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The Cultural Assimilation of the Native Indians by the Colonizers in the United States of America with Special Reference to Their Languages

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Abstract:

Colonizers forced an assimilation not only on Indian Americans in the name of civilization and education. Their basic agenda was to usurp the land of the natives so that they can built their empire on it. To crush the resistance of the Natives it was important to suppress their culture and the language which is their source of power to their spirit. Their languages are their identity marker. To achieve their goal the colonizers after the civil war made a plan consisting on three stages and third one was to educate the native in the schools. These schools were the tools to destroy their languages and culture and to make them adapt to the culture, religion and the language government was providing them with. Facing severe punishments and suppression the natives continued to struggle in order to save their language. Though Crystal (2003) opine that this is not the language that is powerful, it is its speaker who are and thus the language of the powerful wins for the powerful wins. This paper traces the sufferings of the native Indians on the path of forced assimilation and their struggle to for their survival as well as of their culture and languages, to which to some extent they succeeded.

Key Words: assimilation, Indian Americans, Native/indigenous, Navajo, colonizers, Civil War,

20th Century Acts for Language Survival/Protection

the native Indians,

Introduction:

The assimilation in order to civilize/e the Indian Americans (Red Indians) through education was a forced assimilation. This was part of a bigger plan of the US government which actually was to usurp the infinite land that belonged to these indigenous people of America. In order to achieve this goal US striped off the natives from their culture, believe system, traditions and above all from their languages. After which they were compelled to adopt the culture of the whites and also the language which they were told was sublime, cultured, important and powerful. It is important to note that it is

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1869

not the language but the its speaker who share their status with their language as it happened here in the case of native languages in comparison the English language. In addition to this, David Crystal (2003) states that the language particulars and qualities are not the ones that become the reason of its spread but it happens because of the influential activities and powerful background of speakers that makes their language sublime. Moreover, the researcher continues to say, “A language does not become a global language because of intrinsic structural properties, or because of the size of its vocabulary, or because it has been a vehicle of a great literature in the past or because it was once associated with a great culture or religion” (David, 2003). The influential and powerful background of the speaker makes the language to spread and becomes global. Consequently, people have to learn this global language in order to communicate on international level. This is voluntary for the learners not forced. However, there are other motivational factors as well behind learning a global language, other than just the communication. For instance, in Pakistan, higher education is attained in English. Moreover, all the official correspondence is also taken place in English. However, all such factors even if combined cannot ensure a language spread for there are other very intense aspects that are needed for a language to spread widely on global scale. It is further discussed in the book the reason of Greek language being widely used in several Middle Eastern countries 2000 years ago, was because of Alexander the Great’s usage of spears and the swords and not due to the philosophical, intellectual literature produced by Aristotle and Plato in Greek. Latin became widely known in European countries for the legions of Rome practiced the language for communication and for religious purposes. Arabic itself became popular with the spread of Islam on the vehicle of Moorish armies in 8th century. Spanish, Portuguese, French spread in America, Africa, and in Far East, because the renaissance kings and the queens had colonial policies which were cruelly implemented by their navy and armies over the world known today. The successful expeditions of these sailor,

soldiers, and clergymen resulted in the spread of these languages making them global and English language is also known worldwide following the same trail. Furthermore, he says that military power is not the only one that results in the dominance of one language but there are some other factors that are also involved such as economy, technology, politics, industries and trade (David 2003, p. 9).

Thus, in the light of the argument above, powerful people impose their culture, religion and language over the weak people suppressing them in numerous ways, most lethal of which is assimilation. However, sometimes minorities deliberately learn the language of the fittest because they have to seek their survival in the environment govern by the powerful. For example, Canada is officially an only bilingual country in the world and in its province Quebec majority of people are francophone. Now the francophone is learning English intentionally as they know they have to compete many of the Anglophones in the rest of the country other than Quebec for getting the jobs they desire and the business in other provinces. Furthermore, besides Quebec and New Brunswick which is officially bilingual, French is spoken very less and thus all the opportunities fall in the hands of the people who are proficient in English. So, sometimes a language is imposed and forced assimilation happens and on other occasions people need to learn the language and assimilate. Former is the case that happened to the native languages of American Indians.

Theoretical Framework:

According to Crystal (2003), “A language traditionally becomes an international language for one chief reason: the power of its people – especially their political and military power.”

Furthermore, the scholar continues to debate that in the absence of a strong power-base, of any kind, a language cannot make any progress and set itself as the international standard of communication. In fact, a Language doesn't exist independently that lives in a mystical space of whatever kind, apart from its speakers. It exists within the brains, mouths, ears, hands and in the eyes of its speakers/users.

Thus, the success of the language is bound with the success of its speakers/users. When they are successful and have gained power on the international levels, their language would automatically be successful as well as powerful dominance over the other languages and their speakers. If unfortunately, the Users/Speakers of a language would fail, will result in their language to fails.

This can be found in the annals of the history that many languages such as Roman, Greek, Arabic, French languages gained power and dominance over the other languages for their speakers gained power. Thus, it was the power of the Anglophones that resulted in the empowerment of the English language. This resulted in the suppression of other languages and also of their speakers in US. After the Civil War, when the tribal war also over, Whites took control not only over the natives but also forced them to assimilate.

Question: How the assimilation of the culture, values and language was forced on the native Indian Americans by colonizers?

Discussion:

As we have discussed above that the language of the powerful prevail and become the dominant one. Moreover, the need of one official language remains inevitable. Then it is ours or theirs, and of course the chosen one would be the language of the powerful. English first replaced the European languages and later suppressed the native languages and this was not the English itself but the speakers of it, who were the suppressors.

Suppression of the Native Languages and Imposition of the Foreign Languages:

Reyhner (2007) states, “Racism in America is a much-discussed issue, but linguicism is a less understood problem. linguicism refers to discrimination based on the language one speaks.”

Several languages were spoken by the natives of America (North and South) prior to their contact with European who were rapidly colonizing United States. This contact of Native Languages

of America with the European languages, occurred in the long span of five centuries, starting from the Nordic Settlement of Green Land in 11th C till 15th C when Columbus visited America. The languages were already taking the position of importance among the other native languages for their speakers were already the powerful people.

European Colonization Began the Suppression of Native American Languages:

The new trend of colonizing America resulted in generating opportunities such as trading that made immigrants rich and wealthy over the centuries. Colonizers and settlers from several parts of Europe came to USA and brought several foreign languages such as Spanish, English, Portuguese, French, and Dutch (languages) with them. Later these languages took the status of the official and/or national languages of the united nation-states of the America. This was the result of Europeans' suppression of the indigenous Native American languages. They established European languages for official communications, destroying texts in other languages, and insisting that indigenous people should learn European languages in schools. This resulted in indigenous American languages to suffer from cultural suppression and eventually from the loss of speakers.

The Supremacy of the English Language Over the European Languages:

With the establishment of a US Government, it was important to officially communicate in one language. What the European colonizers were doing to the indigenous languages, now happened to their languages. Once dominating and suppressing the native indigenous languages, were suppressed by the English language. However, in another sense focusing on one language as the official one is a good choice, for it prevents the delay in communication as well as saves the expense of translators.

English Becoming the Official Language of USA:

When the Europeans came to this land, they brought their languages which they imposed on the indigenous people, the red Indians. They wanted to establish the European languages as the official

language/s and they in-fact achieved their goals for everything in the offices was done in the European languages. This idea took its roots and with the colonization, the Europeans further kept on planning that all the indigenous/native (red Indians) must speak the European languages. However, with time English language gained the status of the global language. It established itself as the official and national language of United States of America, dominating and over-shadowing other languages.

Now, when English language replaced the European languages, there were still native languages prevailing in America. There are people who are of the opinion that without an only official language that is English, there would always be the problems within the United States of America. Not only the official but English wanted to become an only academic language too, after the war and establishment of the schools for the natives. Many issues were surfacing and the solution was English only. Like, Chavez & Amselle (1997) opine, "Schools around the country have seen an explosion in the number of students needing help with English in recent years. Although this is a problem that mostly affects urban schools, even small rural schools are having to deal with language minority students, many for the first time." Thus, during these decades the concept of only English was promoted by groups and associations like, English First and U.S. English which was once resided by Linda Chavez. These groups wanted an amendment to the United States of America's Constitution that only English should become the official language of the United States and the use of other languages should reduce to the most limited scale legally. In America almost half the states officially had English only law of one sort or another. This was a threat to the identity marker (native languages) of the minorities.

The Endangered Native American Languages:

European languages were already suppressing the native languages of the Red-Indians and after

English language took over the control as the US official language then Indian languages were directly under the sun. Speakers of native languages did not want to let go of their culture, traditions, and above all their languages for they found it their identity marker. As the facts are revealed,

“Ethnologue, published by SIL International, estimates that of the more than two million people who identify themselves as American Indians in the United States, only 361, 978 still speak one of the remaining 154 indigenous languages, and many of those are only spoken by the very old. This is about half the number of languages spoken in 1492 in what would become the United States. At one extreme, seven of the remaining 154 languages are spoken by only one person (Coos, Eyak, Kalapuya, Coast Miwok, Plains Miwok, Northeastern Pomo, and Serrano), and at the other extreme, 148,530 of an estimated 250,000 Navajos still speak their Diné language. (Reyhner, 2001)

Thus, this huge number of speakers deserve that their language must exist, prevail and nourish with the span of the time and must not decline with time.

Americanization and Assimilation (1857–1920):

A number of White officials who were not satisfied with the transformation of the Indians through the schooling and always have thought about their extinction. In addition to this, for the writers and the artists, these Indians were also a nation that was vanishing. However, By 1820 the government was looking for a plan that would solve the matter quickly and settle both the philanthropy and the demands of the empire and thus it resulted in the removal of Indians. According to Adams (2020), “Beyond the Mississippi, it was arguing, Indians might for a time live, according to their preferred customs, but more important, with the help of government and the missionaries, they would continue to make progress in learning the ways of civilization, unmolested now by the avarice of the land hungry whites”. Before the forced assimilation In USA in 1830, there was The Indian Removal Act

that pushed the Native Indians of American tribes that were living East of the Mississippi River to lands west of the river. This was known as the Indian removal act. And they were removing Indians from their territories. Later when there was plan to breach the Indians boundaries, 10000 Indians warrior stepped in and thus the Wyoming Treaty was signed and the agreement to live within the boundaries rose up for the first time in 1851.



Created by Articulate Eye Design, Saskatoon for J.R. Miller, Compact, Contract, Covenant: Aboriginal Treaty-Making in Canada (Toronto: University of Toronto Press, 2009), p. 68.

Eastern North America; the 1763 Proclamation line. This image is taken from Peace (2013). Canada Watch

Post Civil War:

After the civil and with the spread of the railroads, telegraphs and the establishment of the army vicinities the mobility of the Indians was more restricted. They were pushed more from their territories. A warfare spread for thirty years and sixteen native tribes were crushed to their ends on the battlefields. Not only this, the herds of the bison on which the native Americans relied were also slaughtered. And then all of a sudden the war met its end. Now it was a time when the US government thought of the assimilation of the remaining natives once again. There were three stages for this forced assimilation and they are as follows,

1. The nomad tribals people will be given lands and will be settles within their individual territories and farm the land.
2. The laws of the US Government will also be implemented on the tribal people.
3. Education through schooling will civilize the Native Americans.

The last one was the most important for this was about to change the identity of the Native Indian Americans as a nation. A lot of money was funded to make this school project work and result in meeting their expectations. Coleman (2008) defines the role of the schools was the fundamental in assimilation of the Indian Americans. The biggest assimilation was regarding their languages that were banned within the educational institutes, day time schools and the boarding ones. According to Spolsky (2002) the Western Schools served as the tool to destroy the native languages.

Assimilation Through Education and Language Resulted in Cultural Shift:

It was suggested if the White Americans have to make treaties with the Indian Americans, for the Indian tribes were nationalized; so, they had to teach Indians their language, religion, customs, citizenship and mechanic arts. They believed that this would bring betterment in United States of America. Different machineries worked on this project and the government found that best policy

was to teach the children of the Native Americans in the Missionaries' day schools and boarding. It was then Carlisle Indian Industrial School in Pennsylvania where the government implemented some of the policies that resulted in the cultural shift of Native Americans. They were forced to assimilate to what they knew as the traditions of the Whites who used the terminology of making apples which means that the native American were apparently red from outside but if they would learn the white men's way of living, they would become white from inside just like the apple. The whites believed that by doing so they were teaching the children of darkness. According to Little (2017), "In other words, they desired to strip us our Tribal cultures and languages and make us over in their image. They wanted to "civilize" Natives, and they would use religion and education to do it." Thus, the native students were prevented to communicate among them in their Native tongue, and there were severe punishments such as beating if they found engage doing so. English only in the premises of the boarding schools is the primary was the main reason that majority of Native languages were pushed to the edge of extinction.

Stablishing Schools in the Name of Religion and Civilized Education:

This did not happen all of a sudden but through a gradual process, beginning from a scratch and becoming one of the biggest assimilation grounds in history. Society of Jesus had a mission in sighted by Fr. Andrew White in 1634 when they decided to address with the help of a translator, the ruler of an Indian tribe and to guide him the ways towards the heaven. It was a successful mission. Soon after a society, in the name of St. Mary's was established and the natives sent their children to get education in this institute. The daughter of the tribal chief attended the school and thus became an example for the rest of the tribe to follow her trail. Later in 1677 another school for humanities was formed which showed good progress in educating the natives. In 1727 an institution named, "Ursuline Academy" in New Orleans, which is still following its cause, and is the oldest one running

the Catholic school was formed. This school first admitted Native American females and later facilitated African American too. The specialty of this school, formed by the nuns, demonstrated separate educational system by facilitating the females only. To cater the needs of the male kids another notable school named Male Carlisle School Students was founded in 1879. It was the very first boarding school ever established for the boys. This was sponsored by the American Church Group who believed that the only way to bring the natives of America on the platform of the Whites was to educate Native Americans their language, culture and religion. However, schooling on these territories was enforced using a tribal police system and it was considered a crime not to send the kids to the school. According to Whitt (2020), a number of the American African were forced into the boarding houses at schools and they had to do the labor as their training to step into civilized people, stepping out of the darkness. On the other hand, the adults, who resisted sending their children to schools thinking that this educational system devalued their tribal cultures, were jailed; in 1894, 19 Hopi Indian men were sent to the military prison on Alcatraz Island for such a violation of the government law. Whitt (2020) continues to say that US officials did not see them as adults. The records that colonel agents have left behind often show the picture of the Indians as the savages. And those savages needed saving in the opinion of the whites. This is the second side of the picture.

Assimilation and the Language Suppression in Boarding Schools:

Schooling was the third but the most important stage of US government's project to civilized the natives. This was the most focused and also the most intense one.

i. The Punishment for Speaking Their Native Language:

In these schools when the children would commit a behavioral mistake or another including speaking their native language they were punished. According to (Trafzer et al., 2006) Students will be deprived of the food, their belongings, their privileges would be restricted, would be forced to mop

the floor, clean dirty bathroom, march, paint walls or do other humiliating jobs. They were beaten, slapped, whipped on their buttocks and thighs irrespective of their gender. They will be asked to lay down Infront of their fellows on the floor, slapped by the teachers, beaten by the elder students, stand on one foot or remove the mud from the bricks with the help of a tooth brush. Mostly these punishments were given if the students would speak with one another in their native languages.

ii. Treatment of the Students During Transformation/Assimilation:

Now in boarding school when once the new students arrived, their lives completely were transformed. They were usually given new haircuts, uniforms of European-American tradition and style, and even the new English names. Sometimes these English names were derived from their tribal names and sometime they were given these Christian the names randomly. It was strictly forbidden for them to speak their own languages, not even among the Native American student. They were restricted to attend Christian Catholic churches which could bring them closer to the White Americans and their culture. The tears of the Indian Americans remained silent but there was mental and physical torture, these Indians experienced through this assimilation experience. These were written by these students in the diaries which were later toughly examines by Coleman in his book American Indian Children at School published in 2008. Coleman (2008) opines that after 1860 till 1920 the assimilation became more intense within the schools. However, in 1920s there are few people who raised questions against the culturally intolerant educational system that was forced upon the Indian students within those boarding schools.

Little, (2017) informs that students who entered the boarding schools suffered from the psychological damage and their lives were never the same again. On the day first their braid which was the source of their spiritual power and their marker, was cut and thrown on the floor. It was enough to break their spirit.

Students for speaking their native language or committing any other mistake were severely punished as discussed above. Furthermore, they were prevented to visit their families for years. The climate conditions were harsh and schools did not have enough sources for the students. Many of the students died from cold in their beds at nights. Furthermore, (Trafzer et al., 2006), defines that most of the students in these boarding schools did not join by their own choice. However, they had to fight the monster during their stay and hunger was one of these monsters. Students often would not give food if they mistakenly spoke in their native language. Many of the students were unable to fight the monsters and were fell victims to them. Above all the biggest trauma these students would have faced was the sexual assault. It is explained by (Little, 2017) that many of the students were sexually assaulted during their stay at the boarding schools irrespective of their gender. This was the vilest thing that could ever happen to these students. This was less spoken but some of the brave students came forward and relate their tragic experience of sexual assault. Still, a lot remained unknown.

These punishments were not only a cruel whip for these students but also worked as the lesson to their fellows. This worked as a lethal force during their assimilation as well for the suppression of their native language.

Language Protection:

i. Languages are the Identity Markers:

Not only American Indians but people from other regions of the world believe that languages mark their identity and it is because of their language that defines who they really are. Before the division of Indo-Pak subcontinent Urdu was the Identity Marker of Muslims in India. During the Independence Movement, many riots between Hindus and Muslims occurred were based on the conflict of the two languages Hindi and Urdu. Though the linguists today agree that Hindi and Urdu are just the two dialects of one language; However, the transcript of the language is different. The

slogan of the Muslims was adapted from the following couplet but ironically only the first part (verse)

was taken and later part (verse) of this was dropped

haram-e-pāk bhī allāh bhī qurān bhī ek³

kuchh baḌī baat thī hote jo musalmān bhī ek⁴

This was more or less like, *One God, one Prophet, one Holy Book (Al-Quran) and one Language!*.

This was the identity marker for the Muslim during the separation movement. Before this movement there was no issue regarding the language but they were considered as the dialects of the same language. As explained by Rehman (2010), “It should be clarified here that this movement for purging the existing Hindi language of words was not seen as Muslimization at that time nor do the historians of Urdu use this term. As mentioned earlier, if one examines the lists of words rendered obsolete by this movement of linguistic purification one finds that most words were discarded simply because they were old-fashioned, rustic or grammatically mixed (one morpheme from Arabic, another from Hindi or Persian or some such combination).” The scholar furthermore explains that, “There were attempts to reverse the trend of Muslimization during the period of the Urdu-Hindi controversy by those who strove for Muslim-Hindu unity. Vaḥīduīd-Dīn Salīm, a minor literary and academic figure in Hyderabad, was one of these people. He said, among other things, that Hindi words, allusions to Hindu mythology and culture and references to India rather than Persia should be added to Urdu in order not to alienate our Hindu brethren.” However, many people were killed during time of this conflict from both Hindu and Muslim’s side. The same language history we can trace in Srilanka, in Bangla-Desh, in several countries provinces, territories and different tribes in far off lands. History tells us that many a times, languages have become the reason of conflicts and in most

³ The Kaba/Haram Mosque, Allah/God, and the Holy Book of Al-Quran are ones for all Muslims

⁴ If the Muslims were also united (as one) only then it could be glorified

of the cases resulted in extreme disasters because people not only have a very strong affiliation with their languages but they believe their mother language as the bearer of their identity. And it happened for Urdu and Hindi. Similarly, American Indians also believe their languages are the key to their identity, and like others people/nations they fight for their identity survival, though they are the suppressed ones and faced terrible things during their assimilation. They associate their language as part of themselves and also part of their identity. Now if the native languages are not allowed to be spoken and an only language formula takes over, things will never be the same for the native Indians.

ii. The Special Ones; Navajos and The Navajo:

Several languages are spoken in America in several tribes. One of Native American languages is Navajo and this one is significantly unique than any other Native American language and it is due to its speakers' participation in the Second World War. The Navajo people were taken as military persona who worked as the code talkers at that time. Their job was to transmit the messages of the army people and fortunately German and the Japanese could never decipher this language. Moreover, Navajo is, In the United States, the hugely spoken Native American language, having approximately 200,000 speakers. This language is showing resistance for its sustenance for its speakers are fighting for Navajo's (Dine)⁵ right to survive and prevails. Navajos fear that without a proper solution, preservation of their language, alongside many other Native American languages will die. Navajos believe that their language will/must be given some privilege for they with the help of their language, helped America win the Second World War.

Regrettably, this language is also at the verge of its extinction. (Rehner, 2001) speaks of the Navajo language and conforms that it is still functional within their chapter houses, used during daily

⁵ The name of the Navajo language
1883

communication as well as in some of the Christian chapels. Unfortunately, though their current generation no longer use this language for they have attended the English schools and now drawn to listen to music and watch movies in English. After the current generation the upcoming ones would speak only one language and thus Navajo would go extinct. And the current generation has become the diaspora who is a total misfit among Whites as well as among their own people. This happened for they were imposed to learn and adopt the culture of the Whites to assimilate and become civilized. These Navajos were never given any authority in the decision make process within the school system. Their native language as well as the traditions face a major ignore within the curriculum taught to Navajo students.

Here comes the need of some legislation that would help in the survival of these tribal languages.

Civil Right Movement:

Congress remained a very helpful and concerned political party which observed the rights of the minorities and their efforts resulted in getting the bilingual Education Act (Title VII of the Elementary and Secondary Education Act) approved in 1968. This was the result of Civil Rights movement which sought the schooling that is culturally appropriate for the students. It was followed by Indian Self-Determination and Educational Assistance Act that Congress passed in 1975. This Act determined Indian American's control over the educational system and the language policy in the schools where their children are in majority. However, according to Barsh et al., (1975), "The students of Indian American history have noted that policies have ostensibly designed to help Indians often do the opposite." Later in 1990 Congress passed another Act of the Native American Languages Act (P.L. 101-407) which was supported by the congressmen with the notion. (Rehner, 2001) explains Natives of Ameris hold unique culture and languages and it is state's responsibility to act

alongside the Native American's to ensure the survival of their language as well their culture. Furthermore, it is also the Government's responsibility that their freedom and rights are protected and native American languages are preserved and developed.

Now addressing to the conflict that was to raise the status of the native languages and equaling them to the status of English language in America, we found that there were barriers in the way of this development. This hope of establishing Native languages to the parallel status of English language was always cut short and struggled through several hinderances. In addition to this, As Ryan (2002) explains, "In 1998, Silicon Valley millionaire Ron Unz spearheaded the passage of California's Proposition 227, designed to ban bilingual education as an instructional method. Two years later, Arizona approved similar legislation, and Unz has recently brought his campaign to Massachusetts and Colorado." Ron Unz, a businessman, born on 20th September 1961, who could not succeed in attaining the governorship of California is an assimilate who believes strongly in assimilation of Indian Americans, forced or willful. He is a great supporter of English education in the state and in 1998 presented the proposition 227 which states that the bilingual education of the state should be abolished and English structured language should become the medium of instruction in educational system. Mexican immigrants were Unz's targets and American Indians were not relieved from Proposition 227s provisions presented by him. In 2016, most recently, he again has started a campaign to draw the attention towards these 227 propositions which focuses predominantly on teaching in English. Another approach to end up the bilingual education was the proposition 203 which was presented in 2000. Indian tribes of Arizona believed that it was directly a cruel attack on their language and they struggled to keep their languages alive by strongly opposing it.

In addition to this Berriz (2006) opine that Unz English only movement was a cruel method to disrespect and subordinate the indigenous Indian American students by robbing them of their culture

as well as their native language the native American students at schools.

However, in a September, 2000 press release, Navajo Nation President Kelsey Begaye declared that the preservation of Navajo's language, culture and tradition are the important most guiding codes of the Navajo's and they have transferred their history and culture through Navajo language to their generations. There are several expressions and the meaning that could be transferred only through their very own language and thus is it essential for their survival as the nation. The forced English-only system would only bring harm to their nation.

No Bilingualism; An Attack to the Minor Languages:

In Arizona Native Americans felt quite unsecured when the proposition 203 for monolingual English education was welcomed on larger scale on the November 2000 ballots by 63 percent people who supported the slogan, "English for Children." The newspapers, language education experts and the university president expressed a contrary opinion supporting the 37 percent people by declaring that students were doing far better with bilingual education mode rather than the monolingual educational system. This resulted as discussed earlier in protest against monolingual (only English) educational program.

Protest Against the anti-Bilingual Education; Minorities Reaction:

According to Berriz (2006), "Students are prohibited to learn their own native language." This assimilation would be lethal to their culture and identity. Thus, Protestors (Indian Americans) walked a long march in Phoenix against the anti-bilingual educational Act 2001, and English only for the Children Proposition 203. Protesters did not even like the 227 proposition as well. Former Navajo Nation President Peterson Zah and Navajo Elder Marjorie Thomas protested against the of Arizona's anti-bilingual education Proposition 203 for they found it to be a full-on attack on their ethnicity. Navajo Times gave full coverage to this long march, protestors their point of view. Berriz (2006)

opine that according to the new law, “knowing another language other than English was seen as the obstacle to learning.” The scholar opine that the students are forced to unlearn the language they already know when they come to school in order to learn.

Notice was taken on this by the government of USA on this protest. One notable poster held by one of the protesters had a sentence which could have caught the eye of any of the onlooker. The poster described, “Keep our language! It helped US win the war”. As it has been discussed earlier in detail that how Congress took the responsibility to restore the confidence of the protesters and provided them with the relief by supporting and passing bills in favor of bilingual educational system. From 2001 onwards families in Boston were given the bilingual education at schools according “the Equal Educational Opportunities Act of 1974, the federal law that codifies the standards set by the US Supreme court in the 1974 Lau versus Nichols decision (Berriz 2006).”

On 15th March 2000 the education secretary Richard W. Riley of US in his speech revealed the fact that he observed several institutions where bilingual education was the mode of delivering content of knowledge and he said bilingual students progress far better than the ones who were in ‘only English’ environment. Specially those students, who were given the chance of getting education, in their Navajo language at primary school level, score good in their academics and learning as compared to the students who were not. Not only the content of the knowledge but even the language English, these students learnt better than the students who were in only English institutions (Rehner 2001). Thus, this subdues the following opinion of the scholar as follows, “Chavez (1998) opine that at schools Anglo students’ progress better than the Hispanic students within a class and that’s due to their being bilingual. These groups were particularly a perfect match otherwise.”

Threat to English as Perceived by the Supporters of English:

This support then became a threat to monolingual Whites and they put some effort to highlight their

opinion by taking the help of powerful and free America Media. Two letters in the newspapers, USA Today and in Arizona Republic were published containing almost the similar content describing English Language as, “The Glue” that binds the nation. Moreover, it was in the letters that only English language which was the only reason for the stability of all the nations living under the flag of United States of America. Not only this, one of the letters bore the notion that the whole nation should communicate in only one language.

The Real Glue Holding the US Nation is the Declaration of Independence:

According to (Daniels and Kitano,1970, as cited in Cornbleth and Waugh, 2012, p. 44), Speaks of the glue that holds and binds the American society is the declaration of independence. Furthermore, Reyner (2001), who argues these letters as, “I maintain that the "glue" holding this country together is not the English language, but rather the ideas embodied in the Declaration of Independence, the U.S. Constitution, and other key documents of the democratic experience. The definitions of "freedom," "liberty," and "free speech" in those documents need to be broadened to include group as well as individual’s rights to heritage, languages, and cultures.” The scholar continues to says that the definition of the liberty, freedom and free speech inscribed in those document needs an elevation and must include groups as well as an individual’s right to their languages, heritage and cultures. If the government suppress the languages and culture of the minorities, it is the violation of the liberty, not only of the American Indians but also of Latinos as well as of the other language minority citizens. In addition to this, Propositions 203 and 227 were acrimonious and destructive because they supported the monolingual education and deviated from the bilingual education. It would be a wrong thing to do to a society where Native Americans, who are the speakers of native languages, were a majority. This leads to the division within division. On the very first, English speaking monolinguals were separated from natives and then natives would

face separation from the ones who would or would not speak their tribal language and also from the ones who could or could not speak English language. Furthermore, a few who like to take their culture with them while meeting the requirements of being an American citizen. They will meet and show up Infront of the ones who believe that being a good citizen demands them to be a good speaker of English language. In support of this, (Rehner 1993) explains that The Navajo tribe answers this movement of 1990 which suggested English only in a very convincing manner that their tribe do not intend to reject the importance of English language, In order to preserve the cultural heritage. NABE⁶'s Western District Representative, Dick Little declared that English plays the role of the body, and the native languages are the souls and heart and thus both all are essential for the nurturing and substance. Moreover, (William Leap. 1982, as cited in Jon Rehner 1993) opine that no tribe outranked the importance of the English language, in order to restore their own. The American Indians are wisely practicing the English Plus philosophy, this would preserve their culture as well as learning English will provide them with opportunities in the world of Whites.

This notion reveals the fact that the majority of tribal people are not rejecting the importance of English language. They desire it for the better future of their children. They want to meet the requirement of today's world. However, they want to their languages to survive also.

Presidents Have Supported Bilingualism:

In the year 2013 the former US president Obama advised all the citizens of America to learn another language. For him learning another language is the sign of being a good neighboring country. It has been very well described,

While all the push for Official English is disheartening, some good things are happening. On December 14, 2006 the Esther Martinez Native American Languages Preservation Act was

⁶ (National Association for Bilingual Education)
1889

signed into law by President George W. Bush. This Act is designed to support voluntary Native language immersion programs. There is no question about the patriotism of American Indians as shown in the service of Navajo, Sioux and other code talkers who have used their Native languages to help defend our country. We need positive efforts like the Esther Martinez Act that support Indian Nations, rather than divisive Official English and anti-bilingual education acts that can only tell Native Americans and other groups that they are not real Americans unless they forget their Native language and culture. (Rehner, 2001)

Furthermore, Little, (2017), "Despite the devastation the Federal government's policy of assimilation and the boarding school system has caused, all is not lost. We still have our Native languages, our cultures, and our belief systems. Combined with new counseling techniques, we can heal ourselves and our communities." That is the higher spirit and the voice of the native Indians. Such spirit may keep the culture and the language of the Indian American alive in future. However, the change occurs though it may be gradual and one must be prepared for it as well as plan accordingly in order to preserve their languages.

Conclusion:

It is observed that still English only system is imposed on the minorities of United States of America by assimilationist. For these assimilates, tell Indian American that English-only schooling is the only factor which can win them the full citizenship of the country. Furthermore, The minorities which consist on American Indians including the Mexican immigrants have come to their very own strategy unanimously; Unity is the best policy. And they now observe the law of necessity and so the immigrants are learning English now quiet rapidly to the extent that their own languages are threatened to be dead in in coming decades. In the words of attorney Lani Guinier (1994) and others, minorities through the initiative process are being subjected to democracy's "tyranny of the majority."

According to Chavez (2017), “We’re no longer a white-and-black society struggling to integrate two major groups of people who have been in this country for nearly 400 years, but a multiracial, multiethnic society in which newcomers are arriving in record numbers every day.”

Minorities have sought the only possible solution for them that is to be united with other minorities and immigrants and so they can have hope to gain the support of the American mainstream.

Fortunately, there are three very good things in The Native American Languages Act; Firstly, the policy of Indian self-determination. Secondly, it is a reversal of the historical US Government’s Indian Languages crushing policy. Thirdly, it was reaction against making English the official language of the USA. The Act represents holds very strong support of Indian people towards their native heritage, the need is for natives to gain support in the mainstream.

Above all of that it must be noted that change is the only thing that is permanent in this world. Assimilation caused a lot to the culture and the languages of the natives and there should be an acceptance to the bilingualism, but there are conditions that people follow up with when their official language is different than their own. In the case of native Indians, it was forced assimilation but there are other nations who intentionally learn the official as well as the international language in order to pace with the rest of the world. These factors had an effect over the native speakers of the Indian languages also. (Spolsky 2002) opine that apart from the role of Western school system, a lot of other factors were added to the threat to native languages such as introduction to the religion, vernacular literacy, economic change and the political structure, and they may be adding up to the gradual disappearance of the language among the speakers of language of the current generation. This kind of the acceptance brings change, though it may be gradual but it may be inevitable.

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