

AN ANALYSIS OF THE MEXICAN-AMERICAN
POPULATION IN WALKER COUNTY

by

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A THESIS

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ABSTRACT

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The purpose of this investigation was the identification of variables which might help explain differential assimilation rates among the Mexican Americans in Walker County, an isolated subculture. The data were collected from a random probability sample of sixty (60) Mexican Americans residing in Huntsville, Texas. These data were compared to the data of a previous study done by Teske and Nelson (1974). The data were collected by two interviewers. One of the interviewers could speak both English and Spanish, while the other spoke only English.

Teske and Nelson (1974) designed the three scales of measurement used in this study. The three scales were designed to measure various components of the assimilation process. This was done by using items abstracted from the interview schedules. Specifically, the scales were designed to measure interaction with the Mexican-American subculture, identification with the Mexican-American subculture and interaction with Anglos. These dependent variables had already been tested for validity by Teske and Nelson, they were not retested. These variables consisted of items included in the interview schedule. The items fell into one of three

categories: (1) situational socialization factors representing a discontinuous status sequence, that is, socialization processes not part of the normative socialization patterns within the Mexican-American subculture; (2) post socialization factors; and (3) alternate factors. Fourteen (14) variables were identified which were significantly correlated with scores on at least one of the three scales. The multiple iterative correlation technique was then introduced in order to determine the total variation in scores--on each of the three scales--explained by these variables. This procedure also provided a means of identifying the more salient variables explaining differential assimilation rates.

In order to identify factors which might help to explain the apparent slow rate of assimilation, relevant literature was reviewed in order to identify characteristics peculiar to the Mexican-American subculture which might provide some insight into the problem. Analysis of the data aided in the explanation of this problem. Correlations between scores on the Mexican-American Interaction, Mexican-American Identity, and Anglo Interaction were noted.

In brief, the following conclusions were reached. Concerning the question of observed slow rates of assimilation two conclusions are proffered. (1) The population of this community consists of a majority of first generation Mexican Americans, thus making the Mexican-American population fairly new. This in turn would cause less interaction

with the Anglo way of life. (2) The socialization process of the Mexican-American subculture inculcates strong identification with that subculture. The findings also suggested that early socialization patterns incorporating a discontinuous status sequence and a lack of reinforcement as Mexican American increase the probability that the individual will assimilate into the broader American cultural system. This study found "Language" to be the primary variable contributing to assimilation.

Raymond H. C. Teske, Jr., Ph.D.

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CHAPTER I

INTRODUCTION

The Mexican-American population comprises a large proportion of the minority groups in the Southwest. There have been distinct studies focusing on the Mexican American. Most of these studies have been conducted in areas where the Mexican-American population has been large in number and proportion of the population, and/or near their native country. Very few, if any, studies have focused on the Mexican Americans who are located in a culturally isolated area.¹ Studies about Mexican Americans are gaining in prominence because sociologists are becoming aware of its importance in the field of sociology. But there is still much to be done in this field.

This study attempts to add additional information to the body of knowledge concerning the social phenomenon of cultural isolation. In this case the East Texas Mexican-American population in Walker County provided an opportunity to study this problem from a new viewpoint.

Pertinent published literature has been reviewed. The most important works for this study were those dealing with acculturation, assimilation, and Mexican-American identity, especially those by Teske and Nelson (1973), Penalosa

¹ An area that contains a culture group who are separated from their group as a whole. In this particular study, distance is the primary reason of isolation.

(1966), and Skrabanek (1970). Also useful was the study by Duncan and Lieberman on "Ethnic Segregation and Assimilation" (1958).

In the paper by Penalosa and McDonagh, "Social Mobility in a Mexican-American Community," the authors suggest that the second generation Mexican American is the most upwardly mobile. "The major sources of mobility appear to be the interrelated processes of industrialization, urbanization, and migration" (Penalosa and McDonagh, 1966:498). The researchers were interested in testing the general hypothesis that upward social mobility increases in the Mexican-American population with each succeeding generation and that the more acculturated individuals have been most mobile. But in another paper by Penalosa, "Education-Income Discrepancies Between Second and Later-Generation Mexican-Americans in the Southwest" (1960), he states that the notion that among the Spanish descent population, years of schooling is not an accurate means of measuring acculturation. Of course, this statement is not a proven fact, but a hypothesis which has been presented by Penalosa (1960:453). Penalosa further notes that "for many persons upward social mobility does not require a complete shedding of ethnicity" (1970:498). Neal Juston (1966:47), in his paper, "Mexican-American Achievement Hindered by Culture Conflict," lends support to the statement by Penalosa. He notes that "Mexican Americans, unlike other immigrants to the United States, prefer to keep

their language and customs" (Juston, 1966:47). As Simmons points out: Mexicans want to be accepted as full members of the larger society, but do not want to achieve this at the cost of giving up completely their cultural heritage" (Juston, 1966:471). Skrabanek (1970:272) concludes on the basis of his findings that the degree to which a group speaks English or a foreign tongue is an important criteria of assimilation. He notes that "the Mexican American has retained his native tongue to a higher degree than any other group" (Skrabanek, 1970:272). In a paper, Juston (1966:472) notes that according to Mardien and Meyer,

Mexican-American acculturation has been slow because of several reasons. The Mexican's close identification with the Mexican folk culture, and the fact that they are close to their native homeland; therefore, the ties of culture and language are more easily reinforced (Juston, 1966:472).

Mardien and Meyer are interested in the concept which has already been noted before, cultural isolation. As has been noted earlier, this is the key point of this study. Spiro states that the continuing adherence to Mexican cultural values and a failure to acculturate to the majority culture are factors retarding upward social mobility for the Mexican-American population. "It is apparent that low status, a low mobility rate, and a low degree of acculturation are all interrelated in the case of the Mexican-American population" (Spiro, 1955:1243). Hyman explains the relationship between

low status and lack of upward mobility by,

...a system of beliefs and values within the lower classes which in turn reduces the very voluntary actions that would ameliorate their position....

The components of this value system...involves less emphasis upon the traditional high success goals, increased awareness of the lack of opportunity to achieve success, and less emphasis upon the achievement of goals which in turn would be instrumental for success (Hyman, 1953:526-27).

A Mexican American can be absorbed into the Anglo group, either through intermarriage or occupational mobility with an accompanying reluctance to admit Mexican ancestry (Penalosa, 1971:18). Broom and Shevky note that

...those individuals who have advanced substantially either economically or in educational status, have tended to lose their identity with the group and have moved from the ethnic enclaves which are entirely lower class (Broom and Shevky, 1952:155).

In summary, Walker County provided an opportunity to study the social phenomenon of cultural isolation. The researcher is interested in looking at the assimilation and acculturation process which exists in the County's Mexican-American population. It is the researcher's belief that both assimilation and acculturation occur with greater frequency in the later generation Mexican American. In the paper by Penalosa and McDonagh (1966), this same notion is presented. Duncan and Lieberman, on the basis of a study of residential patterns of ethnic groups in Chicago for the years 1930 and 1950 found substantial support for the

hypothesis that there exists "A positive correlation between assimilation and length of time that the immigrant group has been in the United States" (Duncan and Lieberman, 1958:364). Walker County, being a county in East Texas and away from the larger metropolitan areas, supplies us with the perfect conditions for cultural isolation. If, as Justen has noted, the Mexican group is reinforced, then assimilation will occur at a slower rate. If this is true, Walker County should show a higher rate of assimilation because of the lack of reinforcement. It is for this reason that it is important to look at this area.

This type of situation will provide us with the opportunity to see to what extent the Mexican American has assimilated into the Anglo group and variables which might help explain different rates of assimilation. This assimilation may occur either through intermarriage or occupational mobility, among other things. It is also interesting to note to what extent this cultural isolation has affected the rate of assimilation as compared to the study by Teske and Nelson (1976). The terms acculturation and assimilation will be discussed in greater detail later in the paper.

CHAPTER II

ACCULTURATION AND ASSIMILATION

Literature pertinent to the concepts of acculturation and assimilation was reviewed and studied. The most important works are those by such authors as Heiss (1969), Hirsch (1942), and Teske and Nelson (1974). A clarification of the relationship between acculturation and assimilation is provided. It is important at this time to review the two concepts, acculturation and assimilation, because the researcher is interested in their presence in a culturally isolated area and because they become dependent variables for this study. The area under consideration is in East Texas, or more specifically, Walker County. There must be questions asked, such as: (1) Has the process of acculturation occurred here, and if so, to what extent? (2) Has the process of assimilation occurred here, and if so, to what extent? (3) Have properties of both the process of acculturation and assimilation occurred together? Following a format similar to one published in an article entitled, "Acculturation and Assimilation: A Clarification," by Teske and Nelson (1974), an attempt will be made to identify and synthesize common and contrasting elements of the concepts.

Acculturation has been defined by several authors. Bogardus defines acculturation as being "a process of developing one culture system out of two or more culture systems whose human representatives are in contact with each

other" (Bogardus, 1949:125). He goes further into the definition by stating that there are three or more overlapping types of acculturation. The first type may develop blindly. In this case, Bogardus states that people of different cultures who live near each other and who exchange goods and services may incidentally adopt culture patterns, each from the other, in a "hit-or-miss" way (Bogardus, 1949:125). The second type of acculturation is imposed. In this type of acculturation, "people of one culture try to suppress the culture patterns, for example, of immigrants, and to impose their own patterns, of behavior and of thought upon these immigrants" (Bogardus, 1949:126). The final type of acculturation is the democratic one. In this process the representatives of each culture view all other cultures with respect and in terms of their history and their merits (Bogardus, 1949:127). Another definition of acculturation by Gillin and Raimy is "those processes whereby the culture of a society is modified as the result of contact with the culture of one or more other societies" (Gillin and Raimy, 1940:371). In both these definitions, acculturation has been defined as a process. As Teske and Nelson have stated in their article, "Acculturation and Assimilation: A Clarification," there have been other writers like Siegel (1953) and Spindler (1963) who have emphasized that not only is acculturation a process, but that it is a "dynamic process."

Teske and Nelson go further and ask whether this process is an individual or group process. It was found that there were writers taking both sides. There are those who have taken acculturation as being a group process. Such authors include Linton (1940:501), Bogardus (1949:125), and Herskovits (1937). All these writers are concerned with acculturation as a group phenomenon. As we have already seen in the brief discussion of Bogardus' definition of acculturation, he is concerned only with culture systems and makes no reference to individual members of the culture. In "Memorandum for the Study of Acculturation," published in 1936, Redfield, Linton, and Herskovits recommended the study of "psychological mechanisms of election and integration of traits under acculturation," but made no reference to the effect of the process upon the individuals of the acculturated society.

Taking the other side, the side which views acculturation as an individual process, we find such writers as Dohrenwend and Smith (1962:35). These writers refer to the group as an important element in acculturation inasmuch as group dynamics affect the opportunity for individual acculturation. They note that acculturation may be both a group and an individual process. There are other writers like Spiro (1955) and Broom and Kitsuse (1955) who also view acculturation as being both a group and/or an individual

process. They note that the acculturation process at the individual level is affected by the acculturation process at the group level.

In order for the processes of acculturation to occur, there must be an important ingredient present. The ingredient is that at least two cultural groups must come into continuous first-hand contact. "Contact" is a major premise found throughout the literature. Gillin and Raimy note that "acculturation in its general sense may be regarded as referring to those processes whereby the culture of a society is modified as the result of contact with the culture of one or more other societies" (Gillin and Raimy, 1940:371). According to Teske and Nelson, Spicer is important because of his emphasis on the role of contact in acculturation. Spicer argues that alternate types of contact situations lead to a wide variety in the acculturation process (1961: 519). Teske and Nelson raise an important question dealing with acculturation. The question arises as to the direction the acculturation process takes. Specifically, does this phenomenon incorporate a one-way, unidirectional process of change, or a two-way process? And if the former, what are the determinants of the direction this process will take?; If the latter, is the degree of change greater in one direction than in the other and, if so, what is the determinant, or determinants, of this change? (Teske and Nelson, 1974:353).

Parsons (1936) and Graves (1967) argued that acculturation is a unidirectional process. Parsons acknowledged that acculturation differs from assimilation by suggesting that acculturation is unidirectional, whereas assimilation constitutes a give-and-take relationship (Parsons, 1936). Ianni argues that time and place should be important variables in acculturation research.

Place is a variable which by the very nature of ethnographic field work is highly susceptible to control. Even where, as in acculturation studies, spatial change is a necessary concomitant, the factor of place can be controlled. Time, however, is a variable much less receptive to controlled observation, and it has consequently received less attention even in most acculturation studies" (Ianni, 1958:40).

Ianni suggests that groups of students immigrating to America from Western Europe can control for time by identifying place of origin and concomitant conditions in America. He notes that "since contemporaries of the immigrant group remain under the old culture, it is possible to identify cultural changes which might have come about even in the absence of contact" (1958:43). "Time means one thing in a cultural milieu where change is rapid and quite a different thing where the culture is less dynamic" (Ianni, 1958:44). On the other hand, Ianni notes that "Place, where the contacts occur, includes the conditions of acculturation" (Ianni, 1958:44).

Thus, contrasts between the present and pre-contact cultures of the immigrants could be

due to either time or place, or to both. But if we could hold the factor of time relatively constant by adding the comparison between life among the immigrants and that of their contemporaries who remained behind, we have in effect ruled out change which is the result of time along" (Ianni, 1958:44).

Therefore, "changes which took place among the immigrants and did not take place among those who remained in the original culture are the result of the immigrants' acculturative experience" (Ianni, 1958:44). However, as Teske and Nelson (1974:353) state, Ianni in no way suggests or denies that a two-way acculturative process may obtain from this situation. The articles by Eaton, "Controlled Acculturation: A Survival Technique of The Hutterites," and Samora, "Language Usage as a Possible Index of Acculturation," are examples of this point.

There is literature that views acculturation as a two-way process. Redfield illustrates this position wherein acculturation is taken to comprehend in his definition, "those phenomena which result when groups of individuals come into continuous first-hand contact, with subsequent changes in the original culture patterns of either or both groups" (1936:149). Foster also emphasized that acculturation is a two-way process, even though it has frequently been treated as a one-way process (1960:6ff).

In summary, the literature on acculturation indicates that it is a bidirectional process, but there are those

writers, too, that treat it as if it were a unidirectional process while not denying its reciprocal nature.

A closer look will now be taken at the effects that dominance of one cultural group over another cultural group, and what degree and direction they have on acculturation. When dealing with groups, "dominance may be contingent on either political or normative structures" (Teske and Nelson, 1974:354). Political dominance would imply that one cultural group is in a position of power in the Weberian sense (Weber, 1922:631). Bogardus in his article, "Cultural Pluralism and Acculturation" refers to this idea of power. He refers to that type of acculturation as "imposed." "This type is found wherever the people of one culture try to suppress the culture patterns, for example, of immigrants, and to impose their own patterns of behavior and of thought upon these immigrants" (Bogardus, 1949:125). He goes on to say that "the natives, as distinguished from immigrants, illustrate the ethnocentric fallacy. They believe that their own culture patterns are the best in the world and that the cultures of other peoples are inferior. They tend to lump together all their own patterns and to call them good, and to lump together all the patterns of an immigrant group and call them bad" (Bogardus, 1949:125). Bogardus will be mentioned in more detail later in this chapter.

Dohrenwend and Smith describe the extent to which one cultural group is dominant over another. They suggest

two polar types: complete dominance would exist when culture A can (1) recruit members of culture B into its activities in positions of lower status, (2) exclude members of culture B who wish admission to its activities in positions of high or equal status, and (3) gain admission to activities of B in positions of high status (Teske and Nelson, 1974:354). At the other extreme of the continuum is "parity", wherein "both" A and B have the ability to exclude the other from positions of high status while at the same time lacking the ability to recruit the other at low statuses (Dohrenwend and Smith, 1962:32). It must be kept in mind that these writers do not see dominance as a prerequisite for the acculturation process to occur.

As mentioned earlier, Bogardus discusses cultural pluralism. But he views dominance as not being a necessary prerequisite for acculturation. Bogardus defines acculturation as a process of developing one culture system out of two or more culture systems whose human representatives are in contact with each other (1949:125). He further suggests that there are three or more overlapping types of acculturation. These types have been mentioned earlier in this chapter. The first type of acculturation is "blind acculturation." This occurs when people of different cultures exchange goods and services, adopting culture patterns in a hit-or-miss way. Blind acculturation is probably the most common type in the history of mankind. The second type of

acculturation is imposed. This type of acculturation has also been discussed earlier in this chapter. It has already been noted that this type of acculturation is found whenever one people's suppression of another people's culture and the forced imposition of its own behavior dictate patterns and ideas. The third type of acculturation is the democratic one. In this process the representatives of each culture view all other cultures with respect and in terms of their own history and their merits. No compulsion is exercised on anyone as a rule to accept culture patterns different from his own. As a result of his freedom to do so, he will sooner or later make adoptions and adaptations of many culture patterns of other people (Bogardus, 1949:127). Therefore, Bogardus defines cultural pluralism as "assuming that no one culture contains all favorable elements, but that each group that makes up the total American population has unique values, and that the nation will be richer and finer in its cultural makeup if it, the country, conserves the best that each group has brought" (1949:127). It has been found throughout the literature that acculturation is greater in the direction of the dominant group than in the direction of the subdominant group (Young, 1929; Hughes, 1933; McQueen, 1968; Graves, 1967). At the same time, it must be kept in mind that there are no true conclusive positions concerning the influence of dominance on acculturation.

"A salient concept related to understanding the acculturation process is that of values" (Teske and Nelson, 1974). The specific question asked was, "Is the acculturation process contingent on a positive orientation by the acculturating group toward the out-group?" It was demonstrated by such writers as Teske and Nelson (1974), Linton (1940), and Thurnwald (1932), that at the group level of analysis the evidence would suggest that although acculturation may provide for a change in value orientation, and even adoption of values, this is not a necessary condition for acculturation to exist.

Eaton brings up an interesting point in his paper. He argues that a culture may keep its own values and practices while at the same time integrating new practices from another culture. He calls this process "controlled acculturation." "It (the acculturating group) does not surrender its autonomy or separate identity, although the change may involve a modification of the degree of autonomy" (Eaton, 1952:338). As an example, the Hutterites adapted some of the values of the American way of life while remaining loyal to their original way of life.

An excellent summary has been developed by Teske and Nelson (1974). Several salient characteristics of acculturation are: (1) Acculturation is a process, not an end result. (2) This process may be conceived of both as a group

phenomenon and as an individual phenomenon; however, acculturation at the individual level is generally influenced by conditions of acculturation at the group level. (3) Although acculturation is frequently treated as a unidirectional process and may be considered as such in the ideal-type sense, it definitely is a bidirectional process, that is, it is a two-way, reciprocal relationship. (4) Direct contact is a necessary prerequisite in order for acculturation to occur. (5) Dominance is a salient factor in determining direction and degree of acculturation, though the relationship of dominance to direction and degree of acculturation is unclear. (6) Acculturation is not contingent on a change in values, although values may be acculturated. (7) Acculturation is not contingent on change in reference group orientation (Teske and Nelson, 1974:358).

Having already discussed acculturation, it is now important to discuss the assimilation process. In this discussion the difference between the two processes will become clear. Teske and Nelson (1974) argue that acculturation and assimilation are separate processes. The literature makes it difficult to distinguish the two as separate processes, frequently treating assimilation and acculturation as one in the same. Throughout the literature, assimilation is treated as a process. Duncan treats assimilation as "a process, for the most part conscious by which individuals and groups come to have sentiments and attitudes similar to those held by

other persons or groups in regard to a particular value at a given time" (1929:185). There are other writers as well, who treat assimilation as a process. These writers include such people as Simons (1901:791), Park and Burgess (1924:736-737), Young (1939:495), Woolston (1945:416), Johnson (1963:296), and Gordon (1964:71). Like acculturation, assimilation requires direct contact as a prerequisite. Simons (1901:800) considers assimilation as "that process of adjustment and accommodation which occurs between the members of different races, if their contact is prolonged and if the necessary psychic conditions are present" (1901:800). Park and Burgess (1924:736-737) also stress the importance of contact in the assimilation process.

Assimilation and acculturation differ in several respects. For example, whereas acculturation does not require out-group acceptance, assimilation does require such acceptance. Secondly, unlike acculturation, assimilation requires a positive orientation toward the out-group. Furthermore, it requires identification with the out-group (Teske and Nelson, 1974:359).

Park and Burgess define assimilation as one of the four major categories of social behavior, the others being conflict, competition, and accommodation. It is "a process of interpenetration and fusion in which persons and groups acquire the memories, sentiments, and attitudes of other

persons or groups, and by sharing their experience and history are incorporated with them in a common cultural life" (1924:735). This definition is an example that assimilation requires acceptance by the out-group. Hirsch (1942) reinforces this same position by suggesting that assimilation is "the process of becoming a member of the community, which would also include acceptance of that community. But becoming a member of the community does not always mean that they are accepted by that community." Therefore, membership is not a prerequisite of acceptance or vice versa. This leads to the next point, namely, that of acceptance by the out-group. Woolston argues that assimilation means more than simply making individuals alike in appearance or manner. Woolston notes that "The new members also contribute enthusiasm and practical suggestions to the association. We do not expect them to renounce all former connections and to derive every idea from a single source. Discussion, correction, and improvement are believed to result from fresh contacts. This is what we mean by 'cooperative culture'" (Woolston, 1945:423). In other words, what Woolston is saying is that people assimilate at a faster rate if they are free to seek association with others who have similar interests. It is Woolston's belief that assimilation occurs when "An individual who enters into these relations absorbs social meaning from them and transmits its significance to others" (Woolston, 1945:424).

As noted previously, acculturation may be viewed at both the individual and group levels. Assimilation, also may be viewed at these two levels. Heiss is one among the many authors that treats assimilation as if it were an individual process. This point can be seen in his discussion of the hypothesis, "Premigration traits are associated with later assimilation because they affect the subject's early post-migration opportunities, motivation and reward for learning the new culture" (Heiss, 1969:423). There are writers who treat assimilation as a group process. These writers would include such men as Simons (1901) and Siegel (1953). On the other hand, such writers as Young (1939:452) and Hirsch (1942), treat assimilation as if it were composed of both group and individual processes. In Young's discussion on assimilation, he notes that the two processes are present, "If persons or groups strike a truce but do not intermarry or fuse their cultures, we call this accommodation. If they intermarry and fuse their cultures, we speak of it as biological amalgamation and cultural assimilation" (Young, 1939:452). Hirsch (1942:36) also notes that the agents of assimilation are either persons or groups.

From the discussion provided above, it is clear to see that assimilation may be a process which utilizes either the group or individual level, or both.

When looking at reinforced groups rather than isolated groups, it is necessary to treat the process of

assimilation as being an individual process. Reinforced group means that group which might be termed as the in-group which is reinforced by members of its own group. For example, the Mexican Americans who live near the border of Texas and Mexico could be termed as being a reinforced group. They are constantly reinforced by a larger parent culture. In this case it would be more difficult to say that the group as a whole will assimilate at the same rate. Assimilation in this case will be more of an individual process than a group process. On the other hand, there is the isolated group. The term "isolated group" means that the group is removed from either a supporting cultural or subcultural group (Teske and Nelson, 1974:362). Unlike the reinforced group, this group receives little, if any, reinforcement from the parent group. Teske and Nelson (1974) discuss several ways in which isolated culture groups may develop: (1) The group may resist assimilation as a whole, but it must be kept in mind that individual members of this group may in fact assimilate. (2) It is possible that the attrition rate from individual assimilation may be so extensive as to effect the dissolution of the culture group (Teske and Nelson, 1974:362).

Without reinforcement, except through procreation, this distinct isolated group ceased to exist as succeeding generations assimilated into the broader community. It must be noted that this membership of the entire group occurred as a result of individual attrition and not a movement

by the group as a whole (Teske and Nelson, 1974:362).

If the culture group has similar interests to those of the out-group, assimilation will occur at a faster rate. Again, it must be noted that assimilation at the individual level will occur at a more accelerated level than it would if the group assimilated as a whole.

Therefore, assimilation may be treated as either a group or individual process, or both. In the case of the reinforced group, the chances of assimilation occurring at the group level will be almost nonexistent. On the other hand, the isolated group does not necessarily mean that the group will assimilate as a whole. But assimilation again will take place at the individual level.

It must be noted at this time that assimilation, according to the literature, is a unidirectional and not a two-way process. Such writers as Dohrenwend and Smith (1962:35), Broom and Kitsuse (1955:48), and Eaton (1952:329) support this viewpoint. If the culture group wants to become assimilated, then assimilation is unidirectional in the direction of the host group.

An excellent summary has been constructed by Teske and Nelson in their article, "Acculturation and Assimilation: A Clarification" (1974). "Initially it may be postulated that acculturation and assimilation are separate processes" (Teske and Nelson, 1974:364). Assimilation is not, as some

have suggested, a phase or end-product of acculturation (Gordon, 1964:71; Redfield, 1936:149; Eaton, 1952:339); rather, it is a separate and distinct process." Teske and Nelson (1974) conclude as a final summary that: (1) acculturation and assimilation are separate, distinct processes; (2) acculturation may occur independently of assimilation; (3) acculturation is a necessary, though not a sufficient, condition for assimilation to occur; and (4) the extent to which acculturation must occur before assimilation begins is indefinite.

ACCULTURATION	ASSIMILATION
1. A dynamic process	A dynamic process
2. May be treated as either an individual or a group process	May be treated as either an individual or a group process
3. Involves direct contact	Involves direct contact
4. Two-way, that is, may occur in both directions	Unidirectional
5. Does not require change in values, though values may be acculturated	Change in values required
6. Reference group change not required	Reference group change required
7. Internal change not required	Internal change required
8. Out-group acceptance not required	Out-group acceptance required

Fig. 1 Comparison of the salient characteristics of acculturation and assimilation. (Teske and Nelson, 1974).

Walker County provides the researcher the opportunity of looking at a culturally isolated area. Unlike the study by Teske and Nelson, this Mexican-American population is a relatively new one in that the Mexican-American population in Walker County is composed mostly of first generation. In other words, the majority of the Mexican Americans in this area were the first to immigrate from Mexico. In the larger cities, for example the cities studied by Teske and Nelson, the flow of immigration is constant. In this community it is more or less a trickling process. In other words, the immigrant will in most cases travel from metropolitan area to metropolitan area; in this case, from Houston to Dallas. Since Walker County is centrally located, there is bound to be some immigration flow through the area. However, this flow usually bypasses Walker County. This is evident in the Mexican-American population size in this area. The researcher found only 90 family units of Mexican-American origin. This is a comparatively small group in size, representing only one percent of the population. The researcher is interested in looking at the rate and effects of assimilation on this population. In a later chapter, the effects of assimilation will be seen through the use of three scales which were designed to incorporate four of the characteristics of assimilation: (1) change in value; (2) reference group change; (3) internal changes; and (4) out-group acceptance.

CHAPTER III

THREE SCALES FOR THE MEASUREMENT OF MEXICAN-AMERICAN IDENTITY

In this chapter the development of the three scales of measurement are explained. These scales measure the dependent variable assimilation. The scales are designed to quantify three specific phenomena related to this investigation: (1) interaction with the Mexican-American population, (2) identification with the Mexican-American population, and (3) interaction with Anglos.

Teske and Nelson (1975) previously developed these scales for the measurement of Mexican-American identity. These same scales are relevant for this study. These scales were developed from data collected in McAllen, Austin, Lubbock and Waco, Texas. On the other hand, this study is concentrated in an area of East Texas, more specifically Walker County. Therefore, in this case the East Texas Mexican-American population provides an opportunity to study the social phenomenon of cultural isolation. The first scale measures identification with the Mexican-American population per se, and consists of attitudinal type items. The second scale centers on interaction with the Mexican-American population. The third scale centers on interaction with the Anglo population. The scales were designed to incorporate four of the characteristics of assimilation: (1) change in value, (2) reference group change, (3) internal changes, and (4) out-group reference. Teske and Nelson (1976:193)

divided social status into four strata based on occupations. These same four strata were used for the purpose of investigating the sample in Walker County. Several precedents may be cited supporting the use of occupation as a valid indicator of social status (Duncan, 1961; Gordon, 1958; Hall and Jones, 1950; Nam, 1963; Reis, 1961; and Smith, 1943). Teske and Nelson have specifically delineated the occupations in the following Figure.

Status	Labour	Farm	Other
Upper		Owner of large estate	Independent wealth, proprietor of very large establishment, old family
Middle	White collar managerial, clerical, professional, semi-professional, major product sales, etc.	Owner of large farm, manager of large farm	Proprietor of establishment
Working Class	Skilled, semi-skilled	Owner of small farm, foreman of farm or ranch	Owner of small business
Lower	Unskilled labour	Migrant farmer, tenant farmer, sharecropper	Self-employed unskilled labour

Fig. 2 Status Classification of Occupations

The Mexican-American Identity Scale was developed to quantify value orientation toward the Mexican-American subculture. This scale measures the degree of change in values and internal change as well as reference group change. The Mexican-American Interaction Scale was developed to measure interaction with the Mexican-American subculture. The third index, the Anglo Interaction Scale, was developed to quantify the remaining characteristic of assimilation, acceptance by the out-group. It must be noted that the study conducted by Teske and Nelson was limited to the male members of the community. On the other hand, this study takes a look at both the female and male members of the community. In any case, the status classification of occupations developed by Teske and Nelson (1976) were considered appropriate for this study.

Teske and Nelson designed these two scales, Mexican-American Identity Scale and Mexican-American Interaction Scale, to represent value orientation toward the broad American cultural system, as well as interaction with the broad American cultural system or, more specifically, Anglos (Teske, 1973:81). In other words, the lower the score in the scale, the greater the identification or interaction with the Mexican Americans. On the other hand, if the scale score is high, this would mean that there will be a greater identification or interaction with Anglos. This is not to say that identification and interaction will occur together. For example, a Mexican American may identify with the Mexican-

American Population, yet this population does not accept him as a member. This would show identity, but in this case there is limited interaction. The third scale is the Anglo Interaction Scale. It was developed to quantify the remaining characteristics of assimilation, acceptance by the out-group. In other words this scale consists of items designed to identify strong interaction with the Anglo population. The Anglo Interaction Scale can be used to determine if this strong interaction with the Anglo population will affect Mexican-American interaction and/or Mexican-American identity.

In this study, Teske and Nelson (1974) were assisted by a panel of judges. These same judges assisted with the development of the original interview schedule--thirty pages in length--and the selection of items to be used in the scales. It must be noted at this time that this interview schedule was modified for this study. It was found by the researcher, through pre-testing, that the schedule was too lengthy. Therefore, the interview schedule for this study has been shortened. The schedule was also translated into Spanish because many of the Mexican-American population in this particular community spoke Spanish only. Ms. Powell, a Spanish professor at Sam Houston State University, contributed a great deal to the translation of the interview schedule. It was through her expertise in the Spanish language that the translation of the schedule was possible.

She assisted the researcher by working hand-in-hand with the translation of the interview. The length of the interview schedule is thirty-two pages, but it must be kept in mind that the Spanish translation appears below each of the English statements (see Appendix A).

In the study by Teske and Nelson (1974) the judges selected items as indicators of identity or interaction with the Mexican-American population. These items were then used to develop the first two scales. The Identity Scale consists of attitudinal type items and is designed to measure identification with the Mexican-American population (see Appendix B). The Interaction Scale is designed to measure interaction with the Mexican-American population (see Appendix C). Each item was scored on a 1 to 5 continuum, with 1 designating strongest identification with the Mexican-American population. Sixteen items were retained in the identity Scale and nineteen in the Interaction Scale. These items were retained because the product-moment was significantly correlated as shown through a correlation analysis.

In the study by Teske and Nelson (1974), the scales were tested for their validity. It must be noted that this testing was done only in the City of Waco. This evaluation was done in the following manner. First, every member of the panel of judges was asked to evaluate each individual interviewed as to how he judged the identification of the

respondent with the Mexican-American population. Each judge made an independent evaluation. The judges were given six choices: (1) strongly identifies as Mexican American; (2) seems to identify as Mexican American; (3) undecided, i.e., I know this person but do not feel qualified to express an opinion; (4) does not seem to identify as Mexican American; (5) definitely does not identify as Mexican American; (6) I do not know this person (Teske, 1974). Twenty-three respondents were known by at least three of the judges. The study in Walker County did not utilize a panel of judges since the reliability of the scales had already been established.

The Kuder-Richardson formula is used to compute the coefficient of internal consistency for each scale (Summers, 1970:88-89). With data from the first four communities combined, the reliability coefficient of the Identity Scale is .85 and the reliability coefficient of the Interaction Scale is .83. Walker County, (Huntsville), the fifth community was added to both these scales. These coefficients are presented in Table I. The coefficient of the Identity Scale for Walker County is .85 and the coefficient of the Interaction Scale is .75.

TABLE I

Mean, Standard Deviation, and Coefficient of Internal Consistency for Total Scale Scores*

Scale	Waco N=32	Austin N=51	McAllen N=41	Lubbock N=21	4 Comm. N=151	Huntsville N=60	5 Comm. N=211
Mexican-American Identity							
Mean	41.94	37.63	44.56	35.37	40.02	36.08	38.75
Standard Deviation	11.53	10.78	10.34	12.25	11.53	6.99	10.28
Alpha*	.84	.85	.82	.86	.85	.73	.82
Mexican-American Interaction							
Mean	52.53	49.27	44.76	46.15	48.18	51.88	49.63
Standard Deviation	11.71	11.84	9.27	15.36	12.13	10.85	11.68
Alpha*	.80	.84	.74	.90	.83	.75	.81

*Alpha coefficient of internal consistency indicates scale reliability computed by using the Kuder-Richardson formula.

The product-moment correlations for scale items were also computed and are reported in Tables II and III. With the data from the four communities combined, the product-moment correlation of each of the items on both scales, with one exception, exceeded .26, the .0005 level of significance for the N of 151. The exception, item 2 in the Interaction Scale, is concerned with activity in political organizations. Among the four communities studied by Teske and Nelson (1974), only fifteen individuals indicated any activity in Mexican-American political organizations. The fifth community, Huntsville, also appears in these scales. The study done in Walker County indicated three exceptions that exceeded .21, the .05 level of significance for an N of 60. All three exceptions are found in the Mexican-American Interaction Index. The exceptions were item 2, item 3 and item 9. Item 2 is concerned with activity in political organizations. In Walker County, only six out of sixty individuals indicated any activity in Mexican-American political organizations. Although items 2 and 3 did not exceed .21, the .05 level of significance they still added to the scale. It was for this reason that they were retained in the scale. Item 9 was zero but did not affect reliability coefficient, therefore, it too was retained in the scale. An Item Analysis was conducted on the Mexican-American Interaction Scale. This is the scale where the three item exceptions were found.

TABLE II
Mexican-American Identity Scale: Item Analysis*

Item No.	Waco N=32	Austin N=51	McAllen N=41	Lubbock N=27	4 Comm. Combined N=151	Hunts- ville N=60	5 Comm. Combined N=211
1	.19	.57	.02	.31	.31	.27	.32
2	.68	.39	.46	.26	.50	.23	.47
3	.44	.72	.67	.45	.56	.52	.56
4	.52	.46	.53	.46	.53	.53	.50
5	.37	.46	.31	.39	.43	.61	.75
6	.83	.76	.75	.72	.75	.70	.71
7	.72	.69	.68	.59	.68	.68	.80
8	.82	.77	.87	.81	.81	.69	.78
9	.76	.78	.82	.76	.78	.28	.46
10	.51	.42	.57	.69	.52	.36	.42
11	.37	.48	.29	.46	.44	.66	.64
12	.47	.47	.43	.70	.53	.65	.63
13	.56	.58	.68	.82	.65	.42	.37
14	.58	.68	.35	.73	.63	.34	.24
15	.57	.61	.55	.84	.64	.27	.48
16	.50	.46	.29	.52	.38	.62	.63

* Product-moment correlations between items and the scale score.

TABLE III

Mexican-American Interaction Scale (Behavior): Item Analysis*

Item No.	Waco N=32	Austin N=51	McAllen N=41	Lubbock N=27	4 Comm. Combined N=151	Hunts- ville N=60	5 Comm. Combined N=211
1	.73	.41	.52	.58	.57	.62	.59
2	.23	.08	.00	.20	.10	.18	.11
3	.73	.43	.39	.68	.56	.18	.48
4	.80	.57	.47	.74	.62	.42	.57
5	.52	.64	.10	.65	.46	.40	.42
6	.12	.64	.58	.85	.59	.67	.60
7	.43	.00	.63	.79	.64	.70	.65
8	.21	.61	.42	.63	.54	.53	.46
9	.52	.48	.32	.64	.48	.00	.27
10	.30	.41	.36	.58	.41	.44	.53
11	.58	.54	.69	.74	.55	.55	.55
12	.45	.64	.59	.56	.58	.61	.57
13	.35	.58	.39	.78	.56	.58	.53
14	.54	.58	.33	.53	.51	.29	.46
15	.40	.61	.50	.54	.53	.22	.48
16	.64	.61	.59	.54	.54	.33	.35
17	.35	.49	.06	.56	.38	.46	.37
18	.48	.41	.21	.17	.35	.32	.38
19	.39	.28	.41	.60	.40	.68	.52

* Product-moment correlations between items and the scale score.

By looking at only 18 items instead of the 19 original items, and leaving out item 9, the researcher believed that the Alpha would be more significant. But, there was no real significant difference in the two. For that reason the researcher included the 9th item. Item 9 pertains to books in the home.

TABLE IV

Difference Between Alphas By Omitting Item 9

Mexican-American Interaction Scale - 19 Items	Mexican-American Identity Scale - 18 Items
.75 P<.05	.78 P<.05

Correlation coefficients between scores on the Identity Scale and scores on the Interaction Scale for individuals in each community were also computed and are reported in Table V. By community, as well as total sample combined, the correlation coefficients indicate a relationship significantly different from zero.

TABLE V
Correlation Between Scores on
Identity and Interaction Scales*

Waco N=52	Austin N=51	McAllen N=41	Lubbock N=27	4 Comm. N=151	Huntsville N=60
.5951 P<.0005	.6758 P<.0005	.2758 P<.05	.4839 P<.005	.4754 P<.0005	.2877 P<.05

*Correlation between each individual's total score on the identity scale and his total score on the interaction scale.

The Anglo Interaction Scale, like the other two scales that measured Mexican-American Interaction and Identity, was abstracted from the interview schedule. The items that were selected for this scale distinguished clearly between interaction with Anglos and non-interaction with Anglos. Fourteen items met this criterion (see Appendix D). Like the Interaction Scale and Identity Scale, the Kuder-Richardson formula was used in the Anglo Interaction Scale. It computes the coefficient of internal consistency for each scale (Summers, 1970:88-89), with data from the five communities combined. The reliability coefficient of the Anglo Interaction is .73 (see Table VI).

The product-moment correlation was also computed and is reported in Table VII. With the data from the four communities combined, the product-moment correlation of each

TABLE VI

Mean, Standard Deviation, and Coefficient of Internal Consistency for Total Scale Scores*

Scale	Waco N=32	Austin N=51	McAllen N=41	Lubbock N=21	4 Comm. N=151	Huntsville N=60	5 Comm. N=211
Mexican-American Identity							
Mean	41.94	37.63	44.56	35.37	40.02	36.08	38.75
Standard Deviation	11.53	10.78	10.34	12.25	11.53	6.99	10.28
Alpha*	.84	.85	.82	.86	.85	.73	.82
Mexican-American Interaction							
Mean	52.53	59.27	44.76	46.15	48.18	51.88	49.63
Standard Deviation	11.71	11.84	9.27	15.36	12.13	10.85	11.68
Alpha*	.80	.84	.74	.90	.83	.75	.81
Anglo Interaction							
Mean	6.21	5.29	3.70	5.22	--	32.06	31.94
Standard Deviation	--	--	--	--	--	7.31	6.17
Alpha*	--	--	--	--	--	.85	.73

* Alpha coefficient of internal consistency indicates scale reliability computed by using the Kuder-Richardson formula.

--Data was not available.

TABLE VII
Anglo Interaction Scale: Item Analysis

Item No.	Waco N=32	Austin N=51	McAllen N=41	Lubbock N=21	4 Comm. Hunts- Combined N=151	ville N=60	5 Comm. Combined N=211
1	.50	.30	.40	.59	.44	.80	.56
2	.50	.27	.32	.38	.39	.42	.37
3	.35	.10	.24	.39	.18	.25	.18
4	.00	.46	.36	.60	.35	.49	.35
5	.04	.57	.37	.71	.46	.45	.45
6	.33	.43	.50	.76	.54	.77	.61
7	.43	.33	.23	.52	.44	.71	.52
8	.71	.60	.66	.32	.57	.77	.63
9	.44	.54	.48	.37	.40	.80	.54
10	.47	.39	.59	.56	.48	.34	.42
11	.53	.71	.28	.47	.58	.70	.60
12	.49	.49	.39	.27	.44	.45	.42
13	.60	.50	.39	.50	.52	.47	.48
14	.42	.29	.32	.62	.33	.54	.40

of the items on the scale, with one exception exceeded .25, the .0005 level of significance for the N of 151. The exception was item 3. This item has to do with membership in social or fraternal organizations. The five communities combined also proved that item 3 exceeded .21, the .05 level of significance for the population of N = 60. The Anglo Interaction Scale consists of fourteen dichotomous items. A value of one on each item indicates strong interaction with Anglos. A value of zero indicates strong interaction with Anglos. A value of zero indicates little or no interaction with Anglos. Possible total scores range from 0 to 14, with the higher scores indicating greater interaction with Anglos.

Total scores on the Anglo Interaction Scale were compared with total scores on both the Mexican-American Interaction Scale and Mexican-American Identity Scale. The observed correlation coefficient between total scores on the Anglo Interaction Scale and the Mexican-American Interaction Scale was .5812 with $P < .05$ (see Table VIII). The observed correlation between total scores on the Anglo Interaction Scale and the Mexican-American Identity Scale was .0443, with $P > .05$.

TABLE VIII
Intercorrelation Analysis of Three Scales

	Mexican- American Interaction	Mexican- American Identity	Anglo Interaction
Mexican-American Interaction	1.0000		
Mexican-American Identity	.2877	1.0000	
Anglo Interaction	.58121	.0443	1.0000

N=60 R= .5812, $P < .05$; R= .0443, $P > .05$

Analysis of Variance revealed a significant difference between means on both the population of Walker County N=60 and the population in the study by Teske and Nelson, N=151. The data would tend to suggest that there is a significant difference between the means of the two populations. Looking closely at the table, it is easy to see that in population N=151, there is more Mexican-American interaction than in population N=60. There was no significant difference in means between the two populations concerning the Anglo interaction (see Table IX).

TABLE IX

Mean Difference Between Walker County (60) and
Study by Teske and Nelson (151). *Analysis of Variance

Scale	Group 1 Mean = 151 Subjects	Group 2 Mean = 60 Subjects	F Ratio	Probability P<.05
Mexican-American Interaction Scale	48.15	51.91	4.344	.03
Mexican-American Identity Scale	40.01	36.15	5.874	.01
Anglo Interaction Scale	5.03	4.98	0.014	.90

In summary, the three scales, Mexican-American Interaction Scale, Mexican-American Identity Scale, and Anglo Interaction Scale, are adequate indicators of the rate of assimilation among Mexican-Americans. It was thought that these scales might not work for a population similar to that of Walker County since the class status here is different than that of the study by Teske and Nelson (1975). As has been noted previously, Teske and Nelson (1975) were interested in the middle-class Mexican American. They also concentrated their efforts on the Mexican-American male population. Both males and females are included in this study. The scales exhibit significant reliability in this case as well. Therefore, it is safe to say that the social class

of the population had no significant impact on the scale reliability. There does, in this study, seem to be more identity with the Mexican-American population than interaction with the Mexican-American population. This may be due in part because of the type of population one is dealing with. Much of the population here is of the working class, or lower class, and in most instances, both male and female work. Thus, this gives them little or no chance to participate in social or other types of activities. It must also be noted that family size may also have an effect. In the next chapter, a closer look will be taken at the independent variables in each scale and what effect they have on the scale.

CHAPTER IV

METHODOLOGY

A clarification of the concept of Mexican-American, a person of Mexican descent permanently residing in the United States, is of great importance to this study. It must be noted that "Mexican-American population" and Mexican-descent population" are conceived of as synonymous terms. In this study, any individual who is descended from the Spanish-speaking persons and who resides in Walker County is a member of the Mexican-American community. Walker County provides the opportunity to study a culturally isolated area. In other words, it is an area that contains a culture group who are separated from their group as a whole. In this particular study, distance is the primary reason for isolation. There have been few studies focusing on the Mexican American who are located in such an area. Therefore, the purpose of this study is to investigate factors which might explain different rates of assimilation which would occur in this type of area.

The three scales of measurement were discussed in the previous chapter. These scales were developed for the measurement of Mexican-American identity and, more specifically, assimilation which is pertinent to this study. The first scale measures identification with the Mexican-American population per se. The second scale centers on interaction with the Mexican-American population. The third

scale centers on interaction with the Anglo population. The scales were designed to incorporate four of the characteristics of assimilation: (1) change in value, (2) reference group change, (3) internal changes, and (4) out-group acceptance. Teske and Nelson (1974) were investigating the question of whether or not middle-class status leads to assimilation of Mexican Americans into the dominant culture and, more specifically, factors which might explain differential rates of assimilation. The data suggest that there are different rates of assimilation among middle-class Mexican Americans (Teske and Nelson, 1975:364). A social class consists of individuals who are perceived by community members to occupy similar status positions, hence as sharing a similar style of life. The factors according to which a person may be stratified into classes fall into three broad categories: economic, social, and political. The parameters for middle-class, in this investigation included white collar, managerial, clerical, professional, semi-professional, skilled, and lower class, defined as unskilled labor. Equivalent categories also were established for individuals engaged in agricultural occupations and proprietors (Teske and Nelson, 1976:221). It must be noted at this time that the majority of the Mexican-American population in Walker County are members of the lower-class. The question asked, was, will the same scales used to measure Mexican-American

identity in the middle-class apply as well to the lower class? From the discussion about the scales in Chapter III, it is easy to see that the scales worked as well, if not better, for the lower-class than for the middle-class. Assimilation as measured by the three scales discussed and developed by Teske and Nelson (1975) is used as the dependent variable for the study. Social class, as measured by occupation, education, primary language use, sex, generation, and other salient variables will be used as the independent variables. The same interview schedule used in the study by Teske and Nelson is used in this study (see Appendix A). The sample is a quasi-probability or purposive sample. The mechanics of sampling in this study are as follows. The names of all persons with Spanish surnames listed in the city directory as living in Huntsville and Walker County were used. The directory lists only adults. The directory does not contain persons who have moved into Walker County since the directory was compiled. Also used were rural mail lists and additional individuals identified indirectly. The researcher was assisted by the postmen at the Huntsville Post Office. They drew out maps which helped with the location of the homes in which Mexican Americans resided. There are six major routes in Huntsville, therefore, the researcher talked to each of the six route postmen. It was through a joint effort that the location of the Mexican-American

population was simplified. The source used for the determination of whether surname was Spanish is the list of about 7,000 common Spanish surnames used by the Bureau of the Census. The names and addresses of these people were taken and assigned a number in serial order. A total of 60 family units were interviewed. In this case both male and female were interviewed. These interviews have been translated into Spanish and thus, both English and Spanish appear in the interviews. The interviews were given by two individuals, one who was able to speak both English and Spanish, while the other only speaks English. An Analysis of Variance was conducted and it was found that there was no significance shown at the .05 level in whether or not the interviews were conducted by one researcher or the other.² The question arose as to whether or not it would make a difference if the interview schedule was conducted in Spanish or English and vice versa. As noted in a later chapter (Chapter V), there is a real significant difference in whether or not English or Spanish was used. This significance occurs at the .05 level of significance in both the Mexican-American Interaction Scale and the Anglo Interaction Scale. It must be

² The Alpha using an Analysis of Variance for Spanish vs. English

Mexican-American Interaction Scale	.006
Mexican-American Identity Scale	.19
Anglo Interaction Scale	.00

noted that there are items within these scales that pertain to language usage. Whether the interview is conducted in Spanish would have a bias on these items, since a bias has been built into the scale.

The interviewers were accepted into the homes of this population with no trouble. There were instances where the people would get into lengthy discussions about the political and social surroundings. This information proved to be very beneficial to the researcher, the point being that these individuals felt comfortable enough to discuss even the most confidential details about their community. The researchers were never turned down, although one person did not keep his appointment. One subject asked the researcher to come back at a certain time. When the researcher did so, the person to be interviewed was not at home. In this instance the person to be interviewed spoke very little English; therefore, the interviewer who was able to speak both languages attempted to conduct the interview. The same thing happened again. One very interesting thing that must be noted here concerns the appearance of the interviewer. It was found that if the interviewer was well dressed, in this case a dress and dress shoes, the people being interviewed were more reluctant to let her in. In this case the people were afraid the interviewer was from the immigration office or some other federal office. On the other hand, when the

interviewer dressed casually, in slacks and blouse, the people were likely to accept the researcher more readily. A final note to be discussed is the verbal approach itself. The researcher found that greeting the person being interviewed in Spanish made acceptance into the home easier. This is not to say that all that were approached in Spanish answered the interviews in Spanish.

In summary, Walker County has provided the researcher with the opportunity to study a subject area which has for the most part been overlooked in ethnic research. This area is called cultural isolation. The population of Walker County consists of a limited number of Mexican Americans. Of this population, forty percent were migrant workers. These individuals will settle here for a time and then move on to better jobs. It must be noted that some of the permanent residents who are Mexican American were at one time also migrant workers. These are usually the older Mexican Americans who came to work during a time when a large lumber mill was in existence in the area. After it closed down, these people just remained here to live. The three scales of measurement were definitely an asset to the study as a means of measuring assimilation. The interviewing went smoothly with little or no problem. A total of anywhere from three to four interviews were conducted daily. In almost every home the interviewer was treated graciously

and gained significant confidence from the person being interviewed. The findings of this study will be discussed in greater detail in the following chapter.

CHAPTER V

FINDINGS

Increasing social class is associated with rate of assimilation. It can be hypothesized that the higher the social class, the higher the rate of assimilation. For example, the middle-class is apt to assimilate at a higher degree than the lower class. The reason why the assimilation rate is higher for the middle-class is that in their struggle to obtain economic and social status, they will in most cases come into Anglo interaction. Language must not be omitted as a major contributor of assimilation. The lower-class Mexican American will in most cases have a limited English vocabulary. Thus, interaction with the Anglo population will also be limited. In this case, the rate of assimilation will be lower. Therefore, assimilation and social class are closely related. Teske and Nelson (1975) were initially interested in whether or not middle-class status in fact leads to assimilation of Mexican Americans into the dominant culture. In this study, the researchers were faced with a slightly different situation. The majority of the population interviewed in Walker County were members of the lower class. The same question can be asked in this type of situation. Will lower class status in fact have any effect on assimilation? The data suggest that the assimilation rate in Walker County was lower than in the study by Teske and Nelson (1975). In talking about assimilation it

it must be noted that assimilation may occur at a group level or individual level (op. cit.). The data in this study suggest that although a Mexican American may not have strong interaction with other Mexican Americans, he/she may have strong identity. This is better illustrated by the scales which have already been discussed in an earlier chapter. In this case, assimilation occurs at the individual level to a greater extent than at the group level. Therefore, it can be expected that some individuals within the Mexican-American community will be more assimilated than others. The study conducted by Teske and Nelson concentrated on the middle-class Mexican American who, because of their locations in specific counties, were reinforced by the immigrating groups. Thus, their study did not focus on the culturally isolated area, and the effect this kind of area will have on the rate of assimilation. It was postulated in the study by Teske and Nelson, as well as other literature, that "The socialization process among lower-class and working-class Mexican Americans are orientated toward identification of the Mexican-American subculture" (1976:225). This is also true in this study. An analysis of variance was conducted on the population, in the study by Teske and Nelson (1976), N=151, and on the population of this study, N=60. It was found that there is a higher identity with the Mexican-American population in this study than in the combined areas studied by Teske and Nelson. The following

table will help clarify this point.

TABLE X

Analysis of Variance for the Two Populations N=151 & N=60

	N=151	N=60
Mexican-American Identity Scale	40.01	36.15
	P<.01	

Teske and Nelson (1976) suggest that to explain differential rates of assimilation among middle-class Mexican Americans requires identification of socialization patterns which are not part of the normative socialization patterns of the Mexican-American subculture. "In other words, where differential rates of assimilation cannot necessarily be attributed to anticipatory socialization, it follows that variables related to a discontinuous status sequence need to be examined" (Lane and Ellis, 1968:6). Lane and Ellis identified two additional socialization processes; these two processes are situational socialization and post socialization.

Situational socialization suggests that the establishment of effective social ties may account for a shift in reference group identity. Through association with peers

or other influential individuals who are members of an out-group, the individual may acquire the necessary values and attitudes to initiate a change in reference group. "Hence, the greater the interaction, or access to interaction with Anglos in a situational socialization setting, the greater the expected assimilation of Mexican Americans" (Teske and Nelson, 1976:24). Eight situational socialization variables were introduced for analysis. These same eight situational socialization variables were analyzed in this study. These eight variables are: (1) social class of the father, (2) a predominance of Anglos in the elementary school attended, (3) a predominance of Anglos in the high school attended, (4) a predominance of Anglos in the neighborhood of residence while attending elementary school, (5) a predominance of Anglos in the neighborhood of residence while attending high school, (6) a predominance of Anglos among childhood playmates, (7) a predominance of Anglo associates while attending high school, and (8) membership in non-Mexican-American organizations. Teske and Nelson divided father's social class into three categories: lower-class, working-class and middle-class.³ It was found that there was no significant difference between the mean scores of these categories on each of the three scales. Because of the

³ Upper-class simply contains any individual who is independently wealthy or a proprietor of very large establishments.

similitude of mean scores on each of the three scales of respondents whose fathers were lower-class or working-class, these two categories were collapsed and treated as one category. In other words, father's social class was dichotomized into: (1) respondents whose fathers are lower-class or working-class, (2) respondents whose fathers are middle-class. It was found, using a correlation analysis that father's social class had limited effect on any of the independent variables. This was also true with regard to the dependent variables, with the exception of the Anglo Interaction Scale. There was some significance there ($r=.22$, $P<.05$). Looking again at the correlation analysis, predominance of Anglos in elementary school attended had a significant effect on such independent variables as high school attended and neighborhood reared in. This is to suggest that the higher the predominance of Anglos the more likely they would affect the predominance in other positively affected items.

Unlike situational socialization, post socialization suggests that mobility does not occur until after the individual has been able to alter his life circumstances.⁴ Five post socialization factors were introduced by Teske and Nelson (1976:225) for analysis: (1) age, (2) college attendance, (3) military service, (4) geographic mobility, and

⁴ Lane and Ellis, 1968:6.

(5) social class origin of wives. It should be noted that for the purpose of this study only two post socialization factors were introduced: (1) college attendance, and (2) military service.

Several alternate independent variables were also introduced for examination. These alternate variables are introduced because it enables the researcher to look at all possible alternatives, thus, lessening the chance of a spurious variable. Alternate variables were selected on the basis of their saliency as possible explanations of acculturation and assimilation patterns among Mexican Americans. The five alternate variables introduced were: (1) physical features, (2) Spanish accent, (3) generation of respondent, (4) primary language used in the home as a child, and (5) ability to understand English when first entering school.

In this study fourteen variables were found to be significantly correlated with at least one of the three scales and were retained for further analysis. These variables are found in Table XI. Ten variables were found to be significantly correlated with the Mexican-American Interaction Scale as listed. There are also nine variables that were significantly correlated with the Mexican-American Identity Scale as listed. Listed are seven variables which were found to be significantly correlated with the Anglo Interaction Scale. There are four variables which were found

to significantly correlate with each of the three scales, five variables were significantly correlated with two scales, and three variables were significantly correlated with only one scale. The researcher used an inter-correlation analysis for the purpose of analyzing the variables which were both significantly correlated with the three scale scores and with each other. It was assumed by Teske and Nelson (1976) that situational socialization variables would be highly correlated with one another. They found this assumption to be true. In this study, the same thing has occurred. Like their study, this study has also shown that father's social class is not associated with the other variables. It would seem that father's social class would have an impact on situational socialization factors. Father's social class was significantly correlated with physical features but this can only be coincidental.

Significant correlations were also observed between four other related variables. Ability to understand English when first entering school was significantly correlated with the neighborhood reared in ($r=.55$, $P<.05$), neighborhood while attending high school ($r=.59$, $P<.05$), and childhood playmates ($r=.49$, $P<.05$). Two post socialization variables, college attendance and military service, were not significantly correlated ($r=.09$, $P>.05$).

TABLE XI

Variables Significantly Correlated With Each of Three Scales

Variables	Mexican-American		Anglo Interaction Scale
	Interaction Scale	Identity Scale	
Neighborhood during Elementary School			
Neighborhood during High School	X		X
Childhood Playmates	X		
Associates during High School		X	
Physical Features		X	X
Primary Language Used in Home during Child- hood	X		X
Father's Social Class	X	X	X
Spanish Accent	X	X	X
Ability to Understand English When First Entering School	X	X	X
Membership in Non- Mexican-American Organizations	X		
Level of Education - College - No College	X	X	X
Elementary School Attended		X	
High School Attended	X	X	
Military Service	X	X	

Each of the three scales was treated as a dependent variable and the variables previously found to be significantly correlated with the given scale were treated as independent variables. Multiple regression was introduced in order to determine the combined affect of the independent variables on each of the scales. A multiple iterative correlation technique was used to determine the relative importance of each predictor variable in relation to the others, as well as to identify those variables which held little, if any, predictive value (cf. Veldman).

Results of this procedure with regard to the Mexican-American Interaction Scale are reported in Table XII. Of the ten variables found to be significantly correlated with the Mexican-American Interaction Scale, six were found to contribute significantly to the regression model, providing an R^2 of .56. Five out of nine variables were found to be significantly correlated with the Mexican-American Identity Scale contributing to the regression model (see Table XIII). These five variables yield an R^2 of .33. Seven of the fourteen variables significantly correlated with the Anglo Interaction Scale contributed significantly to the regression model providing an R^2 of .64 (see Table XIV). This study yielded the same results as did the study of Teske and Nelson, in that among the variables which did not contribute significantly to the regression models, all

but one are situational socialization variables. Military service was the one exception. In this case it is a post socialization variable.

TABLE XII

Independent Variables Found to be Significant
Predictors of Mexican-American Interaction Scale
in Order of Significant Contributions*

Variables	Variation Explained R^2	Total Variation Explained R^2
Ability to Understand English When First Entering School	.38	.38
High School Attended	.04	.42
College vs. No College	.04	.46
Primary Language Used in Home During Childhood	.05	.51
Father's Social Class	.01	.52
Childhood Playmates	.01	.53
Neighborhood While Attending High School	.01	.54
Spanish Accent	.01	.55
Membership in Non-Mexican- American Organizations During Childhood	.01	.56
Military Service	.00**	.56

* Four variables did not contribute significantly: neighborhood during elementary school, associates during high school, physical features, and elementary school attended.

** This number is rounded off.

TABLE XIII

Independent Variables Found To Be Significant
 Predictors of Mexican-American Identity
 In Order of Significant Contribution*

Variable	Variation Explained R^2	Total Variation Explained R^2
Elementary School Attended	.21	.21
Associates While Attending High School	.04	.25
Physical Features	.03	.28
Military Service	.01	.29
Spanish Accent	.01	.30
Level of Education College vs. No College	.02	.32
Ability to Understand English When Entering School	.00	.32
Father's Social Class	.01	.33
High School Attended	.00	.33

* Five variables did not contribute significantly: neighborhood during elementary school, neighborhood during high school, childhood playmates, primary language used in home during childhood, membership in non-Mexican-American Organizations.

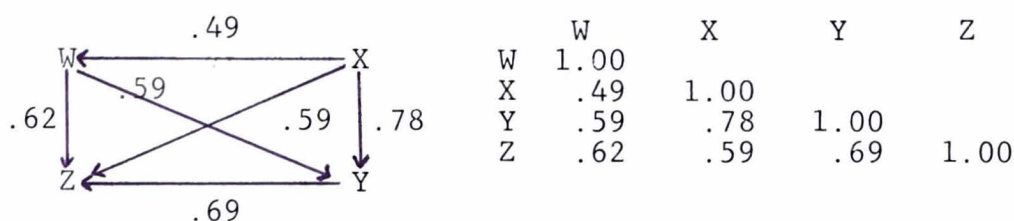
TABLE XIV

Independent Variables Found To Be Significant
Predictors of Anglo Interaction In Order
Of Significant Contribution*

Variable	Variation Explained R^2	Total Variation Explained R^2
Level of Education College vs. No College	.44	.44
Physical Features	.07	.51
Ability to Understand English When First Entering School	.07	.58
Primary Language Used in the Home as a Child	.02	.60
Spanish Accent	.02	.62
Father's Social Class	.01	.63
Neighborhood While Attending High School	.01	.64

* Seven variables did not contribute significantly: neighborhood during elementary school, childhood playmates, membership in non-Mexican-American organizations, elementary school attended, high school attended, and military service.

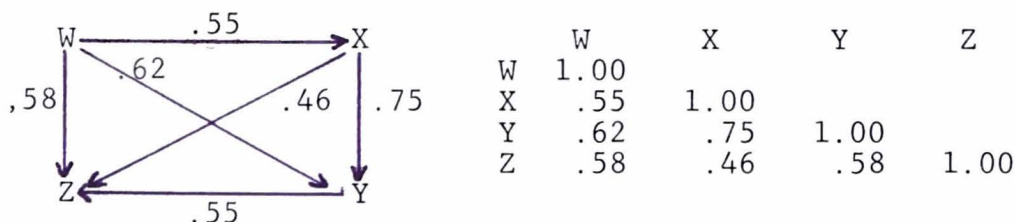
It is apparent, both from the variables retained, as well as the order of significant contribution, that there are variations in the explanatory significance these variables have with regard to the manifold components of the assimilation process. For example, ability to understand English when first entering school appears first in order of significance in the Mexican-American Interaction Scale ($R^2 = .38$). High school attended, an item second in significance in this same scale, totaled $R^2 = .42$. In the Mexican-American Identity Scale, the variable which comes first in the order of significance is elementary school attended ($R^2 = .21$). Associates while attending high school also plays a very significant role in the identity with other Mexican Americans ($R^2 = .25$). Using the variables in the Mexican-American Interaction Scale, a causal model was developed. For a more detailed explanation of this procedure see Blalock (1964). Listed below are the most significant variables in the Mexican-American Interaction Index. They are:



W = Ability to Understand English When First Entering School
 X = Childhood Playmates
 Y = Neighborhood While Attending High School
 Z = High School Attended

Fig. 3 Mexican-American Interaction Scale Causal Model

This model suggests that childhood playmates has a significant effect on the ability to understand English when first entering school ($r = .49$). This in turn has a significant effect on the neighborhood while attending high school ($r = .59$) and at the same time on the high school attended ($r = .62$). There is high correlation among all of the four variables, thus increasing the probability of a causal relationship. This community differs from those viewed by Teske and Nelson, in that language is a primary contributing factor of Mexican-American Interaction, whereas they found physical features as the primary contributing factor. The Mexican-American Identity Scale also has four variables which are very significant. A causal model, is used to more clearly to illustrate the relationship between variables (see Fig. 3).



W = Ability to Understand English When First Entering School

X = Elementary School Attended

Y = High School Attended

Z = Associates While in High School

Fig. 4 Mexican-American Identity Scale Causal Model

There is definitely a strong relationship between the ability to understand English when first entering school and the

elementary school attended ($r = .55$, $P < .05$). In turn, elementary school attended has a causal effect on both high school attended ($r = .75$, $P < .05$) and associates while in high school ($r = .46$). In other words, if the elementary school which was attended was for the most part Anglo in composition then there would be a high probability that the high school attended and associates in high school, would be Anglo also. Like the Mexican-American Interaction Scale, the Mexican-American Identity Scale contains one of the same variables, ability to understand English when first entering school. This is to say that if a person was able to speak English when first entering school he/she was taught at home or learned through childhood associations and/or experiences. Thus, this person was given the opportunity to come into contact either directly or indirectly with the language and/or lifestyle of the Anglo. This experience would carry him through high school and maybe beyond. Therefore, identity is truly affected by this and the other three variables. Number of years of schooling had no real affect on assimilation. This is seen throughout the first two scales. Although level of education was important in the Anglo Interaction Scale. This is due partly because some of the interviews were given to college students. There were two college students interviewed. But does years of schooling affect the measuring of assimilation? According to Penalosa

(1960:453) number of years of schooling is not an accurate means of measuring assimilation.

A causal model was attempted for the Anglo Interaction Scale, but this proved futile. This can only suggest that the items which are found to be significant predictors in the Anglo Interaction Scale are truly independent variables. As may be noticed, father's social class had little affect on the scales as far as significance is concerned. This same point was also observed in the study by Teske and Nelson (1976). In this study, ability to understand English when first entering school played an important role in the assimilation process. There were several other variables considered. They are as follows: (1) sex of the respondent, (2) whether the interview was conducted in Spanish or English, (3) who conducted the interview, (4) whether it was rural or urban setting for the interview, (5) the generation of the respondent, and (6) the two populations, N=151 and N=60. Starting with the sex of the respondent, no significant difference was found in either of the three scales of measurement in whether the interview was answered by male or female.⁵ There was a significant difference in whether the interview was conducted in English or Spanish. But, this

⁵ Analysis of Variance. Mexican-American Interaction: $F = .98$, $P < .67$; Mexican-American Identity: $F = .02$, $P < .90$; Anglo Interaction: $F = 1.0$, $P < .31$.

significance only appears in the Mexican-American Interaction Scale and the Anglo Interaction Scale.⁶ It has been noted earlier in this paper that two persons did the interviewing. The data suggest that there is no significant difference in whether the interviews were conducted by one or the other interviewer.⁷ In the case of urban versus rural, the data suggest that there is a definite difference in the Anglo Interaction Scale. This is expected in that more Anglo interaction would occur in the urban area.⁸ All this is saying is that the Mexican American is more likely to come into more Anglo contact in the city than in a rural area. Generation was divided into four groups. The first generation being the first generation to immigrate to the United States from Mexico, the second, second generation, the third, third generation and finally, the fourth being both fourth and fifth generations, which were collapsed (fourth = 5, fifth = 1). The data suggest that there is no significant difference in either the Mexican-American Interaction or Identity Scales. But, a significance is apparent in the

⁶ Analysis of Variance. Mexican-American Interaction: $F = 25.55$, $P < .01$; Mexican-American Identity: $F = 1.6$, $P < .20$; Anglo Interaction: $F = 37.5$, $P < .01$.

⁷ Analysis of Variance: Mexican-American Interaction: $F = .08$, $P < .77$; Mexican-American Identity: $F = .53$, $P < .51$; Anglo Interaction: $F = 2.2$, $P < .13$.

⁸ Analysis of Variance. Mexican-American Interaction: $F = 1.9$, $P < .02$; Mexican-American Identity: $F = .27$, $P < .61$; Anglo Interaction: $F = 14.7$, $P < .01$.

Anglo Interaction Scale.⁹ It can be expected that generation would have a significant affect on Anglo Interaction, the longer a person has lived in the United States the longer the contact with Anglos, thus the more the assimilation. This is to say that the assimilation process occurs with greater frequency in the later generation Mexican American (Penalosa and McDonagh, 1966). An analysis of variance was then conducted using both the sample from this study, N=60, and the sample from the study by Teske and Nelson, N=151. The only significant difference was found in the Mexican-American Identity Scale.¹⁰ There seems to be higher identity in this community than in that of the previous study.

In summary, there appears to be very definite variables affecting the role of assimilation. Language is truly the greatest contributor to assimilation. This contribution, of course, can only be generalized to this county. As has been noted earlier, the study by Teske and Nelson found physical features as the primary contributor to assimilation. As demonstrated in the study by Teske and Nelson (1976), depending on the situation, these variables will change. Because the Mexican-American population of

⁹ Analysis of Variance. Mexican-American Interaction: $F = 5.1$, $P < .01$; Mexican-American Identity: $F = .70$, $P < .55$; Anglo Interaction: $F = 10.21$, $P < .01$.

¹⁰ Analysis of Variance: Mexican-American Interaction: $F = 4.34$, $P < .03$; Mexican-American Identity: $F = 5.8$, $P < .01$; Anglo Interaction: $F = .01$, $P < .90$.

Walker County is relatively new, that is, that about sixty percent are first generation, Mexican-American identity would be expected to be higher here than in another area where the Mexican-American population is older. As noted earlier, the later the generation the greater the assimilation. In this case, the population is mostly first generation and thus the assimilation process has not yet come into full force. Therefore, Mexican-American identification would be expected to be higher in this case. The next chapter will go into more detail concerning the predicted future of Walker County if things remain constant.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Walker County has provided the researcher with the opportunity to study a culturally isolated area. It was hypothesized that the rate of assimilation would be generally lower because of this reason. Huntsville is located away from any large metropolitan areas and more specifically, from the Mexican and Texas border. Therefore, in this case, Mexican-American cultural reinforcement is limited. The Mexican-American population in Walker County is a relatively new one in that sixty percent of the population is first generation. It must be noted that those who have resided in Walker County for a long length of time are the older Mexican-American citizens who arrived here many years ago. Although these individuals are first generation Mexican Americans, they have become very assimilated. The length of time in the United States is the reason for the high rate of assimilation. There are, for example, some individuals who are owners of very prosperous business establishments. Moreover, one family has lived here for many years, forty years to be exact. Here one is able to see that generation is in fact related to assimilation. The children of their children have become assimilated to the point of even losing their Spanish language and Mexican-American identity. The assimilation has occurred to the

point where intermarriages are not looked down upon. There are, on the other hand, those individuals who have just moved into the community. There is a large turnover rate in this county. It has been noted earlier that migration of the Mexican American is usually from large metropolitan area to large metropolitan area. Huntsville is a stopping point between two metropolitan areas. Walker County in its own respect attracts the migrant Mexican American. The lumber business is very large in this part of the state. This type of work is one of Huntsville's major sources of income. The lumber business hires a large proportion of Mexican American migrant workers. In almost all cases these Mexican Americans have a very limited English vocabulary, and some are unable to speak English at all. It can be expected, in this case, that assimilation will take longer. In this study, language was a primary predictor of assimilation, specifically speaking, the ability to understand English when first entering school, is the item in mention. This is to say that if the person was able to speak English in elementary school, it is probable that he/she is today more assimilated. This too would mean that their children would also be able to speak English when entering school, because with all probability, the English language was used in the home. The greater the predominance of Anglos in early situational socialization circumstances, the greater the

probability that the individual belonging to the Mexican-American population will be assimilated. In this case, assimilation occurs at the individual level. Therefore, it can be expected that some individuals will be more assimilated than others. Social class also is a predictor of assimilation. The researcher hypothesized that higher status persons would be more class conscious and also rate themselves higher in the status structure. It was found that this was true in this study.

The findings from this investigation revealed a significant conclusion regarding the effect of the father's social class on social mobility. In this study, father's social class had no real significant effect on assimilation. It may also be concluded that two post socialization factors are independent variables significantly associated with two components of the assimilation process. These two post socialization factors were military service and college attendance. The data suggest that assimilation patterns among the Mexican Americans are primarily established before the individual reaches adulthood. This finding applies to only the later generation Mexican American. Alternate variables were also identified as factors in explaining differential rates of assimilation. Physical features is significantly associated with the Anglo Interaction Scale. This is to say that if a Mexican American can pass for Anglo,

he/she is significantly more likely to be assimilated. Language, as has been previously noted, is also a large contributor to assimilation. In any case, these alternate variables are present before the individual reaches adulthood.

In conclusion, the Mexican-American population of Walker County will in all probability remain about the same, in terms of assimilation rate. At this time it is difficult to say what the Mexican-American population will do. But if they continue to have a large turnover rate, it is likely that assimilation at the group level will be slow. Talking to some of the younger persons interviewed, the researcher was under the impression that as soon as work ended for them here, they would not hesitate to move on. It would be interesting to see if some of the migrant workers will remain in Walker County and, if so, to what extent they will assimilate.

A longitudinal study would be perfect to the study of these migrant workers' children who remain here. Thus, future research should focus on the importance of generation as it relates to social mobility. In conclusion, there is a definite need for future research and investigation of the lower-class and middle-class Mexican-American population in other similar communities and geographical locales.

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APPENDIX A

AN INVENTORY OF SPANISH-SURNAMED RESIDENTS OF TEXAS
UN INVENTARIO DE HABITANTES DE TEJAS CON APELLIDO ESPAÑOL

This questionnaire is being administered as part of a study of Spanish-surnamed residents of Texas. Please answer each item as accurately as possible. When answering items which require an opinion, express the way YOU feel about the subject-- There are no right or wrong answers. ALL ANSWERS ARE STRICTLY CONFIDENTIAL.

Este cuestionario es administrado como parte de un estudio de habitantes de Tejas con apellido español. Favor de contestar cada partida en la forma más exacta que le sea posible. Al contestar las partidas que necesitan su opinión, exprese su sentimiento propio sobre el asunto. No hay respuestas correctas ni incorrectas. Todas sus respuestas se guardarán en la más estricta confianza.

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SECTION I
SECCION I

A. 1. AGE: What was your age on your last birthday? _____
EDAD: ¿Cuántos años cumplió? _____

2. Respondent is: Male _____ Female _____
Sexo del respondedor: Hombre _____ Mujer _____

B. MARITAL STATUS - ESTADO MATRIMONIAL

1. What is your current marital status (check one)?
¿Cuál es su estado matrimonial corriente? (escoja Ud. entre estos)

_____ married _____ casado
_____ single _____ soltero
_____ divorced _____ divorciado
_____ separated _____ separado
_____ widowed _____ viudo

2. If you are currently married, complete the following:
Si está casado actualmente, complete Ud. lo siguiente.

- _____ a. Spouse's age (husband or wife)
La edad de su esposo(a)
_____ b. Highest educational level attained by your spouse (highest grade completed)
¿Grado de estudio completado por su esposo(a)?
_____ c. Your age at time of marriage
Su edad al casarse
_____ d. Your spouse's age at time of marriage
La edad de su esposo (esposa) al casarse
_____ e. List the age and sex of all of your children. Indicate whether they are
currently living in your home or away from home. (Note if any of these
children are adopted.)
Dé Ud. la edad y el sexo de todos sus hijos. Indique Ud. si ellos están
viviendo en este momento en casa o fuera de la casa. (Note si alguno de
ellos es hijo adoptivo.)

Age	Sex	Living at home (yes or no)
Edad	Sexo	Viviendo en casa (sí o no)

(1)	_____	_____	_____
(2)	_____	_____	_____
(3)	_____	_____	_____
(4)	_____	_____	_____
(5)	_____	_____	_____
(6)	_____	_____	_____

f. What is the total number of children you plan to have, including children
already born? _____ (Answer this question even if you are not now
married but plan to marry in the future. If you do not plan to marry,
check here _____.)
Cuál es el número total de hijos que piensa tener, incluyendo los hijos
que ya tiene _____ (Conteste esta pregunta aunque Ud. no esté casado
ahora, pero piensa casarse en el futuro. Si Ud. no piensa casarse,
señale aquí _____.)

- g. List the number and sex of all children ever born to you, including any which are deceased.

Diga el número y el sexo de todos los hijos que Ud. ha tenido; incluya a los difuntos, si hay.

(1) _____ Number of males ever born

Número de hombres nacidos

(2) _____ Number of females ever born

Número de mujeres nacidas

- h. If you are currently married, have you ever been married before? Yes No
Si está casado (casada) actualmente, ha estado casado (casada) antes? Si No

If yes, are you: divorced and remarried; widowed and remarried; other, explain.

Si es que sí, fue Ud. divorciado y volvió a casarse; dejado viudo(a) y volvió a casarse; otro, explique.

If yes, what was your age when you first married? _____

Si es que sí, cuál era su edad al casarse la primera vez? _____

- i. If there are any other relatives currently residing in your household, list their specific relationship to you.

Si hay otros familiares viviendo actualmente en su casa, ¿cuál es el parentesco para con Ud.? (explique)

(1)

(2)

C. EDUCATIONAL HISTORY - HISTORIA DE ESTUDIOS

1. Indicate the specific grade, or degrees, you have completed (if high school completed, indicate "H.S.") _____

Indique Ud. el grado de estudio completado (por Ud.) si completó preparatoria ponga H.S. _____

2. Which of the following best describes the elementary school you attended. (If more than one, the one attended most?) Check one.

¿Cuál de los siguientes mejor describe su escuela primaria? (Si ha asistido a más que una, ¿a cuál asistió por más tiempo?) Escoja Ud. a uno de los siguientes.

____ (1) predominantly Anglo - por la mayor parte anglosajón

____ (2) predominantly Mexican-American (Spanish-surname)
por la mayor parte mejicanoamericano

____ (3) predominantly Negro - por la mayor parte negro

____ (4) about the same proportion of Anglo and Mexican-American
casi la misma proporción de anglosajones y mejicanoamericanos

____ (5) about the same proportion of Mexican-American and Negro
casi la misma proporción de mejicanoamericanos y negros

____ (6) about the same proportion of Anglo, Mexican-American, and Negro
casi la misma proporción de anglosajones, mejicanoamericanos, y negros

____ (7) attended school in Mexico - asistió a la escuela en Mejiico

3. Which of the following best describes the high school you attended (if more than one, the one attended most)? Check one. (If you did not attend high school, check here _____.)
- ¿Cuál de los siguientes mejor describe su escuela preparatoria? (Si asistió a más que una, ¿a cuál asistió por más tiempo) Escoja Ud. uno de los siguientes (Si no asistió a preparatoria, indíquelo marcando aquí _____.)
- ____ (1) predominantly Anglo - por la mayor parte anglosajones
- ____ (2) predominantly Mexican-American (Spanish-surname)
por la mayor parte mejicanoamericanos
- ____ (3) predominantly Negro - por la mayor parte negros
- ____ (4) about the same proportion of Anglo and Mexican-American
casi la misma proporción de anglosajones y mejicanoamericanos
- ____ (5) about the same proportion of Mexican-American and Negro
casi la misma proporción de mejicanoamericanos y negros
- ____ (6) about the same proportion of Anglo, Mexican-American, and Negro
casi la misma proporción de anglosajones, mejicanoamericanos, y negros
- ____ (7) attended school in Mexico - asistió a la escuela en México

4. a. If you attended college, which college(s) did you attend? _____

Si asistió Ud. a una universidad, ¿a cuál(es) asistió? _____

b. What was the primary financial source for your college education (self, parents, loans, scholarship, etc?) _____

¿Como financió Ud. sus estudios (Ud. mismo, sus padres u otros familiares, préstamos, beca, o de otra manera)? _____

5. a. In which community did you receive the majority of your elementary education? _____

¿En cuál vecindario recibió la mayor parte de su instrucción primaria? _____

b. In which community did you receive the majority of your high school education? _____

¿En cuál vecindario recibió Ud. la mayor parte de su educación de preparatoria (high school)? _____

D. MILITARY HISTORY - HISTORIA MILITAR

1. Did you serve in the military (yes or no)? _____

¿Sirvió Ud. en el servicio militar (sí o no)? _____

2. a. If yes, which branch? _____

¿Si es que sí, en cuál rama militar sirvió Ud? _____

b. Highest rank reached. _____

Hasta que rango alcanzó Ud. _____

c. Specialization (Primary). _____

Primera especialización _____

d. The age at which you entered the military and the age at which you were discharged. Entered _____ Discharged _____

¿A que edad entró al servicio y a que edad salió? Entró _____
Salió _____

e. Did you receive any specific training while in the military? (Yes or No) _____

If so, in what specialty? _____

¿Recibió Ud. una preparación específica en el servicio militar (Sí o no)?

¿Si es que sí, qué clase de preparación era? _____

E. OCCUPATIONAL HISTORY - HISTORIA DE OFICIO

Beginning with your current occupation and going back to your first full-time position, list each specific occupation you have held and the age at which you first entered that occupation. (For example: manager of drug store, sales manager, physician, electrician, carpenter, etc.).

Nombre Ud. todos los trabajos que ha ocupado, comenzando con su oficio presente y después en orden reversa hasta llegar a su primer trabajo tiempo completo. ¿A que edad entró a esos oficios? (Por ejemplo: director de farmacia, director de venta, médico, electricista, carpintero, otro)

Specific Occupation
Oficio específico

Age First Entered
Edad cuando primero entró

(1)	_____	_____
(2)	_____	_____
(3)	_____	_____
(4)	_____	_____
(5)	_____	_____
(6)	_____	_____
(7)	_____	_____
(8)	_____	_____

F. ANCESTRAL OCCUPATIONAL HISTORY - HISTORIA DE OFICIOS DE SUS ANTEPASADOS

List the main occupation of your father. Then list the main occupation of each preceeding male on your father's side. (i.e., your grandfather, great-grandfather, etc.) back to that one ancestor who immigrated from Mexico. Indicate this person with an X and, if possible, give his age at the time he immigrated. If you can list the main occupations of one or two ancestors prior to that one who immigrated from Mexico, please do so. (NOTE: If any ancestor is listed as "farming" be specific. For example: small farm, tenant farm, large land owner, migrant worker, etc.) If you immigrated from Mexico, please note this and the age at which you immigrated.

¿Diga Ud. Cuál era el trabajo principal de su padre? Después diga los trabajos principales de su abuelo, su tatarabuelo por parte de su padre hasta llegar al primero que vino de Méjico. Indique a esta persona con una X y si es posible, dé Ud. la edad de esta persona al tiempo de inmigración. Si puede, favor de nombrar los trabajos de uno o dos antepasados antes del que inmigró de Méjico. (Nota: Si alguno de sus antepasados era agricultor por favor clasifique. trabajador migratorio, otro). Si inmigró Ud. de Méjico, por favor note esto e indique su edad al inmigrarse.

Relative
Pariente

Main Occupation
Oficio Principal

(1)	Father - Padre	_____
(2)	Grandfather - Abuelo	_____
(3)	Great-Grandfather - Tatarabuelo	_____
(4)		_____
(5)		_____
(6)		_____
(7)		_____
(8)		_____

G. SPOUSE'S ANCESTRAL OCCUPATIONAL HISTORY (NOTE: (f you are not currently married, move to Item H.)

HISTORIA DE OFICIOS DE LOS ANTE-PASADOS DE SU ESPOSO (ESPOSA) (NOTA: Si no esta casado pase Ud. a la partida H.)

List the main occupation of your spouse's father. Then list the main occupation of each preceeding male on his/her father's side back for at least three generations. If your spouse's ancestors immigrated from Mexico, place an X by that one relative who immigrated to the United States and, if possible, give his age at the time he immigrated. If possible, list the main occupation of one or two ancestors prior to the one who immigrated to the United States. (NOTE: If any ancestor is listed as "farming," be specific. For example: small farm, tenant farm, large land owner, migrant worker, etc.) If your spouse immigrated from Mexico, please note this and the age at which he/she immigrated.

¿Cuál era el trabajo principal del padre de su esposo (esposa)? Después diga los trabajos principales de su abuelo, su tatarabuelo por parte de su padre hasta llegar al primero que vino de Méjico. Indique a esta persona con una X y si es posible, dé Ud. la edad de esta persona al tiempo de inmigración. Si puede, favor de nombrar los trabajos de uno o dos antepasados antes del que inmigró de Mejioco. (Nota: Si alguno de sus antepasados era agricultor por favor clasifique. (Por ejemplo, granja pequeña, tierras alquiladas o a porciones, terrateniente, trabajador migratorio, otro). Si su esposo (esposa) inmigró de Méjico, por favor note esto y déme la edad de él o ella al inmigrarse.

Relative Pariente	Main Occupation Oficio Principal
(1) Spouse's father - El padre de su esposo (esposa)	_____
(2) Spouse's Grandfather El abuelo de su esposo (esposa)	_____
(3) Spouse's Great-Grandfather El tatarabuelo de su esposo (esposa)	_____
(4)	_____
(5)	_____
(6)	_____
(7)	_____

H. If any of your children have completed their education and are employed full time, list their age, sex, and main occupation. If any of your children are currently enrolled in college, list their major field of study. Si alguno de sus hijos ha terminado la escuela y es empleado tiempo completo, diga la edad, el sexo, y el oficio principal. Si alguno de sus hijos asiste a una universidad actualmente, ¿cuál es su especialización?

Age Edad	Sex Sexo	Occupation Oficio
(1) _____	_____	_____
(2) _____	_____	_____
(3) _____	_____	_____
(4) _____	_____	_____
(5) _____	_____	_____
(6) _____	_____	_____

I. CHILDHOOD RESIDENCE - RESIDENCIA CUANDO ERA NIÑO

1. Which of the following choices best describes the neighborhood in which you were reared? If you lived in more than one neighborhood, refer to the one you lived in the longest. Check one.

¿Cuál de los siguientes mejor describe el vecindario donde vivió Ud. de niño? Si vivió en varios vecindarios dé el vecindario en que vivió por más tiempo. Escoja Ud. uno de los siguientes.

- ☐ (1) predominantly Anglo - por la mayor parte anglosajón
- ☐ (2) predominantly Mexican-American (Spanish-surnamed)
por la mayor parte mejicanoamericano
- ☐ (3) predominantly Negro - por la mayor parte negro
- ☐ (4) about the same proportion of Anglo and Mexican-American
casi la misma proporción de anglosajones y mejicanoamericanos
- ☐ (5) about the same proportion of Mexican-American and Negro
casi la misma proporción de mejicanoamericanos y negros
- ☐ (6) about the same proportion of Anglo, Mexican-American, and Negro
casi la misma proporción de anglosajones, mejicanoamericanos, y negros
- ☐ (7) in Mexico - en Méjico

2. Which of the following choices best describes the neighborhood in which you lived while attending high school? Check one.

¿Cuál de los siguientes mejor describe el vecindario donde asistió a preparatoria (High School). Escoja Ud. uno de los siguientes.

- ☐ (1) predominantly Anglo - por la mayor parte anglosajón
- ☐ (2) predominantly Mexican-American (Spanish-surnamed)
por la mayor parte mejicanoamericano
- ☐ (3) predominantly Negro - por la mayor parte negro
- ☐ (4) about the same proportion of Anglo and Mexican-American
casi la misma proporción de anglosajones y mejicanoamericanos
- ☐ (5) about the same proportion of Mexican-American and Negro
casi la misma proporción de mejicanoamericanos y negros
- ☐ (6) about the same proportion of Anglo, Mexican-American, and Negro
casi la misma proporción de anglosajones, mejicanoamericanos, y negros
- ☐ (7) in Mexico - en Méjico

3. a. Which of the following choices best describes your childhood playmates? Check one.

¿Cuál de los siguientes mejor describe los compañeros de su niñez con quienes jugaba cuando era Ud. niño. Escoja Ud. uno de los siguientes.

- ☐ (1) predominantly Anglo - por la mayor parte anglosajones
- ☐ (2) predominantly Mexican-American (Spanish-surnamed)
por la mayor parte mejicanoamericanos
- ☐ (3) predominantly Negro - por la mayor parte negros
- ☐ (4) about the same proportion of Anglo and Mexican-American
casi la misma proporción de anglosajones y mejicanoamericanos
- ☐ (5) about the same proportion of Mexican-American and Negro
casi la misma proporción de mejicanoamericanos y negros
- ☐ (6) about the same proportion of Anglo, Mexican-American, and Negro
casi la misma proporción de anglosajones, mejicanoamericanos, y negros
- ☐ (7) lived in Mexico - en Méjico

b. Which of the following choices best describes your associates while attending high school? Check one.

¿Cuál de los siguientes mejor describe sus amistades cuando asistía a preparatoria?

- ☐ (1) predominantly Anglo - por la mayor parte anglosajones
☐ (2) predominantly Mexican-American (Spanish-surnamed)
 por la mayor parte mejicanoamericanos
☐ (3) predominantly Negro - por la mayor parte negros
☐ (4) about the same proportion of Anglo and Mexican-American
 casi la misma proporción de anglosajones y mejicanoamericanos
☐ (5) about the same proportion of Mexican-American and Negro
 casi la misma proporción de mejicanoamericanos y negros
☐ (6) about the same proportion of Anglo, Mexican-American and Negro
 casi la misma proporción de anglosajones, mejicanoamericanos, y negros
☐ (7) lives in Mexico - en Méjico

J. Starting with the community in which you now live, list each community you have lived in and the approximate age at which you moved into that community. If you have never lived in another community, place an "NA" by the first number. If you lived in a rural area, place "rural" by the number and then the name of the nearest community.

Comenzando con el pueblo en que vive Ud. ahora, nombre cada pueblo en que ha vivido y la edad que tenía Ud. cuando se cambió a ese pueblo. Si nunca ha vivido en otro pueblo, ponga una "NA" al lado del primer número. Si vive en un área rural, ponga "rural" al lado del número y después nombre el pueblo más cercano.

Name of Community

El Nombre del Pueblo

Age Moved Into

La Edad en que se

Cambió hasta allí

current

(1) actual

(2)

(3)

(4)

(5)

(6)

(7)

(8)

K. List the principal organization in which your children participate or participated. (For Example: Boy Scouts, Little League, Camp Fire Girls, Church Youth Group, etc.) If you have no children, or they are not old enough to participate, place "NA" by the first number.

Diga la organización principal en que sus hijos participan o han participado. (Por ejemplo: Boy Scouts, Little League, Camp Fire Girls, juventud de la Iglesia, etc.) Si no tiene hijos, o no tienen edad para participar, ponga una "NA" al lado del primer número.

(1)

(2)

(3)

(4)

(5)

- L. While you were growing up, did you participate in any specific organization?
If so, list the main ones.

¿De joven participó en alguna organización específica? Si es que sí, diga las mas importantes.

- (1) _____
(2) _____
(3) _____
(4) _____

- M. 1. List the specific occupation (not name) of two close friends.

Diga el oficio específico (no el nombre) de dos amigos íntimos.

2. Are these individuals Spanish-surname, Anglo, other? (Identify Other)

¿Son estos individuos personas de apellido español, anglosajones, otro?
(Si es otro, identifíquelo)

1. Occupation
Oficio

2. Spanish-surname, Anglo, Other
apellido español, anglosajón, otro

- (1) _____
(2) _____

- N. 1. Are you active in any of the following political organizations?

¿Es Ud. ahora activo en alguna organizaciones política?

_____ Democratic Party - Partida Demócrata
_____ Republican Party - Partida Republicana
_____ La Raza Unida - La Raza Unida
_____ Other, specify _____ - otra, sea específico

2. a. Are you active in any political organization which is specifically Mexican-American (Chicano) oriented? (Yes or No) _____

Es Ud. ahora activo en alguna organización política que es mejicana americana (chicana) Sí o no _____

- b. If so, would you mind listing their names?

Si es que sí, diga Ud. los nombres de estas organizaciones.

- (1) _____
(2) _____
(3) _____
(4) _____

SECTION II
SECCION II

A. RELIGIOUS AFFILIATION - AFILIACIÓN RELIGIOSA

1. a. Did you regularly attend church as a child? Yes___ No___
De niño iba regularmente a la iglesia? Sí___ No___

- b. If answer above is yes, which denomination (church body) was this church a member of? (Example: Catholic, Baptist, Methodist, etc.)

Si la respuesta antedicha es sí, ¿de que denominación fue esa iglesia?
(Por ejemplo: Católica, Bautista, Metodista, etc.)_____

2. a. Do you currently hold membership in a church? If you do not hold membership, but do attend services, indicate with the word "attend."
Yes___ No___
Es Ud. miembro actualmente de una iglesia? Si no es miembro, pero sí asiste a servicios religiosos, indique esto con la palabra "attend".
Sí___ No___

- b. If yes, which denomination (church body)?_____
Si es que sí, ¿cuál denominación?_____

- c. If this denomination is different from the church denomination you attended as a child indicate the age at which you changed denominations._____
Si esa denominación es diferente de la denominación de la iglesia a la que asistió de niño, indique la edad cuando cambió de denominación._____

3. a. Concerning the church you now attend, is it (check one)
Respecto a la iglesia que asiste ahora escoja uno de los siguientes:
___(1) predominantly Anglo - por la mayor parte anglosajones
___(2) predominantly Mexican-American (Spanish-surnamed)
por la mayor parte mejicanoamericanos
___(3) predominantly Negro - por la mayor parte negros
___(4) about the same proportion of Anglo and Mexican-American
casi la misma proporción de anglosajones y mejicanoamericanos
___(5) about the same proportion of Mexican-American and Negro
casi la misma proporción de mejicanoamericanos y negros
___(6) about the same proportion of Anglo, Mexican-American, and Negro
casi la misma proporción de anglosajones, mejicanoamericanos, y negros
- b. For how many years have you attended this particular church?_____
¿Por cuántos años ha asistido a esa iglesia particular?_____

- c. Was the church which you attended before attending this one (check one):
(NOTE: If you have attended the church which you now attend all of your life, put NA below.)

Era la iglesia a la cual asistió antes que asistió a ésta (escoja uno de los siguientes): (NOTA: Si Ud. ha asistido a la iglesia que ahora asiste toda su vida, ponga una "NA" abajo.

- ☐ (1) predominantly Anglo - por la mayor parte anglosajones
☐ (2) predominantly Mexican-American (Spanish-surnamed)
por la mayor parte mejicanoamericanos
☐ (3) predominantly Negro - por la mayor parte negros
☐ (4) about the same proportion of Anglo and Mexican-American
casi la misma proporción de anglosajones y mejicanoamericanos
☐ (5) about the same proportion of Mexican-American and Negro
casi la misma proporción de mejicanoamericanos y negros
☐ (6) about the same proportion of Anglo, Mexican-American, and Negro
casi la misma proporción de anglosajones, mejicanoamericanos, y negros

4. a. Approximately how often do you attend religious services (check one)
¿Aproximadamente cuántas veces asiste a servicios religiosos? (escoja uno de los siguientes).

- ☐ at least once a week - una vez a la semana
☐ about two or three times a month - como dos o tres veces al mes
☐ about once a month - como una vez al mes
☐ a few times a year - unas pocas veces al año
☐ never - nunca

- b. Do you regularly attend religious services conducted in Spanish? Yes ☐ No ☐
¿Va regularmente a servicios religiosos conducidos en español? Sí ☐ No ☐

- c. Do you ever attend religious services conducted in Spanish? Yes ☐ No ☐
¿Hay ocasiones cuando asiste a servicios religiosos conducidos en español? Sí ☐ No ☐

- B. List under each of the categories below organizations to which you now belong.
Then do the following:

Diga las organizaciones de cada categoría abajo de las cuales es Ud. miembro.
Después haga lo siguiente.

- (1) Note any organizations which are specifically Mexican American.

Escriba los nombres de organizaciones específicamente mejicanoamericanas

- (2) Classify the membership according to following categories by placing the appropriate number next to the organization's name.

Clasifique a los miembros según las siguientes categorías, poniendo el número apropiado al lado del nombre de las organizaciones.

- ☐ (1) predominantly Anglo - por la mayor parte anglosajones
☐ (2) predominantly Mexican-American (Spanish-surnamed)
por la mayor parte mejicanoamericanos
☐ (3) predominantly Negro - por la mayor parte negros
☐ (4) about the same proportion of Anglo and Mexican-American
casi la misma proporción de anglosajones y mejicanoamericanos
☐ (5) about the same proportion of Mexican-American and Negro
casi la misma proporción de mejicanoamericanos y negros
☐ (6) about the same proportion of Anglo, Mexican-American, and Negro
casi la misma proporción de anglosajones, mejicanoamericanos, y negros

- (3) Estimate the degree of your activity in the organization according to the following categories by placing the appropriate number by the organization's name.
Calcule Ud. el grado de su actividad en la organización según las siguientes categorías, poniendo el número apropiado al lado del nombre de las organizaciones.

- (1) Very active - muy activo
(2) Active - activo
(3) Not too active - no muy activo
(4) Member in name only - miembro en nombre nada más

a. Social Organizations - Organizaciones Sociales

Organization's Name El nombre de la Organización	Specifically a Mexican-American Organization Una Organización Específicamente Mejicanoamericana	Membership Classification Clasificación como Miembro	Your Activity in Organization Su actividad en la Organización
(1) _____	Yes _____ No _____ Sí _____ No _____	_____	_____
(2) _____	Yes _____ No _____ Sí _____ No _____	_____	_____
(3) _____	Yes _____ No _____ Sí _____ No _____	_____	_____
(4) _____	Yes _____ No _____ Sí _____ No _____	_____	_____

b. Fraternal Organization - Organización Fraternal

Organization's Name El nombre de la Organización	Specifically a Mexican-American Organization Una Organización Específicamente Mejicanoamericana	Membership Classification Clasificación como Miembro	Your Activity in Organization Su actividad en la Organización
(1) _____	Yes _____ No _____ Sí _____ No _____	_____	_____
(2) _____	Yes _____ No _____ Sí _____ No _____	_____	_____
(3) _____	Yes _____ No _____ Sí _____ No _____	_____	_____
(4) _____	Yes _____ No _____ Sí _____ No _____	_____	_____

c. Political Organization - Organización Política

Organization's Name El nombre de la Organización	Specifically a Mexican-American Organization Una Organización Específicamente Mejicanoamericana	Membership Classification Clasificación como Miembro	Your Activity in Organization Su actividad en la Organización
(1) _____	Yes _____ Sí _____	No _____ No _____	_____
(2) _____	Yes _____ Sí _____	No _____ No _____	_____
(3) _____	Yes _____ Sí _____	No _____ No _____	_____
(4) _____	Yes _____ Sí _____	No _____ No _____	_____

d. Business and Professional Organizations
Organizaciones Comerciales y Profesionales

Organization's Name El nombre de la Organización	Specifically a Mexican-American Organization Una Organización Específicamente Mejicanoamericana	Membership Classification Clasificación como Miembro	Your Activity in Organization Su actividad en la Organización
(1) _____	Yes _____ Sí _____	No _____ No _____	_____
(2) _____	Yes _____ Sí _____	No _____ No _____	_____
(3) _____	Yes _____ Sí _____	No _____ No _____	_____
(4) _____	Yes _____ Sí _____	No _____ No _____	_____

e. Other - Otra

Organization's Name El nombre de la Organización	Specifically a Mexican-American Organization Una Organización Específicamente Mejicanoamericana	Membership Classification Clasificación como Miembro	Your Activity in Organization Su actividad en la Organización
(1) _____	Yes _____ Sí _____	No _____ No _____	_____
(2) _____	Yes _____ Sí _____	No _____ No _____	_____
(3) _____	Yes _____ Sí _____	No _____ No _____	_____
(4) _____	Yes _____ Sí _____	No _____ No _____	_____

C. LANGUAGE USAGE - USO DEL IDIOMA

1. How well do you speak Spanish? (check one)

¿Cómo habla el español? (Escoja entre los siguientes)

- ☐ (1) Fluently - habla bien el español
☐ (2) Fairly well - habla medianamente el español
☐ (3) Can get by, but do not speak very well
Se hace comprender pero no habla muy bien el español
☐ (4) Very poorly - habla mal el español
☐ (5) Not at all - no habla el español

2. How well do you understand written and/or spoken Spanish? (check one)

¿Comprende el español escrito y hablado? (Escoja entre los siguientes)

- ☐ (1) Fluently - comprende bien el español
☐ (2) Fairly well - comprende medianamente el español
☐ (3) Can get by, but do not understand very well
Se hace comprender pero no comprende muy bien el español
☐ (4) Very poorly - comprende mal el español
☐ (5) Not at all - no comprende el español

3. When you were a child, what language was mainly used in your home? (check one)

Cuando era niño, ¿cuál idioma se usaba en su casa? (Escoja entre los siguientes)

- ☐ Spanish - Español
☐ English - Inglés
☐ Other - Otro

4. When you first entered school, how well could you understand English? (check one)

Cuando primero entró a la escuela, ¿podía entender el inglés? (Escoja entre los siguientes)

- ☐ (1) Fluently - habla bien el español
☐ (2) Fairly well - habla medianamente el español
☐ (3) Could get by, but did not speak very well
Se hace comprender pero no habla el español muy bien
☐ (4) Very poorly - habla mal el español
☐ (5) Not at all - no habla el español

5. a. What language is mainly used in your home today? _____

¿Cuál idioma se usa en su casa ahora? _____

b. Have (did, will) you taught your children to speak Spanish? Yes ___ No ___
Why/Why not.

¿Les ha enseñado (les enseñó, les va a enseñar) a sus hijos a hablar español? Sí ___ No ___ ¿Por qué?/¿Por qué no?

c. If you have (did, will) taught your children to speak Spanish, which language is (will, will be) stressed most? _____

Si les ha enseñado (les enseñó, les va a enseñar) a sus hijos a hablar español, ¿cuál idioma es (fue, va a ser) acentuado más? _____

- d. Place a check by that statement which best represents your feelings about your children learning to speak and understand Spanish (now or in the past). Apunte al lado de la afirmación que mas representa su sentimiento respecto al que sus hijos aprendan a hablar y comprender el español (ahora o en el pasado)
- ___ (1) I strongly believe that it is important for my children to be able to speak and understand Spanish.
Yo creo que es muy importante que mis hijos hablen y comprendan el español
- ___ (2) I would like for my children to be able to speak and understand Spanish. Quisiera que mis hijos hablaran y comprendieran el español
- ___ (3) It would be nice for my children to learn to speak and understand Spanish, but it is not really that important.
Sería muy agradable que mis hijos aprendieran a hablar y comprender el español, pero no es muy importante.
- ___ (4) I place little or no importance on my children learning to speak and understand Spanish.
Pongo poca o nada de importancia en que mis hijos aprendan a hablar y comprender el español.
- ___ (5) I have no interest whatsoever in whether or not my children learn to speak Spanish.
No me interesa ni siquiera que mis hijos aprendan o no aprendan a hablar el español.
- e. Indicate the degree to which you use Spanish in each of the situations listed below by placing the corresponding number from the choice provided. Then, below each situation briefly state why you selected this answer.
Indique el grado en que usa el español en cada situación abajo, poniendo el número correspondiente a la selección dada. Después, debajo de cada situación diga porque escogió esa contestación.
- ___ (1) always - siempre
- ___ (2) most of the time - casi siempre
- ___ (3) occasionally - de vez en cuando
- ___ (4) seldom - muy pocas veces
- ___ (5) never - nunca
- ___ When visiting with close relatives
Cuando visitando a familiares
- ___ When visiting with friends
Cuando visitando a amigos
- ___ At work - En el trabajo
- ___ At social gatherings - En juntas sociales
- ___ In public - En público

- f. Do you have any comments you would like to make about language usage?
If so, use the space below.
¿Tiene Ud. algún comentario sobre el uso del idioma? Si es que sí, use
el espacio abajo.

D. LITERATURE - LITERATURA

1. Do you subscribe to, or purchase, any Spanish-language literature? Yes ___ No ___
¿Suscribe o compra Ud. alguna literatura en español? Sí ___ No ___

2. a. Do you ever read any Spanish-language literature? Yes ___ No ___
¿Lee Ud. literatura en español? Sí ___ No ___

- b. If answer is yes, place a check by those items read:
Si su contestación es sí, ponga una señal a un lado de las categorías
leídas:

- ___ (1) Newspapers - Periódicos
___ (2) Professional and/or business - Profesional y/o comercial
___ (3) Literary (novels, etc.) - Literaria (novelas, etc.)
___ (4) Political - Política
___ (5) News magazines - Revistas de noticias
___ (6) Other (specify) - Otros (sea específico)

If No, why do you not read any Spanish-language literature?
Si es que No, ¿por qué no lee literatura en español?

- c. If Yes, how often do you read Spanish-language literature? (check one)
Si es que sí, ¿cuántas veces lee literatura en español? (Escoja entre
los siguientes)

- ___ (1) Several times a week - Varias veces a la semana
___ (2) At least once a week - Una vez a la semana
___ (3) At lease once a month - Una vez al mes
___ (4) Less than once a month - Menos de una vez al mes

3. Do you have any books in your home specifically concerning the following
subject? (Note: these may be written in either Spanish or English)

¿Tiene en su casa algunos libros específicamente sobre los siguientes
temas? (Nota: estos pueden ser escritos en español o en inglés)

- | | | |
|---------|--------|---|
| Yes ___ | No ___ | a. Mexican culture, history, etc. |
| Sí ___ | No ___ | Cultura, historia, (etc.) mejicana |
| Yes ___ | No ___ | b. Mexican-American culture, history, etc. |
| Sí ___ | No ___ | Cultura, historia, (etc.) mejicanoamericana |
| Yes ___ | No ___ | c. Spanish culture, history, etc. |
| Sí ___ | No ___ | Cultura, historia, (etc.) española |

E. RADIO PROGRAMS - PROGRAMAS DE RADIO

1. a. Do you ever listen to Spanish-language radio broadcasts originating in
the United States? Yes ___ No ___
¿Oye Ud. a programas de radio en español originados en los Estados
Unidos? Sí ___ No ___

- b. If Yes, how often do you listen to these programs? (check one)
Si es que sí, ¿cuántas veces oye esos programas? (Escoja entre los siguientes)

☐ (1) Several times a week - Varias veces a la semana
☐ (2) At least once a week - Una vez a la semana
☐ (3) At least once a month - Una vez al mes
☐ (4) Less than once a month - Menos de una vez al mes

- c. If no, why not?
Si es que no, ¿por qué no?

2. a. Do you ever listen to Spanish-language broadcasts originating in Mexico? Yes ☐ No ☐

¿Oye Ud. a programas de radio originados en Méjico? Sí ☐ No ☐

- b. If yes, how often do you listen to these programs? (check one)
Si es que sí, ¿cuántas veces oye esos programas? (Escoja entre los siguientes)

☐ (1) Several times a week - Varias veces a la semana
☐ (2) At least once a week - Una vez a la semana
☐ (3) At least once a month - Una vez al mes
☐ (4) Less than once a month - Menos de una vez al mes

- c. If no, why not?
Si es que no, ¿por qué no?

F. VISITATION TO MEXICO - VISITACIONES A MÉJICO

1. Check one response listed below which best describes your feelings about visiting in Mexico.

Señale Ud. una de las respuestas dadas abajo que describe su sentimiento sobre la visitación en Méjico.

- ☐ (1) I have no desire to visit Mexico
No tengo ningún deseo de visitar Méjico.
☐ (2) I would like to visit Mexico, because it has some nice tourist attractions.
Me gustaría visitar Méjico, porque tiene unas bonitas atracciones para turista.
☐ (3) I would not mind visiting in Mexico, but it does not really matter to me one way or the other.
Quisiera visitar Méjico, pero no me importa si sí o no.
☐ (4) I would like to visit Mexico because that is where my ancestors came from.
Me gustaría visitar Méjico porque mis antepasados vinieron de allí.
☐ (5) Every Mexican-American should want to visit Mexico as the place of his heritage.
Todo mejicanoamericano debe querer visitar Méjico como sitio de su herencia.

2. a. Have you ever visited Mexico? Yes___ No___
¿Ha visitado Méjico? Sí___ No___
- b. If Yes, how many times? _____
Si es que sí, ¿cuántas veces? _____
- c. What was your primary purpose in visiting in Mexico? _____
¿Cuál fue su intención primaria al visitar Méjico? _____
- d. Do you plan to go to Mexico in the future? Yes___ No___
¿Piensa Ud. ir a Méjico en el futuro? Sí___ No___
Why or why not? _____
¿Por qué? O ¿por qué no? _____
3. a. How important do you feel that it is for your children to have the opportunity to visit in Mexico? (check one)
¿De qué importancia siente Ud. que sea que sus hijos tengan la oportunidad de visitar Méjico? (Escoja entre los siguientes)
- ____ (1) I feel that it is very important for my children to have the opportunity to visit in Mexico.
Siento que es muy importante que mis hijos tengan la oportunidad de visitar Méjico.
- ____ (2) I feel that it is important, but not necessary that my children have the opportunity to visit in Mexico.
Siento que es importante, pero no necesario que mis hijos tengan la oportunidad de visitar en Méjico.
- ____ (3) Undecided
No estoy decidido
- ____ (4) I do not feel that it is really very important that my children have the opportunity to visit in Mexico.
Yo no siento que sea muy importante que mis hijos tengan la oportunidad de visitar en Méjico.
- ____ (5) I definitely do not feel that it is at all important for my children to visit in Mexico.
Definitivamente no siento que sea muy importante que mis hijos tengan la oportunidad de visitar en Méjico.

G. FAMILY RELATIONSHIPS - RELACIONES FAMILIARES

1. If your parents (or parent) are residing in your home, check here _____.
Si sus padres (o uno de sus padres) están viviendo en su casa, señale aquí _____.
2. a. Is your father living? ___Yes ___No
¿Vive su padre? ___Sí ___No
- b. Is your mother living? ___Yes ___No
¿Vive su madre? ___Sí ___No
- c. If both (or one) of your parents are living, what is the name of the town where they live (if a rural area, list the nearest town)? _____
Si ambos (o uno) de sus padres viven, ¿cuál es el nombre del pueblo donde viven. (Si es un area rural, cuál es el pueblo más cercano). _____

3. About how often do you visit in your parents' home?

¿Cuántas veces visita en la casa de sus padres?

- ☐ (1) About once a week or more - Como una vez a la semana o más
- ☐ (2) About once a month - Como una vez al mes
- ☐ (3) Several times a year - Varias veces al año
- ☐ (4) About once a year - Como una vez al año
- ☐ (5) Less than once a year - Menos de una vez al año
- ☐ (6) Never - Nunca
- ☐ (7) Does not apply - No aplica

4. About how often do your parents visit in your home?

¿Cuántas veces lo visitan en su casa sus padres?

- ☐ (1) About once a week or more - Como una vez a la semana o más
- ☐ (2) About once a month - Como una vez al mes
- ☐ (3) Several times a year - Varias veces al año
- ☐ (4) About once a year - Como una vez al año
- ☐ (5) Less than once a year - Menos de una vez al año
- ☐ (6) Never - Nunca
- ☐ (7) Does not apply - No aplica

5. If your spouse's parents (or parent) are residing in your home, check here ____.

Si los padres (o uno de los padres) de su esposo (esposa) están viviendo en su casa, señale aquí ____.

6. a. Is your spouse's father living? ____ Yes ____ No

¿Está viviendo el padre de su esposo (esposa)? ____ Sí ____ No

b. Is your spouse's mother living? ____ Yes ____ No

¿Está viviendo la madre de su esposo (esposa)? ____ Sí ____ No

c. If both (or one) of your spouse's parents are living, what is the name of the town where they live (if a rural area, list the nearest town)? _____

Si los dos (o uno) padres de su esposo (esposa) están viviendo, ¿Cuál es el nombre del pueblo donde viven (si es un area rural, ¿cuál es el pueblo más cercano)? _____

7. About how often do you visit in the home of your spouse's parents?

¿Cuántas veces visita la casa de los padres de su esposo (esposa)?

- ☐ (1) About once a week or more - Como una vez a la semana o más
- ☐ (2) About once a month - Como una vez al mes
- ☐ (3) Several times a year - Varias veces al año
- ☐ (4) About once a year - Como una vez al año
- ☐ (5) Less than once a year - Meno de una vez al año
- ☐ (6) Never - Nunca
- ☐ (7) Does not apply - No aplica

8. About how often do your spouse's parents visit in your home?

¿Cuántas veces visitan los padres de su esposo (esposa) en la casa de Ud.?

- ☐ (1) About once a week or more - Como una vez a la semana o más
- ☐ (2) About once a month - Varias veces al mes
- ☐ (3) Several times a year - Varias veces al año
- ☐ (4) About once a year - Como una vez al año
- ☐ (5) Less than once a year - Menos de una vez al año
- ☐ (6) Never - Nunca
- ☐ (7) Does not apply - No aplica

H. VISITATION - VISITACION

We are interested in finding out who visits in your home, and how often. Also, we would like to know in whose home(s) you visit and how often. Please check the category which best describes the visitation patterns listed below.

Nos interesa saber quienes visitan en su casa (de Ud.) y con qué frecuencia. También nos gustaría saber en casa(s) de quienes Ud. visita y con que frecuencia. Haga el favor de señalar la categoría que mejor describe las costumbres de visitación en los casos siguientes.

1. About how often do you entertain (visit with) the following people in your home? (Check one)

¿Cuántas veces recibe o visita a las siguientes personas en su casa (de Ud.)?
(Escoja ente los siguientes)

a. Mexican-American (Spanish surname) - Mejicanoamericanos (Apellido español)

- ___ (1) Very often (at least once a month)
Muchas veces (como una vez al mes)
___ (2) Often (several times a year)
Hay veces (varias veces al año)
___ (3) Seldom (once or twice a year)
Raramente (una o dos veces al año)
___ (4) Hardly ever (less than once a year)
Casi nunca (menos de una vez al año)
___ (5) Never
Nunca

b. Anglos - anglosajones

- ___ (1) Very often (at least once a month)
Muchas veces (como una vez al mes)
___ (2) Often (several times a year)
Hay veces (varias veces al año)
___ (3) Seldom (once or twice a year)
Raramente (una o dos veces al año)
___ (4) Hardly ever (less than once a year)
Casi nunca (menos de una vez al año)
___ (5) Never
Nunca

c. Your neighbors - Sus vecinos

- ___ (1) Very often (at least once a month)
Muchas veces (como una vez al mes)
___ (2) Often (several times a year)
Hay veces (varias veces al año)
___ (3) Seldom (once or twice a year)
Raramente (una o dos veces al año)
___ (4) Hardly ever (less than once a year)
Casi nunca (menos de una vez al año)
___ (5) Never
Nunca

2. About how often do you visit in the homes of the following?

¿Cuántas veces visita en la casa de los siguientes?

a. Mexican-Americans (Spanish surnamed) - Mejicanoamericanos (de apellido español)

- ___ (1) Very often (at least once a month)
Muchas veces (como una vez al mes)
- ___ (2) Often (several times a year)
Hay veces (varias veces al año)
- ___ (3) Seldom (once or twice a year)
Raramente (una o dos veces al año)
- ___ (4) Hardly ever (less than once a year)
Casi nunca (menos de una vez al año)
- ___ (5) Never
Nunca

b. Anglos - anglosajones

- ___ (1) Very often (at least once a month)
Muchas veces (como una vez al mes)
- ___ (2) Often (several times a year)
Hay veces (varias veces al año)
- ___ (3) Seldom (once or twice a year)
Raramente (una o dos veces al año)
- ___ (4) Hardly ever (less than once a year)
Casi nunca (menos de una vez al año)
- ___ (5) Never
Nunca

c. Your Neighbors - Sus Vecinos

- ___ (1) Very often (at least once a month)
Muchas veces (como una vez al mes)
- ___ (2) Often (several times a year)
Hay veces (varias veces al año)
- ___ (3) Seldom (once or twice a year)
Raramente (una o dos veces al año)
- ___ (4) Hardly ever (less than once a year)
Casi nunca (menos de una vez al año)
- ___ (5) Never
Nunca

3. About how often do you visit in the home(s) of Mexican-Americans (Spanish surnamed) who reside in predominantly Mexican-American neighborhoods?

¿Cuántas veces visita en la casa (casas) de mejicanoamericanos (apellido español) quienes viven en vecindarios que son por la mayor parte mejicanoamericanos?

- ___ (1) Very often (at least once a month)
Muchas veces (como una vez al mes)
- ___ (2) Often (several times a year)
Hay veces (varias veces al año)
- ___ (3) Seldom (once or twice a year)
Raramente (una o dos veces al año)
- ___ (4) Hardly ever (less than once a year)
Casi nunca (menos de una vez al año)
- ___ (5) Never
Nunca

I. ENTERTAINMENT - DIVERSION

1. Do you ever attend any functions which are specifically Mexican-American?

Yes ☐ No ☐

Asiste algunas veces a funciones que son específicamente mejicanoamericanas?

Sí ☐ No ☐If Yes, proceed to Item 2. If No, indicate why not in the space below and proceed to Item J.

Si es que sí, siga a la partida 2. Si es que no, indique por qué no en el espacio abajo y siga a la partida J.

2. If you answered Yes to Item I(1), list those specific Mexican-American functions which you do attend. Then, indicate how often you attend these functions by placing the corresponding number from the categories below beside the function. For example: holiday celebrations, church functions, dances, weddings, etc.)Si contestó con una sí a la partida I(1), dé las específicas funciones mejicanoamericanas a las cuales asiste. Después, indique cuántas veces asiste esas funciones, poniendo el número correspondiente de las categorías abajo al lado de cada función. (Por ejemplo: celebraciones de días festivos, funciones en la iglesia, bailes, bodas, etc.)

- ☐ (1) Very often (at least once a month)
 Muchas veces (como una vez al mes)
☐ (2) Often (several times a year)
 Hay veces (varias veces al año)
☐ (3) Seldom (once or twice a year)
 Raramente (una o dos veces al año)
☐ (4) Hardly ever (less than once a year)
 Casi nunca (menos de una vez al año)
☐ (5) Never
 Nunca

function
funciónfrequency of attendance
(appropriate number)
frecuencia de asistimiento
(número apropiado)

- | | | |
|----|-------|-------|
| a. | _____ | _____ |
| b. | _____ | _____ |
| c. | _____ | _____ |
| d. | _____ | _____ |
| e. | _____ | _____ |
| f. | _____ | _____ |
| g. | _____ | _____ |
| h. | _____ | _____ |

3. What is your chief source of entertainment outside of the home (includes wife and children where applicable)? _____

¿Cuál es su diversión principal fuera de la casa (incluye a esposo (esposa) e hijos donde se aplica)? _____

J. PROFESSIONAL SERVICES - SERVICIOS PROFESIONALES

1. Indicate that one choice which best describes your position when you are in need of the following services:

Indique la selección que mejor describe su posición cuando Ud. necesita de los siguientes servicios:

a. Physician - médico

- ____ (1) Always make a point to go to a Mexican-American physician if one is available.
Siempre voy a un médico mejicanoamericano cuando hay uno.
- ____ (2) Prefer to go to a Mexican-American physician if one is available.
Prefiero ir a un médico mejicanoamericano cuando hay uno.
- ____ (3) It does not really matter whether the physician is Mexican-American or Anglo.
No importa si el médico es mejicanoamericano o anglosajón.
- ____ (4) Prefer to go to an Anglo physician even if a Mexican-American physician is available.
Prefiero ir a un médico anglosajón aunque haya un médico mejicanoamericano.
- ____ (5) Always make a point of going to an Anglo physician, even if a Mexican-American physician is available.
Siempre voy a un médico anglosajón aunque haya un médico mejicanoamericano.

b. Lawyer - Abogado

- ____ (1) Always make a point to go to a Mexican-American lawyer if one is available.
Siempre voy a un abogado mejicanoamericano cuando hay uno.
- ____ (2) Prefer to go to a Mexican-American lawyer if one is available.
Prefiero ir a un abogado mejicanoamericano cuando hay uno.
- ____ (3) It does not really matter whether the lawyer is Mexican-American or Anglo.
No importa si el abogado es mejicanoamericano o anglosajón.
- ____ (4) Prefer to go to an Anglo lawyer even if a Mexican-American lawyer is available.
Prefiero ir a un abogado anglosajón aunque haya un abogado mejicanoamericano.
- ____ (5) Always make a point of going to an Anglo lawyer, even if a Mexican-American lawyer is available.
Siempre voy a un abogado anglosajón aunque haya un abogado mejicanoamericano.

c. Dentist - Dentista

- ___ (1) Always make a point to go to a Mexican-American dentist if one is available.
Siempre voy a un dentista mejicanoamericano cuando hay uno.
- ___ (2) Prefer to go to a Mexican-American dentist if one is available.
Prefiero ir a uno dentista mejicanoamericano cuando hay uno.
- ___ (3) It does not really matter whether the dentist is Mexican-American or Anglo.
No importa si el dentista es mejicanoamericano o anglosajón.
- ___ (4) Prefer to go to an Anglo dentist even if a Mexican-American dentist is available.
Prefiero ir a un dentista anglosajón aunque haya un dentista mejicanoamericano.
- ___ (5) Always make a point of going to an Anglo dentist, even if a Mexican-American dentist is available.
Siempre voy a un dentista anglosajón aunque haya un dentista mejicanoamericano.

2. a. To the best of your knowledge, is there a Mexican-American physician in your community? Yes ___ No ___
Que Ud. sepa, ¿hay un médico mejicanoamericano en su pueblo? Sí ___ No ___
- b. To the best of your knowledge, is there a Mexican-American lawyer in your community? Yes ___ No ___
Que Ud. sepa, ¿hay un abogado mejicanoamericano en su pueblo? Sí ___ No ___
- c. To the best of your knowledge, is there a Mexican-American dentist in your community? Yes ___ No ___
Que Ud. sepa, ¿hay un dentista mejicanoamericano en su pueblo? Sí ___ No ___
3. Indicate that one choice which best describes your position about Mexican-American owned business establishments (for example: clothing store, gas stations, etc.)
Indique la selección que mejor describe su posición sobre casas comerciales de dueños mejicanoamericanos. (por ejemplo: tienda de ropa, gasolinera, etc.)
- ___ (1) Always make a point of patronizing Mexican-American owned business establishments when available.
Siempre patrocino negocios mejicanoamericanos cuando los hay.
- ___ (2) Generally, if I have a choice, I will patronize Mexican-American owned business establishments.
Por lo general, si tengo selección, prefiero patrocinar negocios mejicanoamericanos.
- ___ (3) Does not really matter to me whether the business establishment is owned by Mexican-American or Anglo.
No me importa si el negocio es de mejicanoamericano o anglosajón.
- ___ (4) Generally do not patronize Mexican-American owned business establishments.
Por lo general, no patrocino negocios mejicanoamericanos.
- ___ (5) Never
Nunca

K. NAME CHANGE - CAMBIO DE NOMBRE

1. Have you ever had your surname legally changed (including spelling)?

Yes___ No___

Ha cambiado legalmente alguna vez su apellido (incluso el deletreo)? Sí___ No___

2. Have you ever had your given name legally changed? Yes___ No___

Ha cambiado legalmente alguna vez su nombre de pila? Sí___ No___

3. Is the given name which you now use, your real given name? Yes___ No___

Es el nombre que usa Ud. ahora, su nombre verdadero? Sí___ No___

4. Do you ever go by a nickname? Yes___ No___
-
- ¿Se le llama a Ud. a veces por un apodo? Sí___ No___

If so, what name? _____

Si es que sí, ¿cuál nombre? _____

SECTION III
SECCION III

- A. 1. What word (term) do you use to name the social class in America that you belong to? _____
¿Cuál palabra (nombre) usa Ud. para nombrar la clase social en América a la cuál pertenece? _____
- B. If you were asked to identify the ethnic group to which you belong, what name (term) would you use? _____
Si alguien le preguntara a Ud. que identificara el grupo étnico al cuál pertenece, ¿cuál nombre usaría Ud? _____
- C. Circle that response which best expresses your reaction should someone refer to you by the following terms:
Marque con un círculo la respuesta que expresa su reacción si alguien se refiriera a Ud. con los siguientes nombres:

Definitely Do Not Object to Being Re- ferred to by This Term Definitivamente no me opongo al uso de ese nombre	Do Not Object to Being Referred to by This Term No me opongo al uso de ese nombre	Uncertain Incierto	Object to Being Referred to by This Term Me opongo al uso de ese nombre	Definitely Object to Being Referred to by this Term Definitivamente me opongo al uso de ese nombre
a. Spanish-surnamed (1)	(2)	(3)	(4)	(5)
b. Spanish (1)	(2)	(3)	(4)	(5)
c. Mexican (1)	(2)	(3)	(4)	(5)
d. Mexican American (1)	(2)	(3)	(4)	(5)
e. Chicano (1)	(2)	(3)	(4)	(5)
f. Mexicano (1)	(2)	(3)	(4)	(5)
g. Italian (1)	(2)	(3)	(4)	(5)

- D. 1. What would be your reaction to your son marrying someone who is not of Mexican and/or Spanish ancestry, i.e., Anglo (Check one)

¿Qual sería su reacción si su hijo se casara con alguien que no sea mejicana y/o de ascendencia española. Por ejemplo anglosajona?

(Escoja entre los siguientes)

- ☐ I would definitely object - Me opongo definitivamente
☐ I would object - Me opongo
☐ I would prefer that he not do so, but would not object
 Prefiero que el no lo haga pero no me opongo
☐ I would not object - No me opongo
☐ I definitely would not object - Definitivamente no me opongo
☐ I would definitely prefer that he do so -
 Definitivamente prefiero que él lo haga

2. What would be your reaction to your daughter marrying someone who is not of Mexican and/or Spanish ancestry, i.e., Anglo? (Check one)

¿Qual sería su reacción si su hija se casara con alguien que no sea mejicano y/o con abolengo español, Por ejemplo anglosajón? (Escoja entre los siguientes.)

- ☐ I would definitely object - Me opongo definitivamente
☐ I would object - Me opongo
☐ I would prefer that she not do so, but would not object
 Prefiero que él no lo haga pero no me opongo
☐ I would not object - No me opongo
☐ I definitely would not object - Definitivamente no me opongo
☐ I would definitely prefer that she do so
 Definitivamente prefiero que él lo haga

- E. Are you acquainted with compadrazgo? Yes ☐ No ☐

¿Conoce Ud. la costumbre de compadrazgo (tener compadres)? Sí ☐ No ☐

- a. If you now have children (or plan to have children) do they (will they) have godparents? Yes ☐ No ☐ Uncertain ☐ Not applicable ☐
 Si tiene ahora niños (o piensa tener niños) tienen (o van a tener) padrinos?
 Sí ☐ No ☐ Incierto ☐ No aplica ☐
- b. If yes, do you consider (will consider) their godparents compadres?
 Yes ☐ No ☐ Uncertain ☐ Not applicable ☐
 Si es que sí, consideraría Ud. (o va a considerar) a los padrinos como sus compadres? Sí ☐ No ☐ Incierto ☐ No aplica ☐

- F. Circle the number which best represents your attitudes about the following questions:
 Marque con un circulo el número que representa sus actitudes sobre las siguientes.

Very Important Muy Importante (1)	Important Importante (2)	Uncertain Incierto (3)	Not Important No es Importante (4)	Definitely Not Important Definitivamente no Importante (5)
---	--------------------------------	------------------------------	--	--

1. How important do you feel that it is for your children to be acquainted with Mexican history?

¿De qué importancia siente Ud. que sea que sus hijos conozcan la historia mejicana.

(1) (2) (3) (4) (5)

2. How important do you feel that it is for your children to be acquainted with Mexican culture?
¿De qué importancia siente Ud. que sea que sus hijos conozcan la cultura mejicana.
- (1) (2) (3) (4) (5)
3. How important do you feel that it is for your children to be acquainted with the history of Mexican-American people?
¿De qué importancia siente Ud. que sea que sus hijos conozcan la historia de la gente mejicanoamericana.
- (1) (2) (3) (4) (5)
4. How important do you feel that it is for your children to be acquainted with the culture of the Mexican-American people?
¿De qué importancia siente Ud. que sea que sus hijos conozcan la cultura de la gente mejicanoamericana.
- (1) (2) (3) (4) (5)
- G. In your own words, briefly express your attitude toward each of the following organizations. (If you are not acquainted with an organization, place "NA" by the name.) If you are a member of this organization, write Member in the left margin.
En sus propias palabras, exprese Ud. su actitud sobre las siguientes organizaciones. (Si Ud. no está informado de estas organizaciones, ponga una NA al lado del nombre.) (Si Ud. es miembro de una organización, escriba Member a la izquierda.)
- a. LULAC (League of United Latin American Citizens)
- b. American G. I. Forum
- c. La Raza Unida
- d. Mexican-American Alliance
- e. PASO (Political Association of Spanish-Speaking Organizations)
- f. MAYO (Mexican-American Youth Organization)
- g. MAPA (Mexican-American Political Association)

H. CIRCLE that response which best describes your probable response if you were asked to contribute to each of the following organizations.
 Marque con un circulo la respuesta que mejor indica su probable contestación si alguien le preguntara que contribuiría a cada una de las siguientes organizaciones.

Would definitely contribute some- thing Definitivamente haría contribución	Would probably contribute something Probablemente haría contribución	Uncertain Incierto	Probably would not contribute something Probablemente no haría contribución	Definitely would not contribute something Definitivamente no haría contribución
(1)	(2)	(3)	(4)	(5)
a. LULAC (League of United Latin-American Citizens)				
(1)	(2)	(3)	(4)	(5)
b. American G. I. Forum				
(1)	(2)	(3)	(4)	(5)
c. La Raza Unida				
(1)	(2)	(3)	(4)	(5)
d. Mexican-American Alliance				
(1)	(2)	(3)	(4)	(5)
e. PASO (Political Association of Spanish-Speaking Organizations)				
(1)	(2)	(3)	(4)	(5)
f. MAYO (Mexican-American Youth Organization)				
(1)	(2)	(3)	(4)	(5)
g. MAPA (Mexican-American Political Association)				
(1)	(2)	(3)	(4)	(5)

I. In your own words, how do you view the social opportunities today for Spanish-surnamed persons?
 En sus propias palabras, ¿cómo ve las oportunidades sociales de hoy día para personas de apellido español?

J. Circle the number which best represents your opinion about each of the following statements:

Marque con un círculo el número que mejor representa su opinión sobre cada una de las siguientes declaraciones:

Strongly
Agree
Estoy
completamente
de acuerdo

(1)

Agree
Estoy de
acuerdo

(2)

Uncertain
Incierto

(3)

Disagree
No estoy
de acuerdo

(4)

Strongly
Disagree
Definitivamente
no estoy de
acuerdo

(5)

- a. Most Mexican-Americans could get ahead if they would just try harder.
La mayor parte de los mejicanoamericanos podrían adelantarse si trabajaran más duro.
(1) (2) (3) (4) (5)
- b. Anglo prejudice toward Mexican-Americans is still very strong.
El prejuicio anglosajón para con los mejicanoamericanos todavía es muy fuerte.
(1) (2) (3) (4) (5)
- c. Prejudice by Anglos is the primary reason why more Mexican-Americans are not successful.
El prejuicio anglosajón es la razón principal que más mejicanoamericanos no son prósperos.
(1) (2) (3) (4) (5)
- d. If one is to get ahead in this country, it is important that he begin to act like other Americans, rather than like a Mexican-American.
Si uno quiere adelantarse en esta nación, es importante que el comience a portarse como los otros americanos, en vez de como mejicanoamericano.
(1) (2) (3) (4) (5)
- e. Even middle-class Mexican-Americans experience much discrimination.
Hasta los mejicanoamericanos de clase media sufren mucha discriminación.
(1) (2) (3) (4) (5)
- f. Personally, I experience very little, if any, prejudice from Anglos.
Personalmente, yo sufro muy poco o nada del prejuicio de los anglosajones.
(1) (2) (3) (4) (5)

- K. 1. Which of the following reference groups do you identify with most?
¿Con cuál de los siguientes grupos referenciales se identifica Ud. más?
____ a. the Mexican-American population - Población mejicanoamericana
____ b. the non-Spanish-surname population - Población sin apellido español
2. Which of the following best describes this group (the group you identify with most)? (Check one)
¿Cuál de los siguientes describe este grupo (el grupo con el cuál más se identifica)? (Escoja uno)
____ (1) definitely accepts me as a member
definitivamente me aceptan como miembro
____ (2) seems to accept me as a member
parece que me aceptan como miembro
____ (3) uncertain - incierto
____ (4) does not seem to accept me as a member
no parece que me aceptan como miembro
____ (5) definitely does not accept me as a member
definitivamente no me aceptan como miembro
3. Which of the following best describes the other group's reaction to you (the group you identify with least)?
¿Cuál de los siguientes mejor describe la reacción hacia Ud. del otro grupo, (el grupo con el cuál se identifica menos)?
____ (1) definitely accepts me as a member
definitivamente me aceptan como miembro
____ (2) seems to accept me as a member
parece que me aceptan como miembro
____ (3) uncertain - incierto
____ (4) does not seem to accept me as a member
no parece que me aceptan como miembro
____ (5) definitely does not accept me as a member
definitivamente no me aceptan como miembro
- L. Think back on past experiences and relationships, could you identify one person, or group, who had a particular influence on your life; that is, influenced your aspirations and your goals? If so, identify the person or group. Any comments you may wish to add relevant to this person or group would be appreciated.
Recuerde Ud. experiencias y asociaciones personales del pasado. ¿Podría Ud. identificar a una persona o grupo, que particularmente influyó en su vida, sus aspiraciones, sus metas? Si es que sí, identifique a la persona o el grupo. Cualquier comentario que tenga y desee agregar respecto a esta persona o grupo sería apreciado.

SECTION IV
SECCION IV

INTERVIEWER DATA
DATA ENTREVISTA

INTERVIEWER SECTION (to be filled out by interviewer)
Sección Intrevista (llenado por el entrevistista)

- A. 1. Respondent's place of residence (That is, the neighborhood):
Residencia de respondedor (el vecindario):
- ___ (1) predominantly Anglo - por la mayor parte anglosajones
 - ___ (2) predominantly Mexican-American (Spanish-surname)
por la mayor parte mejicanoamericanos
 - ___ (3) predominantly Negro - por la mayor parte negros
 - ___ (4) about the same proportion of Anglo and Mexican-American
casi la misma proporción de anglosajones y mejicanoamericanos
 - ___ (5) about the same proportion of Mexican-American and Negro
casi la misma proporción de mejicanoamericanos y negros
 - ___ (6) about the same proportion of Anglo, Mexican-American, and Negro
casi la misma proporción de anglosajones, mejicanoamericanos, y negros
2. a. How would you classify the appearance of the neighborhood?
Como clasificaría Ud. la apariencia del vecindario
- ___ (1) barrio - barrio
 - ___ (2) lower-class, but nice - clase baja, pero bueno
 - ___ (3) typical middle-class - clase media típica
 - ___ (4) very nice neighborhood (homes of \$25,000 and above)
colonia próspera (casas costando \$25,000 o más)
 - ___ (5) elite section of community - colonia adinerada
- b. If the respondent lives in a rural area, how would you classify the appearance (condition) of the home?
¿Si el respondiente vive en un área rural como clasificaría la apariencia o condición de la casa?
- ___ (1) Very poor appearance - apariencias malísimas
 - ___ (2) Lower-class, but nice - clase baja, pero buena
 - ___ (3) Typical middle-class - clase media típica
 - ___ (4) Very nice (home costing \$25,000 and above)
Colonia próspera (casas costando \$25,000 o más)
 - ___ (5) Very expensive appearance - apariencias costosas
3. Are there any Mexican-American families living within one block of the respondent? Yes ___ No ___
Hay familias mejicanoamericanas que viven dentro de una cuadra del respondedor? Sí ___ No ___

B. 1. Is the respondent married? Yes ___ No ___
Está casado el contestador Sí ___ No ___

2. If yes, is the spouse:

Si es que sí ¿tiene esposo (esposa)

- ___ (1) Mexican-American - mejicanoamericano
- ___ (2) Anglo - anglosajón
- ___ (3) Negro - negro
- ___ (4) Other - Otro

C. Interviewer's evaluation of respondent's physical features:

Evaluación de facciones físicas del respondedor

- ___ (1) very dark, definite Mexican-American features
muy moreno, definitivamente tiene facciones mejicanoamericanas
- ___ (2) easily identifiable as Mexican-American
facilmente identificado como mejicanoamericano
- ___ (3) light skin, some Mexican-American features
rubio, algunas facciones de mejicanoamericano
- ___ (4) probably could pass for Anglo - probablemente podría pasar por anglo
- ___ (5) definitely could pass for Anglo - Definitivamente podría pasar por anglo

D. Judging by the respondent's normal speaking voice, how would you classify his or her accent?

Juzgando por la voz normal del contestador, como clasificaría su acento.

- ___ (1) heavy Spanish accent - Tiene acento español pronunciado
- ___ (2) no noticeable Spanish accent - no tiene acento español notable

E. 1. How well does the respondent speak English? (Check one)

¿Que tan bien habla el respondiente el inglés? (Escoja entre los siguientes)

- ___ (1) Fluently - habla bien el inglés
- ___ (2) Fairly well - habla medianamente el inglés
- ___ (3) Can get by, but does not speak very well
Se hace comprender pero no habla muy bien el inglés
- ___ (4) Very poorly - habla mal el inglés
- ___ (5) Not at all - no habla el inglés

2. How well does the respondent understand spoken English? (Check one)

¿Qué tan bien comprende el respondiente inglés (hablado)? (Escoja entre los siguientes)

- ___ (1) Fluently - comprende bien el inglés
- ___ (2) Fairly well - comprende medianamente el inglés
- ___ (3) Can get by, but does not understand very well
Se hace comprender pero no comprende muy bien el inglés
- ___ (4) Very poorly - comprende mal el inglés
- ___ (5) Not at all - no comprende el inglés

APPENDIX B

Mexican American Interaction Index
(Behavior): Scale Items*

-
- Item 1 Subject: Close friend of respondent.
 Phrasing: List the specific occupation (not name) of two close friends. Are these individuals Spanish-surname, Anglo, other? (Identify other).
 Scoring: (1) Both friends listed, Spanish-surname; (2) Only one friend listed, Spanish-surname; (3) One friend Spanish-surname, other Anglo or other; (4) Only one name listed, Anglo or other; (5) Both friends listed Anglo or other.
- Item 2 Subject: Activity in Mexican-American political organizations.
 Phrasing: Are you active in any political organization which is specifically Mexican-American (Chicago) oriented? (Yes or No). If so, would you mind listing their names?
 Scoring: (1) Two or more listed; (2) One listed; (5) None listed.
- Item 3 Subject: Current church membership and/or attendance.
 Phrasing: A combination of several interview items: (a) Do you currently hold membership in a church? If you do not hold membership, but do attend services, indicate with the word "attend;" (b) If yes, which denomination (church body)?; (c) Concerning the church you now attend, is it (check one): 1. predominantly Anglo, 2. predominantly Mexican American (Spanish surname), 3. predominantly Negro, 4. about the same proportion of Anglos and Mexican Americans, 5. about the same proportion of Mexicans and Negroes, 6. about the same proportion of Anglos, Mexican Americans, and Negroes.
 Scoring: (1) Catholic, and 2, 4, 5 or 6 above; (2) Non-Catholic, and 2, 4, 5 or 6 above; (3) Does not attend church; (4) Catholic, and 1 or 3 above; (5) Non-Catholic, and 1 or 3 above.

- Item 4 Subject: Church attendance and attendance at Spanish services.
 Phrasing: Combination of church attended (see above) and answer to the following statement: Do you ever attend religious services conducted in Spanish? Yes ... No ...
 Scoring: (1) Attends Catholic church, Spanish services; (2) Attends non-Catholic church, Spanish services; (3) Does not attend church; (4) Attends Catholic church, no Spanish services; (5) Attends non-Catholic church, no Spanish services.
- Item 5 Subject: Organizational membership.
 Phrasing: List under each of the categories below organizations to which you now belong. (Categories listed: a. social, b. fraternal, c. political, d. business and professional, e. other). Note any organizations which are specifically Mexican-American. (Followed by two additional questions related to ethnic make-up of each organization and the extent to which the respondent is active in the organization.)
 Scoring: (1) More than one Mexican-American organization listed; (2) One Mexican-American organization listed; (3) No organizations listed; (4) One non-Mexican-American organization listed, no Mexican-American organizations listed; (5) More than one non-Mexican-American organization listed, no Mexican-American organizations listed.
- Item 6 Subject: Use of Spanish when visiting with friends.
- Item 7 Subject: Use of Spanish at social gatherings.
- Item 8 Subject: Use of Spanish in public
 Phrasing: Indicate the degree to which you use Spanish in each of the situations listed below by placing the corresponding number from the choices provided. (Choices listed: always, most of the time, occasionally, seldom, never.) Situations listed: when visiting with friends, at social gatherings, in public.
 Scoring: (1) Always and most of the time; (2) Occasionally; (3) Neutral or no response; (4) Seldom; (5) Never.

- Item 9 Subject: Spanish language literature.
 Phrasing: Combination of several interview schedule items. 1. Do you subscribe to, or purchase, any Spanish-language literature? Yes ... No ... 2. Do you ever read any Spanish-language literature? Yes ... No ... 3. If answer is yes, place a check by those items read (followed by: newspapers, professional and/or business, literary, political, news magazines, other). 4. If no, why do you not read any Spanish-language literature?
 Scoring: (1) Subscribe to and read; (2) Do not subscribe to, but read; (3) No response; (4) Do not subscribe to, do not read, neutral comment or cannot read; (5) Do not subscribe to, do not read, negative comment.
- Item 10 Subject: Books in the home related to specific subjects.
 Phrasing: Do you have any books in your home specifically concerning the following subjects? (Note: these may be written in either Spanish or English.) a. Mexican culture, history, etc. b. Mexican-American culture, history, etc. (Yes... No... preceding each category.)
 Scoring: (1) Yes to all three items; (2) Yes to two items; (3) Yes to a or b only; (4) Yes to c only; (5) No to all three items.
- Item 11 Subject: Spanish-language radio broadcasts.
 Item 12 Phrasing: (Separate questions.) Do you ever listen to Spanish-language radio broadcasts originating in the United States? originating in Mexico? Yes... No...
 If yes, how often do you listen to these programs? Choices listed: a. several times a week, b. at least once a week, c. at least once a month, d. less than once a month. If no, why not?
 Scoring: (1) Yes, a or b; (2) Yes, c or d; (3) No response or cannot receive; (4) No, neutral response or cannot understand; (5) No, negative response.

- Item 13 Subject: Visitation patterns.
- Item 14 Phrasing: We are interested in finding out who visits in your home and how often. Also, we would like to know in whose home(s) you visit and how often. Please check the category which best describes the visitation pattern listed below. Item 13, about how often do you entertain (visit with) the following people in your home? Mexican-Americans (Spanish surname.) (Note: several other categories followed including Anglos, your employer, employees, fellow employees, and your neighbors.) Item 14, about how often do you visit in the homes of the following: Mexican-Americans (Spanish surname.) (Note: same categories as listed under Item 13 followed.) Item 15, About how often do you visit in the home(s) of Mexican Americans (Spanish surnamed) who reside in predominantly Mexican-American neighborhoods?
- Scoring: (1) Very often (at least once a month); (2) Often (several times a year); (3) Seldom (once or twice a year); (4) Hardly ever (less than once a year); (5) Never.
- Item 16 Subject: Entertainment: Mexican-American functions.
- Phrasing: Do you ever attend any functions which are specifically Mexican-American? Yes ... No ... If you answered yes, list those specific Mexican-American functions which you do attend (followed by question concerning frequency of attendance.) If no, indicate why not in the space below . . .
- Scoring: (1) Three or more listed; (2) Two listed; (3) One listed; (4) No, neutral or no comment; (5) No, negative comment.
- Item 17 Subject: Use of Mexican-American owned businesses.
- Phrasing: Indicate that one choice which best describes your position about Mexican American owned business establishments (for example: clothing stores, gas stations, etc.)

Item 17 (continued)

Scoring: (1) Always make a point of patronizing Mexican-American business establishments when available; (2) Generally, if I have a choice, I will patronize Mexican-American owned business establishments; (3) Does not really matter to me whether the business establishment is owned by Mexican-Americans or Anglos; (4) Generally do not patronize Mexican-American owned business establishments; (5) Never.

Item 18 Subject:
Phrasing:

Knowledge of, and use of, godparents. Combination of several interview schedule items. 1. Are you acquainted with compadrazgo? Yes ... No ... 2. If you now have children (or plan to have children) do they (will they) have godparents? Yes ... No ... Uncertain ... Not applicable ... 3. If yes, do you consider (will consider) their godparents compadres? Yes ... No ... Uncertain ... Not applicable.

Scoring: (1) Children do (will) have godparents, considered compadres; (2) Children do (will) have godparents, not considered compadres; (3) Neutral, uncertain, no response; (4) Blank; (5) Children do not (will not) have godparents.

Item 19 Subject:

Marital status, that is ethnicity of wife.

Phrasing: Note: this data was completed by the interviewer. Is the respondent married? If yes, is his wife: Mexican-American, Anglo, Negro, Other.

Scoring: (1) Wife Mexican-American; (3) Not married, or data not available; (5) Wife Anglo, Negro, or other.

*Numerals in parentheses indicate score assigned for the response which follows.

APPENDIX C

Mexican American Identity Index: Scale Items*

-
- Item 1 Subject: Attitudes toward teaching children to speak Spanish.
- Phrasing: Have (did, will) you taught your children to speak Spanish? Yes ... No ... Why/Why not?
- Scoring: (1) Yes, positive statement; (2) Yes, neutral or no comment; (3) Neutral statement, or no response; (4) No, no comment, positive or neutral statement (including cannot speak); (5) No, negative statement.
- Item 2 Subject: Attitudes toward visitation to Mexico.
- Phrasing: Check the one response below which best describes your feelings about visitation to Mexico.
- Scoring: Scored in reverse order. (1) I have no desire to visit Mexico; (2) I would like to visit Mexico, because it has some nice tourist attractions; (3) I would not mind visiting Mexico, but it really does not matter to me one way or the other; (4) I would like to visit Mexico because that is where my ancestors came from; (5) Every Mexican American should want to visit Mexico as the place of his heritage.
- Item 3 Subject: Importance of children visiting Mexico.
- Phrasing: How important do you feel that it is for your children to have the opportunity to visit in Mexico?
- Scoring: (1) I feel that it is very important for my children to have the opportunity to visit in Mexico; (2) I feel that it is important, but not necessary that my children have the opportunity to visit in Mexico; (3) Undecided; (4) I do not feel that it is really very important that my children have the opportunity to visit in Mexico; (5) I definitely do not feel that it is at all important for my children to visit in Mexico.

- Item 4 Subject: Attitude toward being referred to as "Chicano."
- Item 5 Subject: Attitude toward being referred to as "Mexicano."
- Phrasing: Circle that response which best represents your reaction should someone refer to you by the following terms.
- Scoring: (1) Definitely do not object to being referred to by this term; (2) Do not object to being referred to by this term; (3) Uncertain; (4) Object to being referred to by this term; (5) Definitely object to being referred to by this term.
-
- Item 6.. Subject: Importance respondent attaches to his children being acquainted with the following: Item 6, Mexican history; Item 7, Mexican culture; Item 8, the history of the Mexican-American people; Item 9, the culture of the Mexican-American people.
- Phrasing: Circle the number which best represents your attitudes about the following questions. How important do you feel that it is for your children to be acquainted with Mexican history? ...Mexican culture? ...the history of the Mexican-American people? ...the culture of the Mexican-American people?
- Scoring: (1) Very important; (2) Important; (3) Uncertain, includes do not plan to have any children; (4) Not important; (5) Definitely not important.
-
- Item 10.. Subject: Attitudes toward the following Mexican-American organizations: Item 10, LULAC; Item 11, La Raza Unida; Item 12, G.I. Forum.
- Phrasing: In your own words, briefly express your attitude toward each of the following organizations (if the respondent was not acquainted with an organization, this was to be noted in the space provided.)
- Scoring: (1) Positive statement concerning the organization; (3) Neutral or no comment, not acquainted with; (5) Negative statement concerning the organization.

- Item 13..Subject: Attitudes toward contributing to the
Item 14..Subject: following Mexican-American organiza-
Item 15..Subject: tions: Item 13, LULAC; Item 14, La
Raza Unida; Item 15, G.I. Forum.
- Phrasing: Circle that response which best repre-
sents your probable response if you were
asked to contribute to each of the fol-
lowing organizations.
- Scoring: (1) Would definitely contribute some-
thing; (2) Would probably contribute
something; (3) Uncertain; (4) Probably
would not contribute something; (5)
Definitely would not contribute something.
- Item 16 Subject: Reference group with which the respon-
dent identifies.
- Phrasing: Which of the reference groups do you
identify with most?
- Scoring: (1) The Mexican-American population;
(3) although not listed on the interview
schedule, if the respondent stated both,
or gave no response a score of 3 was
assigned; (5) The non-Spanish-surname
population.

*Numerals in parentheses indicate score assigned
for the response which follows.

APPENDIX D

Anglo Interaction Index: Scale Items*

-
- | | |
|--------|--|
| Item 1 | <u>Subject:</u> Close friends of respondent.
<u>Phrasing:</u> List the specific occupation (not name) of two close friends. Are these individuals Spanish-surname, Anglo, other? (Identify other).
<u>Scoring:</u> (1) At least one Anglo friend listed;
(0) No Anglo friends listed. |
| Item 2 | <u>Subject:</u> Current church membership and/or attendance.
<u>Phrasing:</u> Combination of several items to arrive at the following information.
<u>Scoring:</u> (1) Attends predominantly Anglo church;
(0) Attends a church which is not predominantly Anglo, or does not attend church. |
| Item 3 | <u>Subject:</u> Membership in social or fraternal organizations.
<u>Phrasing:</u> Respondent was asked to list any social or fraternal organization of which he is a member and to indicate the ethnic make-up of each organization.
<u>Scoring:</u> (1) Member of at least one predominantly Anglo social or fraternal organization;
(0) Not a member of a predominantly Anglo social or fraternal organization. |
| Item 4 | <u>Subject:</u> Membership in business, professional or other organization.
<u>Phrasing:</u> Respondent was asked to list any business, professional, or other organization of which he is a member and to indicate the ethnic make-up of each organization.
<u>Scoring:</u> Same as Item 3. |
| Item 5 | <u>Subject:</u> Spanish language usage with friends. |
| Item 6 | <u>Subject:</u> Spanish language usage at social gatherings. |
| Item 7 | <u>Subject:</u> Spanish language usage in public.
<u>Phrasing:</u> Indicate the degree to which you use Spanish in each of the situations listed below by placing the corresponding number from the choices provided. (Choices listed: always, most of the time, occasionally, seldom, never.) |

Items 5, 6, 7 (continued)

Scoring: (1) Seldom or never, (0) Always, most of the time, or occasionally.

Item 8 Subject: Entertaining, or visiting with, Anglos in home.
Phrasing: About how often do you entertain (visit with) the following people in your home: ... Anglos?
Scoring: (1) Very often (at least once a month) or often (several times a year). (0) Seldom (once or twice a year), hardly ever (less than once a year), or never.

Item 9 Subject: Visiting in homes of Anglos.
Phrasing: About how often do you visit in the homes of the following: ... Anglos?
Scoring: Same as Item 8.

Item 10 Subject: Marital status.
Phrasing: Data completed by interviewer.
Scoring: (1) Wife Anglo, (0) Wife Mexican-American or not married (includes other).

Item 11 Subject: Respondents place of resident.
Phrasing: Data completed by interviewer.
Scoring: (1) Predominantly Anglo neighborhood. (0) Not predominantly Anglo neighborhood (includes about same proportion of Anglos and Mexican Americans--and/or Negroes).

Item 12 Subject: Entertaining (or visiting with) neighbors in home.
Phrasing: Combination of several items. See Items 8 and 11 above.
Scoring: (1) Lives in predominantly Anglo neighborhood, entertains (or visits with) neighbors in home frequently or very often. (0) ... occasionally, seldom, or never (or, does not live in predominantly Anglo neighborhood).

Item 13 Subject: Visiting in homes of neighbors.
Phrasing: Combination of several items. See Items 9 and 11 above.
Scoring: Same as Item 12.

- Item 14 Subject: Reference to acceptance by Anglos.
 Phrasing: Which of the following reference groups do you identify with most? (a) The Mexican-American population, (b) The non-Spanish-surname population. Which of the following best describes this group? ... the other group's reaction to you? (1) Definitely accepts me as a member, (2) Seems to accept me as a member, (3) Uncertain, (4) Does not seem to accept me as a member, (5) Definitely does not accept me as a member. (Scoring of this item taken from reference to b.).
- Scoring: (1) Definitely accepts me as a member (i.e., the non-Spanish-surname population). (0) All other responses.
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*Numerals in parentheses indicate score assigned for the response which follows.

Vita was removed during scanning