their relationship to each other, the limitations and new questions that are raised by this study, and a brief summary of the thesis.

### Summary of Findings. The following results

parallel the hypotheses stated in this study.

1. There was no significant difference found to exist between the English language skills of the Mascherano students attending the bilingual school and those attending the public schools in the Mascherano area.

2. As age increased, among the students of the sample, their proficiency in English language skills also increased.

3. As grade in school increased, among the students of the sample, their proficiency in English language skills also increased.

4. There was no significant difference found to exist between the English language skills of the boys and the girls of the sample.



5. There was no significant difference found to exist between the English language skills of the students who stated their native language was English and those who stated their native language was Apache.

6. There was no significant difference found to exist between the English language skills of the students sent to the Albuquerque Indian School by the New Mexico Welfare Department because of "poor" home conditions and those whose home conditions were "normal".

7. The whole sample of Mescalero Apache high school and junior high school students studied made an appreciably lower score on the English language skills test than did a sample of non-Indian students from the fifth and sixth grades of Jefferson Grade School in Gallup, New Mexico.

Conclusions. From the findings as noted, a number of tentative conclusions may be drawn.

1. Using English language skills as an index of acculturation, neither the boarding school nor the integrated public school can be said to be the superior agent of acculturation among the Mescalero Apaches. This conclusion might be extended to include all Indian groups but, since culture patterns and environmental



5. There was no significant difference found

to exist between the English language skills of the students who stated their native language was English

and those who stated their native language was Spanish.

6. There was no significant difference found

to exist between the English language skills of the students sent to the Albuquerque Indian School by the

New Mexico Welfare Department because of "poor" home

conditions and those who were sent because of "other" reasons.

7. The whole sample of reservation students did

school and junior high school students attained a score of approximately lower score on the English language skills

test than did a sample of non-Indian students from the

High and sixth grades of Jefferson Grade School in

Gallop, New Mexico.

Conclusions: From the findings as noted a

number of tentative conclusions may be drawn.

1. Using English language skills as an index

of acculturation, neither the boarding school nor the

integrated public school can be said to be the superior

agent of acculturation among the reservation peoples.

This conclusion might be extended to include all Indian

groups but, since culture patterns and environmental



settings vary widely among these groups and the social situation changes from one public school or boarding school to the next, such an extension is suspect.

At this point, the findings do not support the earlier assumption that by attending public schools the Mescalero students engage in a higher degree of interaction with the dominant society than is possible in the boarding school and, thereby, attain a greater degree of acculturation.

2. The findings indicate that contact over a period of years, including the cumulative contact and training in school, tends to result in progressively greater fluency in English. The minimum expectations of each grade in school can probably be considered as a major factor in this advance. However, when Finding 7 is included,<sup>1</sup> the question arises as to whether the expectations in each grade for the Indian students are the same as those for the non-Indian students. If the expectations are the same, obviously they are not met by the Indian students. If, at this point, the English language skills are viewed not only as an index of acculturation but as an index of potential acculturation, the

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<sup>1</sup>. See section, Summary of Findings, this chapter.



meetings very widely among these groups and the small  
 attention changes from one public school or boarding  
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 At this point, the findings do not support the  
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<sup>1</sup>-See section, Summary of Findings, this chapter.



significance of these findings becomes apparent: that is, the degree to which a person, in this case the Indian, can converse in the native language of the dominant group will indicate the degree to which this person is able to engage in meaningful interaction with that group. Meaningful interaction refers to an effective exchange of ideas. Broken English, for example, has several effects in the "Anglo" society. First, broken speech interferes with effective communication in a mechanical sense. Second, broken speech identifies a person as a member of an out-group, thus limiting the significance of what he has to say to the dominant group member. Third, recognizing his inability to express himself clearly in the second language, the non-fluent person identifies himself as a member of the out-group, a minority, and thus, any interaction in which he participates has a limited value for him.

The findings indicate that the school does act to increase this potential of acculturation, but that it may not be doing this to a "satisfactory" degree.

3. Since there is no significant difference between the language skills of the boys and the girls, although there is some indication that the boys possibly



significance of these findings suggests, however, that the degree to which a person, in this case, is identified with the native language of the dominant group will influence the degree to which this person is able to engage in meaningful interaction with that group. Meaningful interaction refers to an effective exchange of ideas. Broken English, for example, has several effects in the "Anglo" society. First, broken speech interferes with effective communication in a substantial sense. Second, broken speech identifies a person as a member of an out-group, thus limiting the significance of that person to say to the dominant group members. Third, recognizing his inability to express himself clearly in the second language, the non-fluent person identifies himself as a member of the out-group, a minority, and thus, any interaction in which he participates has a limited value for him.

The findings indicate that the school does not to increase this potential of assimilation, but that it may not be doing this to a "satisfactory" degree. Since there is no significant difference between the language skills of the boys and the girls, although there is some indication that the boys possibly



have a greater degree of contact with the dominant society, the conclusion is that possibly spatial mobility within a society has been confused with contact. Mobility being greater among the boys than among the girls does not necessarily mean a significant difference in effective contact. This conclusion is, of course, tentative, because it is not proven that the boys are more mobile in the society than are the girls.

4. The students whose native language was English did not prove to be superior in English language skills to those who stated their native language was Apache. Supplementary data tended to indicate that the reason for this was because of ethnic intermarriages in which the common tongue between parents was English. When this is combined with the conclusion that there seems to be little interaction between the Apache students and the dominant society, it might be expected that the language skills of these "native language, English" students would be similar to the other Apache children in the same social situation.

5. The finding relating to the English language skills of a group of students who were welfare cases indicates that for some reason, probably cultural, the



have a greater degree of contact with the dominant society, the contact is more generally equal, whether within a society, has been maintained with contact. Nothing has greater among the other than among the other, but not necessarily mean a significant difference in effectiveness. This contact is, of course, reciprocal, because it is not proven that the boys and girls in the society then are the girls.

4. The students whose native language was English did not prove to be superior in English language skills to those who stated their native language was Apache. Apparently data tended to indicate that the reason for this was because of ethnic inferiority, in which the contact between parents was English. This is combined with the conclusion that there seems to be little interaction between the Apache students and the dominant society, it might be expected that the language skills of these "native language" students would be similar to the other Apache children in the same social situation.

5. The finding relating to the English language skills of a group of students who were white cases indicated that for some reason, probably cultural, the



Mescalero children are conditioned against the disruptive effects usually associated with broken or "poor" home conditions.

New Problems and Questions. None of the above conclusions can be considered as a proven fact, but they do indicate trends and tendencies. Other studies should be made in the same general area to see the problems in different perspective. Studies might be made to see exactly how much contact actually occurs between the Mescalero Apaches and the neighboring towns of Ruidoso and Tularosa. The type of contact situation may be an important variable. One possibility is a study of the attitudes of the local population toward the Mescalero, and of the attitudes of the Mescalero toward the local population. The types of information gathered in such a study should aim at determining the social distance between the two groups. Studies which would indicate the patterns of social interaction in the public schools between the Indian and non-Indian groups would also be of value.

The "native language, English" sample indicates another promising area for study. This would be a study of the families that have resulted from the inter-



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The "native language, English" study indicates  
another promising area for study. This would be a study  
of the families that have migrated from the Indian



marriage of Apaches with members of other ethnic groups. Such a study should be made on the reservation with the tribal records at its disposal. Questions to be answered by such a study would include: To what extent have the Mescalero intermarried and with what ethnic groups? What are some of the effects of such marriages on the Apache group? What are the differences between these intermarried couples and those who are in-married?

None of the students in the sample was the product, from the first grade on, of the public school system. The small community day schools on the reservation were closed in 1949.<sup>2</sup> The day school in the town of Mescalero closed in 1956.<sup>3</sup> A more valid measure of the public schools as an agent of acculturation may be obtained from a study similar to this one when a more uniform group reach high school.

Summary. One of the basic assumptions made in the second chapter of this thesis is that the existence of

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<sup>2</sup>C. L. Sonnichsen, The Mescalero Apaches, (Norman: University of Oklahoma Press, 1958), p. 260.

<sup>3</sup>Ibid., p. 268.



marriage of Apache with members of other ethnic groups. From a study should be made of the relationship with the tribal records at its disposal. Questions to be answered by such a study would include: To what extent have the historians interested and with what ethnic groups? What are some of the effects of such marriages on the Apache group? What are the differences between those interested couples and those who are not? None of the statements in the study was the product from the time made up of the public records. The small community day schools on the reservation were closed in 1949.<sup>2</sup> The day school in the town of Chinle, Arizona in 1955.<sup>3</sup> A more valid measure of the public records as an agent of acculturation may be obtained from a study similar to this one when a more detailed study of each day school.

Summary. One of the basic assumptions made in the second chapter of this thesis is that the marriage of

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<sup>2</sup> J. A. Bonnichsen, *The Navajo Nation* (Phoenix: University of Arizona Press, 1958), p. 105.

<sup>3</sup> *Ibid.*, p. 105.



culturally diverse groups in a single social milieu will tend to result in a conflict situation. In this case, conflict must be defined very broadly. The answer to such a problem, as viewed by the writer, is the integration of these diverse groups into the greater society. Assimilation is considered not only necessary but inevitable.

Through a process of interaction which, to a certain degree, inevitably occurs in these situations, a common frame of reference is developed between the groups. With the development of such a frame of reference integration or assimilation occurs. In some cases, however, where a group may be highly visible, as with diverse racial groups, the process may take many generations.

The above discussion infers that the goal of a society such as that of the United States is or should be homogeneity.<sup>4</sup> Such a goal is considered by the writer to lead to a more stable society. There are undoubtedly arguments against such a general assumption but this is the frame of reference for this thesis. With this orientation the problem becomes that of determining the most

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<sup>4</sup>See "Integration" in Definitions of Terms section, Chapter II, this thesis.



culturally diverse groups in a stable social system will tend to result in a conflict situation. In this case, conflict must be defined very broadly. The answer to such a problem, as viewed by the writer, is the integration of these diverse groups into the greater society. Assimilation is considered not only necessary but inevitable.

Through a process of interaction which, to a certain degree, inevitably occurs in these situations, a common frame of reference is developed between the groups. With the development of such a frame of reference, integration or assimilation occurs. In some cases, however, where a group may be highly visible, as with diverse racial groups, the process may take many generations.

The above discussion infers that the goal of a society such as that of the United States is or should be homogeneity.<sup>4</sup> Such a goal is considered by the writer to lead to a more stable society. There are undoubtedly arguments against such a general assumption but this is the frame of reference for this thesis. With this orientation the problem becomes that of determining the most

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effective, yet least disruptive, method of accomplishing this integrative process.

The educational institutions are considered in this thesis to be a chief agent for the process outlined above. The study is an attempt to measure the effectiveness of one type of school versus another type in accomplishing this process among one of these diverse groups in the American society. English language skills are used as an index not only of the present degree of acculturation and assimilation but also as an indication of the potential of the group for these processes in the immediate future.

This study indicates that there may be a lack of interaction between the Mescalero students in the public schools and the non-Indian students in those schools. The study also seems to indicate that the language skills of these Mescalero students tend to be either overlooked or taken for granted in the schools studied. In any case, the potentialities for further acculturation by the dominant "Anglo" society are limited by the fact that the Mescalero students, on the average, are not obtaining "satisfactory" levels of English language skills by the time they reach the high school level. Until such levels in these English language skills are reached in these grades,



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Mexican students, on the average, are not obtaining  
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time they reach the high school level. Until such levels  
in these English language skills are reached the students



it might be expected that the Mescalero tribe will continue to be seriously handicapped in attaining the goals of social and economic development hoped for by the tribal leaders and the officials of the Indian Service.

Further studies should be and are being made which relate to the problems of the Mescalero tribe in an effort to gain a better understanding of their problems. By recognizing and understanding these problems, it may be possible to hasten their solution with fewer detrimental effects to the individuals concerned than would be possible otherwise. Through a better understanding of the Mescalero Apaches' problems, it may also be possible to predict for other similar groups the obstacles to be faced.



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APPENDIX A. SUPPLEMENTARY TABLES



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TABLE I

## STUDENTS ATTENDING ALBUQUERQUE INDIAN SCHOOL

|              | Grade<br>in<br>School | Score<br>on<br>Test | Age | Welfare<br>Cases | Native<br>Language<br>English | Attended<br>Public<br>Schools |
|--------------|-----------------------|---------------------|-----|------------------|-------------------------------|-------------------------------|
| <b>Girls</b> |                       |                     |     |                  |                               |                               |
| 1.           | 7                     | 48                  | 13  | x                |                               | x                             |
| 2.           | 7                     | 117                 | 14  | x                |                               |                               |
| 3.           | 7                     | 71                  | 14  | x                |                               | x                             |
| 4.           | 8                     | 102                 | 14  | x                |                               | x                             |
| 5.           | 8                     | 70                  | 15  | x                |                               | x                             |
| 6.           | 9                     | 117                 | 16  | x                |                               |                               |
| 7.           | 10                    | 115                 | 16  |                  |                               |                               |
| 8.           | 10                    | 123                 | 15  |                  |                               |                               |
| 9.           | 11                    | 134                 | 16  |                  |                               |                               |
| 10.          | 11                    | 128                 | 17  |                  |                               |                               |
| 11.          | 12                    | 140                 | 18  |                  |                               |                               |
| <b>Boys</b>  |                       |                     |     |                  |                               |                               |
| 1.           | 7                     | 126                 | 14  | x                |                               |                               |
| 2.           | 7                     | 67                  | 13  | x                |                               |                               |
| 3.           | 7                     | 94                  | 15  | x                |                               |                               |
| 4.           | 7                     | 62                  | 15  | x                |                               |                               |
| 5.           | 9                     | 147                 | 17  | x                |                               |                               |
| 6.           | 10                    | 119                 | 17  | x                |                               |                               |
| 7.           | 10                    | 93                  | 17  | x                |                               |                               |
| 8.           | 11                    | 119                 | 18  | x                |                               |                               |
| 9.           | 11                    | 122                 | 18  |                  |                               |                               |
| 10.          | 12                    | 140                 | 20  |                  | x                             |                               |
| 11.          | 12                    | 135                 | 19  |                  |                               |                               |
| 12.          | 12                    | 113                 | 20  |                  |                               |                               |



1912

STUDENT MEMBERS - JUNIOR CLASS

| Serial | Grade | First Name | Last Name | Initials |
|--------|-------|------------|-----------|----------|
| 1.     | 7     | John       | Smith     | J.S.     |
| 2.     | 7     | James      | Johnson   | J.J.     |
| 3.     | 7     | William    | Williams  | W.W.     |
| 4.     | 7     | Robert     | Roberts   | R.R.     |
| 5.     | 7     | Charles    | Charles   | C.C.     |
| 6.     | 7     | Thomas     | Thomas    | T.T.     |
| 7.     | 7     | Richard    | Richard   | R.R.     |
| 8.     | 7     | Joseph     | Joseph    | J.J.     |
| 9.     | 7     | Samuel     | Samuel    | S.S.     |
| 10.    | 7     | David      | David     | D.D.     |
| 11.    | 7     | Benjamin   | Benjamin  | B.B.     |
| 12.    | 7     | Henry      | Henry     | H.H.     |
| 13.    | 7     | George     | George    | G.G.     |
| 14.    | 7     | Edward     | Edward    | E.E.     |
| 15.    | 7     | Frederick  | Frederick | F.F.     |
| 16.    | 7     | John       | Smith     | J.S.     |
| 17.    | 7     | James      | Johnson   | J.J.     |
| 18.    | 7     | William    | Williams  | W.W.     |
| 19.    | 7     | Robert     | Roberts   | R.R.     |
| 20.    | 7     | Charles    | Charles   | C.C.     |
| 21.    | 7     | Thomas     | Thomas    | T.T.     |
| 22.    | 7     | Richard    | Richard   | R.R.     |
| 23.    | 7     | Joseph     | Joseph    | J.J.     |
| 24.    | 7     | Samuel     | Samuel    | S.S.     |
| 25.    | 7     | David      | David     | D.D.     |
| 26.    | 7     | Benjamin   | Benjamin  | B.B.     |
| 27.    | 7     | Henry      | Henry     | H.H.     |
| 28.    | 7     | George     | George    | G.G.     |
| 29.    | 7     | Edward     | Edward    | E.E.     |
| 30.    | 7     | Frederick  | Frederick | F.F.     |
| 31.    | 7     | John       | Smith     | J.S.     |
| 32.    | 7     | James      | Johnson   | J.J.     |
| 33.    | 7     | William    | Williams  | W.W.     |
| 34.    | 7     | Robert     | Roberts   | R.R.     |
| 35.    | 7     | Charles    | Charles   | C.C.     |
| 36.    | 7     | Thomas     | Thomas    | T.T.     |
| 37.    | 7     | Richard    | Richard   | R.R.     |
| 38.    | 7     | Joseph     | Joseph    | J.J.     |
| 39.    | 7     | Samuel     | Samuel    | S.S.     |
| 40.    | 7     | David      | David     | D.D.     |
| 41.    | 7     | Benjamin   | Benjamin  | B.B.     |
| 42.    | 7     | Henry      | Henry     | H.H.     |
| 43.    | 7     | George     | George    | G.G.     |
| 44.    | 7     | Edward     | Edward    | E.E.     |
| 45.    | 7     | Frederick  | Frederick | F.F.     |
| 46.    | 7     | John       | Smith     | J.S.     |
| 47.    | 7     | James      | Johnson   | J.J.     |
| 48.    | 7     | William    | Williams  | W.W.     |
| 49.    | 7     | Robert     | Roberts   | R.R.     |
| 50.    | 7     | Charles    | Charles   | C.C.     |
| 51.    | 7     | Thomas     | Thomas    | T.T.     |
| 52.    | 7     | Richard    | Richard   | R.R.     |
| 53.    | 7     | Joseph     | Joseph    | J.J.     |
| 54.    | 7     | Samuel     | Samuel    | S.S.     |
| 55.    | 7     | David      | David     | D.D.     |
| 56.    | 7     | Benjamin   | Benjamin  | B.B.     |
| 57.    | 7     | Henry      | Henry     | H.H.     |
| 58.    | 7     | George     | George    | G.G.     |
| 59.    | 7     | Edward     | Edward    | E.E.     |
| 60.    | 7     | Frederick  | Frederick | F.F.     |
| 61.    | 7     | John       | Smith     | J.S.     |
| 62.    | 7     | James      | Johnson   | J.J.     |
| 63.    | 7     | William    | Williams  | W.W.     |
| 64.    | 7     | Robert     | Roberts   | R.R.     |
| 65.    | 7     | Charles    | Charles   | C.C.     |
| 66.    | 7     | Thomas     | Thomas    | T.T.     |
| 67.    | 7     | Richard    | Richard   | R.R.     |
| 68.    | 7     | Joseph     | Joseph    | J.J.     |
| 69.    | 7     | Samuel     | Samuel    | S.S.     |
| 70.    | 7     | David      | David     | D.D.     |
| 71.    | 7     | Benjamin   | Benjamin  | B.B.     |
| 72.    | 7     | Henry      | Henry     | H.H.     |
| 73.    | 7     | George     | George    | G.G.     |
| 74.    | 7     | Edward     | Edward    | E.E.     |
| 75.    | 7     | Frederick  | Frederick | F.F.     |
| 76.    | 7     | John       | Smith     | J.S.     |
| 77.    | 7     | James      | Johnson   | J.J.     |
| 78.    | 7     | William    | Williams  | W.W.     |
| 79.    | 7     | Robert     | Roberts   | R.R.     |
| 80.    | 7     | Charles    | Charles   | C.C.     |
| 81.    | 7     | Thomas     | Thomas    | T.T.     |
| 82.    | 7     | Richard    | Richard   | R.R.     |
| 83.    | 7     | Joseph     | Joseph    | J.J.     |
| 84.    | 7     | Samuel     | Samuel    | S.S.     |
| 85.    | 7     | David      | David     | D.D.     |
| 86.    | 7     | Benjamin   | Benjamin  | B.B.     |
| 87.    | 7     | Henry      | Henry     | H.H.     |
| 88.    | 7     | George     | George    | G.G.     |
| 89.    | 7     | Edward     | Edward    | E.E.     |
| 90.    | 7     | Frederick  | Frederick | F.F.     |
| 91.    | 7     | John       | Smith     | J.S.     |
| 92.    | 7     | James      | Johnson   | J.J.     |
| 93.    | 7     | William    | Williams  | W.W.     |
| 94.    | 7     | Robert     | Roberts   | R.R.     |
| 95.    | 7     | Charles    | Charles   | C.C.     |
| 96.    | 7     | Thomas     | Thomas    | T.T.     |
| 97.    | 7     | Richard    | Richard   | R.R.     |
| 98.    | 7     | Joseph     | Joseph    | J.J.     |
| 99.    | 7     | Samuel     | Samuel    | S.S.     |
| 100.   | 7     | David      | David     | D.D.     |

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TABLE II

## STUDENTS ATTENDING SCHOOLS IN MESCALERO AREA

|       | Grade<br>in<br>School | Score<br>on<br>Test | Age | Native<br>Language<br>English | Attended<br>Boarding<br>Schools |
|-------|-----------------------|---------------------|-----|-------------------------------|---------------------------------|
| Girls |                       |                     |     |                               |                                 |
| 1.    | 7                     | 27                  | 13  |                               |                                 |
| 2.    | 7                     | 122                 | 12  |                               |                                 |
| 3.    | 7                     | 113                 | 13  |                               |                                 |
| 4.    | 8                     | 5                   | 14  |                               |                                 |
| 5.    | 8                     | 113                 | 14  |                               |                                 |
| 6.    | 9                     | 128                 | 17  |                               |                                 |
| 7.    | 9                     | 147                 | 16  | x                             |                                 |
| 8.    | 9                     | 84                  | 16  |                               |                                 |
| 9.    | 9                     | 122                 | 14  | x                             |                                 |
| 10.   | 10                    | 141                 | 15  | x                             |                                 |
| 11.   | 11                    | 124                 | 19  |                               |                                 |
| 12.   | 11                    | 135                 | 17  | x                             |                                 |
| 13.   | 12                    | 120                 | 17  |                               |                                 |
| Boys  |                       |                     |     |                               |                                 |
| 1.    | 8                     | 83                  | 16  |                               | x                               |
| 2.    | 8                     | 60                  | 15  |                               | x                               |
| 3.    | 8                     | 120                 | 13  |                               |                                 |
| 4.    | 8                     | 107                 | 15  |                               |                                 |
| 5.    | 9                     | 125                 | 14  |                               |                                 |
| 6.    | 10                    | 83                  | 16  |                               |                                 |
| 7.    | 10                    | 122                 | 17  | x                             |                                 |
| 8.    | 10                    | 131                 | 16  |                               | x                               |
| 9.    | 10                    | 106                 | 16  | x                             | x                               |
| 10.   | 10                    | 134                 | 16  |                               | x                               |



## STUDENTS ATTENDING SCHOOLS IN MEDICAL AREA

| Grade in School | Hours on Test | Age | Native Language English | Attended Hospital School |
|-----------------|---------------|-----|-------------------------|--------------------------|
| 1.              | 127           | 13  |                         |                          |
| 2.              | 122           | 12  |                         |                          |
| 3.              | 113           | 13  |                         |                          |
| 4.              | 8             | 14  |                         |                          |
| 5.              | 113           | 14  |                         |                          |
| 6.              | 128           | 17  |                         |                          |
| 7.              | 147           | 16  | x                       |                          |
| 8.              | 84            | 16  |                         |                          |
| 9.              | 123           | 14  | x                       |                          |
| 10.             | 141           | 12  | x                       |                          |
| 11.             | 134           | 19  |                         |                          |
| 12.             | 133           | 17  | x                       |                          |
| 13.             | 120           | 17  |                         |                          |
| Boys            |               |     |                         |                          |
| 1.              | 83            | 14  |                         | x                        |
| 2.              | 60            | 12  |                         | x                        |
| 3.              | 120           | 13  |                         |                          |
| 4.              | 107           | 13  |                         |                          |
| 5.              | 128           | 14  |                         |                          |
| 6.              | 62            | 16  |                         |                          |
| 7.              | 121           | 17  | x                       |                          |
| 8.              | 137           | 16  |                         | x                        |
| 9.              | 108           | 16  | x                       | x                        |
| 10.             | 134           | 16  |                         | x                        |



## Mescalero Area (Cont'd)

| Boys | Grade<br>in<br>School | Score<br>on<br>Test | Age | Native<br>Language<br>English | Attended<br>Boarding<br>Schools |
|------|-----------------------|---------------------|-----|-------------------------------|---------------------------------|
| 11.  | 10                    | 101                 | 16  | x                             |                                 |
| 12.  | 10                    | 75                  | 16  |                               |                                 |
| 13.  | 10                    | 117                 | 17  |                               |                                 |
| 14.  | 11                    | 101                 | 18  |                               |                                 |
| 15.  | 12                    | 133                 | 18  |                               | x                               |
| 16.  | 12                    | 133                 | 19  |                               | x                               |
| 17.  | 12                    | 143                 | 18  | x                             | x                               |



## Masculine Area (Cont'd)

| Boys | Grade<br>in<br>School | Score<br>on<br>Test | Age | Native<br>Language | Reading<br>School |
|------|-----------------------|---------------------|-----|--------------------|-------------------|
| 11.  | 10                    | 101                 | 16  |                    |                   |
| 12.  | 10                    | 75                  | 16  |                    |                   |
| 13.  | 10                    | 117                 | 17  |                    |                   |
| 14.  | 11                    | 101                 | 18  |                    |                   |
| 15.  | 12                    | 133                 | 18  |                    | x                 |
| 16.  | 12                    | 133                 | 19  |                    | x                 |
| 17.  | 13                    | 143                 | 19  | x                  | x                 |



TABLE III

Hypothesis

## ANALYSIS OF VARIANCE TABLE

|    | Source<br>of<br>Variation | $SX^2$    | d.f. | M.S.   | F. | Sign |
|----|---------------------------|-----------|------|--------|----|------|
| 1. | Total                     | 35,009.04 | 39   |        |    |      |
|    | Bc                        | 103.72    | 1    | 103.72 | -  | N.S. |
|    | Wc                        | 34,905.22 | 38   | 918.56 |    |      |
| 4. | Total                     | 48,517.17 | 52   |        |    |      |
|    | Bc                        | 299.89    | 1    | 299.89 | -  | N.S. |
|    | Wc                        | 48,217.28 | 51   | 945.44 |    |      |
| 5. | Total                     | 2,858.50  | 17   |        |    |      |
|    | Bc                        | 76.06     | 1    | 76.06  | -  | N.S. |
|    | Wc                        | 2,782.44  | 16   | 173.90 |    |      |
| 6. | Total                     | 31,096.86 | 27   |        |    |      |
|    | Bc                        | 000.00    | 1    | -      | -  | N.S. |
|    | Wc                        | 31,096.86 | 26   |        |    |      |

Bc - Between Columns

Wc - Within Columns

 $SX^2$  - Sum of cases squared

d.f. - Degree of Freedom

M.S. - Mean square

F. - F ratio

N.S. - Not significant



TABLE III

## ANALYSIS OF VARIANCE TABLE

Hypothesis

|    | Source of Variation | SS        | d.f. | M.S. | F | N.S. |
|----|---------------------|-----------|------|------|---|------|
| 1. | Total               | 35,009.04 | 30   |      |   |      |
|    | Be                  | 103.75    | 1    |      |   | N.S. |
|    | Wo                  | 34,905.29 | 29   |      |   |      |
| 2. | Total               | 46,217.17 | 32   |      |   |      |
|    | Be                  | 199.69    | 1    |      |   | N.S. |
|    | Wo                  | 46,017.48 | 31   |      |   |      |
| 3. | Total               | 2,628.20  | 17   |      |   |      |
|    | Be                  | 78.06     | 1    |      |   | N.S. |
|    | Wo                  | 2,550.14  | 16   |      |   |      |
| 4. | Total               | 21,090.88 | 27   |      |   |      |
|    | Be                  | 600.00    | 1    |      |   | N.S. |
|    | Wo                  | 20,490.88 | 26   |      |   |      |

Be - Between Columns

Wo - Within Columns

SS<sup>2</sup> - Sum of squares

d.f. - Degrees of freedom

M.S. - Mean square

F - F ratio

N.S. - Not significant



APPENDIX B.    TEST MATERIALS



# APPENDIX A

## TEST MATERIALS

### APPENDIX A. TEST MATERIALS



DIAGNOSTIC TEST FOR STUDENTS

OF

ENGLISH AS A SECOND LANGUAGE

INSTRUCTIONS FOR ADMINISTERING THE TEST

EDUCATIONAL SERVICES

1730 Eye St., N.W.

Washington, D. C., USA



- I. The examiner distributes only the answer sheets.
- II. The examiner says: "Please fill in the blanks at the top of the answer sheet.

"The date is \_\_\_\_\_, 19\_\_\_\_.

"Now print your name in the space provided.

"Also write the name of your native language.

"Now write the name of any other language or the names of any other languages that you speak."

- III. The examiner draws Practice Examples 1, 2, and 3 (as at the top of the top of the answer sheet) on the blackboard.
- IV. The examiner puts the test booklets upside down on the students' desks. The examiner says: "Leave the questions upside down on your desk. Do not look at your questions yet."
- V. The examiner says: "Now look at the practice questions on the first page of your test. Let us study the practice examples together.

"Each question has three possible answers. Practice Example 1 has answers 'A', 'B', and 'C'. Only one answer is correct. Which answer is correct? ---- Answer 'C' is correct. Make a circle around C at the top of the answer sheet. Now look at Practice Example 2 and make a circle around the letter corresponding to the correct answer. Did you make your circle around the letter 'A' of Example 2?

"Study Practice Example 3. Choose the correct answer and make a circle around the corresponding letter of Example 3 at the top of the answer sheet.

"You must be careful to make the circles around the letters which you think are correct. If you change your mind about which answer is correct after you have already made a circle around an answer, do not try to erase but make an X through the letter and put your circle where you think it belongs. (The examiner should demonstrate this.) Do not open the answer sheet. Do not write on the test booklet.

"Are there any questions? If so, ask them now. You will not be allowed to ask questions during the test.

"You will have one hour to complete the test. Do not spend too much time on any one question. If you do not know the answer, go to the next question. Begin with question number 1 on the next page."



If the examiner desires he may translate the directions into the students' native language.

### Scoring and Interpretation of the Test

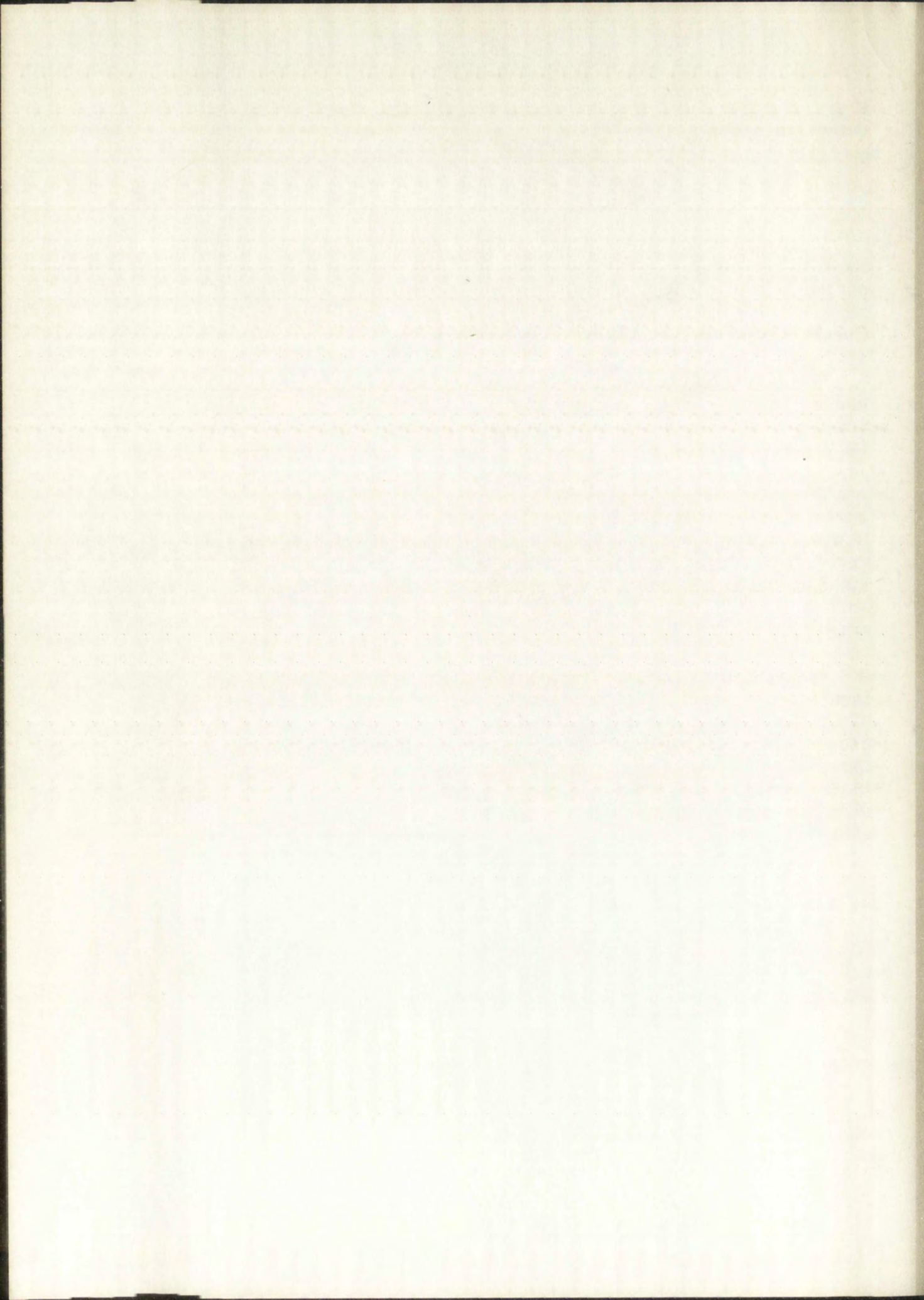
Tear off the top sheet. The letters corresponding to the correct answers are printed on the under sheet. If the student's answer is correct, his circle will be made around the letter. If his answer is incorrect, his circle will be made where there is no printed letter. Count both the correct and incorrect answers.

The score on the test is determined by subtracting one-half of the number wrong from the number right. A student who has 90 correct answers and 40 incorrect answers will receive a score of 90 minus 20 (40 divided by 2), or 70.

Since the test is diagnostic the teacher may use the results for lesson planning. Section I, general grammar exclusive of verb forms, is divided as follows: A - pronouns, B - nouns, C - adjectives and adverbs, D - ellipses, E - prepositions, F - word order; section II is devoted to verbs: G - modals and modes, H - tenses and voice, I - verbals; section III is idiomatic vocabulary. These divisions are indicated on the answer sheet.

The test in its present form has been given to hundreds of students from foreign countries. Experience at the American Language Center of The American University has shown that students who score over 125 are satisfactorily prepared for college work in the United States, although they may need additional oral-aural training; students scoring in the 100-125 range need considerable extra help, possibly six weeks of intensive training; those in the 40-80 range need to take full time instruction in English, often as much as a semester of intensive work.







DIAGNOSTIC TEST FOR STUDENTS

OF ENGLISH AS A SECOND

LANGUAGE

PRACTICE EXAMPLES

Ex. 1. The (girl) (woman) (man) is my father.  
          a              b              c

Ex. 2. Do you (speak) (spoken) (speaking) English?  
                  a              b              c

Ex. 3. (While) (Who) (When) is at the door?  
          a              b              c

See practice examples on answer sheet.  
Listen carefully to the instructions.

Developed by:

A. L. Davis Ph.D.

Director, The American Language Center

The American University

Washington, D.C.

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1. (She) (He) (It) married my sister.  
A B C
2. He has a horse but wants (other) (one) (another one).  
A B C
3. The book belongs to Mary; it is (his) (hers) (its).  
A B C
4. The (book of grammar) (grammar book) (book grammar) is small.  
A B C
5. The coat is (my son's) (to my son) (of my son).  
A B C
6. Mary is (gooder) (better) (more good) than Jane.  
A B C
7. The (youngs boys) (youngs boy) (young boys) like simple food.  
A B C
8. Washington is warm, (no) (not true) (isn't it)?  
A B C
9. They meet (at) (to) (on) eight o'clock.  
A B C
10. The book is (in) (into) (on) the room.  
A B C
11. (In his coffee sugar he uses.) (He uses in his coffee sugar.)  
A B  
(He uses sugar in his coffee.)  
C
12. (How are you today?) (How are today you?) (How today are you?)  
A B C
13. He (will) (wills) (wants) to go with you.  
A B C
14. I hope he (will) (should) (would) go.  
A B C
15. (Does) (Is) (Has) he have the ball?  
A B C
16. John and I (am) (are) (be) students.  
A B C
17. How (liked you) (you liked) (did you like) the trip?  
A B C



18. After (to eat) (eating) (the eat) I sleep.  
A B C
19. Won't you (going) (go) (to go) with me?  
A B C
20. He works (for) (for to) (to) get money.  
A B C
21. The time is (half eight) (half past seven) (seven and a half).  
A B C
22. Today (it makes) (it is) (it does) cold.  
A B C
23. (Good evening) (Good night) (Goodbye) Mr. Jones, how is your family?  
A B C
24. His car was (broken) (burst) (wrecked) in the accident.  
A B C
25. A mouse is (resemble to) (alike) (similar to) a rat.  
A B C
26. The boy bathed (herself) (himself) (itself).  
A B C
27. He doesn't have (something) (nothing) (anything) for you.  
A B C
28. She buys (her own clothes) (his own clothes) (its own clothes).  
A B C
29. He lighted the (lamp table) (lamp of table) (table lamp).  
A B C
30. They have two (children) (child) (childs).  
A B C
31. Jane is (the beautifullest) (the most beautiful) (most beautiful) girl  
in the class.  
A B C
32. Every (girl have) (girls have) (girl has) new books.  
A B C
33. She comes tomorrow, (won't she) (doesn't she) (isn't she)?  
A B C
34. He comes to work (on) (in) (by) a taxi.  
A B C
35. We live (on) (in) (at) 724 Main Street.  
A B C



36. John always (wants breakfast on time) (on time wants breakfast)  
                                    A   B  
(wants on time breakfast).  
                                    C
37. (Is near the hotel the station?) (Is the station near the hotel?)  
                                    A   B  
(Is the station the hotel near?)  
                                    C
38. We (must) (ought) (must to) go.  
                    A             B             C
39. If he had seen you, he (would have spoken) (would speak) (will have spoken)  
  A   B   C  
to you.
40. (How you do) (How do you do) (How do you) this?  
                    A                                      B                                      C
41. They (are being) (do be) (are) in class.  
                    A                      B                      C
42. (Didn't he be) (Wasn't he) (Was not he) a good singer?  
                    A                      B                      C
43. He finished (to read) (read) (reading) the letter.  
                                    A                      B                      C
44. He couldn't (found) (finding) (find) his hat.  
                                    A                      B                      C
45. He let (that she take the automobile) (her to take the automobile)  
  A   B  
(her take the automobile).  
                                    C
46. I know (how to) (how) (to) drive a car.  
                    A                      B                      C
47. He works (solely) (lonely) (alone).  
                    A                      B                      C
48. Henry was sick yesterday and (lost) (absenced) (missed) his classes.  
  A   B   C
49. He has (luck) (chance) (fortune) at cards.  
                    A                      B                      C
50. I am (interesting to) (interesting in) (interested in) learning English.  
                    A                                      B                                      C
51. (She) (It) (He) is a good movie.  
                    A             B             C



- [illegible]



70. I want you (go) (to go) (going) Tuesday.  
A B C
71. We (had a good time) (made a good time) (did a good time).  
A B C
72. The pens are (like) (same) (alike).  
A B C
73. Our guest did not (seem) (appear) (evident).  
A B C
74. Their trip was full of (hardship) (hardiness) (hardening).  
A B C
75. He (waited) (waited for) (awaited for) the train.  
A B C
76. They have (milk) (of the milk) (some of milk).  
A B C
77. The man (I saw) (what I saw) (which I saw) was happy.  
A B C
78. The boy (of whom the) (whose) (of who the) mother you saw plays the piano.  
A B C
79. There is not (much) (many) (much of) news in the paper.  
A B C
80. The baby has five (tooth) (teeth) (tooths).  
A B C
81. He speaks that language (worst) (baddest) (most bad) of all.  
A B C
82. Is this (a useful) (an useful) (useful) tool?  
A B C
83. She hasn't been singing, (did she) (was she) (has she)?  
A B C
84. Thank you; you are kind (for) (to) (with) me.  
A B C
85. He wears his hat (in) (over) (on) his head.  
A B C
86. He went (there late yesterday) (late yesterday there) (yesterday late there).  
A B C







104. People (thinks) (think) (is thinking) it is true.  
A B C
105. This cat catches (mouses) (mouse) (mice).  
A B C
106. He studied (more well) (better) (more goodly) Tuesday.  
A B C
107. Mr. Dupont is (a French) (the French) (French).  
A B C
108. He wasn't going to dance, (wasn't he) (was he) (wouldn't he)?  
A B C
109. He requested (to me) (with me) (me) to come.  
A B C
110. I live (on) (to) (in) the corner of 15th and M streets.  
A B C
111. (The three old pictures) (The old three pictures) (The three pictures  
A B C  
old) are valuable.
112. He asks (to the people for money) (the people for money) (for money  
A B C  
to the people).
113. John (might) (mights) (might to) come soon.  
A B C
114. I wish I (were) (will be) (am) pretty.  
A B C
115. How much (the books cost) (cost the books) (do the books cost)?  
A B C
116. John (throw) (have thrown) (threw) his cap in the air.  
A B C
117. The play (performs itself) (is performed) (performs) daily.  
A B C
118. He saw the work (doing) (did) (being done).  
A B C
119. She promised (to try to learn to swim) (to try learn to swim)  
A B  
(to try to learn swim).  
C
120. He wants (something to eat) (something for to eat) (something for eat).  
A B C

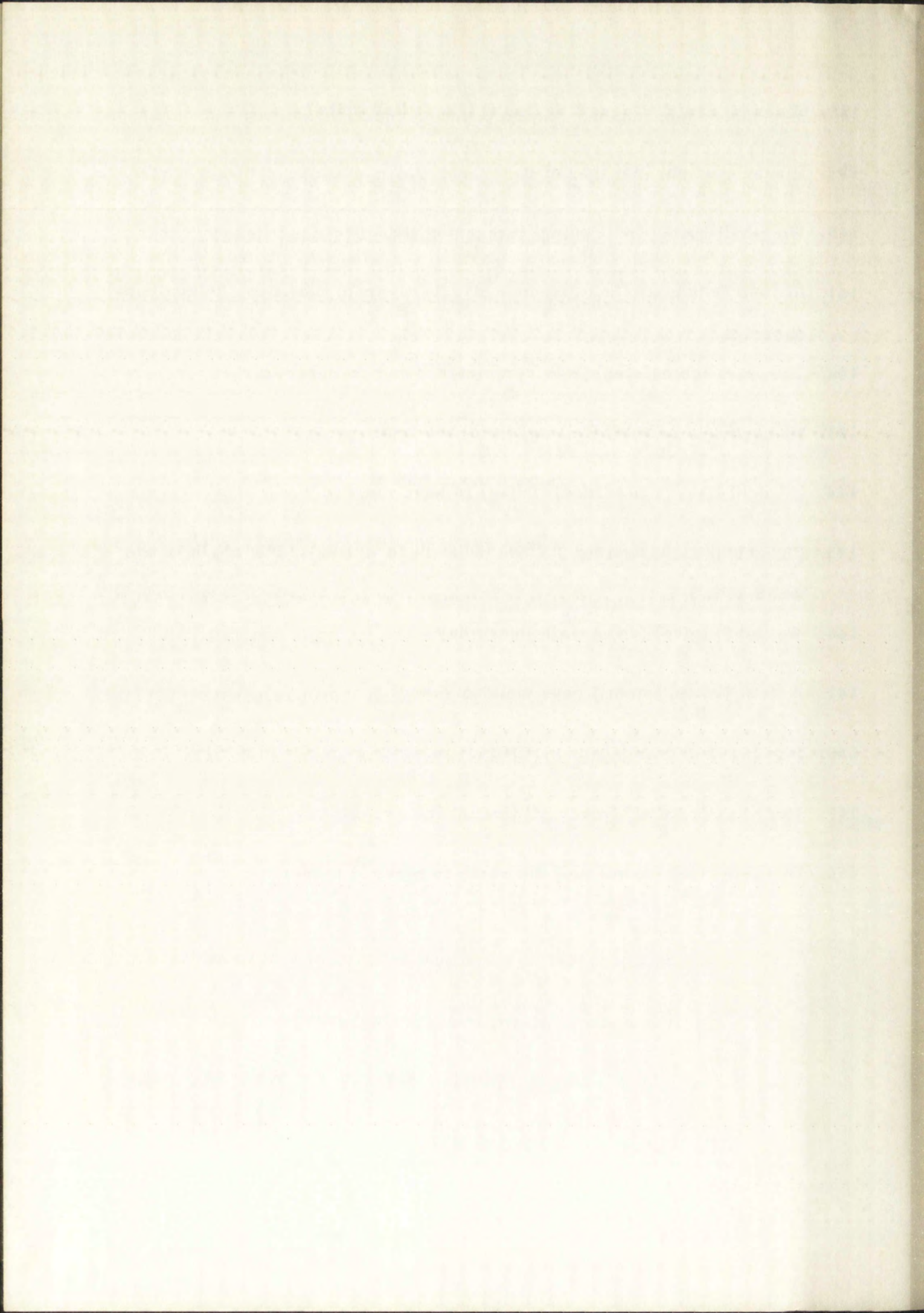


121. The man is (making) (getting) (doing) his hair cut.  
A B C
122. Soap (absolves) (solves) (dissolves) in water.  
A B C
123. I (want) (wish) (like) that I had a letter.  
A B C
124. What (kind of) (class) (kind) pencil is that?  
A B C
125. (Look) (Look at) (Look for) me swim!  
A B C
126. He owns (of the books) (some of the books) (ones of the books).  
A B C
127. (He) (She) (They) talked to each other.  
A B C
128. (How) (What) (When) should he say?  
A B C
129. What is (the price of coffee) (of coffee the price)  
(the price coffee?)  
A B C
130. We saw two (ox) (oxen) (oxes).  
A B C
131. She talks (more fast) (more fastly) (faster).  
A B C
132. (Hundred thousand) (A hundred thousand) (An hundred thousand) people  
came to the game.  
B C
133. Alice likes the flowers and Jane (does) (likes) (is) too.  
A B C
134. Mary has a (cup milk) (cup from milk) (cup of milk).  
A B C
135. I went to school (during) (for) (while) a week.  
A B C
136. The (first two big) (two first big) (big first two) cars are new.  
A B C
137. I gave (it him) (to him it) (it to him).  
A B C



138. (Does he can't) (Doesn't he can't) (Can't he) write?  
A B C
139. Please (you do) (do) (to do) it.  
A B C
140. We (shall going) (will going) (are going) to a party.  
A B C
141. In 1492 Columbus (has discovered) (discovered) (has been discovering)  
America.  
A B C
142. The work (completed) (was completed) (was completing).  
A B C
143. He needs (to be told) (telling) (told) the truth.  
A B C
144. (I would like) (I had liked) (I like) to have seen it.  
A B C
145. (The chalk is to writing.) (The chalk is to write.) (The chalk is to  
write with.)  
A B C
146. We (take) (give) (do) a walk every day.  
A B C
147. A (few) (little) (small) boys walk to school.  
A B C
148. It is (hardly) (very) (much) difficult to write on a grain of rice.  
A B C
149. Mary has (a lot of) (much of) (many) ice cream.  
A B C
150. He turned (on) (down) (up) the radio to make it louder.  
A B C







# ANSWER SHEET FOR DIAGNOSTIC TEST

Name \_\_\_\_\_ Number correct \_\_\_\_\_

PRACTICE EXAMPLES: Native language \_\_\_\_\_ Subtract 1/2 of \_\_\_\_\_

Other languages you speak \_\_\_\_\_ number incorrect \_\_\_\_\_

Score \_\_\_\_\_

|   |   |   |   |
|---|---|---|---|
| 1 | A | B | C |
| 2 | A | B | C |
| 3 | A | B | C |

|       |           |           |            |            |            |
|-------|-----------|-----------|------------|------------|------------|
| A B C | 26. A B C | 51. A B C | 76. A B C  | 101. A B C | 126. A B C |
| A B C | 27. A B C | 52. A B C | 77. A B C  | 102. A B C | 127. A B C |
| A B C | 28. A B C | 53. A B C | 78. A B C  | 103. A B C | 128. A B C |
| A B C | 29. A B C | 54. A B C | 79. A B C  | 104. A B C | 129. A B C |
| A B C | 30. A B C | 55. A B C | 80. A B C  | 105. A B C | 130. A B C |
| A B C | 31. A B C | 56. A B C | 81. A B C  | 106. A B C | 131. A B C |
| A B C | 32. A B C | 57. A B C | 82. A B C  | 107. A B C | 132. A B C |
| A B C | 33. A B C | 58. A B C | 83. A B C  | 108. A B C | 133. A B C |
| A B C | 34. A B C | 59. A B C | 84. A B C  | 109. A B C | 134. A B C |
| A B C | 35. A B C | 60. A B C | 85. A B C  | 110. A B C | 135. A B C |
| A B C | 36. A B C | 61. A B C | 86. A B C  | 111. A B C | 136. A B C |
| A B C | 37. A B C | 62. A B C | 87. A B C  | 112. A B C | 137. A B C |
| A B C | 38. A B C | 63. A B C | 88. A B C  | 113. A B C | 138. A B C |
| A B C | 39. A B C | 64. A B C | 89. A B C  | 114. A B C | 139. A B C |
| A B C | 40. A B C | 65. A B C | 90. A B C  | 115. A B C | 140. A B C |
| A B C | 41. A B C | 66. A B C | 91. A B C  | 116. A B C | 141. A B C |
| A B C | 42. A B C | 67. A B C | 92. A B C  | 117. A B C | 142. A B C |
| A B C | 43. A B C | 68. A B C | 93. A B C  | 118. A B C | 143. A B C |
| A B C | 44. A B C | 69. A B C | 94. A B C  | 119. A B C | 144. A B C |
| A B C | 45. A B C | 70. A B C | 95. A B C  | 120. A B C | 145. A B C |
| A B C | 46. A B C | 71. A B C | 96. A B C  | 121. A B C | 146. A B C |
| A B C | 47. A B C | 72. A B C | 97. A B C  | 122. A B C | 147. A B C |
| A B C | 48. A B C | 73. A B C | 98. A B C  | 123. A B C | 148. A B C |
| A B C | 49. A B C | 74. A B C | 99. A B C  | 124. A B C | 149. A B C |
| A B C | 50. A B C | 75. A B C | 100. A B C | 125. A B C | 150. A B C |







Name \_\_\_\_\_ Number correct \_\_\_\_\_

# PRACTICE EXAMPLES

Native language \_\_\_\_\_

Subtract 1-2 of

Other languages you speak \_\_\_\_\_

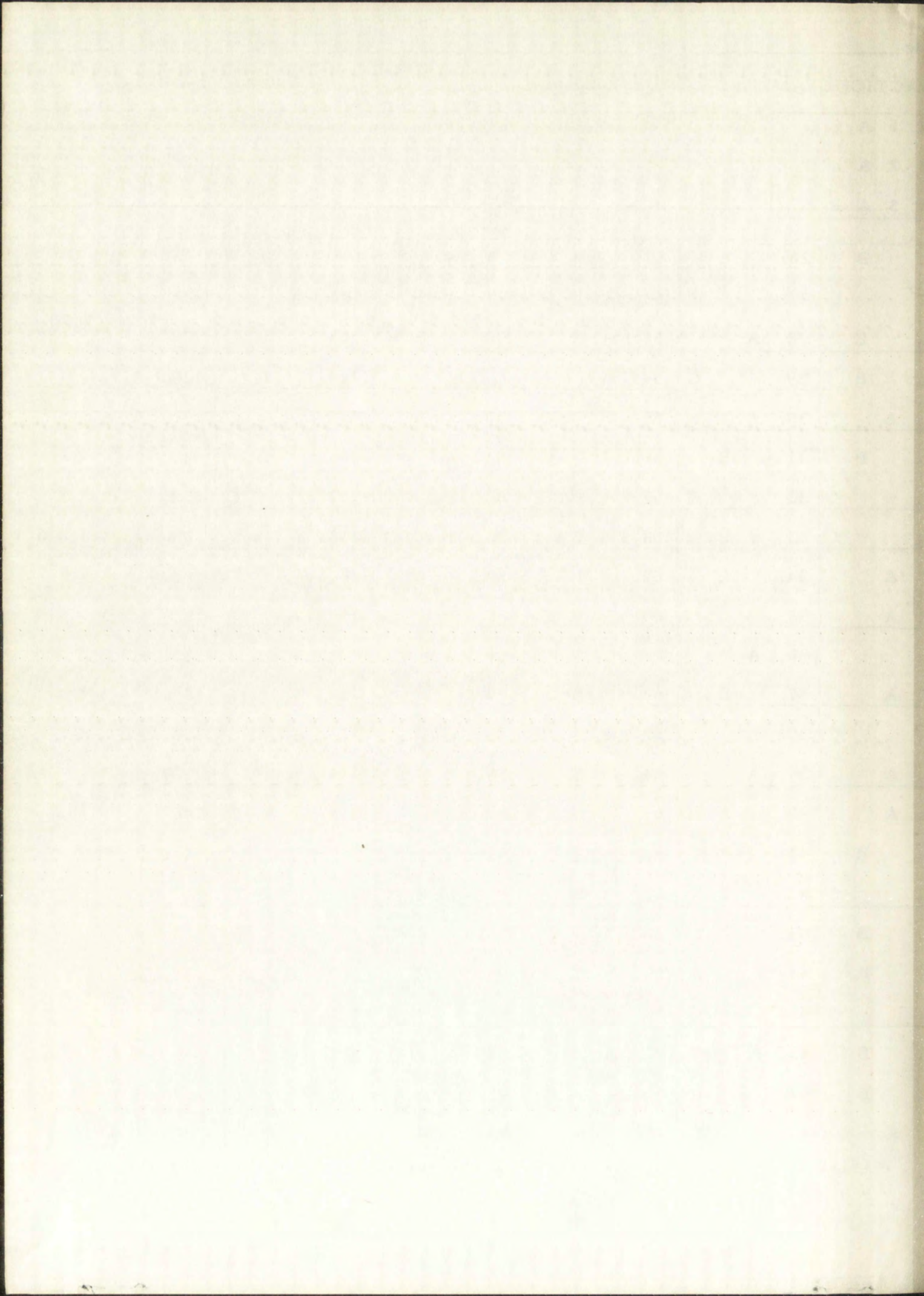
number incorrect \_\_\_\_\_

Score \_\_\_\_\_

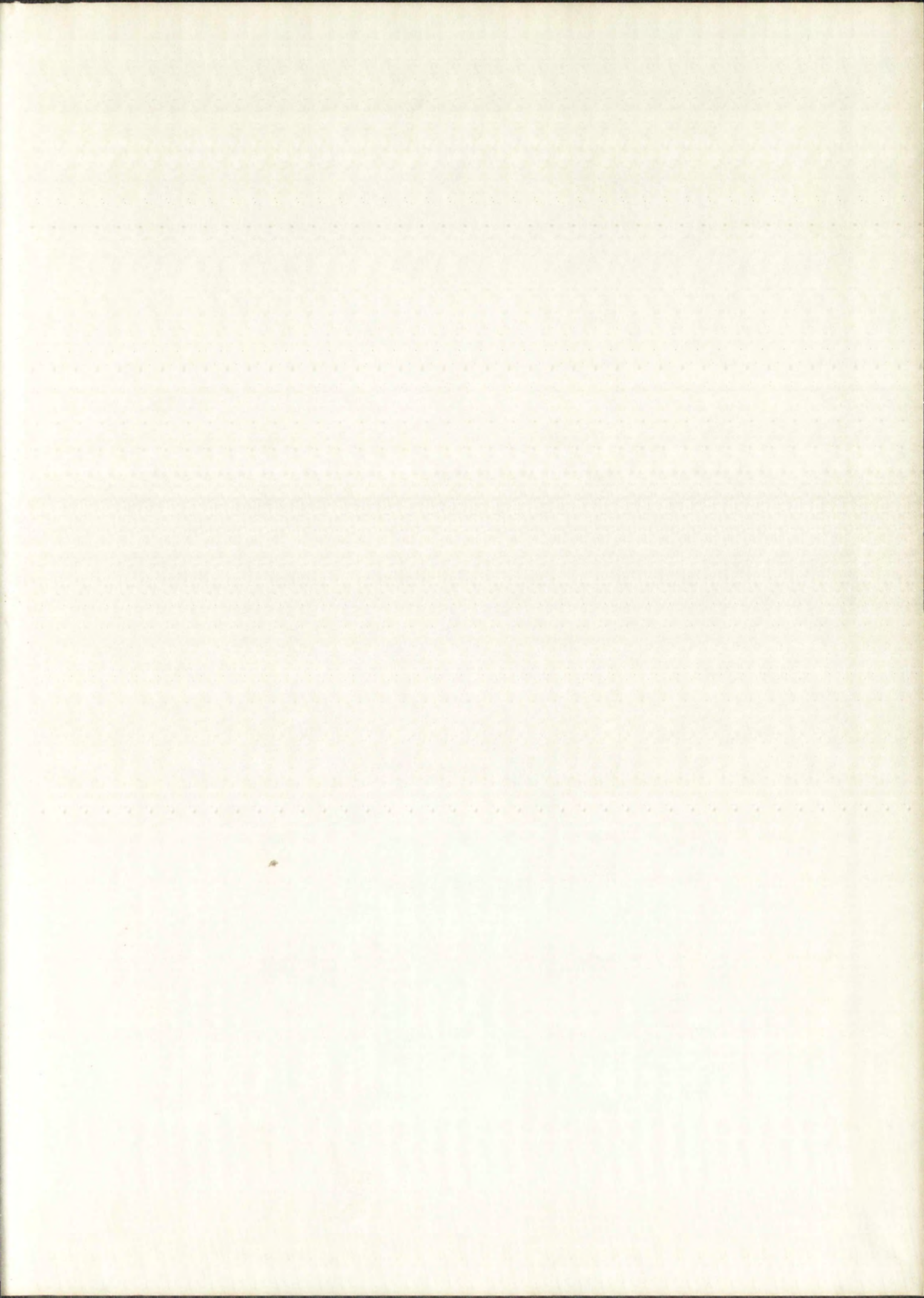
|   |   |   |   |
|---|---|---|---|
| 1 | A | B | C |
| 2 | A | B | C |
| 3 | A | B | C |

|   |     |   |     |   |      |   |      |   |      |   |   |
|---|-----|---|-----|---|------|---|------|---|------|---|---|
| B | 26. | B | 51. | B | 76.  | A | 101. | B | 126. | B | a |
| C | 27. | C | 52. | A | 77.  | A | 102. | A | 127. | A |   |
| B | 28. | A | 53. | A | 78.  | B | 103. | B | 128. | B |   |
| B | 29. | C | 54. | A | 79.  | A | 104. | B | 129. | A | b |
| A | 30. | A | 55. | C | 80.  | B | 105. | C | 130. | B |   |
| B | 31. | B | 56. | C | 81.  | A | 106. | B | 131. | C | c |
| C | 32. | C | 57. | C | 82.  | A | 107. | C | 132. | B |   |
| C | 33. | B | 58. | B | 83.  | C | 108. | B | 133. | A | d |
| A | 34. | B | 59. | B | 84.  | B | 109. | C | 134. | C | e |
| A | 35. | C | 60. | C | 85.  | C | 110. | A | 135. | B |   |
| C | 36. | A | 61. | C | 86.  | A | 111. | A | 136. | A | f |
| A | 37. | B | 62. | B | 87.  | C | 112. | B | 137. | C |   |
| C | 38. | A | 63. | C | 88.  | B | 113. | A | 138. | C | g |
| A | 39. | A | 64. | B | 89.  | C | 114. | A | 139. | B |   |
| A | 40. | B | 65. | A | 90.  | A | 115. | C | 140. | C | h |
| B | 41. | C | 66. | A | 91.  | C | 116. | C | 141. | B |   |
| C | 42. | B | 67. | B | 92.  | B | 117. | B | 142. | B |   |
| B | 43. | C | 68. | A | 93.  | C | 118. | C | 143. | A | i |
| B | 44. | C | 69. | B | 94.  | B | 119. | A | 144. | A |   |
| C | 45. | C | 70. | B | 95.  | C | 120. | A | 145. | C |   |
| B | 46. | A | 71. | A | 96.  | A | 121. | B | 146. | A |   |
| B | 47. | C | 72. | C | 97.  | C | 122. | C | 147. | A |   |
| A | 48. | C | 73. | B | 98.  | B | 123. | B | 148. | B |   |
| C | 49. | A | 74. | A | 99.  | B | 124. | A | 149. | A |   |
| C | 50. | C | 75. | B | 100. | C | 125. | B | 150. | C |   |















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