

A SURVEY OF THE HOMES OF FIFTY MEXICAN GIRLS IN
SAN ANTONIO, TEXAS, TO BE USED AS A BASIS FOR
A PROGRAM OF HOMEMAKING ACTIVITIES FOR THE
ELEMENTARY GRADES

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CHAPTER I

INTRODUCTION

1. The Problem Stated

The purpose of this study is to gather, compile, and analyze information about home conditions, interests, and needs of Mexican girls in San Antonio, Texas, and to secure through this information a reliable basis for a program of homemaking activities for the elementary grades.

2. Importance of the Problem

Many studies have been made dealing with the so-called Mexican Problem of the schools. Included among the different studies are those dealing with irregular attendance; reading ability of Mexican children in relation to their socio-economic status; retardation of the Mexican child; intelligence of Mexican children in relation to their socio-economic status; the housing conditions; and the economic status of

the Mexican immigrant. Studies have also been made dealing with the food problems, living conditions, and social life of the Mexicans.

Marion Lunday Underwood¹ has made a study of the needs and interests of the Mexican girls in Corpus Christi for the purpose of finding information which may serve as a guide in training these girls for better living.

It is in this field that the present study is made. The present problems in the girl's life offer a tangible basis for the organization of materials for homemaking activities. Her present share in the care and responsibilities of her home, and in the social life of the school and community, present vital interests upon the basis of which the activities may be developed.

The necessity for understanding the needs of the girls is very important in order to make adaptations to suit specific conditions and communities. For instance, while the fundamental laws of hygiene and sanitation should be taught to all children regardless of their home conditions, greater emphasis and more time should be spent upon the activities in a Mexican district of a city where overcrowded conditions and unsanitary surroundings prevail than would be necessary in an American district where children

1. Underwood, Marion Lunday, A Study of the Homes of One Hundred Latin-American Girls in Corpus Christi To Be Used as a Basis for a Homemaking Education Program in the Elementary Grades.

come from homes in which the laws of hygiene and sanitation are appreciated and practiced.

3. Sources of Information

Information for this study was secured from the following sources:

1. Statistics were secured from the office of Assistant Superintendent, Elementary Division and from the Director of Research, Census and Attendance of the San Antonio Schools.
2. A combination interview and questionnaire technique was used in a survey of fifty Mexican families represented by fifty girls chosen from the elementary grades.
3. A review was made of available literature bearing on Mexican life.

4. Method of Procedure

The writer has learned through her contact with many Mexican girls in the elementary grades in San Antonio, Texas, that a large number of these girls leave school before they reach junior high school, where the homemaking training is begun. Often they must, because of economic pressure, leave school before the fifth grade is finished. Of those who finish the elementary grades, many are overage and are

likely to be married in a very short time without having had any in-school training for homemaking.

A comparison of Mexican and American schools was made in an effort to find the answer to the following questions:

1. Are there more older girls in the elementary grades of the Mexican schools than there are in the elementary grades of the American schools?
2. Does the relative number of girls belonging from the first through the fifth grades of the elementary school and from the sixth through the eighth grades of the junior schools decrease more in the Mexican schools than in the American schools?
3. In what grades of the elementary and junior schools are the largest number of girls found?

For the comparison five elementary schools, Numbers 13, 20, 22, 26, and 34 were chosen from the American school district and five elementary schools, Numbers 7, 8, 32, 40, and 42 were chosen from the Mexican school district. In the junior division, Sidney Lanier, the only all-Mexican school in San Antonio, was chosen and from the American district, Horace Mann and Mark Twain Schools were chosen.

The age-grade distribution tables, based on belonging, March, 1940, and March, 1941, of the ten elementary schools, were obtained from the office of the Assistant Superintendent, Elementary Division. The belonging by grades, March, 1940,

and March, 1941, for the three junior schools was obtained from the office of the Director of Research, Census and Attendance.

Chart I shows the age-grade distribution based on belonging, March, 1940, and March, 1941, of the five Mexican elementary schools. The chart reveals the fact that of the total belonging of 4,643 girls, three hundred, or 6.7 per cent, are from thirteen to seventeen years of age. The chart also reveals that there is a gradual decrease in the belonging of girls from the first grade through the fifth grade. It shows that the largest number of girls are found in the first grade.

Chart II shows the age-grade distribution based on belonging, March, 1940, and March, 1941, of the five American schools. This chart reveals the fact that of the total belonging of 2,306 girls only twelve, or .5 per cent, are from thirteen to seventeen years of age. This chart also reveals the fact that the belonging of girls in the upper elementary grades in the American schools does not decrease, but, rather, that there is a gradual increase in belonging from the second grade through the fifth grade. This chart shows that the largest number of girls are found in the fifth grade.

CHART I

AGE-GRADE DISTRIBUTION OF GIRLS BASED ON BELONGING MARCH, 1940, AND MARCH, 1941,
MEXICAN SCHOOLS NUMBERS 7, 8, 32, 40, 42

Age	1940 P.P.	1941 P.P.	1940 I	1941 I	1940 II	1941 II	1940 III	1941 III	1940 IV	1941 IV	1940 V	1941 V	Total
Under													
6	62	89		1									152
6	104	92	157	168	3	1							525
7	19	36	155	156	132	98	2	3					601
8	7	12	94	113	132	143	92	108	6	4			711
9	2	15	51	48	97	84	113	109	90	86	6	7	708
10	2	3	18	15	54	38	109	105	119	104	68	67	702
11	1	1	9	2	39	23	58	68	83	103	86	100	573
12	2		5	5	14	14	34	32	60	53	72	80	371
13			1	1	4	7	17	11	26	45	52	47	211
14			1	1	3		9	3	8	9	12	18	64
15							2	1	4	5	2	3	17
16							3			1	2	2	8
17													
Total	199	248	491	510	478	408	439	440	396	410	300	324	4643
Total Belonging for 2yrs. in each grade	447		1001		886		879		806		624		4643
% of Total	.10		.22		.19		.19		.17		.13		

300
6.7%

CHART II

AGE-GRADE DISTRIBUTION OF GIRLS BASED ON BELONGING MARCH, 1940, AND MARCH, 1941,
AMERICAN SCHOOLS NUMBERS 13, 20, 22, 26, 34

Age	1940 P.P.	1941 P.P.	1940 I	1941 I	1940 II	1941 II	1940 III	1941 III	1940 IV	1941 IV	1940 V	1941 V	Total
Under													
6	64	77	11	17									169
6	18	7	132	198	20	24	1	1					401
7	2		22	14	128	146	17	55		3			387
8	1		2	1	38	21	130	134	44	48	1	2	422
9			2		4	4	32	22	135	130	21	45	395
10			1		2	1	5	2	53	18	161	171	414
11					1	1		1	8	6	39	33	89
12									2		9	6	17
13									1		4	3	8
14									1		2		3
15											1		1
16													
17													
Total	85	84	170	230	193	197	185	215	244	205	238	260	2306
Total Belonging for 2 yrs. in each grade	169		400		390		400		449		498		2306
% of Total	.07		.18		.17		.18		.19		.21		

Chart III shows the belonging by grades, March, 1940, and March, 1941, in two American junior high schools and one Mexican junior high school. In the American junior high schools thirty per cent of the total belonging of girls is found in the sixth grade, thirty-three per cent in the seventh grade, and thirty-seven per cent in the eighth grade. This shows a three per cent increase from the sixth grade to the seventh and a four per cent increase from the seventh to the eighth grade. In the Mexican junior high school thirty-nine per cent of the total belonging of girls is found in the sixth grade, thirty-seven per cent in the seventh grade, and twenty-four per cent in the eighth grade. This shows a two per cent decrease from the sixth to the seventh grade and a thirteen per cent decrease from the seventh to the eighth grade.

From the information secured through the comparison of these schools, the questions above may be answered in the following manner:

1. There are more older girls in the elementary grades of the Mexican schools than there are in the elementary grades of the American schools.
2. The relative number of girls belonging from the first through the fifth grades of the elementary school and from the sixth through the eighth grades of the junior high school does decrease more in the Mexican schools than in the American schools.

CHART III

BELONGING OF GIRLS BY GRADES MARCH, 1940,
AND MARCH, 1941, AMERICAN SCHOOLS
MARK TWAIN AND HORACE MANN

BELONGING OF GIRLS BY GRADES MARCH, 1940,
AND MARCH, 1941, MEXICAN SCHOOL
SIDNEY LANIER

	1940 VI	1941 VI	1940 VII	1941 VII	1940 VIII	1941 VIII	TOTAL		1940 VI	1941 VI	1940 VII	1941 VII	1940 VIII	1941 VIII	TOTAL
Total Belonging for 2 yrs. in each grade	229	218	220	272	276	272	1487		277	170	214	210	117	153	1141
% of Total	.30		.33		.37		100		.39		.37		.24		100

3. In the Mexican elementary schools the largest number of girls are found in the first grade. In the American elementary schools, the largest number of girls are found in the fifth grade. In the Mexican junior high school the largest number of girls are found in the sixth grade, and in the American junior high schools the largest number of girls are found in the eighth grade.

Therefore, if this condition continues, it becomes the responsibility of the upper elementary grades of the Mexican schools to offer satisfactory instruction in homemaking, if many of these girls are to have the fundamentals of education for home and family life.

So that the homemaking activities may be thoroughly adapted to the needs of the Mexican girls in the elementary grades in San Antonio, Texas, a combination interview and questionnaire technique was used in a survey of fifty Mexican families represented by fifty girls chosen from the elementary grades.

To obtain information about the homes of these girls, questions dealing with family members, occupations, incomes, education, size of homes in relation to size of families, food problems, and living conditions in general were included in the questionnaire.

In order to get a cross section of conditions prevailing in the Mexican homes, girls were chosen from five elementary

schools, Numbers 7, 8, 32, 40, and 42, located in the Mexican district of San Antonio, Texas. The ages of the girls chosen range from thirteen to seventeen years.

The family of each girl was visited by the writer with a Mexican girl from Sidney Lanier School acting as interpreter. Before starting the survey it was expected that difficulties would be encountered in making the families understand the purpose of the study. After the purpose was explained to the interpreter, it was gratifying to notice the little difficulty she had in making the families understand the nature of the study. In two or three instances the father or mother acted somewhat suspicious of the motive prompting the study, but with further explanation they consented to answer the questions. After the interview was finished, it was learned that several persons objected to answering the questions, at first, because they thought the interviewers were from the relief or some other government agency. Only one mother absolutely refused to be interviewed. Nothing that could be said seemed to help gain her confidence.

CHAPTER II

REVIEW OF LITERATURE

In order to relate this study more closely to the problems which confront the Mexican girl, a review of the literature bearing upon Mexican life was made. The literature selected for the survey is that dealing with the problems involved in the education of the Mexican child, the problems which evolve out of the socio-economic status of the Mexican and that which is relative to homemaking training in the elementary grades. A Report of Illiteracy in Texas comments in its conclusions as follows:

The illiterate Mexican child represents by far the most difficult human problem confronting elementary education in Texas today.¹

Manuel² gives some situations and problems encountered in the education of Mexicans:

1. Through a survey made in Texas a few years ago it was found that nearly half of all Spanish-speaking children who were enrolled at all were in the first grade, three-fourths in the first three grades and only three or four per cent in high school. In

1. University of Texas, A Report of Illiteracy in Texas, p. 29.

2. Manuel, H. T., "The Education Problem Presented by the Spanish-Speaking Child of the Southwest," School and Society, Vol. 40 (November 24, 1934), pp. 692-695.

the third grade the Spanish-speaking child was about three years older than the English-speaking child.

2. Standard tests give discouraging results. On the average Spanish-speaking children are about a year and a half below the English-speaking child of the same age in arithmetic, and in reading a little over two years below.
3. The Spanish-speaking children are taught from the beginning in a language which is foreign to them. They have little contact with written forms of their native language until they enter the high school. Outside of school most of them have little contact with English. As a result many of them never have the opportunity to gain a mastery over either Spanish or English.
4. The average Mexican child comes from a low socio-economic level.

Summarizing the findings of a number of investigators and commenting upon the differences between Spanish-speaking and English-speaking groups, Manuel makes the following statements:

1. Mexican children on the average have lower scores on intelligence tests than do other white children of similar ages. There is, however, a wide range of ability and many Mexican children have a "superior" or "very superior" rating.
2. The language handicap of Mexican children decreases with school advancement, but the extent to which

it is responsible for their unfavorable standing is unknown.³

Basil Armour⁴ lists the following reasons for unfavorable standing of Mexican pupils:

1. Lack of knowledge of the English language.
2. Irregular attendance--failure to enforce compulsory law.
3. Lack of cultural background--uneducated parents, lack of encouragement, poor reading materials, poor living conditions.
4. Financial conditions--the necessity of work to contribute to support of family.
5. Lack of understanding between home and school.
6. Lack of incentive to go ahead with their education.
7. Teachers do not always understand pupils.
8. Unsuitability of measuring instruments.
9. A lack of interest on the part of English-speaking members of the community.
10. Frequent moving--to follow the harvest of crops.
11. Poorly trained teachers for this special type of work.

The statistics presented by Kaderli⁵ show that the present situation of Mexicans in Pleasanton Elementary School

3. Manuel, H. T., The Education of Mexican and Spanish-Speaking Children in Texas, p. 25.

4. Armour, Basil, "Problems in the Education of the Mexican Child," The Texas Outlook, Vol. 16 (December, 1932), pp. 29-30.

5. Kaderli, James Nicholas, A Study of Mexican Education in Atascosa County with Special Reference to Pleasanton Elementary School.

is far from adequate. The situation is as follows:

1. Forty-three per cent of all potential pupils are Mexicans.
2. A survey of the past four years shows that only half of the potential forty-three per cent of Mexicans actually enrolled in school.
3. Not more than half of those who did enroll passed in their school work.
4. The attendance analysis reveals the fact that of those who enrolled, fifty-five per cent attended for less than five of the nine months school term.

Kelley⁶ reports an investigation which was made to determine the extent of the Spanish-speaking children's difficulties in reading. The subjects were selected from three towns in northern Arizona. A total of 692 pupils in grades four to eight were tested. Of this number 43.8 per cent were children of Spanish-speaking parents. The tests administered were the Iowa Silent Reading Tests, which are designed to measure four aspects of silent reading ability: (1) Comprehension, (2) Organization, (3) Ability to Locate Information, and (4) Rate of Reading. The results of the study revealed the following variations between the reading of the Spanish-speaking and the English-speaking pupils:

6. Kelley, Victor H., "Reading Abilities of Spanish and English-Speaking Pupils," Journal of Educational Research, Vol. 29 (November, 1935), pp. 209-211.

1. The Spanish-speaking pupils are below the norm in each group in total comprehension, but the English-speaking pupils are slightly above their grade norms in all the grades.
2. The chronological ages of the Spanish-speaking pupils are higher than those of the English-speaking in all grades.
3. In the fourth grade, the Spanish-speaking pupils are below the grade norm in every aspect of reading measured by the Iowa Tests, but the English-speaking pupils are above in every aspect except the location of the central idea in the paragraph. In the fifth grade, the Spanish-speaking pupils are again below the norm in every aspect of reading and the English-speaking pupils are above except in the test of sentence meaning. In the sixth grade, the Spanish-speaking pupils are above the standard in all aspects of reading except in locating the central thought. In the eighth grade, the Spanish-speaking pupils are below the standard in every aspect of reading tested by the Iowa Tests.

The findings from this study reveal deficiencies of the Spanish-speaking pupil in all four aspects of reading, and show that they are especially apparent in the fourth and eighth grades.

Garretson⁷ made a study of causes of retardation among Mexicans. The results of the investigation, based upon 197 Americans and 117 Mexican pupils, reveal:

1. The Mexican pupils of this system are retarded 10.53 months more than their American classmates.
2. There are 30.01 per cent more individuals of the Mexican group retarded than of the American group.
3. The Mexican of this system is more irregular in school attendance than is the American pupil. The difference is so slight that it is of questionable importance as a factor in the causes of retardation.
4. Transientness is not an explanation of the greater retardation of the Mexican children of this group.
5. The verbal tests are about as satisfactory as the non-verbal tests for the purpose of measuring mental ability in grades three to eight inclusive.
6. The factor of language difficulty operates to the disadvantage of the Mexican in grades one and two, but is in this group apparently of less importance in grades three to eight.
7. Probably the principal factor governing retardation of the Mexican child is his mental ability as measured by the group test.

7. Garretson, O. K., "A Study of the Causes of Retardation Among Mexican Children in a Small Public School System of Arizona," Journal of Educational Psychology, Vol. 19 (January, 1928), pp. 31-40.

Additional enlightenment on the education of the Mexican child is presented by Branigar.⁸ A summary of some of the problems encountered is as follows:

1. Mexican children are retarded from the start through a language handicap, since many of them start to school with practically no knowledge of English.
2. The labor of many of the Mexicans being seasonal, they must move about so much that some never spend a whole year in school.
3. The Mexican children are usually of inferior intelligence in comparison with the American children. Of course, there are exceptions.
4. Many of the parents are of the unintelligent peon class. They take no interest in sending their children to school; in fact, they often try to keep them out.
5. Many Mexican children leave school as soon as the compulsory age limit is reached, some even before. On account of retardation this age limit is often reached when the child is in the fifth, fourth, or even in the third grade.

Manuel⁹ summarized a chapter on the historical and social background of the Mexican child with:

8. Branigar, John, "Education of Overage Mexican Children," Sierra Educational News, Vol. 29 (December, 1933), pp. 37-39.

9. Manuel, H. T., The Education of Mexican and Spanish-Speaking Children in Texas, pp. 20-21.

1. Mexican population of Texas is a varied group-- full-blooded whites, full-blooded Indians, and all degrees of mixture.
2. Mexican children come from homes representing all degrees of economic and social status from the highest to the lowest.
3. The prevailing picture of the Mexican child is that of underprivilege.
4. The parents of nearly half of the Mexican children in schools are classified as unskilled laborers.
5. Wages are low and employment unsteady.
6. There is a tendency on the part of the other whites to treat the Mexicans as socially inferior.
7. The Mexican's attitude toward this treatment varies from apparent acquiescence to bitter resentment.

Garza¹⁰ made a study of the social and economic status of Mexicans living in San Marcos. Among the findings reported are these:

1. Dwellings lack the most elementary sanitary facilities and conveniences.
2. The average rent was \$4.50 for an average three-room house.
3. The diet was composed of only the barest of food necessary for the sustenance of life.

¹⁰ Garza, George T., Social and Economic Status of Mexicans of San Marcos and Its Bearing Upon the Education of Mexican Children.

4. Of the 200 families studied, only twenty have bathtubs or showers and less than ten have sewerage.
5. More than twenty-five families use well water or the river water for drinking and bathing.
6. Eighty-one families have some member of their group on the rolls of one of the emergency relief work divisions.
7. Incomes range from \$3.00 to about \$75.00 per month.
8. The hours range from a few minutes a day to fourteen hours per day, with a six or seven-day week.

In 1937 Underwood¹¹ made a study of the homes of one hundred Mexican girls in Corpus Christi. A summary of the findings of the survey is as follows:

1. The average Mexican family was large.
2. Approximately one-fourth of the families had relatives living in the home.
3. Incomes were low, the average being \$38.79 per month.
4. Seventy per cent of the families did not own their homes.
5. The average rent paid per month was \$8.06.
6. Only twenty per cent of the families used stoves other than the cook stove for heating.
7. More than eighty-five per cent of the families had no bathroom.

11. Underwood, Marion L., A Study of the Homes of One Hundred Latin-American Girls in Corpus Christi To Be Used As a Basis for a Homemaking Education Program in the Elementary Grades.

8. The majority of families had two beds or less.
9. Diets were inadequate in vitamins and calcium.
10. Due to inadequate disposal of waste, conditions surrounding the home and within the home were quite unsanitary.
11. Despite these conditions few members of the families studied were ill.

In 1938 Blazek¹² made a study of the food habits and living conditions of Mexicans in the Upper Rio Grande Valley of Texas. She found that:

1. The families included in the study were permanent groups rather than casual laborers.
2. Most of the families studied were American-born Mexicans.
3. The average income was found to be too low for a comfortable standard of living.
4. The most common source of income was farming.
5. The houses were too small for the size of the family.
6. Few families had running water.
7. Most desirable living conditions were found among the families of comparatively large income.
8. In general, the amounts of milk, fruit, vegetables, and meat were inadequate for a well-balanced diet.

12. Blazek, Leda Frances, Food Habits and Living Conditions of Mexican Families on Four Income Levels in the Upper Rio Grande Valley.

9. The habit of using large amounts of fried and highly seasoned food was in evidence in all groups.

Ellen Miller makes this statement:

The trend in the elementary schools in the United States is very strongly in the direction of providing, as an important aspect of the curriculum, experiences designed to improve understanding of family life, to increase underlying knowledge, and to acquire the fundamental skills necessary in maintaining the home.¹³

Elizabeth Du Bois Bache makes the following statement concerning homemaking training in the elementary grades:

With the passing of earlier methods of teaching and with the broadening of educational horizons, home economics has not only changed its name but its role. Instead of waiting for high school to tackle this subject, elementary grades throughout our country are now including it as an important part in their programs. Today it is regarded as one of the cornerstones of education. Schools which have included it in the elementary grades realize it is one subject with which the child is familiar on entering school. It, therefore, is a touch of home in the new world for the beginner and more and more is becoming an integrated force connecting school subjects with the world outside the school doors.¹⁴

Forbes¹⁵ discusses the feasibility and value of extending the teaching of homemaking activities down into the elementary grades and says that it does have value in that school-home and school-community relations are furthered.

13. Miller, Ellen, "Home Economics in the Elementary Grades in the United States," Journal of Home Economics, Vol. 31 (September, 1935), p. 452.

14. Bache, Elizabeth Du Bois, "New Frontiers in Home Economics," Forecast for Home Economists, January, 1939, p. 8.

15. Forbes, Helen L., "Why Not Home Economics in the Elementary Grades?" Forecast for Home Economists, January, 1941, p. 16.

The children in the elementary grades stand in need of just the particular sort of help that homemaking training can give them with respect to food selection, eating habits, clothing, care of person, and social behavior.

Martens¹⁶ discusses the value of home economics for the handicapped pupil. A summary of the discussion follows:

1. For the retarded girl, homemaking training should be offered first, last and all the time with various phases of the program emphasized from year to year.
2. The girl needs to learn in school what she can apply in her home as she finds it. She needs to be taught to live wisely and happily on the economic and intellectual level on which she finds herself.
3. Since the school has the responsibility of preparing the girl to earn her livelihood, either in whole or in part, school curricula planned for her should include programs of training in maid service and other similar activities.

16. Martens, Elise H., "Home Economics for the Handicapped Pupil," Practical Home Economics, Vol. 16 (September, 1938), pp. 338-340.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

The purpose of this chapter is to present the analysis of the data gathered and compiled for this study.

The Mexican Family. Although the patriarchal organization of the family seems to be a basic characteristic among the Mexican people, occasionally it is found that there is a tendency toward the rule of the mother.¹ A slight tendency toward such a condition was found in the present study of fifty families.

TABLE I
FATHERS AND MOTHERS LIVING IN THE HOMES

	Number	Per Cent
Fathers	27	54
Mothers	43	86
Father and Mother	26	52
Father and No Mother	1	2
Mother and No Father	17	34
Neither Father Nor Mother	6	12

1. Thompson, Wallace, The People of Mexico, p. 231.

The above table shows that only fifty-four per cent of the fathers and eighty-six per cent of the mothers were living in the homes. In two per cent of the homes, there was a father but no mother; in thirty-four per cent there was a mother but no father, while in twelve per cent there was neither father nor mother living in the home.

The Mexican families are usually large.² About one-half of the Mexican girls marry or bear their first child at the age of sixteen. This custom of early marriage is one of the chief contributing factors to the large Mexican families.³

TABLE II
SIZE OF FAMILIES

	Number of Members Per Family											
	2	3	4	5	6	7	8	9	10	11	12	16
Number of Families	1	6	1	9	8	7	4	7	4	1	1	1

Table II shows that the families ranged in size from two to sixteen members with no families having thirteen, fourteen, or fifteen members. The median family had 6.5

2. Ibid., p. 97.

3. Ibid., p. 99.

members. The average size family was found to be 6.8, while the standard family in the United States consists of 3.9 persons, according to the computations used by the relief authorities in 1938.⁴ Thirty-six per cent of the families had eight or more members. Seventy-eight per cent had five to ten members. Twenty-eight per cent of the families had from one to seven relatives living in the home. In the fifty families studied there was a total of 340 persons.

TABLE III
NUMBER OF BOYS AND GIRLS PER FAMILY

	Number of Children				
	1	2	3	4	5
Number of Families Having Boys	11	16	11	2	2
Number of Families Having Girls	10	16	11	9	4
Total Number of Boys--	94				
Total Number of Girls--	131				
Total Number of Children--	225				

Table III shows also the number of boys and girls in the homes. Thirty per cent of the families had from three

4. World Almanac, 1940, p. 392.

to five boys and forty-eight per cent had from three to five girls. The average number of children per family was found to be 4.5.

Educational Background of Parents. The educational background of the average immigrant from Mexico is given by Thompson in the following statements:

Probably the most teachable of all the backward peoples of the world, the Mexicans are today almost illiterate. Hardly a tenth of the population has a common school education and more than three-quarters can neither read a street sign nor scratch their own names.⁵

A large majority of these immigrants have not availed themselves of the opportunity to go to school since they have come to Texas.⁶

Table IV shows the educational background of the parents. Since no information could be secured for the twenty-three fathers and seven mothers not living in the homes, this table includes only information for the twenty-seven fathers and forty-three mothers. Eight of the twenty-seven fathers had attended school in Mexico from one to five years. Eleven fathers had attended school in the United States. In this group the seventh grade was the highest grade completed by any father. Ten mothers had attended school in Mexico from one to eight years. Twelve mothers had completed from

5. Thompson, Wallace, op. cit., p. 195.

6. Holder, Helen, Family Resemblances in the Intelligence Quotients of Mexican Children.

one to seven years in schools of the United States. Nine of the twenty-seven fathers and twenty-one of the forty-three mothers had not attended school in either country. It was found that eighteen of the twenty-seven fathers and only nine of the forty-three mothers spoke English.

TABLE IV

EDUCATIONAL BACKGROUND OF PARENTS LIVING IN THE HOMES

No. of Years in School	Father		Mother	
	Mexico	U. S.	Mexico	U. S.
1	2		2	2
2	2		2	3
3	3	6	2	2
4			2	1
5	1	3		
6		1	1	3
7		1	1	1
8			1	
Total	8	11	10	12

In order to secure some information concerning the educational background of the fifty girls who were the subjects of this investigation, a study of the age-grade classification of the girls was made.

TABLE V
AGE-GRADE CLASSIFICATION OF THE FIFTY MEXICAN GIRLS

Age of Girls	Number of Girls in Grade					Total
	1	2	3	4	5	
13		1	2	3	7	13
14			1	4	16	21
15			1	1	8	10
16			1		5	6
Total	1	5	8	36		50

Table V shows the retardation of the girls in this group.

Table VI below shows the number of years the girls have been in school. Since fourteen of the girls are thirteen to fifteen years old and have been in school only three to five years, this may account for part of the retardation shown in Table V above.

TABLE VI
NUMBER OF YEARS GIRLS HAVE BEEN IN SCHOOL

Age of Girls	No. of Years Girls Have Been in School							Total
	3	4	5	6	7	8	9	
13	1	3	2	7				13
14		1	4	6	9	1		21
15		1	2	4		3		10
16				2	1	2	1	6
Total	1	5	8	19	10	6	1	50

Income of the Families. Since the income has an important bearing on the education and living conditions of the family, the incomes of the fifty families of this group were studied.

TABLE VII
MONTHLY INCOMES OF THE FIFTY FAMILIES

Income Per Month	No. of Families Receiving	Average Income Per Month
0 - \$10	2	\$7.50
\$11 - \$20	7	\$15.15
\$21 - \$30	4	\$25.00
\$31 - \$40	8	\$37.37
\$41 - \$50	19	\$47.84
\$51 - \$60	4	\$56.75
\$61 - \$70	3	\$66.33
\$71 - \$80	1	\$75.00
\$81 - \$90	1	\$90.00
\$91 - \$100		
\$101 - \$110		
\$111 - \$120	1	\$115.00

Table VII above shows the incomes of the families studied. The range was from \$7.50 to \$115 per month with no incomes found in the \$91 to \$100 and the \$101 to \$110 groups. Only one family had an income of more than \$100 per month. The average income was \$42.70. The income of seventy-six per cent of the families studied was found to be less than \$50 per month. The average annual income was \$502.

In the study of the type and regularity of employment, it was found that twenty-six per cent of the fifty families are dependent for food and clothing upon government relief

agencies and that twenty-four per cent are dependent for work upon the WPA and NYA.

TABLE VIII
MEMBERS OF FAMILY EMPLOYED

Family Member	Total No.	Member Regularly Employed		Member Occasionally Employed		Total	
		No.	%	No.	%	No.	%
Father	27	20	74	4	15	24	89
Mother	43	12	28	1	2	13	30
Girls	131			10	8	10	8
Boys	94	17	18	12	13	29	31
Others	45	6	13	2	4	8	17

It is shown by Table VIII above that of the twenty-seven living fathers, seventy-four per cent had regular employment, fifteen per cent had employment occasionally, but of the fifty homes studied only forty-eight per cent had fathers employed. As to the mothers, twenty-eight per cent of the forty-three living mothers worked regularly outside the home, while two per cent worked occasionally. Of the 131 girls, none of them were regularly employed and only eight per cent were occasionally employed. Of the ninety-four boys, eighteen per cent were regularly employed, while four per cent were employed occasionally. Of the forty-five other persons living in the home, thirteen per cent had regular employment, while two per cent had only occasional employment.

TABLE IX

NUMBER OWNING HOMES; NUMBER PAYING RENT; AVERAGE
INCOME OF THOSE PAYING RENT; AVERAGE
RENT PAID PER MONTH

Income	Number of Families	Number of Homeowners	Number Paying Rent	Avg. Income of those Paying Rent	Avg. Rent Per Month
1- 10	2		2	7.50	3.75
11- 20	7	1	6	14.33	4.92
21- 30	4	1	3	25.00	4.00
31- 40	8	4	4	34.75	5.50
41- 50	19	7	12	47.88	6.58
51- 60	4	1	3	55.66	8.00
61- 70	3	1	2	67.50	5.75
71- 80	1		1	75.00	18.50
81- 90	1	1			
91-100					
101-110					
111-120	1	1			
Total	50	17	33		

Table IX above shows that, of the fifty families studied, sixty-six per cent paid rent ranging from \$3.75 to \$18.50 per month, while thirty-four per cent of the families owned their homes. In 1927 Rogers⁷ found in the study of 1541 families in San Antonio that 35.6 per cent were home owners. It was found in the present study that the average income of those who paid rent was \$39.41 and the average rent paid was \$5.88 per month. It is interesting to note that those who receive the largest incomes do not always pay the highest

7. Rogers, T. Guy, The Housing Situation of the Mexicans in San Antonio, Texas, p. 50.

rent. The average income of two families was \$67.50 per month and the average rent paid was \$5.75, while the average income of four other families was \$34.75 and the average rent paid was \$5.50 per month.

The housing situation of the Mexicans in San Antonio is very poor.⁸ The families usually live in two and three room shacks, built closely together and located on the rear of a city lot. Some of them are of the corral type, built in the order of stalls around an open space.

TABLE X
RELATION OF SIZE OF FAMILY TO SIZE OF HOUSE

Size of Family	No. of Families	Rooms Per Family					
		1	2	3	4	5	6
2	1	2	1				
3	6		1	2		1	
4	1			1			
5	9		3	3	2	1	
6	8		6	1	1		
7	7		1	4	1		1
8	4		3		1		
9	7		1	5	1		
10	4		1	2		1	
11	1				1		
12	1					1	
16	1				1		
Total	50	2	17	18	8	4	1

In Table X above the relation of the size of the family to the size of the house is given. The houses ranged in size

8. Ibid., p. 65.

from one to six rooms. Thirty-six per cent of the families lived in three rooms; thirty-four per cent lived in two rooms; and four per cent lived in one room. The figures of this table indicate that a total of seventy-four per cent of the families had only three rooms or less. Twenty-six per cent had from four to six rooms. Four families of ten members each lived in two-room houses.

The number of persons considered in the study was 340. These 340 persons, including men, women, and children, were housed in an aggregate total of 148 rooms. Only seventy-eight were designated as bedrooms. To accommodate 340 persons in seventy-eight bedrooms requires more than four persons to a room.

TABLE XI
NUMBER OF BEDS PER FAMILY

Size of Family	No. of Families	No. of Beds					
		1	2	3	4	5	6
2	1	1					
3	6	2	4				
4	1		1				
5	9		4	5			
6	8		5	3			
7	7		5	2			
8	4		2	2			
9	7		3	2	1	1	
10	4		3	1			
11	1				1		1
12	1					1	
16	1						

Table XI above shows the number of beds in relation to the size of the family. To accommodate 340 persons, there were only 126 beds, an average of 2.7 to a bed. Fifty-four per cent of the families, ranging from three to ten members, had only two beds. Thirty per cent of the families, ranging from five to ten members, had only three beds.

Conveniences in the Home. Not only did the majority of the homes lack adequate sleeping space for the members of the family but they lacked other conveniences which make for a more satisfying way of living. The lack of modern conveniences is shown by Table XII, which is given below. The cookstove is the only means of heating for sixty-eight per cent of the families. It is significant to note that fifty-six per cent of the families used electricity for lighting. Rogers accounts for the general use of electricity in the homes with this statement:

The general use of electricity is no doubt due to the fact that landlords wire the houses for electricity in order to lessen the danger of fire. Electricity is very cheap in San Antonio, and this is another reason for its use.⁹

Several families reported that they received aid from "the relief," yet electric lights were used in the home.

Thirty-two per cent reported facilities for bathing, while only eight per cent of these had bathrooms. The other twenty-four per cent shared showers with other families.

9. Ibid., p. 48.

Sixty-eight per cent of the families had flush toilets; thirty-two per cent had outside toilets. Forty-eight per cent of the toilets were shared with one to six families.

TABLE XII
CONVENIENCES IN THE HOMES

	Number	Per Cent
<u>Heating</u>		
Gas Heaters	2	4
Wood Heaters	12	24
Fireplace	2	4
Used Cookstove	34	68
<u>Lights</u>		
Electric	28	56
Kerosene	22	44
<u>Cookstove</u>		
Wood	18	36
Kerosene	32	64
<u>Facilities for Bathing</u>	16	32
Bathrooms	4	8
Showers	12	24
<u>Toilets</u>		
Flush Toilets	34	68
Outdoor Toilets	16	32
Share Toilets	24	48
<u>Water Supply</u>		
Inside	13	26
Outside	37	74
<u>Screens</u>		
All Doors and Windows	35	70

Furnishings in the Home. The majority of the Mexican families visited for this study had few conveniences and furnishings in the home.

TABLE XIII

EQUIPMENT AND FURNISHINGS FOUND IN THE HOME

	Number	Per Cent
<u>For Food Storage</u>		
Cabinet	36	72
Open Shelves	14	28
Refrigeration--Ice	18	36
Refrigeration--Mech.	1	2
<u>For Clothes Storage</u>		
Clothes Closets	33	66
Curtained Shelves	17	34
Drawer space	39	78
Trunk	39	78
<u>Kitchen Sink</u>	7	14
<u>Sewing Machine</u>	30	60
<u>For Laundry Work</u>		
Electric Iron	21	42
Flat Iron	26	52
Gasoline Iron	2	4
No Iron	1	2
Washing Machine	4	8
<u>Leisure Time Needs</u>		
Radio	26	52
Piano	2	4
Phonograph	5	10
Telephone	1	2

The table above shows that, for food storage, seventy-two per cent had cabinet space while twenty-eight per cent had only open shelves. Only one family had an electric refrigerator. Thirty-six per cent had ice-boxes, but several reported that they were not always able to buy ice. The sewing maching was the prized possession¹⁰ of sixty per cent of the families. For clothes storage sixty-six per cent had curtained shelves. For laundry work, forty-two per cent had electric irons, fifty-two per cent had flat irons, four per cent had gasoline irons, and two per cent had no irons at all. Eight per cent had electric washing machines.

The sink was a rare piece of kitchen equipment. It was found in only fourteen per cent of the homes.

The Mexican's desire for music was evidenced by the number of radios, pianos, and phonographs found in the homes. Fifty-two per cent had radios, four per cent had pianos, and ten per cent had phonographs.

Food for the Family. The diet of the Mexican families was found to be composed mostly of beans (frijoles), canned tomatoes, tortillas, onions, potatoes, rice and coffee.

Table XIV below shows the percentage of families who use certain foods once a week, more than three times a week, and every day.

10. Underwood, Marion Lunday, A Study of the Homes of One Hundred Latin-American Girls in Corpus Christi To Be Used As a Basis for a Homemaking Education Program in the Elementary Grades.

TABLE XIV
FOOD USED IN THE HOMES DURING THE WEEK

Foods	Percentages of Families Using Food			Total
	Once A Week	More Than 3 Times a Week	Everyday	
Fresh Fruits	12	32	32	80
Dried Fruits	20	2		22
Fresh Vegetables				
Cabbage	14	30		44
Lettuce	12	12	2	26
Spinach	6			6
Green Beans	8	8		16
Canned Tomatoes	4	10	84	98
Canned Corn	22	16		38
Onions	4	4	82	90
Rice	16	38	30	84
Potatoes	6	14	68	88
Beans (Frijoles)		12	88	100
Bread	20	14	42	76
Tortillas		2	92	96
Cooked Cereal	2	16	46	64
Eggs	2	16	68	86
Tamales	2			2
Cheese	16	32		48
Chili Pepper	6	24	44	74
Meat				
Beef	8	30	10	48
Pork	8	20	2	30
Lamb	4	10	2	16
Coffee			94	94

The figures of this table indicate that eighty per cent of the families used fresh fruit during the week. Sixteen per cent used it only once a week, thirty-two per cent more than three times a week, and thirty-two per cent had fresh fruit everyday. Of the fresh vegetables used by the families, cabbage ranked highest on the list. Canned tomatoes and onions also ranked high, with ninety-eight per cent for canned

tomatoes and ninety per cent for onions. Eighty-eight per cent used potatoes sometime during the week, and eighty-four per cent used rice. Beans (frijoles) took the highest rank on the list. One hundred per cent of the families reported that they had beans sometime during the week. Eighty-eight per cent had beans everyday. Ninety-four per cent had tortillas everyday, four per cent had bread and no tortillas, while twenty-four per cent used only tortillas and no bread. Sixty-eight per cent had eggs everyday. Eighty-six per cent had eggs sometime during the week. Meat, either beef, pork, or lamb, was used during the week by ninety-four per cent of the families. Ninety-four per cent of the families had coffee everyday.

It was surprising to find that only one family had had tamales during the week. When the families were questioned concerning the frequency of the use of tamales, in most every case the answer was, "Only at Christmas."

A characteristic of the Mexican diet is the use of fats and greases. Butter is commonly used only by the well-to-do and lard is expensive, so Mexican dishes are made and depend for their flavor upon the use of mutton and beef fat.¹¹

Table XV below shows that butter is not commonly used by the fifty families studied. Forty-eight per cent of the families never use it. Fifty per cent use it only once a day, and two per cent use it every meal.

11. Thompson, Wallace, op. cit., p. 267.

TABLE XV
THE USE OF BUTTER

	Percentage of Families
Used Every Meal	2
Once a Day	50
Never	48
Total	100

Table XVI shows that milk was more commonly used by the Mexican than butter. Only four per cent of the families used no milk. Twenty-six per cent used more than a quart of fresh and canned milk, eighteen per cent used a quart of fresh milk, and forty-four per cent used only one small can a day.

TABLE XVI
THE USE OF MILK

Amount of Milk	Percentages of Families
More than a Quart (Canned and Fresh)	26
One Quart Fresh	18
One Pint Fresh	8
Only One Small Can	44
None	4
Total	100

Only one family owned a cow. Very little other food was produced in the homes as shown by Table XVII. Only thirty-four per cent of the families reported production of food at home. Twenty-two per cent produced chickens, and eggs; six per cent, fruit; four per cent, vegetables; and two per cent, milk.

TABLE XVII
PRODUCTION OF FOOD IN THE HOME

Foods Produced	Percentage of Families
Chickens and Eggs	22
Milk	2
Fruit	6
Vegetables	4
Total	34

The members of the family who purchased the food are shown in Table XVIII. In forty-two per cent of the homes, the food was bought by the father. The mother bought the food in thirty-four per cent of the homes. Sixty-four per cent of the families bought food from a cash store, twenty-two per cent from a credit store, and twelve per cent bought food from both cash and credit stores.

TABLE XVIII
MEMBER OF FAMILY BUYING FOOD AND METHOD OF PURCHASING

Member of Family Buying Food	Method of Purchasing			Total
	% Using Credit	% Using and Cash	% Using Cash	
Father	2	12	28	42
Stepfather	2	2	2	6
Grandfather			4	4
Uncle or Aunt	2	2	2	6
Mother	8	2	24	34
Sister			4	4
Brother		4		4
Total	14	22	64	100

It is indicated by Table XIX below that twenty-eight per cent of the girls made part of their clothes. The mother made some of the clothes for fifty-six per cent of the girls. Seventy-six per cent bought part of their clothes readymade. Eighty-eight per cent of the girls received help in the selection of clothes. One girl received clothes from "the relief" only.

TABLE XIX
PROVISION OF CLOTHING

	Percentage of Girls
Make Part of Own Clothes	28
Have Clothes Made by Mothers	56
Buy Clothes readymade	78
Select Their Own Clothes	
Alone	10
With Help	88

Note: one girl received clothes from relief.

The figures of Table XX show that the average Mexican girl had household duties to perform. Eighty-eight per cent of the girls helped cook, ninety-eight per cent helped wash dishes, eighty per cent helped wash clothes, and eighty-four per cent helped iron clothes. As shown by this table, many other chores around the home were performed by a large per cent of these girls.

TABLE XX
HOUSEHOLD DUTIES PERFORMED BY THE GIRLS

Duties	Percentage of Girls
Make the Beds	96
Help Cook	88
Clean House	96
Set the Table	96
Help Wash Dishes	98
Build the Fire	40
Take Out Garbage	94
Carry Water	84
Help Wash Clothes	80
Help Iron Clothes	84
Mend Clothes	56
Sew	22
Empty Ashes	30
Clean and Fill Oil Lamps	48
Care for Children	60
Care for Flowers	62

Illness in the Home. Since the environment of the homes included in this study permit only limited opportunities for sanitation, or even decent personal cleanliness, the small amount of illness found in the homes was very surprising.

Illness was found in only five of the fifty homes. The ill members in two of the homes were grandmothers. In one home a boy was slightly ill but not seriously enough to be confined in bed. In two homes the mother was seriously ill; one had tuberculosis in the last stage.

Table XXI shows that the main leisure time activities of the fifty girls were attending church and attending picture shows. One hundred per cent of the girls attended church. Sixty per cent attended with the family, twenty per cent with friends, and twenty per cent alone. Eighty per cent attended with the family, twenty-eight per cent with friends, and two per cent alone. Few girls go to parties, ball games, and dances.

On account of the timidity of the girls, no accurate information could be obtained as to whether they went out with boys unaccompanied by some other member of the family.

TABLE XXI

LEISURE TIME ACTIVITIES OF THE FIFTY GIRLS

Activity	Number Attending	Number With Family	Number With Friends	Number Alone
Church	50	30	10	10
Picture Show	42	27	14	1
Parties	17	8	9	
Ball Games	15	3	12	
Dances	11	6	5	

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

1. Summary

Summarizing the findings of the study made of fifty homes represented by the fifty girls in San Antonio, it was found that there were thirty-two per cent more mothers living in the homes than fathers. A majority of the families were large, the average family consisting of 6.8 members. More than one-fourth of the families had relatives living in the home. Few of the parents had even a common school education, and the majority had no English-speaking ability. The girls included in this study were retarded.

Incomes of a majority of the families were insufficient to provide the minimum essentials of life, so government relief was required to meet the needs of many families. The average income was \$42.70 per month. More than three-fourths of the families had incomes of less than \$50 per month, and less than two-thirds of the members working were regularly employed. Sixty-six per cent of the families paid rent. The average rent was \$5.88 per month, and the average income of those paying rent was \$39.41.

The housing conditions of the families were very bad. There existed an extremely crowded condition in most homes.

Furnishings were very meager. Families of two to sixteen members lived in two, three, and four-room houses which were lacking in facilities and conveniences necessary to the promotion of sanitary and healthful living conditions. There were only seventy-eight bedrooms and one hundred twenty-six beds to accommodate 340 persons.

For heating purposes coal and wood were used exclusively, and the cook stove was the only means of heating the home in winter for more than two-thirds of the families. More than half of the homes were equipped with electricity for lighting, while less than one-third were equipped with facilities for bathing. Approximately half of the families shared toilets with one to six families. Means of refrigeration were provided in less than half of the homes, and open shelves served as space for food storage in more than one-fourth of the homes. The sewing machine was the piece of furniture most commonly owned. More than half of the homes exhibited this article of furniture. Two-thirds of the homes reported closets for the storage of clothes, but none of the homes had adequate closet space as evidenced by the number of garments seen hanging on the walls, across the chairs, and on other pieces of furniture. In more than two-thirds of the homes, the water supply was on the outside, and only seven families had a kitchen sink. More than half of the homes had a radio.

The diet of the families was found to be composed mostly of beans (frijoles), canned tomatoes, tortillas, onions, potatoes, rice, and coffee. Only small amounts of fruit, fresh vegetables, butter and milk were used. The father purchased the food for the family in less than half of the homes, while the mother purchased it in more than one-third of the homes. Cash was the method used for buying the food in sixty-four per cent of the homes.

A majority of the girls bought clothes readymade. Even though sixty per cent of the homes owned a sewing machine, only fifty-six per cent of the girls reported that part of their clothes were made by the mothers.

There was very little illness in the homes, despite the unsanitary conditions. Only five persons were ill.

Attending church and picture shows were the main leisure time activities of the girls included in this study. They had few contacts with people other than the members of their own families.

2. Conclusions

It is evident from the findings of this study of the homes of fifty girls in San Antonio that there is a definite need for homemaking training for older Mexican girls in the elementary grades. The Mexican girls need opportunities to

study homemaking to meet the situations as they face them day after day in their homes, namely,

- (1) To learn the relation of food to good health, and what constitutes an adequate diet; to buy seasonable food at a minimum cost and to plan, prepare, and serve simple adequate meals.
- (2) To learn the importance of planning one's work, realizing that there are often easier and better methods of doing some of the tasks in the home.
- (3) To learn to make the home surroundings sanitary and attractive through the selection and arrangement of facilities available in the home.
- (4) To learn the importance of personal hygiene and appearance.
- (5) To learn how to care for small children.
- (6) To learn how to care for the sick and to prevent illness in the home.

3. Recommendations

To meet the needs of Mexican girls in the elementary grades the writer makes the following recommendations for homemaking training for overage Mexican girls in the elementary grades in San Antonio;

An integrated program of homemaking should be organized with activities chosen that will meet the needs and interests of the girls. Units of work should be developed which can be used most easily in the classroom. The following phases of work should be included in the units:

1. Health and sanitation.
 - a. Home sanitation,
 - b. Personal hygiene.
2. Foods.
 - a. Commend their use of frijoles, tomatoes, and onions.
 - b. Encourage the addition of more milk, fruits, and vegetables.
 - c. Cooking problems should be limited to those which can be completed in a forty-five minute period.
 - d. Each girl should have a recipe book in which she accumulates recipes and planned meals which will fill the needs of a family and can be served very economically.
3. Clothing.
 - a. Classes should be centers for making over garments as well as for making new ones. Ripping, cleaning, pressing, and remodeling should be included in the instructions.
 - b. Attention should be given to practical methods of caring for clothing, to its suitability for

various occasions, and to the effects of color combinations.

4. Home improvement.

Kitchen improvement--cupboards made out of crates, food containers made out of coffee cans.

5. Bedroom improvements...

- a. Closets made of crates.
- b. Rag rugs.
- c. Curtains made from sacks.
- d. Dresser scarves.

6. Yard improvement.

Flower garden.

7. Child care.

- a. Feeding.
- b. Clothing.
- c. Bathing.

8. Home nursing.

Care of the sick in the home--methods of preventing illness.

Such a course is practical. It will help the girls to meet and solve the problems in their everyday living.

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APPENDIX

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HOME SURVEY OF FIFTY MEXICAN GIRLS IN SAN ANTONIO, TEXAS

1. Name of girl _____ Age _____ Grade _____
2. Name of school _____ Years in school _____
3. How many years did your father attend school in Mexico? _____
In the United States? _____
4. Does your father speak English? _____
5. How many years did your mother attend school in Mexico? _____
In the United States? _____
6. Does your mother speak English? _____
7. How many children are there in the family? _____
8. How many of the people listed below live in your home at present:

Own father _____ Own mother _____ Step-father _____
Step-mother _____ Brothers _____ Sisters _____
Step-brothers _____ Step-sisters _____ Half-brothers _____
Half-sisters _____ Grandmother _____ Grandfather _____
Uncle _____ Aunt _____ Cousin _____ Brother-in-law _____
Sister-in-law _____ Nephews _____ Nieces _____ Boarders _____
Roomers _____ Others _____
9. Pupils ability to speak English: Good _____ Fair _____ Poor _____
10. Does father work by day? _____ Week? _____ Regularly _____
Where employed _____ Earnings per week? _____
11. Does mother work by day? _____ Week? _____ Regularly _____
Where employed _____ Earnings per week? _____
12. How many children work by day? _____ Week? _____ Regularly _____
Where is each child employed?

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

13. Does pupil work by day? _____ Week? _____ Regularly? _____
 Ways of earning money: Caring for children _____ Housework _____
 Gathering vegetables _____ laundry _____ work _____
 Picking cotton _____ Pecan shelling _____ Other _____
14. Is there any outside income? _____ Does the family have a
 bank account? _____ Is the family on relief? _____
 Does the family receive aid from church or any other social
 Agency _____
15. What is the total income of your family per month? _____
16. How much rent do you pay per month? _____
17. Does your family own your home? _____
18. How many rooms are there in your house? _____ How many are bed-
 rooms? _____ Number of beds? _____ Is the kitchen separate from
 sleeping quarters? _____
19. Number of families living in the house? _____ Number of persons _____
20. Do you have a bathroom? _____ Flush toilet? _____ Outdoor toilet _____
 Do you share toilet with other families? _____ How many? _____
21. Source of water supply: Hydrants outside _____ hydrants inside _____
 Barrels _____ Is there hot and cold water? _____
22. Check illness in family:
- | | In Bed | Confined to house | Too ill to work
but goes out. |
|----------|--------|-------------------|----------------------------------|
| Father | _____ | _____ | _____ |
| Mother | _____ | _____ | _____ |
| Brothers | _____ | _____ | _____ |
| Sisters | _____ | _____ | _____ |
| Others | _____ | _____ | _____ |
23. Check below the type or types of things in your homes:
- Heat: fireplace _____ Heater _____
- Light: electricity _____ Gas _____ Gasoline _____ Kerosene _____
- Cookstove: electric _____ Kerosene _____ coal and wood _____
- Telephone _____ Radio _____ Piano _____ Phonograph _____
- Iron: electric _____ Gasoline _____ Flat _____
- Refrigerator: ice _____ mechanical _____
- Washing machine: mechanical _____ Hand power _____

Kitchen sink _____ Sewing machine _____ Storage for food: Cabinet _____
 Open shelves _____ Storage for clothes: clothes closets _____
 curtained shelves _____ drawer space _____ trunks _____ boxes _____
 All windows screened _____ All doors screened _____

24. Do you produce food at home?

Small amounts	For family needs	For sale
Chickens _____	_____	_____
Eggs _____	_____	_____
Fruit _____	_____	_____
Milk _____	_____	_____
Vegetables _____	_____	_____
Pigs _____	_____	_____

25. Check foods used this week in your home. Check once if used once a week, twice if used more than three times, and check three times if used every day:

Apples _____	Oranges _____	Bananas _____	Lemons _____
Prunes _____	Peaches _____	Pears _____	Figs _____
Cabbage _____	Corn _____	Lettuce _____	Onions _____
Spinach _____	Tomatoes _____	Rice _____	Potatoes _____
Tortillas _____	Beans (green) _____	Beans _____	
Bread _____	Cooked cereals _____	Eggs _____	
Fish _____	Pork _____	Lamb _____	Tamales _____
Cheese _____	Chili _____	Beef _____	
Chicken _____	Enchiladas _____	Coffee _____	

26. How much milk does your family use every day? _____ Check use of butter: Never _____ once a day _____ Every meal _____
27. Who buys a food for your family? _____. Do you buy at a cash store? _____ Credit store? _____
28. Who buys clothes for the family? _____ Are your clothes made by yourself? _____

by your mother?_____by others?_____bought ready made?_____

Do you select your clothes alone?_____with help?_____

29. Check the things you did or helped to do at least once during the past week:

Made the bed___cleanhouse___cook___set the table___wash
dishes___build the fire___take out garbage___carry water___
wash clothes___iron clothes___mend clothes___sew___empty
ashes___clean and fill oil lamps___buy food at the store___
go on errands___sweep yards___care for small child___care
for flowers___.

30. Do you go to:

	Alone	With family	With friends
Church	_____	_____	_____
Picture shows	_____	_____	_____
Ball games	_____	_____	_____
Parties	_____	_____	_____
Dances	_____	_____	_____

31. Do your girl friends visit you?_____Boy friends?_____.

Do you go out with boys alone?_____.

32. List some of the ways you like best to use your spare time.
