

ABSTRACT OF THESIS

FOOD MANAGEMENT PRACTICES AND FOOD HABITS
OF ANGLO-AMERICAN AND SPANISH-AMERICAN GIRLS
IN NEW MEXICO

Submitted by
Catherine Dicks

In partial fulfillment of the requirements
for the Degree of Master of Education
Colorado State College
of
Agriculture and Mechanic Arts
Fort Collins, Colorado

August, 1944

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ABSTRACT OF THESIS

This study is one section of a general survey of Anglo-American and Spanish-Americans in New Mexico. Two other studies have been reported by Naoma Peninger (8) and Hazel Rainbolt (11). In April, 1939, as part of the curriculum development program, a survey sheet, "A Movie of a Girl at Home" was filled out by all vocational homemaking pupils in New Mexico. Two sections of this survey were used for this study: Part IV "Three Meals a Day" and the supplement, "What is Used and Produced at Home."

The problem for the present study was: what differences should be made in the teaching of "Foods" to Anglo-American and Spanish-American girls according to their own food management practices and food habits? The problem was further divided into the following questions:

1. What differences are found between the food management practices of Anglo-American and Spanish-American girls?
2. What differences are found between the food habits of Anglo-American and Spanish-American girls?
3. What differences should be made in the teaching of "Foods" to classes predominately Anglo-American and those predominately Spanish-American?

The data were analyzed according to the statistical procedures of the chi square test for the significance of the difference between two distributions and the Fisher "t" formula for the significance of the differences between two percentages.

Summary of findings

The differences between the groups are summarized below. Teachers of classes predominately Spanish-American, Anglo-American, or both Spanish-American and Anglo-American should keep the groupings of activities in mind in order to give the proper emphasis in teaching.

More Spanish-American than Anglo-American pupils:

1. Ate lunch at home, ate lunch with another family, or carried lunch from home.
2. Ate every meal with all members of the family.
3. Regularly helped with preparation of food dishes.
4. Bought food in large quantities.
5. Canned and preserved very little food.
6. Produced very little food for family use.

More Anglo-American than Spanish-American pupils:

1. Bought lunch at high school canteen or drug store.
2. Took responsibility for canning and preserving of food.
3. Had refrigerators, sinks, and hot water heaters.

Approximately the same percentage of both groups:

1. Ate in the kitchen.
2. Made biscuits and muffins in preference to other foods.
3. Planned the family's food needs by the meal instead of planning for them by the day or by the week.
4. Canned and preserved foods.

5. Occasionally helped with or took responsibility for doing everyday activities more often than regularly helped with or regularly took responsibility for doing them.
6. Had similar cooking equipment.

Implications for the teacher of
home economics in New Mexico.

1. Since so many of both groups ate in the kitchen, emphasis should be placed on simple meal service and ways to make the kitchen a more attractive place to eat.

2. Lessons on Mexican cookery should be included in units on foods. Spanish-American girls should be taught to appreciate native dishes and should be encouraged to teach Anglo-American girls how to prepare them.

3. Teachers should plan definite, specific, and practical learning experiences in food management that will help both Anglo-American and Spanish-American girls manage time, energy, and resources more effectively.

4. The teachers should observe girls at work to see if they are using suggestions for saving time, effort, and resources.

5. Spanish-American pupils need to learn more sanitary methods of drying foods than those they use at home.

6. Girls should be guided to choose more home experiences that will help them in assuming more responsibility for doing everyday activities. These should be mother, pupil, and teacher planned. The teachers should supervise all home experiences by making home visits.

7. Experiences should be given in homemaking classes for girls to shop for their unit families.

8. The teacher should become familiar with food patterns and habits of the community in which she teaches, and the food habits of the girls in her classes. As a result she should be better able to help the girls establish habits of eating adequate food regularly, and plan and prepare adequate meals.

9. The dietaries of Spanish-American girls, as well as dietaries of Anglo-American girls, should be included in the discussion of foods. It is important for Spanish-American girls to see how the native foods balance with the seven basic requirements.

10. Both groups of pupils need to learn that the family's eating together can be a happy occasion. The teacher should encourage pupils to want to be home when meals are served.

11. The teachers need to emphasize the use of a canning budget in food preservation units. Girls should plan one for each of the unit families in homemaking classes.

12. Teachers should emphasize the use and the care of all types of equipment. Suggestions should be made for different types of improvised equipment which the girls can make and use at home.

13. Agriculture and homemaking teachers should teach a cooperative unit on gardening.

Recommendations for further study

Comparative studies should be made between Anglo-American and Spanish-American homemaking pupils in other areas of family living for which the data are available from the survey made in New Mexico. The following would seem pertinent:

1. What are the differences between Anglo-American and Spanish-American pupils in taking responsibility for home management?
2. What are the differences between Anglo-American and Spanish-American pupils in taking responsibility of caring for children?
3. How do the health habits of Anglo-American homemaking pupils compare with the health habits of Spanish-American homemaking pupils?
4. What are the differences between Anglo-American and Spanish-American homemaking pupils in the garments they make, select, or buy?
5. To what extent do Mexican foods provide essential food nutrients and how can such knowledge be made available to homemaking teachers?

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T H E S I S

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August 1944

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SUPERVISION BY CATHERINE DICKS
ENTITLED FOOD MANAGEMENT PRACTICES AND FOOD HABITS
OF ANGLO-AMERICAN AND SPANISH-AMERICAN GIRLS IN
NEW MEXICO
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DEGREE OF MASTER OF EDUCATION
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Permission to publish this thesis or any part of it
must be obtained from the Dean of the Graduate School.

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Chapter I

INTRODUCTION

In recent years, the homemaking curriculum has been rapidly changing from classes in cooking and sewing to a broad program in education for home and family living. Because of these developments, emphasis has been placed on the needs of the girls rather than on subject matter. As a result, homemaking teachers and supervisors have been trying to determine these needs through home visitation, through conferences with girls and with parents, and through various types of surveys which have been made.

In 1939, in the state of New Mexico, as a part of the curriculum development program, a survey, "A Movie of a Girl at Home",^{1/} was adapted from Homemaking Education for Secondary Schools, State of Oregon, 1937. This survey was designed to give detailed information about homemaking interests of the girls and about their home environment. Since the enrollment of girls in some of the schools in the state is predominantly

^{1/} See appendix for survey

Spanish-American, it is of vital importance to teachers in these schools to understand the differences, if any, between the two types of students. It is especially important for the teachers in these schools to understand the differences in the food habits and the food management practices of the Spanish-American pupils in order to meet their needs and to guide them more effectively. The present study was undertaken in order to provide some information regarding these differences.

The Problem

What differences should be made in the teaching of "Foods" to Anglo-American and Spanish-American girls according to their own food management practices and food habits?

Problem analysis.--The problem has been further divided into the following questions:

1. What differences are found between the food management practices of Anglo-American and Spanish-American girls?
2. What differences are found between the food habits of Anglo-American and Spanish-American girls?
3. What differences should be made in the teaching of "Foods" to classes predominately Anglo-American and those predominantly Spanish-American.

Delimitations.--The 1483 Anglo-American and 464 Spanish-American girls enrolled in the vocational home-making and some non-vocational homemaking classes in New Mexico in April 1939 will be included in this study.

The food management practices and food habits included in the study are as follows: responsibility taken in preparing dishes, planning and preparing meals, ways of serving the meal, buying of food, foods raised and canned for home consumption, and cooking equipment.

This study is one section of a general survey of Anglo-Americans and Spanish-Americans in New Mexico. Two other studies have been reported by Naoma Peninger (8) and Hazel Rainbolt (11).

Chapter II

REVIEW OF LITERATURE

Very few studies have been made concerning the food management practices and the food habits of Anglo-American and of Spanish-American girls. Since the chief purpose of this study is to determine what difference, if any, should be made in teaching foods to Anglo-American and to Spanish-American girls, the review of literature will be limited to those studies which are pertinent to the problem. In some of the studies Spanish-Americans have been referred to as Latin-Americans and in some studies they have been referred to as Mexicans.

Farrell (6), in 1929, described the Mexican people of Arizona giving an account of the living conditions and the possibilities of gradually improving them. She stated that it is impossible to make radical changes in their lives; however, with homemaking courses which are practical for the girls in these families the standards can be raised with several generations.

The living conditions of the Mexicans were described in the above article as follows. The furniture is primitive, consisting of boxes and cupboards. A

dining table is purely a luxury, as the family does not sit down in our customary fashion to a meal. Each person takes what he wishes, finds a convenient seat and eats. Few dishes are necessary for this style of service, and the native bread, or tortilla, makes an excellent plate upon which to place the frijoles and the chile con carne. If any one is served at the table, it is the working members of the family, the father and the older sons.

Farrell goes on to say that the food is purchased locally, and the indispensable staples are flour, lard, and coffee. In the rural districts corn is raised which, when dried, forms the basis for many corn dishes; tortillas, enchiladas, tamales, and others. During the growing season some vegetables are used, but few are preserved in any way for future use. If there is sufficient money, some canned vegetables are purchased. String beans, pumpkins, tomatoes, squash, and chile are favorites. Chile is raised in abundance and is dried in long strings for winter use. Meat is dried into jerky; eggs, chickens, and fresh cheese made from milk are part of their regular diet.

Farrell stated that we should strive to bring better ways of living to these families. The course must be fitted to the needs of the community and to each individual girl in the class.

It should attempt to cover any part of homemaking from manners and morals to cleaning and cooking.

It is impossible to graft all the American habits upon these people, as their mental point of view is not in the least similar to ours, nor should we wish to make copies of ourselves. The effort is rather to give them vision of a better, easier, more modern way of life, so adapted to their racial and national habits that they do not seem foreign but become naturally a part of their existence.

The teacher is the guide and direction..... Success depends upon the teacher's vision, her interest in the work itself, and her faith in the girls she teaches (6:417-18).

A study of the health and nutrition of Mexican families was made by Dr. Jet C. Winter (18), in 1931. The material for the study was gathered in two Texas cities, San Antonio and Austin. Data were obtained from 40 families in San Antonio and 25 families in Austin representing a mixed income group. The study showed the need of improved economic conditions and their relation to the health and nutrition of Mexicans.

The Mexican diet was found to be:

1. Low in calories.
2. Somewhat inadequate in protein.
3. Low in minerals, particularly calcium.
4. Low in vitamins, especially A (18:33).

It is evident according to the report by Winter that economic conditions are chiefly responsible for the lack of proper nutrition among the Mexicans. The fact that 18 per cent of the families spent enough money to obtain adequate food and only seven per cent had

an adequate diet indicates, according to Winter, poor food selection. Certainly some improvement of the diet might be made by better selection, but not much might be accomplished until economic condition permitted the spending of more money for food.

Looking toward the betterment of Mexican diet the following recommendations were made by Winter:

1. The wide use of beans, potatoes, tomatoes and onions is to be highly commended.
2. The use of milled cereals, particularly the substitution of flour for corn tortillas, is to be discouraged.
3. The use of milk, especially canned or dried, is to be encouraged. Lack of refrigeration and unsanitary conditions in the homes, as well as a tendency to buy the poorest grade possible, leave one in doubt as to the wisdom of advising the use of fresh milk.
4. A wider use of the cheaper leafy vegetables is strongly advisable. An attempt should be made to introduce dishes made from raw cabbage, which is very cheap and obtainable throughout the year.
5. Molasses is cheap and, used to replace part of the sugar, would enhance the iron content of the diet.
6. Money spent for coffee should be invested in food. Too large a proportion of the food money is spent for materials, principally coffee and peppers, having no nutritive value.
7. The use of less fried and less highly seasoned food would result in better digestion (18:31).

In a study, Diet of Texas School Children, made by Whitacre (17), in 1934, concerning the diet of Mexican school children, written records of all food eaten for one week in the spring and for one week in the winter were secured from 993 white children, 471 negro children, and 153 Mexican children. It was found that the racial differences in dietary habits with respect to the kinds of foods used are much less conspicuous than is commonly supposed.

While in general white children had a somewhat better diet than the Mexican, and the Mexican than the negro, all appear to have a deficiency in the use of milk, fruits, vegetables, and whole cereals, a sufficiency of protein-rich foods other than milk and a relative overabundance of food of refined cereals. The most noteworthy racial difference occurs in the use of coffee and tea; three times as many of the Mexican as the white or negro children drank these beverages. Coffee and tea tended to crowd milk out of the diet in all races, but still the Mexican had better records for using milk than did the negroes (17:43).

Brown (2), in 1936, made a study of the home practice facilities of Latin-American girls. The 100 Latin-American girls enrolled in the foods classes of the Brownsville high school comprised the study to determine their needs for a course in homemaking.

She found that the Latin-American girls had a limited amount of equipment with which to work.

Only 66 of the 100 homes have cabinets in the kitchen while 53 use shelves to provide for the small equipment and for groceries: of these shelved spaces 25 are closed by doors while the other 28 are not closed and are very unsanitary (2:59).

Forty-one of the 100 homes reported no double boiler, which means that these girls need to know not only what to substitute for a double boiler but how to prepare foods without the use of one (2:61).

Three homes do not have knives; two do not have forks and two do not have tablespoons (2:64).

Fourteen of the 100 homes do not have enough dishes to serve all the family at once; however, they probably eat their food rolled in a tortilla, or the family does not all eat at one time (2:65).

Brown, also, reported that only 53 homes had water piped into the house, only 37 of the 53 had sinks, while the others used a bucket or pan placed upon the table to take the place of the sink; of the 37, only 9 had running hot water. Eighty-five of the homes had city garbage disposal; 15 either burned their garbage, fed it to animals, or just threw it out. One-half of the homes had no provisions for refrigeration, while 46 had ice refrigeration, and 4 had mechanical refrigerators.

Only 15 of the 100 homes have vegetable gardens and only 38 of the homes have citrus fruit trees. It would be expected that in a place where fruits and vegetables grow so easily, that the Latin-Americans would take this opportunity to economize on their groceries (2:92).

Five girls out of the 100 assume the responsibility for most of the buying for the family; 16 others help with the buying. In the remaining homes the buying is done by the mother, father, aunt, brother or sister, however the father finances and over-sees most of the buying of the family. This shows that the girls have very little home responsibility (2:93).

The analysis of the findings of this study, as shown in the summary just preceding, indicates certain implications concerning the needs of these families. It is evident they need, at least according to American standardsbetter methods of serving meals, better planned meals, more vegetables gardens, and more storage facilities for food (2:95).

Labor in the home seems to be performed with inefficient method and equipment. Much could be done for this group in helping them with better methods and better equipment for low incomes, which are common to over one-half of them (2:96).

Looking toward better meeting the needs of the Latin-American girls, the following recommendations were made in the above study for teaching foods to Latin-American girls:

A. Planning, preparing and serving of meals:

1. Plan meals for large families on low incomes.
2. Emphasize the use of fruits and vegetables which are easily available..
3. Use canned or dried milk for those who do not have refrigeration.
4. Emphasize the value of vegetables, especially onions, and peppers in the diet.
5. Prepare meals on the types of stove which are found in the Latin-American home as charcoal tubs, fireplaces, etc.
6. Demonstrate methods of baking with various types of ovens.
7. Use only the minimum amount of small equipment in preparation of meals.

8. Show how various types of equipment may be improved.
9. Prepare and serve meals using caselas, jarras, metates, and molcajetes.
10. Plan, prepare and serve balanced meals using tortillas, frijoles, and tamales.
11. Set the table using only the minimum amount of silver and dishes.
12. Emphasize the methods and importance of sterilizing water.
13. Use sanitary methods of washing and drying dishes without use of a sink.
14. Serve meals in which no table cloths or napkins are used, where the family neither eats together nor sits down to the table, so as to contrast this type of table service with other.
15. Use table manners and etiquette, which are good but extremely simple.
16. Promote vegetable gardens sufficient for the family in the back yard or an open space around the house (2:97).

B. Care and storage of food:

1. Make shelves with doors in class to emphasize the importance of keeping flies and dust away from the food.
2. Care for different foods without refrigeration.
3. Selection of foods when no refrigeration is available, for example:
 - a. Use canned or dried milk instead of a low grade of fresh milk when there is no refrigeration.
 - b. Buy foods which spoil easily as meat, fruits, vegetables, etc., in small quantities and only as needed.
4. Make an iceless refrigerator in class and show how it may be used (2:98).

Carpenter and Steggerda (3), in 1934, made a study of the food habits of the Navajo Indians of New Mexico and Arizona. In their study they found that the Navajo diet consisted chiefly of mutton. In fact mutton constituted from 60 to 80 per cent of the diet.

When the meat supply was exhausted the Indian would kill another animal. Practically all parts of the animal, including most of the alimentary canal, were eaten by the Indian.

Perhaps, because the Navajo does consume practically all parts of the animal, he may have reached a dietary balance which perfects him for life in his surroundings and gives him a nutritional reserve resulting in his excellent physique as well as his excellent teeth (Steggerda and Hill, '36) (3:302).

Steggerda and Hill go on to say that in addition to the mutton, the Navajo consumed the meat of rabbits, cottontails and jack, and prairie dogs. Years ago deer and antelope were hunted, but now the deer are extinct on the Navajo reservation, and the antelope are protected by law. Chickens are rarely kept for food or for eggs. Juniper ashes were used instead of baking powder and salt; ashes were also used as flavoring for mushes and for other foods, and as medicine. Clay was mixed with some foods, such as the wild potatoes and the tomatillo, to counteract the unpleasant astrigent effect of these foods on the mouth.

To a very great extent, according to Carpenter and Steggerda, the Indians have dropped many of their old food habits and are adapting the habits of the white man. For example, they are now turning to using white flour instead of corn flour and they do not raise as many potatoes as they buy them from a trading post.

Porter (10), in her study, "Occupational and Educational Needs of Latin-American Girls", stated in 1940 as follows:

There are many home economics teachers who set up Anglo-American standards in their plans for training the Latin-American girls, failing to provide learning situations which will bring the work to the level of comprehension and within the hopes of achievement in the mind of such girls (10:74).

Brice (1), in 1940, made a study pertaining to the requirements for household employment. One hundred household employers were interviewed for this study. When asked their preference of nationality of employees, 58 per cent of those interviewed preferred Latin-Americans to do their work. Cleaning and cooking were the phases of household work required by most employers. In fact, 86 per cent of employers wanted employees for cleaning, 79 per cent for cooking, and 48 per cent for serving. Brice stated that it seems that cooking and cleaning were the big jobs in the home and the household employers desired to have them done by someone else. Other household tasks required by employers were setting the table and serving the family meals, 70 per cent, family marketing, 21 per cent, and canning and preserving food, 10 per cent.

Brice stated as a result of her findings that:

All home economics classes should train girls in all phases of homemaking so they can if necessary, by attending special part-time

schools for a time, work in homes of other people.

Training in special skills as household employees cannot be done in regular home economics classes.....This does not necessarily contradict the first, which was intended to lessen the gap between training for homemaking and training for household employment (1:74).

Peninger (8), in 1942, stated that it was important that teachers understand the background of Spanish-American pupils in order to meet their needs and to guide them more effectively in teaching. Peninger, whose study concerned some of the social and recreational activities of Anglo-American and Spanish-American homemaking pupils in New Mexico, found that in Spanish-American families there were only three causes for family disagreement for which the percentages were greater than those of the Anglo-Americans. One of these pertained to home management practices.

The percentage of Spanish-American students who mentioned, as a cause of disagreement, "too particular about housekeeping", was significantly higher than that of Anglo-American students (8:63).

The second was due to members of the family being late to meals.

There is a possibility that it lies in part in the patriarchal tendency of Spanish-American families: they might take more seriously the matter of tardiness at meals, while Anglo-American families might be more inclined to accept it (8:75).

Rainbolt (11), in 1942, in her study on the housing conditions of Anglo-American and of Spanish-American girls found as follows:

There was a significant difference between the percentages of Anglo-American and Spanish-American girls who had hot and cold water piped into the kitchens....the difference being in favor of the Anglo-Americans in each case. A large percentage of each group indicated that each group used water from the well; there was no significant difference between the groups (11:61).

Since coal, oil, gas, wood, and electricity are being used in the homes of both races, it is evident that girls should be taught how to cook on stoves using these fuels. Many schools in New Mexico have a variety of stoves in the home economics departments, and the girls rotate in their class work so that they may learn how to use various types of fuel. Such a system avoids over emphasis of any one particular type of fuel (11:63).

When teachers know such conditions as these exist, they have a greater opportunity for knowing how to help the girls who live in crowded homes. Certain types of home experiences in phases of housing, family relationships, and home management, would probably be a very satisfactory way of giving individual help to the Spanish-American girls (11:59).

In conclusion, Rainbolt made the following recommendations for teaching Spanish-American girls:

1. Homemaking girls should be taught how to use the various kinds of fuel for heating, cooking, and lighting. Since Spanish-American girls are already accustomed to using the coal and wood range, and since many will probably work in homes where other types of fuel are used, the teacher should provide opportunities whereby these girls may learn how to use the various kinds of fuel.

2. Teachers should make a greater effort to adapt the curriculum to meet the needs of Spanish-American group, as well as the Anglo-American group (11:68).

In conclusion, the studies in this review of literature show a need for the revision of methods of teaching homemaking to Spanish-American girls. To be summarized in a few words a progressive homemaking curriculum must be adapted to meet the needs of the Spanish-American girls, as well as the Anglo-American girls, keeping in mind their racial and national habits. Most of the studies indicated that it is the teachers responsibility to provide learning experiences based upon the needs of the community and the needs of each individual girl in the class.

Chapter III

METHODS OF PROCEDURE

In April, 1939, in the state of New Mexico, as part of the curriculum development program, a survey sheet, "A Movie of a Girl at Home", was filled out by all vocational homemaking pupils and some of the non-vocational homemaking pupils in New Mexico. The study was made in 42 schools. The section used for this study is Part IV--"The Three Meals a Day", and the supplement, "What is Used and Produced at Home". This part of the survey is concerned with food habits and food management practices.

The form used in making the survey was adapted from Homemaking Education for Secondary Schools, State of Oregon, 1937. After being tried out in several schools, the survey was sent to all the vocational home-making departments and to some of the non-vocational departments. The teachers, having carefully studied the instructions, administered the questionnaire to their classes. The results were tabulated by the teachers with the assistance of a committee of pupils in each school and were sent to the state department of vocation-

al education. The survey sheets were compiled in each school since it was felt that one of the greatest values to be received from the survey was that it enabled each teacher to have available information about her pupils and her community.

A total of 1947 questionnaires were completed in the state survey, of which 1483 were Anglo-American and 464 Spanish-American. Since some of the questionnaires gave incomplete information only 1127 Anglo-American and 323 Spanish-American questionnaires were used. For this study, as well as for the previous studies made by Hazel Rainbolt and Naoma Peninger, each teacher was asked to send in her original questionnaires that had been filled in by her pupils, using the letter "A" to indicate Anglo-American and the letter "S" to indicate Spanish-American. Permission was granted to use the survey by the state supervisor of vocational homemaking in New Mexico.

Chapter IV

ANALYSIS OF DATA

The data for this study were compiled separately for Anglo-American and Spanish-American homemaking pupils in determining the significant differences which existed between the two groups in food management practices and food habits. The data obtained as a result of the survey will be presented under eight main headings: eating breakfast and lunch, helping with or taking responsibility for everyday activities, buying of food, planning the meals, canning for the home, making of bread, equipment, and food produced at home.

To ascertain the significant differences between the Anglo-American and Spanish-American pupils, two statistical procedures were used, the standard error of difference and chi-square. The standard error of difference was used to determine the significance of the two obtained percentages. This is a statistic commonly used to determine the variability of obtained differences from true difference when infinite numbers are used. In interpreting the critical ratios, when this procedure was used, the following limits were applied:

3 or above	Very significant
2 to 3	Significant
Less than 2	Not significant

The statistical procedure used for standard error of difference was as follows:

$$\sigma_{D_p} = \sqrt{\frac{P_1 F_1}{N_1} + \frac{P_2 F_2}{N_2}}$$

Critical ratio:

$$t = \frac{D}{\sigma_{D_p}}$$

Chi-square was used in determining the possible significance of differences between the two groups of pupils in items in which there was allowed a variety of answers implying degree or extent. The Chi-square tests whether the difference could be due to chance. It provides a measure of probability that the two sets of data are definitely associated or are significantly different. In interpreting the chi-square values for the two degrees of freedom the following limits were applied:

9.210	Very significant
5.991	Significant
Less than 5.991	Not significant

The statistical procedures used for chi-square was as follows:

$$\chi^2 = \frac{\sum \left[\frac{1}{a+a^2} (aN^1 - a^1N)^2 \right]}{NN^2}$$

The statistical terms used in the tables and in the explanation of the analysis are as follows:

S.E. -----Standard error of the
D. difference

t -----Critical ratio

Diff. -----Difference

A minus mathematical sign found in the percentage columns indicates that Spanish-American pupil responses exceeded those of Anglo-Americans. No sign indicates that Anglo-American pupil responses exceeded those of Spanish-Americans.

Table 1.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING EATING BREAKFAST AND LUNCH, 1938-39.
(1127 Anglo-American girls and 323 Spanish-American girls)

ITEMS REGARDING EATING BREAKFAST AND LUNCH	Regularly		Occasionally		Never		No response	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Eat breakfast								
Anglo-Am.	853	75.7	218	19.3	31	2.8	25	2.2
Span.-Am.	234	72.4	69	21.4	7	2.2	13	4.0
Eat lunch at home								
Anglo-Am.	387	34.3	395	35.0	223	19.8	122	10.8
Span.-Am.	162	50.1	66	20.4	45	14.0	50	15.5
Eat lunch with another family								
Anglo-Am.	63	5.6	214	19.0	572	50.7	278	24.7
Span.-Am.	27	8.4	58	18.0	129	39.9	109	33.7
Carry lunch from home								
Anglo-Am.	44	3.9	392	34.8	453	40.2	238	21.1
Span.-Am.	51	15.8	101	31.3	130	40.2	41	12.7
Purchase lunch								
Anglo-Am.	26	2.3	464	41.2	467	41.4	170	15.1
Span.-Am.	11	3.4	92	28.5	148	45.8	72	22.3

1/ The item "Eat no breakfast" was omitted from Table for the reason that due to the statement of question there was a double negative which evidently confused the girls.

Table 2.--SIGNIFICANCE OF DIFFERENCES BETWEEN RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING EATING BREAKFAST AND LUNCH, 1938-39.

ITEMS REGARDING EATING BREAKFAST AND LUNCH	Chi-square value	Interpretation
Carry lunch from home	31.91	Very significant
Eat lunch at home	28.35	Very significant
Purchase lunch	12.11	Very significant
Eat breakfast	1.52	Not significant
Eat lunch with another family	.85	Not significant

Eating breakfast and lunch

According to Table 1, more Spanish-American pupils regularly ate lunch at home, ate with another family or carried lunch from home than did Anglo-American pupils. However, no significant difference was found in the percentage of the two groups of girls eating breakfast, and eating lunch with another family. Three-fourths of both groups ate breakfast regularly, and just one-fifth of both groups ate breakfast occasionally. A greater percentage of Anglo-American girls than Spanish-American girls occasionally ate lunch at home and occasionally purchased lunch. A difference of 12 per cent and more was found between the two groups of pupils. A significant difference was found in the following three activities, eating lunch at home, purchasing lunch, and carrying lunch from home, as interpreted by chi-square values,

(Table 2), of 31.9 for carrying lunch from home, 28.3 eating lunch at home, and 12.1 purchasing lunch.

As shown in Table 3, more Spanish-American families ate every meal together than did Anglo-American families. This was also true regarding the place where meals were eaten. Only one-fifth of both groups ate every meal in the dining room. A greater percentage of Anglo-American families than Spanish-American families ate together twice a day. The difference found between the two groups of families eating in the kitchen or breakfast nook and those eating in the dining room was significant because of the chi-square value 6.0 for eating in the kitchen and the chi-square value 5.9 for eating in the dining room, (Table 4).

Table 3.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOME MAKING PUPILS IN NEW MEXICO REGARDING THE FAMILY EATING TOGETHER, 1938-39.
(1127 Anglo-American girls and 323 Spanish-American girls)

FAMILY EATING TOGETHER	Every Meal		Twice a Day		Once a Day		Occasionally		Never		No Response	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Kitchen or breakfast nook												
Anglo-Am.	485	43.0	196	17.4	84	7.4	154	13.7	134	11.9	74	6.6
Span.-Am.	189	58.5	23	7.1	11	3.4	40	12.3	28	8.7	32	9.9
Together												
Anglo-Am.	334	29.6	513	45.5	131	11.6	99	8.8	37	3.3	13	1.2
Span.-Am.	130	40.2	109	33.7	29	9.0	31	9.6	3	.9	21	6.5
Dining room												
Anglo-Am.	217	19.3	103	9.1	85	7.5	272	24.1	360	31.9	90	8.0
Span.-Am.	50	15.5	21	6.5	12	3.7	86	26.6	92	28.5	62	19.2

Table 4.--SIGNIFICANCE OF DIFFERENCES BETWEEN RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING THE FAMILY EATING TOGETHER, 1938-39.

FAMILY EATING TOGETHER	Chi-square value	Interpretation
In the kitchen or breakfast nook	6.07	Significant
In the dining room	5.95	Significant
Together	2.30	Not significant

Helping with or taking responsibility
for everyday activities

As shown in Table 5, a difference of 10 per cent and more was found between Anglo-American and Spanish-American girls who helped with table service, and meal preparation and who took responsibility for canning and preserving of food. A greater percentage of Spanish-American girls helped regularly with each activity than did Anglo-American girls. It was found that less than 10 per cent of both groups of girls bought various foods and prepared various food dishes; consequently, there was no marked difference in the two groups. These activities were taken from Appendix C1, C3, C5, C7, C9, C11, C13, C15, C17, C19, C21, C23, C25, C27, C29, and C31.

Table 5.--EVERYDAY ACTIVITIES IN WHICH THE DIFFERENCE OF REGULAR PARTICIPATION BETWEEN ANGLO-AMERICAN AND SPANISH-AMERICAN PUPILS WAS 10 PER CENT OR MORE, 1938-39.
(1127 Anglo-American and 323 Spanish-American girls)

ACTIVITIES	Helped with				Diff.	Took responsibility for				
	Anglo-Am.		Span.-Am.			Anglo-Am.		Span.-Am.		Diff.
	No.	Per cent	No.	Per cent		No.	Per cent	No.	Per cent	
Table service										
Serve food at table	245	21.7	103	31.9	-10.2					
Clear table after meal	398	35.3	163	50.5	-15.2					
Wash dishes	453	40.2	162	50.2	-10.0					
Meal preparation										
Lunch or supper	146	13.0	81	25.0	-12.0					
Breakfast	123	10.9	75	23.2	-12.3					
Canning and preserving of food						220	19.5	6	1.8	17.7

Table 6.--EVERYDAY ACTIVITIES IN WHICH THE DIFFERENCE OF OCCASIONAL PARTICIPATION BETWEEN ANGLO-AMERICAN AND SPANISH-AMERICAN PUPILS WAS 10 PER CENT OR MORE, 1938-39.
(1127 Anglo-American and 323 Spanish-American girls)

ACTIVITIES	Help with			Diff.	Took responsibility for					
	Anglo-Am. No.	Per cent	Span.-Am. No.		Per cent	Anglo-Am. No.	Per cent	Span.-Am. No.	Per cent	Diff.
Picnic lunch	745	66.1	168	52.0	14.1	450	39.9	94	29.1	10.8
Cooking vegetables	697	61.8	105	32.5	29.3	488	43.3	190	58.8	15.5
Packing lunch for camping trip	542	48.1	121	37.5	10.6					
Make beverages	541	48.0	120	37.2	10.8	468	41.5	78	24.1	17.4
Make pies	537	47.6	190	58.8	-11.2					
Make cakes	515	45.6	209	64.7	-19.1	539	47.8	105	32.5	15.3
Clear table after meal	511	45.3	106	32.8	12.5	392	34.8	75	23.2	11.6
Wash dishes	457	40.6	98	30.3	10.3					
Wait on tables						465	41.2	98	30.3	10.9
Buying of bakery products						463	41.1	95	29.4	11.7
Buying of dairy products	361	32.0	142	44.0	-12.0					
Yeast bread	284	25.2	125	38.7	-13.5					
Making biscuits	132	11.7	194	60.2	-48.5					
Making salads						605	53.7	100	30.9	22.8
Cooking meat						438	38.9	71	22.0	16.9
Serving refresh- ments						546	48.4	102	31.6	16.8

As found in Table 6, a difference of 10 per cent and more was found in the following activities: packing picnic and camping trip lunches; cooking vegetables and meats; preparing food dishes such as beverages, pies, cakes, biscuits and muffins, salads, yeast breads; serving refreshments; buying of bakery and dairy products; waiting on tables; and clearing the table after meals. A difference of less than 10 per cent was found in the number of Anglo-American and Spanish-American girls who prepared vegetables for cooking, planned meals, prepared breakfast, lunch or supper, set the table, served the food, bought fresh fruits, meats, and canned foods, packed school lunches, canned and preserved foods, and cared for chickens; therefore, there was no marked difference between the two groups in these activities. These activities were taken from Appendix C1, C3, C5, C7, C9, C11, C13, C15, C17, C19, C21, C23, C25, C27, C29, and C31.

Table 7.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOME MAKING PUPILS IN NEW MEXICO REGARDING WHO BOUGHT THE FOOD, 1938-39.
(1127 Anglo-American and 323 Spanish-American girls)

Who bought the food	Regularly		Occasionally		Never		No Response	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Mother								
Anglo-Am.	633	56.2	293	26.0	71	6.3	130	11.5
Span.-Am.	104	32.2	102	31.6	50	15.5	67	20.7
You								
Anglo-Am.	160	14.2	621	55.1	121	10.7	225	20.0
Span.-Am.	33	10.2	149	46.1	98	30.3	43	13.3
Father								
Anglo-Am.	141	12.5	458	40.6	287	25.5	241	21.4
Span.-Am.	66	20.4	104	32.2	73	22.6	80	24.8
Older sister								
Anglo-Am.	57	5.0	318	28.2	304	27.0	448	39.7
Span.-Am.	34	10.5	96	29.7	34	10.5	159	49.2

Table 8.--SIGNIFICANCE OF DIFFERENCES BETWEEN RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING WHO BOUGHT THE FOOD, 1938-39.

Who bought the food	Chi-square value	Interpretation
You	68.5	Very significant
Mother	57.7	Very significant
Older sister	28.8	Very significant
Father	10.5	Very significant

Buying of food

The mothers and fathers of both Anglo-American and Spanish-American pupils bought more food than did other family members. The Spanish-American fathers bought more food regularly than did Anglo-American fathers. Only 14.2 per cent of the Anglo-American girls and 10.2 per cent of the Spanish-American girls bought food regularly. However, approximately one-half the girls of both groups bought food occasionally, (Table 7). Because of the range of possible answers, the chi-square statistic was used in determining the significance of differences in the food bought by the different members of the two groups. The result obtained shows the differences in who bought the food to be very significant, (Table 8). Chi-square values were 68.5 you, 57.7 mother, 28.8 older sister, and 10.5 father.

Table 9.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING WHEN FOOD WAS BOUGHT, 1938-39.
(1127 Anglo-American and 232 Spanish-American girls)

WHEN FOOD WAS BOUGHT	Regularly		Occasionally		Never		No Response	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Once a week								
Anglo-Am.	522	46.3	182	16.1	218	19.4	205	18.2
Span.-Am.	130	40.3	72	22.3	40	12.4	81	26.1
Daily								
Anglo-Am.	269	23.9	330	29.3	236	20.9	292	25.9
Span.-Am.	46	14.2	73	22.6	92	28.5	112	34.7
Twice a week								
Anglo-Am.	194	17.2	405	35.9	160	14.2	368	32.7
Span.-Am.	55	17.0	90	27.9	67	20.7	111	34.4
Before each meal								
Anglo-Am.	86	7.6	281	24.9	420	37.3	340	30.2
Span.-Am.	13	4.0	68	21.1	117	36.2	125	38.7
Once a month								
Anglo-Am.	68	6.0	280	24.8	440	39.0	339	30.1
Span.-Am.	70	21.7	63	19.5	97	30.0	93	28.8
Twice a year								
Anglo-Am.	8	.7	36	3.2	710	63.0	373	33.1
Span.-Am.	6	1.9	15	4.6	193	59.7	109	33.7

Table 10.--SIGNIFICANCE OF DIFFERENCES BETWEEN RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING WHEN FOOD WAS BOUGHT, 1938-39.

WHEN FOOD WAS BOUGHT	Chi-square value	Interpretation
Once a month	84.0	Very significant
Twice a year	75.8	Very significant
Before each meal	37.8	Very significant
Daily	19.0	Very significant
Once a week	13.5	Very significant
Twice a week	8.97	Significant

According to Table 9, approximately one-half the families of both groups bought food regularly once a week. Seventeen per cent of both Spanish-American and Anglo-American families bought food regularly twice a week. It is interesting to note that one-fourth of the two groups occasionally bought food daily and occasionally bought food just before each meal. In comparing the two groups it is apparent that more Anglo-American families, 6.7 per cent, occasionally bought food daily than did Spanish-American families. The difference found between the two groups concerning when food was bought was very significant as shown by the chi-square values (Table 10) of 75.8 for buying of food twice a year, the chi-square value of 84.0 for buying food once a month, and chi-square value of 37.8 for buying food just before each meal.

Table 11.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOME-MAKING PUPILS IN NEW MEXICO REGARDING FOOD BOUGHT IN LARGE QUANTITIES FOR FAMILY CONSUMPTION, 1938-39.

FOODS BOUGHT IN LARGE QUANTITIES	Anglo-Am. N = 1127		Span.-Am. N = 323	
	No.	Per cent	No.	Per cent
Flour 50 lbs. or over	725	64.3	280	86.7
Sugar 25 lbs. or over	690	61.2	225	69.7
Potatoes 50 lbs. or over	345	30.6	212	65.3
Commercially canned food	325	28.8	105	32.5
Meat a quarter or more	282	25.0	106	32.8
Beans 50 lbs. or over	207	18.4	186	57.6
Onions 50 lbs. or over	104	9.2	47	14.6
Other vegetables 50 lbs. or over	101	9.0	56	17.0
Cabbage 50 lbs. or over	78	6.9	26	8.0
Chili 50 lbs. or over	50	4.4	58	18.0

In buying food in large quantities for family consumption, 10 per cent and more Spanish-American families bought flour, potatoes, onions, and chili than did Anglo-American families (Table 11). A greater percentage of Spanish-Americans bought of other foods included in table than did Anglo-Americans. The differences were significant as interpreted by critical ratio of 87.1 for onions, 84.6 for potatoes, 83.0 for flour, and 57.4 for chili (Table 12).

Table 12.--SIGNIFICANCE OF DIFFERENCES BETWEEN RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING FOOD BOUGHT IN LARGE QUANTITIES FOR FAMILY CONSUMPTION, 1938-39.

BOUGHT IN LARGE QUANTITIES	Per cent				Interpretation	
	A. Am.	S. Am.	Diff.	S.E. D.	t	
Flour 50 lbs. or over	64.3	86.7	-22.4	.27	82.96	Very significant
Sugar 25 lbs. or over	61.2	69.7	- 8.5	.35	24.28	Very significant
Potatoes 50 lbs. or over	30.6	65.3	-34.7	.41	84.63	Very significant
Commercially canned food	28.8	32.5	- 3.7	.52	7.12	Very significant
Meat a quarter or more	25.0	32.8	- 7.8	.50	15.60	Very significant
Onions 50 lbs. or over	18.4	57.6	-39.2	.45	87.11	Very significant
Other vegetables 50 lbs. or over	9.2	14.6	- 5.4	.85	66.35	Very significant
Cabbage 50 lbs. or over	6.9	8.0	- 1.1	.29	3.79	Very significant
Chili 50 lbs. or over	4.4	18.0	-13.6	.27	50.37	Very significant

Table 13.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOME-MAKING PUPILS IN NEW MEXICO REGARDING THE PERIOD FOR WHICH MEALS ARE PLANNED, 1938-39.

PERIOD FOR WHICH MEALS WERE PLANNED	Anglo-Am. N = 1127		Span.-Am. N = 323	
	No.	Per cent	No.	Per cent
By the meal	598	53.0	151	46.7
By the day	201	17.8	78	24.1
By the week	30	2.7	29	9.0

Planning the meals

According to Table 13, approximately one-half the Anglo-American and Spanish-American families planned for family food needs by the meal instead of planning for them by the week or by the day. Of the two groups, 6.3 per cent more Anglo-Americans did this than did Spanish-American families. Approximately one-third more Spanish-American families planned meals by the day than did Anglo-Americans, and approximately three times more Spanish-American families than Anglo-Americans planned meals by the week. The difference between the two groups were very significant (Table 14), as interpreted by critical ratio of 14.0 for meals planned by the week, 21.0 for meals planned by the day and 10.3 for meals planned by the week.

Table 14.--SIGNIFICANCE OF DIFFERENCES BETWEEN THE RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING THE PERIOD FOR WHICH MEALS WERE PLANNED, 1938-39.

PERIOD FOR WHICH MEALS WERE PLANNED	A. Am.	Per cent		Diff.	S.E. D.	t	Interpretation
			S. Am.				
By the meal	53.0		46.7	6.3	.45	14.00	Very significant
By the day	17.8		24.1	-6.3	.30	21.00	Very significant
By the week	2.7		9.0	-6.3	.61	10.32	Very significant

Table 15.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING THE AMOUNT OF FOOD CANNED IN GLASS JARS AT HOME, 1938-39.

AMOUNT OF FOOD CANNED IN GLASS JARS	Anglo-Am. N = 1127		Span.-Am. N = 323	
	No.	Per cent	No.	Per cent
Fifty or less				
Fruit	245	21.7	89	27.6
Vegetables	194	17.2	63	19.5
Meat and fish	138	12.2	22	6.8
Practically none				
Fruit	218	18.9	66	20.4
Vegetables	330	29.3	59	18.3
Meat and fish	337	29.9	62	19.2
More than 100				
Fruit	191	16.9	46	14.2
Vegetables	164	14.5	17	5.3
Meat and fish	45	4.0	2	.6
Fifty to 100				
Fruit	186	16.5	47	14.6
Vegetables	147	13.0	32	9.9
Meat and fish	55	4.9	8	2.5

Table 16.--SIGNIFICANCE OF DIFFERENCES BETWEEN THE RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING THE AMOUNT OF FOOD CANNED IN GLASS JARS AT HOME, 1938-39.

AMOUNT OF FOOD CANNED IN GLASS JARS	Per cent		Diff.	S.E. D.	t	Interpretation
	A.Am.	S. Am.				
Fifty or less						
Fruit	21.7	27.6	- 5.9	.30	19.67	Very significant
Vegetables	17.2	19.5	- 2.3	.31	7.42	Very significant
Meat and fish	12.2	6.8	5.4	.42	15.24	Very significant
Practically none						
Fruit	18.9	20.4	- 1.5	.30	5.00	Very significant
Vegetables	29.3	18.3	11.0	.30	36.67	Very significant
Meat and fish	29.9	19.2	10.7	.29	36.90	Very significant
More than 100						
Fruit	16.9	14.2	2.7	.31	8.71	Very significant
Vegetables	14.5	5.3	9.2	.47	19.57	Very significant
Meat and fish	4.0	.6	3.4	.41	8.29	Very significant
Fifty to 100						
Fruit	16.5	14.6	1.9	.31	6.13	Very significant
Vegetables	13.0	9.9	3.1	.62	5.00	Very significant
Meat and fish	4.9	2.5	2.4	.26	9.23	Very significant

Table 17.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING THE AMOUNT OF FOOD CANNED IN TIN CANS AT HOME, 1938-39.

AMOUNT OF FOOD CANNED IN TIN CANS	Anglo-Am. N = 1127		Span.-Am. N = 323	
	No.	Per cent	No.	Per cent
Practically none				
Fruit	332	29.4	63	19.5
Vegetables	212	18.8	68	21.0
Meat and fish	238	21.1	67	20.7
Fifty to 100				
Fruit	36	3.1	8	2.4
Vegetables	30	2.6	8	2.4
Meat and fish	21	1.8	2	.6
Fifty or less				
Fruit	28	2.4	13	4.0
Vegetables	71	6.3	9	2.7
Meat and fish	25	2.2	11	3.3
More than 100				
Fruit	17	1.5	4	1.2
Vegetables	31	2.7	16	4.9
Meat and fish	15	1.3	2	.6

Canning for the home

Approximately one-fourth of the Anglo-American families canned practically no fruit, vegetables, or meat in glass jars. One-third of the Spanish-American families canned even less fruits, vegetables, or meat in glass jars than did the Anglo-American families. Less than one-fourth of each group canned "more than 100 jars" each of fruits, vegetables, and meat (Table 15). Anglo-American families canned more in every case except "Fifty or less" jars of vegetables and fruits. Very few families of both groups canned in tin (Table 17).

Table 18.--SIGNIFICANCE OF DIFFERENCES BETWEEN THE RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING THE AMOUNT OF FOOD CANNED IN TIN CANS AT HOME, 1938-39.

AMOUNT OF FOOD CANNED IN TIN CANS	Per cent				t	Interpretation
	A. Am.	S. Am.	Diff.	S.E. D.		
Practically none						
Fruit	29.4	19.5	9.9	.29	34.14	Very significant
Vegetables	18.8	21.0	-2.2	.98	3.27	Very significant
Meat and fish	21.1	20.7	.4	.30	1.33	Not significant
Fifty to 100						
Fruits	3.1	2.4	.7	.28	2.50	Significant
Vegetables	2.6	2.4	.2	.58	.34	Not significant
Meat and fish	1.8	.6	1.2	.40	3.00	Very significant
Fifty or less						
Fruit	2.4	4.0	-1.6	.50	3.20	Very significant
Vegetables	6.3	2.7	3.6	.22	16.36	Very significant
Meat and fish	2.2	3.3	-1.1	.51	2.16	Significant
More than 100						
Fruit	1.5	1.2	.3	.31	.97	Not significant
Vegetables	2.7	4.9	-2.2	.46	4.78	Very significant
Meat and fish	1.3	.6	.7	.59	1.19	Not significant

Table 19.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING THE KINDS OF BREAD MADE AT HOME, 1938-39.
(1127 Anglo-American girls and 323 Spanish-American girls)

KINDS OF BREAD MADE AT HOME	Regularly		Occasionally		Never		No Response	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Biscuits								
Anglo-Am.	531	47.1	418	37.1	24	2.1	154	13.7
Span.-Am.	165	51.1	125	38.7	5	1.5	28	8.7
Yeast bread								
Anglo-Am.	217	19.3	466	41.3	195	17.3	249	22.1
Span.-Am.	201	62.2	28	8.7	27	8.4	67	20.7
Muffins								
Anglo-Am.	91	8.1	613	54.4	168	14.9	255	22.6
Span.-Am.	32	9.9	50	15.5	73	22.6	168	52.0
Other breads								
Anglo-Am.	72	6.4	219	19.4	72	6.4	764	67.8
Span.-Am.	8	2.4	38	11.8	14	4.3	263	81.4
Cornbread								
Anglo-Am.	68	6.0	116	10.3	26	2.3	917	81.4
Span.-Am.	1	.3	20	6.2	8	2.5	294	91.0

Table 20.--SIGNIFICANCE OF DIFFERENCES BETWEEN RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING THE KINDS OF BREAD MADE AT HOME, 1938-39

KINDS OF BREAD MADE AT HOME	Chi-square value	Interpretation
Biscuits	116.4	Very significant
Muffins	113.0	Very significant
Yeast bread	29.1	Very significant
Cornbread	20.4	Very significant
Others	8.6	Significant

Making of bread

Since it is generally accepted that Spanish-American families make tortillas, their native bread, in preference to biscuits or muffins, it was interesting to find (Table 19) that approximately one-half of both groups, had biscuits regularly in their homes. Consequently there was no marked difference in the two groups. Since the percentage was so high for Spanish-Americans who did make biscuits, there is a possibility Spanish-American girls misinterpreted the question. There was also no marked difference in regard to making muffins regularly, but 38 per cent more Anglo-American families made muffins occasionally than did Spanish-American families. A greater difference was evident in the making of yeast bread. Three times as many Spanish-American families as Anglo-American families made yeast bread regularly at home. A difference of 42.9 per cent, was found between the two groups regarding the making of yeast bread. Only 6.0 of the Anglo-American families had cornbread regularly, and .3 per cent of the Spanish-American

families had corn bread regularly. The difference between the two groups in making biscuits and muffins may be interpreted as very significant because of the exceedingly high chi-square value (Table 20).

Table 21.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING THE COOKING EQUIPMENT AT HOMES, 1938-39.

COOKING EQUIPMENT	Anglo-Am. N = 1127		Span.-Am. N = 323	
	No.	Per cent	No.	Per cent
Family size skillet	1061	94.1	265	82.0
Butcher knife	1050	93.1	300	92.9
Can opener	1023	90.7	302	93.5
Paring knife	1008	89.4	300	92.2
Potato masher	1002	88.9	279	86.4
Strainer	989	87.6	263	81.4
Rolling pin	969	85.9	317	98.1
Tea kettle	940	83.4	290	89.8
Measuring cup	925	82.1	284	87.9
Rotary egg beater	861	76.5	233	72.1
Food grinder	840	74.5	233	72.1
Grater	837	74.2	218	67.5
Whip egg beater	798	70.8	198	61.3
Vegetable brush	742	65.8	118	36.5
Broiler	708	62.8	165	51.1
Double boiler	669	59.3	219	67.8
Measuring spoons	694	61.6	206	63.8
Spatula	536	47.5	137	42.4
Dish drainer	492	43.6	131	40.6
Lemon squeezer	813	72.1	218	67.5

Table 22.--SIGNIFICANCE OF DIFFERENCES BETWEEN ANGLO-AMERICAN AND SPANISH-AMERICAN HOME-MAKING PUPILS IN NEW MEXICO REGARDING THE COOKING UTENSILS AT HOMES, 1938-39.

COOKING UTENSILS	A. Am.	Per cent S. Am.	Diff.	S.E. D.	t	Interpretation
Family size skillet	94.1	82.0	12.1	.73	16.58	Very significant
Butcher knife	93.1	92.9	.2	.92	.22	Not significant
Can opener	90.6	93.5	- 2.9	.63	4.70	Very significant
Paring knife	89.4	92.6	- 3.2	1.47	2.18	Significant
Potato masher	88.9	86.4	2.5	1.01	2.48	Significant
Strainer	87.6	81.4	6.2	.26	23.85	Very significant
Rolling pin	85.9	98.1	-12.2	.26	46.92	Very significant
Tea kettle	83.3	89.8	- 6.5	.58	11.20	Very significant
Measuring cup	82.1	87.9	- 5.8	.23	25.22	Very significant
Rotary egg beater	76.5	72.1	4.4	.32	13.75	Very significant
Food grinder	74.5	72.1	2.4	.32	7.19	Very significant
Grater	74.2	67.3	6.9	.35	19.14	Very significant
Lemon squeezer	72.1	67.5	4.6	.35	1.31	Not significant
Whip egg beater	70.8	61.3	9.5	.39	24.36	Very significant
Vegetable brush	65.8	36.5	29.3	.47	62.34	Very significant
Broiler	62.8	51.1	11.7	.45	23.35	Very significant
Double boiler	63.8	61.6	- 2.2	.38	5.76	Very significant
Measuring spoons	59.3	67.8	- 8.5	.44	19.32	Very significant
Spatula	47.5	42.4	5.1	.47	10.85	Very significant
Dish drainer	43.6	40.6	3.0	.48	6.25	Very significant

Equipment

A difference of 10 per cent and more was found between the two groups who owned an ice cream freezer, kitchen sink, pressure cooker, garbage pail, coffee pot, waffle iron, electric refrigerator, kitchen stool, and dripolator. Spanish-American girls owned more coffee pots, garbage pails, and kitchen stools than did Anglo-American girls. A greater percentage of both groups owned coffee pots than any other item on list (Table 23), Anglo-Americans, 81.0 per cent and Spanish-Americans, 96.6 per cent. The differences found between the two groups was very significant as interpreted by critical ratio of 100.4 for ice cream freezer, 75.0 for garbage pail, 48.2 for coffee pot, 47.2 for waffle iron and 5.0 for electric mixer (Table 24).

Ninety-six and six-tenths per cent of the Spanish-American group and 81.0 per cent of the Anglo-American group owned coffee pots, the item owned by a larger percentage of both groups than any other article.

Table 23.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING OTHER COOKING EQUIPMENT AT HOMES, 1938-39.

OTHER COOKING EQUIPMENT	Anglo-Am. N = 1127		Span.-Am. N = 323	
	No.	Per cent	No.	Per cent
Coffee pot	904	81.0	313	96.9
Garbage pail	748	67.2	280	86.7
Pressure cooker	672	59.6	126	39.0
Dripolator	608	53.9	141	43.7
Kitchen sink	590	52.3	100	30.9
Ice cream freezer	576	51.1	84	26.0
Hot water heater	478	42.3	125	38.7
Waffle iron	402	35.7	71	22.0
Kitchen stool	391	34.7	148	45.8
Refrigerators				
electric	327	29.0	53	16.4
ice	320	28.4	95	29.4
cooler	218	19.3	43	13.3
Percolators				
electric	210	18.6	34	10.5
silex	204	18.1	29	9.0
Can sealer	179	15.7	44	13.6
Electric mixer	117	10.4	18	5.6
Fireless cooker	110	9.8	36	11.2
Refrigerators				
kerosene	86	7.6	32	9.9
gas	72	6.4	8	2.5

More than 50 per cent of both groups had all the equipment listed except spatulas, dish drainers, and vegetable brushes. Less than 50 per cent of both groups had spatulas and dish drainers, and Spanish-American girls had 29.3 per cent fewer vegetable brushes than did Anglo-American girls, which made their percentage for this item fall below 50 per cent (Table 21). Anglo-Americans had more family-size skillets, 12.1 per cent than did Spanish-American families. Spanish-American families had 12.2 per cent more rolling pins than did

Anglo-American families. The percentage of Spanish-American families who had rolling pins was 98.1 per cent, the highest percentage that was checked in the survey. It was found that 11.7 per cent more Anglo-American girls had broilers than did Spanish-American girls. Other differences found were less than 10 per cent.

Table 24.--SIGNIFICANCE OF DIFFERENCES BETWEEN ANGLO-AMERICAN AND SPANISH-AMERICAN
HOMEMAKING PUPILS IN NEW MEXICO REGARDING THE OTHER COOKING EQUIPMENT AT HOME,
1938-39.

OTHER COOKING EQUIPMENT	A. Am.	Per cent S. Am.	Diff.	S.E. D.	t	Interpretation
Coffee pot	81.0	96.9	-15.9	.33	48.18	Very significant
Garbage pail	67.2	86.7	-19.5	.26	75.00	Very significant
Pressure cooker	59.6	39.0	20.6	.47	43.83	Very significant
Dripolator	53.9	43.7	10.2	.46	22.17	Very significant
Kitchen sink	52.3	31.0	21.3	.50	44.60	Very significant
Ice cream freezer	51.1	26.0	25.1	.25	100.40	Very significant
Hot water heater	42.3	38.7	3.6	.50	7.20	Very significant
Waffle iron	35.7	22.0	13.7	.29	47.24	Very significant
Kitchen stool	34.7	45.8	-11.1	.46	24.13	Very significant
Refrigerators						
electric	29.0	16.4	12.6	.29	43.45	Very significant
ice	28.4	29.4	- 1.0	.29	3.49	Very significant
cooler	19.3	13.3	6.0	.31	19.35	Very significant
Percolators						
electric	18.6	10.5	8.1	.59	13.73	Very significant
silex	18.1	9.0	9.1	.61	14.92	Very significant
Can sealer	15.9	13.6	2.3	.31	7.42	Very significant
Electric mixer	10.4	5.6	4.8	.97	4.95	Very significant
Fireless cooker	9.8	11.2	- 1.4	.59	2.37	Significant
Refrigerators						
kerosene	9.9	7.6	- 2.3	.57	4.04	Very significant
gas	6.4	2.5	3.9	.23	16.96	Very significant

Table 25.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING ONLY A SMALL AMOUNT OF FOOD PRODUCED AT HOME FOR FAMILY USE, 1938-39.

ONLY A SMALL AMOUNT OF FOOD PRODUCED FOR FAMILY USE	Anglo-Am. N = 1127		Span.-Am. N = 323	
	No.	Per cent	No.	Per cent
Fruit				
Apples	222	19.7	67	20.7
Peaches	145	12.9	86	26.6
Others	123	10.9	66	20.4
Pears	84	7.5	72	22.3
Meat				
Beef	177	15.7	53	16.4
Others	127	11.3	30	9.3
Pork	108	9.6	63	19.5
Mutton	44	3.9	34	10.5
Chicken	159	14.3	101	31.3
Eggs	127	11.3	68	21.1
Butter	93	8.3	46	14.2
Milk	63	5.6	53	16.4
Vegetables				
Tomatoes	154	13.7	78	24.1
Turnips	141	12.5	126	39.0
Peas	114	10.1	81	25.0
Others	108	9.6	48	14.9
Potatoes	101	9.0	55	17.0
Corn	93	8.3	98	30.3
Beans	91	8.1	81	25.0
Cabbage	85	7.5	77	23.8

Food produced at home

It was found that more Spanish-American families produced only a small amount of food for family use than did Anglo-American families. A difference of 10 per cent and more was found between the two groups in the production of peaches, pears, chickens, milk, tomatoes, turnips, peas, corn, beans, and cabbage for family use (Table 26).

Table 26.--SIGNIFICANCE OF DIFFERENCES BETWEEN RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING ONLY A SMALL AMOUNT OF FOOD PRODUCED AT HOME FOR FAMILY USE, 1938-39.

ONLY A SMALL AMOUNT OF FOOD PRODUCED FOR FAMILY USE	A. Am.	Per cent S. Am.	Diff.	S.E. D.	t	Interpretation
Fruit						
Apples	19.7	20.7	- 1.0	.30	3.33	Significant
Peaches	12.9	26.6	-13.7	.30	45.67	Very significant
Others	10.1	2.5	- 7.6	.81	9.39	Very significant
Pears	7.5	22.3	-14.8	.21	70.48	Very significant
Meat						
Beef	15.7	16.4	- .7	.31	2.26	Significant
Others	11.3	9.3	2.0	.52	3.85	Very significant
Pork	9.6	19.5	- 9.9	.38	26.05	Very significant
Mutton	3.9	10.5	- 6.6	.34	19.41	Very significant
Chicken	14.3	31.3	-17.0	.53	32.08	Very significant
Eggs	11.3	21.1	- 9.8	.32	30.63	Very significant
Butter	8.3	14.2	- 5.9	.20	29.50	Very significant
Milk	5.6	16.4	-10.8	.25	43.20	Very significant
Vegetables						
Tomatoes	13.7	24.1	-10.4	.31	33.55	Very significant
Turnips	12.5	39.0	-26.5	.52	50.96	Very significant

Table 26.--SIGNIFICANCE OF DIFFERENCES BETWEEN RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING ONLY A SMALL AMOUNT OF FOOD PRODUCED AT HOME FOR FAMILY USE, 1938-39--Continued.

ONLY A SMALL AMOUNT OF FOOD PRODUCED FOR FAMILY USE	A. Am.	Per cent		Diff.	S.E. D.	t	Interpretation
		S. Am.					
Peas	10.1	25.0		-14.9	.90	16.56	Very significant
Others	9.6	14.9		- 5.3	.62	8.55	Very significant
Potatoes	9.0	17.0		- 8.0	.96	8.33	Very significant
Corn	8.3	30.3		-22.0	.19	115.79	Very significant
Beans	8.1	25.0		-16.9	.54	31.30	Very significant
Cabbage	7.5	23.8		-16.3	.21	77.62	Very significant

Table 27.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING THE FOOD PRODUCED AT HOME FOR ALL THE FAMILY NEEDS, 1938-39.

FOOD PRODUCED FOR ALL THE FAMILY NEEDS	Anglo-Am. N = 1127		Span.-Am. N = 323	
	No.	Per cent	No.	Per cent
Milk	493	43.7	105	32.5
Chicken	479	42.5	95	29.4
Eggs	432	38.3	68	33.7
Butter	427	37.9	57	17.3
Vegetables				
Beans	375	33.3	89	27.6
Peas	355	31.5	81	24.8
Corn	314	27.9	98	20.7
Tomatoes	282	25.0	81	25.0
Turnips	275	24.4	75	23.2
Cabbage	256	22.7	98	30.3
Others	205	18.2	58	18.0
Potatoes	197	17.5	45	13.9
Meat				
Beef	242	21.5	48	14.9
Pork	237	21.0	52	16.1
Others	85	7.5	22	6.8
Mutton	66	5.9	32	9.9
Fruit				
Peaches	146	13.0	46	14.2
Apples	134	11.8	54	16.7
Others	127	11.3	38	11.8
Pears	99	8.8	31	9.6

Table 28.--SIGNIFICANCE OF DIFFERENCES BETWEEN RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOME MAKING PUPILS IN NEW MEXICO REGARDING THE FOOD PRODUCED AT HOME FOR ALL THE FAMILY NEEDS, 1938-39.

FOOD PRODUCED FOR ALL THE FAMILY NEEDS	Per cent		Diff.	S.E. D.	t	Interpretation
	A. Am.	S. Am.				
Milk	43.7	32.5	11.2	.50	22.40	Very significant
Chicken	42.5	29.4	13.1	.22	59.55	Very significant
Eggs	38.3	33.7	4.6	.29	15.86	Very significant
Butter	37.9	17.3	20.6	.25	82.40	Very significant
Vegetables						
Beans	33.3	27.6	5.7	.28	20.36	Very significant
Peas	31.5	24.8	6.7	.54	12.41	Very significant
Corn	27.9	20.7	7.2	.48	15.00	Very significant
Tomatoes	25.0	25.0	0.0	.29	0.00	Not significant
Turnips	24.4	23.2	1.2	.56	2.14	Significant
Cabbage	22.7	30.3	- 7.6	.54	14.07	Very significant
Others	18.2	18.0	.2	.57	0.35	Not significant
Potatoes	17.5	13.9	3.6	.58	6.21	Very significant
Meat						
Beef	21.5	14.9	6.6	.57	11.58	Very significant
Pork	21.0	16.1	4.9	.57	8.60	Very significant
Others	7.5	6.8	.7	.40	1.75	Not significant
Mutton	5.9	9.9	- 4.0	.59	6.78	Very significant

Table 28.--SIGNIFICANCE OF DIFFERENCES BETWEEN RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING THE FOOD PRODUCED AT HOME FOR ALL THE FAMILY NEEDS, 1938-39---Continued.

FOOD PRODUCED FOR ALL THE FAMILY NEEDS	Per cent		Diff.	S.E. D.	t	Interpretation
	A. Am.	S. Am.				
Fruit						
Peaches	13.0	14.2	- 1.2	.32	3.75	Very significant
Apples	11.8	16.7	- 4.9	.32	15.31	Very significant
Others	11.3	11.8	- .5	.32	1.56	Not significant
Pears	8.8	9.6	- .8	.37	2.16	Significant

It was also found that more Anglo-American families produced a sufficient amount of food for all the family's needs than did Spanish-American families. A difference of 10 per cent and more was found in the amount of milk, chickens, and butter produced by both groups. Spanish-American families produced more cabbage, mutton, peaches, and apples than did Anglo-American families (Table 28).

One-fifth of the Anglo-American families produced eggs for sale more than any other food listed in the survey. Over one-half the Spanish-American families produced potatoes for sale, and over one-fourth produced corn for sale. However, a difference of 10 per cent and more was found between the two groups in the number of families producing eggs, milk, pork, beef, corn, and potatoes for sale (Table 30).

Table 29.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING FOOD PRODUCED AT HOME FOR SALE, 1938-39.

FOOD PRODUCED FOR SALE	Anglo-Am.		Span.-Am.	
	No.	N 1127 Per cent	No.	N 323 Per cent
Eggs	234	20.8	29	9.0
Chicken	165	14.7	20	6.2
Milk	162	14.4	13	4.0
Meat				
Pork	191	16.9	9	2.8
Beef	187	16.6	18	5.6
Others	19	1.7	3	.9
Mutton	13	1.2	5	1.5
Butter	122	10.8	7	2.2
Fruit				
Others	144	10.1	8	2.5
Peaches	93	8.3	7	2.2
Apples	41	3.6	10	3.1
Pears	30	2.7	5	1.5
Vegetables				
Beans	71	6.3	28	8.7
Corn	70	6.2	94	29.1
Potatoes	67	6.1	173	53.6
Tomatoes	63	5.6	3	.9
Others	63	5.6	5	1.5
Peas	53	4.7	17	3.3
Cabbage	31	2.8	8	2.5
Turnips	31	2.8	4	1.2

Table 30.--SIGNIFICANCE OF DIFFERENCES BETWEEN RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOME MAKING PUPILS IN NEW MEXICO REGARDING FOOD PRODUCED AT HOME FOR SALE, 1938-39.

FOOD PRODUCED FOR SALE	Per cent		Diff.	S.E. D.	t	Interpretation
	A. Am.	S. Am.				
Eggs	20.8	9.0	11.8	.61	19.34	Very significant
Chicken	14.7	6.2	8.5	.44	19.32	Very significant
Milk	14.4	4.0	10.4	.44	23.64	Very significant
Meat						
Pork	16.9	2.8	14.1	.38	37.11	Very significant
Beef	16.6	5.6	11.0	.66	16.67	Very significant
Others	1.7	.9	.8	.61	1.31	Not significant
Mutton	1.2	1.5	- .3	.32	.01	Not significant
Butter	10.8	2.2	8.6	.90	9.56	Very significant
Fruit						
Others	10.1	2.5	7.6	.80	9.50	Very significant
Peaches	8.3	2.2	6.1	.19	32.11	Very significant
Apples	3.6	3.1	.5	.52	0.96	Not significant
Pears	2.7	1.5	1.2	.30	3.97	Very significant
Vegetables						
Beans	6.3	8.7	- 2.4	.28	8.57	Very significant
Corn	6.2	29.1	22.9	.25	91.60	Very significant

Table 30.--SIGNIFICANCE OF DIFFERENCES BETWEEN RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING FOOD PRODUCED AT HOME FOR SALE, 1938-39.--Continued

FOOD PRODUCED FOR SALE	A. Am.	Per cent		Diff.	S.E. D.	t	Interpretation
		S. Am.					
Potatoes	6.1	53.6		-47.5	.42	113.10	Very significant
Tomatoes	5.6	.9		4.7	.58	8.10	Very significant
Others	5.6	1.5		4.1	.25	16.40	Very significant
Peas	4.7	3.3		1.4	.42	3.33	Very significant
Cabbage	2.8	2.5		.3	.29	1.03	Not significant
Turnips	2.8	1.2		1.6	.30	5.33	Very significant

Table 31.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING FAMILIES THAT DO NOT PRODUCE FOOD FOR SALE, 1938-39.

FAMILIES THAT DO NOT PRODUCE FOOD FOR SALE	Anglo-Am. N = 1127		Span.-Am. N = 323	
	No.	Per cent	No.	Per cent
Fruits				
Pears	758	67.2	195	60.4
Apples	737	65.4	174	53.9
Peaches	704	62.4	168	52.0
Others	416	36.9	156	48.3
Meat				
Others	705	62.5	184	57.0
Mutton	673	59.7	208	64.4
Beef	536	47.5	176	54.5
Pork	521	46.2	181	56.0
Vegetables				
Cabbage	637	56.5	137	42.4
Corn	596	52.9	126	39.0
Turnips	595	52.8	152	47.1
Tomatoes	592	52.5	140	43.3
Others	570	50.6	113	35.0
Potatoes	560	49.7	178	58.1
Beans	551	48.9	129	39.9
Peas	550	48.8	134	41.5
Milk	481	42.7	161	49.8
Butter	416	36.9	192	59.4
Eggs	412	36.5	133	41.2
Chicken	409	36.3	133	41.2

The percentages for the number of Anglo-American families who did not produce food for sale ranged from 36.3 to 67.2 per cent and from 35.0 to 64.4 per cent for Spanish-American families. Of food produced not for sale a difference of 10 per cent and more was found between Anglo-American and Spanish-American families in apples, peaches, and other fruits, cabbage, corn and other vegetables, and butter. Other fruits and other vegetables is in reference to the item to be checked called other fruits and other vegetables. These included those fruits that were not listed in the survey by name (Table 32).

Table 32.--SIGNIFICANCE OF DIFFERENCES BETWEEN RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING FAMILIES THAT DO NOT PRODUCE FOOD FOR SALE, 1938-39.

FAMILIES THAT DO NOT PRODUCE FOOD FOR SALE	A. Am.	S. Am.	Per cent Diff.	S.E. D.	t	Interpretation
Fruits						
Pears	67.2	60.4	6.8	1.24	5.32	Very significant
Apples	65.4	53.9	11.5	.41	28.05	Significant
Peaches	62.4	52.0	10.4	.42	24.76	Very significant
Others	36.9	48.3	-11.4	.27	42.22	Very significant
Meat						
Others	62.5	57.0	5.5	.40	13.75	Very significant
Mutton	62.5	57.0	5.5	.40	13.75	Very significant
Beef	47.5	54.5	- 7.0	.43	16.28	Very significant
Pork	46.2	56.0	- 9.8	.42	23.33	Very significant
Vegetables						
Cabbage	56.5	42.4	14.1	.46	30.65	Significant
Corn	52.9	39.0	13.9	1.52	9.15	Very significant
Turnips	52.8	47.1	5.7	.45	12.65	Very significant
Tomatoes	52.5	43.3	9.2	1.47	6.25	Very significant
Others	50.6	35.0	15.6	.49	31.84	Very significant
Potatoes	49.7	58.1	- 8.4	.42	20.00	Very significant
Beans	48.9	39.9	9.0	.48	18.75	Very significant
Peas	48.8	41.5	7.3	.47	15.53	Very significant

Table 32.--SIGNIFICANCE OF DIFFERENCES BETWEEN RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOME MAKING PUPILS IN NEW MEXICO REGARDING FAMILIES THAT DO NOT PRODUCE FOOD FOR SALE, 1938-39--Continued.

FAMILIES THAT DO NOT PRODUCE FOOD FOR SALE	A.-Am.	Per cent S. Am.	Diff.	S.E. D.	t	Interpretation
Milk	42.7	49.8	- 7.1	.66	10.76	Very significant
Butter	36.9	59.4	-22.5	.42	53.57	Very significant
Eggs	36.5	41.2	- 4.7	.48	9.79	Very significant
Chicken	36.3	41.2	- 4.9	.48	10.21	Very significant

Summary

To summarize briefly the difference between the two groups it was found that more Spanish-Americans than Anglo-Americans regularly ate lunch at home, ate with another family and carried lunch from home. Also more Spanish-Americans ate all their meals together, bought more food in larger quantities, and helped regularly with everyday activities than did Anglo-Americans. Three-fourths of both groups ate breakfast regularly. One-half of both groups planned for family food needs by the meal. Over one-half of both groups had all the equipment listed except spatulas, dish drainers, and vegetable brushes. Just one-fifth of both groups ate in the dining room and planned for the family food needs by the day. One-fifth of the Anglo-American girls took responsibility regularly for canning and preserving food. This was the only activity which girls check that they regularly took responsibility for. Less than one-fifth of both groups canned fruits, vegetables, and meat in glass jars, and even less canning was done in tin. More of both groups of girls occasionally helped with or occasionally took responsibility for everyday activities than regularly helped with or regularly took responsibility for the various everyday activities listed in the survey.

No difference was found between the two groups concerning when the food was bought. A greater percentage of both mothers and fathers of both groups bought food regularly than did other family members. More girls of both groups bought food occasionally than bought food regularly. More Anglo-Americans than Spanish-Americans produced a sufficient amount for all the family's needs. Just one-fifth of the Anglo-American families produced food for sale. Spanish-Americans produced more corn and potatoes, for sale than any other food.

Chapter V

DISCUSSION

The purpose of this study was to determine what differences should be made in teaching "Foods" to Anglo-American and Spanish-American homemaking pupils, according to their own food management practices and food habits. As indicated by the difference found between the two groups, the results and the findings will point to conclusions regarding eating breakfast and lunch, helping to take responsibility for everyday activities, buying food, planning meals, canning and preserving foods, making bread, producing food at home, and equipment at home.

Eating breakfast and lunch

According to the findings of this study, a greater percentage of Spanish-American pupils ate lunch regularly at home, ate lunch with another family, and carried lunch from home than did Anglo-American pupils. Three-fourths of both groups said that they ate breakfast regularly. This percentage seemed high, as it had been the writer's experience that many pupils, especially Anglo-American girls, said that they did not eat breakfast. It is possible that many who checked

eating breakfast considered a glass of orange juice, which they drank regularly, as breakfast; for many pupils orange juice would constitute the sum total of food eaten for breakfast. It should be the teacher's responsibility to emphasize the importance of eating an adequate breakfast regularly. Home experiences could be used as one method to encourage girls to do so. A greater percentage of Spanish-American than Anglo-American girls ate regularly at home. It was found by Rainbolt, (11) that in New Mexico, more Spanish-American than Anglo-American girls lived within two miles of school. This undoubtedly was the reason why more Spanish-American girls ate lunch at home than did Anglo-American girls.

More Anglo-American girls occasionally purchased lunch at the high school canteen or drug store. This was probably so that they could be with other pupils during the noon hour. It was also found that a greater percentage of Spanish-American girls regularly carried lunch from home. These were probably girls who lived on farms, and due to low income level of families could not afford to purchase lunches. It has been known that some pupils have gone without lunch during the noon hour. The teachers should check to see that pupils are eating regularly and that they are eating adequate food. Too much emphasis cannot

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be placed on the seven basic foods. Teachers can help those who purchase lunch to buy adequate food, and can help those who carry food from home to plan attractive and appetizing lunches.

Family eating together

It was not surprising to find that more Spanish-American families ate every meal together, since the patriarchal tendency still exists in most Spanish-American families. At mealtime, in many of the Spanish-American families, the men of the family are served first. According to Peninger (8), being late to meals was the greatest cause for family disagreement in Spanish-American homes in New Mexico. This is considered a most serious offense and was undoubtedly the reason why a greater percentage of Spanish-American families ate every meal together.

Where the family eats

It was not at all unusual to find that a greater percentage of Spanish-American families ate in the kitchen, since the majority of Spanish-American families live in a two or three-room house. A large percentage of Anglo-American families did not eat in the dining room, because it is more convenient to serve food in the kitchen, breakfast nook, or on the service porch. Since so many of both groups ate in the

kitchen, emphasis should be placed on simple meal service and ways to make the kitchen a more attractive place to eat.

Everyday activities

Under the heading of everyday activities there were 58 activities which girls helped with or took responsibility for. These activities will be discussed in two parts: the first part will include those activities which girls regularly helped with and which girls regularly took responsibility for doing; the second part will include those activities which girls occasionally helped with and occasionally took responsibility for. Of these 58 activities, five were activities which 10 per cent or more of both groups helped with regularly. The five activities were: serving food at the table, clearing the table after the meals, washing the dishes, preparing breakfast, and preparing lunch. More Spanish-American than Anglo-American girls helped with each of these activities. The greatest difference found between the two groups was in clearing the table after meals. Since a greater percentage of Spanish-American girls regularly helped with or regularly took responsibility for preparing food dishes, it might seem that Spanish-American mothers were more willing for their daughters to assume responsibility for preparation of

meals in comparison to Anglo-American mothers who would rather prepare the meals themselves than to have their daughters prepare them. The chief reasons for this were that the daughter takes too much time, uses too many pans, and leaves the kitchen in disorder. As a result many Anglo-American girls do not get a chance to develop skill in meal planning and preparation until they have a home of their own.

Canning and preserving food was the only activity of the 58 which girls checked that they regularly took responsibility for doing. One-fifth of the Anglo-American girls regularly took responsibility for canning and preserving foods. Very few Spanish-American girls regularly took such responsibility as the majority of Spanish-American families dry food rather than can it.

More of both groups occasionally helped and occasionally took responsibility for doing the various everyday activities than regularly helped with them or regularly took responsibility for doing them. This is probably because of the fact that in rural areas many girls help in the morning and after school with milking the cows, feeding the chickens, and caring for the stock. Caring for the chickens was the only outside activity included in the survey; as a result, the number of girls who helped with other activities is

not known. The labor shortage has made it necessary now more than ever before for girls to help with outside duties, leaving homemaking activities to another member of the household. The teacher and pupils could work out together home management problems that would help girls plan their work in order to assume more everyday activities.

Of those activities that girls occasionally helped with and occasionally took responsibility for doing, it was found that more Anglo-American girls occasionally helped with cooking vegetables, and that more Spanish-American girls occasionally helped with baking cake. Of those activities that girls occasionally took responsibility for, more Anglo-American girls baked biscuits, and more Spanish-American girls cooked vegetables. In order to help the girls in developing ability and skill in meal preparation, the teacher and pupils might work out together various food management problems that would help girls to learn to manage better. The teacher should observe girls at work to see if they are using suggestions for saving time, efforts, and resources. More ability and skill would be gained in food management practices if the girl, the mother, and the teacher would work together in planning home experiences.

It is the writer's belief that Spanish-American girls should be given more opportunity to

prepare native dishes in homemaking classes. Teachers should encourage Spanish-American girls to teach Anglo-American girls how to prepare the various Mexican dishes. As a result, Spanish-American girls would feel more secure in food classes and would develop a finer appreciation of their native foods. In discussing meal planning, it is important for the teacher to realize that Mexican foods should be included in the discussion as well as those foods eaten by Anglo-American girls.

Buying of food

The mothers and fathers of both Anglo-American and Spanish-American families bought more food regularly than did the other family members. The Spanish-American fathers bought more food regularly than did Anglo-American fathers. More mothers than fathers of both groups regularly bought the food, possibly because they are responsible for planning the meals, as well as for its preparation. Only one-seventh of both groups of girls bought food regularly. One-half of both groups of girls bought food occasionally.

When the food was bought

One-half of both groups shopped for food once a week. This was undoubtedly due to distances to and from shopping centers, rather than to careful planning,

since one-half of both groups planned for the family's food needs by the meal instead of planning for them by the day or by the week. One-fourth of the Anglo-Americans, in comparison to one-seventh of the Spanish-American families, bought food daily. One-fifth of both groups bought food twice a week. Those who checked buying of food once a month or once a year, were families who lived a great distance from any shopping center.

With rationing of foods and gasoline, families have had to change many of their shopping habits. It has been necessary for them to plan their shopping, keeping in mind not only what to buy, but also when to buy it. Gasoline rationing has limited trips to the store for groceries. In meal planning units, teacher should emphasize the importance of careful planning in buying of foods. Girls could be allowed to shop for foods used for meal preparation in homemaking classes. This would provide an opportunity for girls to be responsible for making a shopping list and for selecting and buying of food. Food buying problems should be included with units on meal planning and preparation.

Food bought in large quantities

The foods bought in large quantities by both groups were: flour, sugar, potatoes, canned goods, beans, and a quarter or more of meat. Four times more

Spanish-American than Anglo-American families bought chili; three times as many bought beans; and twice as many bought potatoes. Due to the amount of each of these foods bought, it is apparent, that Spanish-Americans food habits are centered around beans, chili and tortillas.

Planning the meals

Approximately one-half of the Anglo-American and Spanish-American families planned for the family's food needs by the meal instead of planning for them by the week or by the day. Four times more Spanish-American than Anglo-American families planned meals by the week. Twice as many Spanish-American as Anglo-American families planned for meals by the day. Inasmuch as many of the meals served in the Spanish-American homes were similar, it is possible that the girls thought the menus were planned by the day or week.

Amount canned

It was interesting to note that one-fourth of both groups canned more than 100 jars of fruits, vegetables, or meat. Another one-fourth of both groups canned practically no fruits, vegetables, or meat. The remaining one-half of both groups were divided between those who canned 50 jars or less, and those who canned 50 jars and more. The amount canned by

Anglo-American families seemed very low when one takes into consideration that many sections of New Mexico are agricultural centers, and that many people who do not live on farms often have gardens and small orchards. However when one teacher who taught in an agricultural center inquired of her pupils why they did not can, she learned that families had winter gardens and that foods which could not be grown were bought.

Another reason for this low percentage might be due to the fact that in many sections of the state families cannot have gardens because of poor soil conditions and lack of water for irrigation. In some sections of the state, families depend on the rains for irrigation. In still other sections of the state, all the fruits and vegetables are shipped in, so the cost makes it prohibitive to can and preserve food. It was not surprising to find that very little canning was done by Spanish-American families as the majority of these families dry food in preference to canning it. Drying was not included in the survey, but it has been the observation of the writer that Spanish-American families dry quantities of corn, chili, squash, and fruit, and make "jerky," dried meat. In the fall it is indeed picturesque to drive through the various Mexican villages and see the long strings of red chili hanging along the sides of the adobe houses or spread out on

the flat roofs of houses. In driving through the village one can also see "jerky" drying on clotheslines.

These are substantial foods in the average Spanish-American diet, and all their meals are built around them. Last fall the janitor, at the writer's school made the remark that "unless we have chili for breakfast, I just don't feel as if I have had anything to eat." Eating chili three times a day is very evident. In checking dietaries of Spanish-American girls, chili is often served for breakfast, lunch, and supper. In order to have plenty of these foods, families dry them in preference to canning them.

Since so much drying is done by Spanish-American families, girls should be taught how to make and use dehydrators and how to make use of various types of drying frames. Teachers should stress the importance of protecting food from insects, dust, and dirt. The drying done by Spanish-American families is often very unclean and unwholesome.

The canning situation, like many other things, is a different picture from what it was in 1938-39, when the survey was taken. Last year the writer supervised a community cannery. Many women came for canning help--those who had never canned before, those who had not canned since World War I, and those who canned regularly at home but wanted to learn newer methods.

It was apparent that, due to rationing and due to the threatened food shortage, many women went to the extreme of canning enough food for three or four years.

Canning problems such as the care and use of canning equipment, the family canning budget, the causes of food spoilage, and the simple canning techniques are a few ways in which the teacher can help pupils and mothers. Besides classes in canning and preserving of foods in day schools, adult classes for mothers and fathers could be held to help with canning problems. In comparing the amount of food canned in glass jars with the amount canned in tin, it was found that less canning was done in tin than was done in glass jars. Many possibly felt it was more expensive to can in tin than to can in glass jars, since it was necessary to have additional equipment for sealing cans, and to purchase cans each season. However more tin is being used than has been used in the past for canning purposes. During the last year many canning centers have been built in New Mexico. The supervisors are encouraging the use of tin in preference to glass, though glass jars are being used in various centers by those who already have them. The advantage of using tin is that the retorts can be exhausted more quickly and the products can be immersed in cold water. Tin cans are available at all canning centers. Canning

instruction for homemaking girls should include both types of containers. After having had experience in canning, girls should be able to evaluate the canning unit, and choose the methods of canning and types of containers that would best meet their family needs.

As a result of having had canning in homemaking classes, girls should be better able to help their mothers.

Girls might plan canning budgets for their unit families in homemaking classes, using this budget as a guide in canning the amount of food the unit family would use for the year. After all food units had been taught, girls should evaluate canning to see if the unit family's food needs had been wisely planned. Girls could plan home experience in gardening followed by canning and preserving of food using a canning food budget.

Bread made at home

Approximately one-half of both groups had biscuits regularly. As stated before, this was unusual as it is generally accepted that Spanish-American families make tortillas, their native bread, in preference to biscuits or muffins. But since the percentage was so high for Spanish-American girls, it is possible that the Spanish-American girls misinterpreted the question. Three times more Spanish-American than Anglo-American families made yeast bread. Evidently, the Anglo-American girls did not consider

hot rolls, which are probably served in Anglo-American homes more often than yeast bread, as a yeast bread. It was found that the percentage was low for Anglo-Americans, 19.3 per cent, in comparison to Spanish-American girls, 62.2 per cent, who made yeast bread regularly at home.

Equipment

It was found that Spanish-American families owned more coffee pots than did Anglo-American families. Anglo-American families were probably using more drip-olators, electric percolators, and silex coffee makers than coffee pots. About twice as many Anglo-American as Spanish-American families had electric refrigerators. However, the percentage of both groups who had electric refrigerators was comparatively small. This was not surprising since in many communities in New Mexico rural electrification is not available. In some communities in New Mexico where electricity is available, it is too expensive to be used for refrigeration or for cooking purposes. Approximately one-third of both groups had ice boxes. The percentage of both groups who had kerosene and gas refrigerators was less than the percentage who had iceboxes. Over one-half of the Anglo-American families had pressure cookers. Since so very little canning was done, the cookers were

probably used for high altitude cooking rather than for canning and preserving food.

In checking the survey it was found that many people who did not have garbage pails had ice cream freezers. More Anglo-American than Spanish-American families had sinks and hot water heaters. In comparing each of the groups, more Anglo-American families had sinks than hot water heaters; and more Spanish-American families had hot water heaters than had sinks. Since Spanish-American girls had more hot water heaters, it is possible that reservoirs attached to coal and wood ranges were considered as hot water heaters. According to Rainbolt (11), a smaller percentage of Anglo-American than Spanish-American families in New Mexico had coal or wood stoves. Since less than half of both groups had sinks and hot water heaters, emphasis should be placed on the teaching of sanitation in washing dishes and kitchen equipment.

Small equipment

More than one-half of both groups had all the equipment listed on the survey except spatulas, dish drainers, and vegetable brushes. Even though less than one-half of the girls had spatulas, the percentage seemed high, as it has been the writer's experience to find that many girls in homemaking classes, often do not know what a spatula is.

It was found that more Spanish-American than Anglo-American families had can openers, paring knives, rolling pins, tea kettles, measuring cups and spoons, and double boilers. Some of both groups did not have can openers. As a result butcher knives or other sharp objects were probably used in opening canned goods. This would be an important item to remember in teaching safety. More Anglo-American than Spanish-American families had family size skillets and broilers.

In teaching a unit on equipment it would be important that the teacher stress care of equipment much more now than in 1938-39, since this equipment cannot be very easily replaced. Too much emphasis cannot be placed on selection of equipment, and the use of equipment. Suggestions for the use of improvised equipment should be made for the benefit of those who do not have in their homes the various types of equipment. Improvised equipment should be used in home-making classes so girls will realize it is not necessary to have special equipment for the preparation of foods.

Food produced at home

It was found that more Spanish-American than Anglo-American families produced only a small amount of food for family use. The only food produced by one family was strawberries. Often Spanish-American

families have their gardens growing on the irrigation ditches banks and due to the limited space cannot produce much food. Some Spanish-American villages are built up above the valleys and it is impossible for these families to have necessary water to produce food. More Anglo-American than Spanish-American families produced all the food the family needed. Except for corn and potatoes, more food was produced by Anglo-American families than by Spanish-American families. There was very little difference found between the two groups regarding the number who did not produce food for sale and the number who did produce food for sale.

Summary

Before listing the implications drawn from this study, it must be remembered that present world conflicts have brought many changes in food habits and food management practices of Anglo-American and Spanish-American homemaking pupils in New Mexico. Although some of the findings will not apply today as in 1938-39, it is possible that after this present war families will have a tendency to resume their former way of living.

Teachers of groups that are either predominately Spanish-American or Anglo-American, or both Anglo-American and Spanish-American, should keep the following findings in mind: It was found that more Spanish-

American girls ate lunch at home, ate lunch with another family, or carried lunch from home; ate every meal with all members of the family; ate native foods; regularly helped with preparation of food dishes; regularly made yeast bread at home; bought foods in large quantities; did very little canning and preservation of food; and produced very little food for family use.

More Anglo-American girls bought lunch at the high school canteen or drug store; took responsibility for canning and preserving food; and had more refrigerators, sinks and hot water heaters in their homes.

Approximately the same percentage of both groups ate in the kitchen; made biscuits and muffins in preference to other breads; planned the family's food needs by the meal instead of by the day or week; did very little canning and preserving of food; occasionally helped with or took responsibility for doing everyday activities more often than regularly helped with or regularly took responsibility for doing them; and had similar cooking equipment.

Therefore, in teaching classes predominately Spanish-American emphasis should be placed on those activities that more Spanish-American girls did and those activities that both groups did.

In teaching classes predominately Anglo-American emphasis should be placed on those activities that more Anglo-American girls did and those activities that both groups did.

In teaching classes in which girls of both groups are present all the activities would be included, those that more Anglo-American girls did, those that more Spanish-American girls did, and those that both groups did.

Implications for the teacher of
home economics in New Mexico.

1. Since so many of both groups ate in the kitchen, emphasis should be placed on simple meal service, and ways to make the kitchen a more attractive place in which to eat.

2. Lessons on Mexican cookery should be included in units on foods. Spanish-American girls should be taught to appreciate native dishes and should be encouraged to teach Anglo-American girls how to prepare them.

3. Teachers should plan definite, specific, and practical learning experiences in food management that will help girls to manage time, energy, and resources more effectively.

4. The teachers should observe girls at work to see if they are using suggestions for saving

time, effort, and resources.

5. Spanish-American pupils need to learn more sanitary methods of drying foods than those they use at home.

6. Girls should be guided to choose more home experiences that will help them in assuming responsibility for doing everyday activities. These should be mother, pupil, and teacher-planned. The teachers should supervise all home experiences by making home visits.

7. Experiences should be given for girls to shop for their unit families.

8. The teacher should become familiar with food patterns and habits of the community in which she teaches, and the food habits of the girls in her classes. As a result she should be better able to help the girls establish habits of eating adequate food regularly, and plan and prepare adequate meals.

9. The dietaries of Spanish-American girls, as well as dietaries of Anglo-American girls, should be included in the discussion of foods. It is important for Spanish-American girls to see how the native foods balance with the seven basic requirements.

10. Both groups of pupils need to learn that eating together can be a happy occasion. The teacher should encourage pupils to want to be home when meals are served.

11. Teachers need to emphasize the use of canning budget in food preservation units. Girls should plan one for each of the unit families in homemaking classes.

12. Teachers should emphasize the use and the care of all types of equipment. Suggestions should be made for different types of improvised equipment which the girls can make and use at home.

13. Agriculture and homemaking teachers should teach a cooperative unit on gardening.

Recommendations for further study

Comparative studies should be made between Anglo-American and Spanish-American homemaking pupils in other areas of family living. The data are available from the same survey made in New Mexico, from which this study was made. The following would seem pertinent:

1. What are the differences between Anglo-American and Spanish-American pupils in taking responsibility for home management?

2. What are the differences between Anglo-American and Spanish-American homemaking pupils for taking responsibility of caring for children?

3. How do the health habits of Anglo-American homemaking pupils compare with the health habits of Spanish-American homemaking pupils?

4. What are the differences between Anglo-American and Spanish-American homemaking pupils in the garments they make, select, or buy?

5. To what extent do Mexican foods provide essential food nutrients and how can such knowledge be made available to homemaking teachers?

Chapter VI

SUMMARY

This study is one section of a general survey of Anglo-American and Spanish-Americans in New Mexico. Two other studies have been reported by Naoma Peninger (8) and Hazel Rainbolt (11). In April, 1939, as part of the curriculum development program, a survey sheet, "A Movie of a Girl at Home" was filled out by all vocational homemaking pupils in New Mexico. Two sections of this survey were used for this study: Part IV "Three Meals a Day" and the supplement, "What is Used and Produced at Home."

The problem for the present study was: what differences should be made in the teaching of "Foods" to Anglo-American and Spanish-American girls according to their own food management practices and food habits? The problem was further divided into the following questions:

1. What differences are found between the food management practices of Anglo-American and Spanish-American girls?

2. What differences are found between the food habits of Anglo-American and Spanish-American girls?

3. What differences should be made in the teaching of "Foods" to classes predominately Anglo-American and those predominately Spanish-American?

The data were analyzed according to the statistical procedures of the chi square test for the significance of the difference between two distributions and the Fisher "t" formula for the significance of the differences between two percentages.

Summary of findings

The differences between the groups are summarized below. Teachers of classes predominately Spanish-American, Anglo-American, or both Spanish-American and Anglo-American should keep the groupings of activities in mind in order to give the proper emphasis in teaching.

More Spanish-American than Anglo-American pupils:

1. Ate lunch at home, ate lunch with another family, or carried lunch from home.
2. Ate every meal with all members of the family.
3. Regularly helped with preparation of food dishes.
4. Bought food in large quantities.
5. Canned and preserved very little food.
6. Produced very little food for family use.

More Anglo-American than Spanish-American pupils:

1. Bought lunch at high school canteen or drug store.
2. Took responsibility for canning and preserving of food.
3. Had refrigerators, sinks, and hot water heaters.

Approximately the same percentage of both groups:

1. Ate in the kitchen.
2. Made biscuits and muffins in preference to other foods.
3. Planned the family's food needs by the meal instead of planning for them by the day or by the week.
4. Canned and preserved foods.
5. Occasionally helped with or took responsibility for doing everyday activities more often than regularly helped with or regularly took responsibility for doing them.
6. Had similar cooking equipment.

Implications for the teacher of
home economics in New Mexico.

1. Since so many of both groups ate in the kitchen, emphasis should be placed on simple meal ser-

vice and ways to make the kitchen a more attractive place to eat.

2. Lessons on Mexican cookery should be included in units on foods. Spanish-American girls should be taught to appreciate native dishes and should be encouraged to teach Anglo-American girls how to prepare them.

3. Teachers should plan definite, specific, and practical learning experiences in food management that will help both Anglo-American and Spanish-American girls manage time, energy, and resources more effectively.

4. The teachers should observe girls at work to see if they are using suggestions for saving time, effort, and resources.

5. Spanish-American pupils need to learn more sanitary methods of drying foods than those they use at home.

6. Girls should be guided to choose more home experiences that will help them in assuming more responsibility for doing everyday activities. These should be mother, pupil, and teacher planned. The teachers should supervise all home experiences by making home visits.

7. Experiences should be given in home-making classes for girls to shop for their unit families.

8. The teacher should become familiar with food patterns and habits of the community in which she teaches, and the food habits of the girls in her classes. As a result she should be better able to help the girls establish habits of eating adequate food regularly, and plan and prepare adequate meals.

9. The dietaries of Spanish-American girls, as well as dietaries of Anglo-American girls, should be included in the discussion of foods. It is important for Spanish-American girls to see how the native foods balance with the seven basic requirements.

10. Both groups of pupils need to learn that the family's eating together can be a happy occasion. The teacher should encourage pupils to want to be home when meals are served.

11. The teachers need to emphasize the use of a canning budget in food preservation units. Girls should plan one for each of the unit families in home-making classes.

12. Teachers should emphasize the use and the care of all types of equipment. Suggestions should be made for different types of improvised equipment which the girls can make and use at home.

13. Agriculture and homemaking teachers should teach a cooperative unit on gardening.

Recommendations for further study

Comparative studies should be made between Anglo-American and Spanish-American homemaking pupils in other areas of family living for which the data are available from the survey made in New Mexico.

The following would seem pertinent:

1. What are the differences between Anglo-American and Spanish-American pupils in taking responsibility for home management?
2. What are the differences between Anglo-American and Spanish-American pupils in taking responsibility of caring for children?
3. How do the health habits of Anglo-American homemaking pupils compare with the health habits of Spanish-American homemaking pupils?
4. What are the differences between Anglo-American and Spanish-American homemaking pupils in the garments they make, select, or buy?
5. To what extent do Mexican foods provide essential food nutrients and how can such knowledge be made available to homemaking teachers?

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APPENDIX A

"A MOVIE OF A GIRL AT HOME"

109

Your Name Father's Name Mother's Name
 Your Address
 Present occupation Your age (nearest birthday) Grade
 of Father Mother
 Check the grades in which you have studied Home Economics: 7....., 8....., 9....., 10....., 11....., 12.....

PART I—THE HOUSE WE LIVE IN:

1. How far do you live from school? blocks; miles.....
2. How do you get to school? walk; bus; family car; bicycle. List other way:
3. How much time do you spend getting to and from school?
4. Does your family live on a farm.....; in town.....; on a ranch.....
5. Check: if you; Live at home; Live with relatives other than your family; Work for your board and room; Board; "Batch."
6. Does your family own the house in which they live? yes; no.
7. How long have you lived in your home community? six months or less; six months to two years; two to ten years; more than ten years.
8. Check persons who live in your home at present time: father; mother; older brothers; younger brothers; older sisters; younger sisters; grandparents; other relatives; roomers and boarders; hired help (women); hired help (men).
9. Total number in your house at present.....; of these how many are members of your own family.....
10. A. Number of older brothers living at home and not in school; give age of each.....
 B. Number of older sisters living at home and not in school.....; give age of each.....
 C. Number of younger brothers and sisters too young to go to school.....; give age of each.....
 D. Number of brothers in your family in school at present time.....; give age of each.....
 E. Number of sisters in your family in school at present time.....; give age of each.....
11. Is your house made of adobe; brick; lumber; rock; other types.
12. What kind of floors and floor coverings are there in the house where you are now living? dirt; wood; cement; linoleum; wood painted or varnished.
13. How many rooms do you have in your house (other than halls, bath or toilet, and storage)?
14. Of these, how many are bedrooms.....
15. Do you share your bedroom? Yes.....; No.....; with one person; with more than one person.
16. What kind of storage space do you have in your home:
 A. How many bedrooms have closets.....; how many bedrooms have no closets.....
 B. Storage space for storing food in large quantities: attic; basement; pantry; storeroom; cupboards; closets; other places.
 C. No storage for food in large quantities.....
17. Do you have a clothes closet by yourself? yes; no.
18. Check the type or types of heating used in your home: fireplace; kitchen range; furnace; other stoves; list others.....
19. A. During the winter months is your bedroom usually warm enough to study in? yes; no.
 B. Where do you study if you can not study in your bedroom?
20. Check the type or types of fuel used for cooking purposes: coal; gasoline; oil; gas; wood. List others.....
21. Check the kind or kinds of light in your home: electricity; gas; kerosene; gasoline. List others.....
22. In your home which of the following are screened: all windows; all doors; kitchen windows; kitchen doors; other windows; other doors; porches; none.
23. Is the water supply:
 A. Piped into the kitchen: hot; cold.
 B. Piped into the bathroom: hot; cold.
 C. Piped into the laundry or other room: hot; cold.
 D. Is the water supply near the house: yes; no; well; cistern; other sources (List)
24. Do you have an inside toilet? yes; no..

PART II—WHAT WE DO AT HOME:

25. Check the following you do at home:

	Daily	Weekly	Occasionally	Never
A. Make your bed.....
B. Put bedroom in order.....
C. Clean bedroom
D. Put other rooms in order.....
E. Clean bathroom
F. Clean kitchen
G. Clean living room
H. Do family washing
I. Assist with family washing.....
J. Do family ironing
K. Assist with family ironing.....
L. Work out of doors.....
M. Wash dishes
N. Others

26. If you have any care of children, check the things you do:

	Daily	Weekly	Occasionally	Never
A. Bathe
B. Buy books for children.....
C. Buy toys for children.....
D. Care for sick child.....
E. Care for them in afternoon.....
F. Care for them on bus.....
G. Dress
H. Feed
I. First Aid
J. Help with homework.....
K. Help train child.....
L. Make clothing
M. Prepare food
N. Put to bed.....
O. Take care of clothing.....
P. Take walking
Q. Tell stories
R. List others:
.....
.....

27. A. In your home do you take a newspaper?yes;no; check:weekly paper;daily paper;Sunday paper only.

B. Do you read it:regularly;often;never.

28. A. In your home do you take one or more magazines?yes;no.

B. List and check those you read regularly:

29. A. Check those activities which you enjoy doing: Frequently Occasionally Never

(1) Camping
(2) Dancing
(3) Fishing
(4) Hiking
(5) Hunting
(6) Indoor games
(7) Other games
(8) Outdoor games
(9) Riding horseback
(10) Skating
(11) Swimming
(12) Others

B. What are your hobbies:

(8) Cook meat.....							
(9) Make beverages.....							
		Help with			Take Responsibility for		
		Regularly	Occasionally	Never	Regularly	Occasionally	Never
B.	Food Management:						
	(1) Plan meals.....						
	(2) Prepare breakfast.....						
	(3) Prepare lunch or supper.....						
	(4) Serve refreshments.....						
C.	Meal Serving:						
	(1) Set table.....						
	(2) Serve food at table.....						
	(3) Wait on table.....						
	(4) Clear table after meal.....						
	(5) Wash dishes.....						
D.	Buy Foods:						
	(1) Bakery products.....						
	(2) Canned products.....						
	(3) Dairy products.....						
	(4) Fresh fruits.....						
	(5) Fresh vegetables.....						
	(6) Meat.....						
E.	Pack Lunches:						
	(1) School.....						
	(2) Picnic.....						
	(3) Camping trips.....						
F.	Can and Preserve Food.....						
G.	Care for Chickens.....						
53.	Planning the Meals and Buying the Food:						
	Who does the food buying in your home?		Regularly		Occasionally		Never
	A. Mother.....						
	B. Father.....						
	C. Older sister.....						
	D. You.....						
	E. List others.....						
54.	When is most of the food bought?		Regularly		Occasionally		Never
	A. Twice a year.....						
	B. Once a month.....						
	C. Once a week.....						
	D. Twice a week.....						
	E. Daily.....						
	F. Before each meal.....						
55.	What foods do you buy in larger quantities?						
	A.Sugar (25 lbs. or over)						
	B.Flour (50 lbs. or over)						
	C.Potatoes (50 lbs. or over)						
	D.Beans (50 lbs. or over)						
	E.Chili (50 lbs. or over)						
	F.Cabbage (50 lbs. or over)						
	G.Onions (50 lbs. or over)						
	H.Other Vegetables (50 lbs. or over)						
	I.Meat (one fourth or more)						
	J.Commercially Canned Food—						
	List kinds						
56.	When are the meals planned?		By the week;		Three meals at a time;		Just before each meal.
57.	If canning was done in your home this year, check and approximate number of jars:						
			Fruit		Vegetable		Meat and Fish
			Glass	Tin	Glass	Tin	Glass
	A. Practically none						
	B. Fifty or less						
	C. Fifty to one hundred.....						
	D. More than one hundred.....						
58.	What breads used by your family are made at home?		Regularly		Occasionally		Never
	Biscuits						
	Muffins						

- B. In case of contagious diseases in your home, is the one who is sick separated from the rest of the family?
Yes.....; No.....; by separate room.....; separate bed.....
37. Does your family have an automobile?yes;no.
38. In what ways do you receive money for yourself?allowance;ask for it as needed;earn it;others;none.
39. If you earn, in what ways do you earn money?Caring for children;Housework for others;Work in store;Pick fruit. List other ways:
40. A. Where does your family income come from?farm;ranch;salary or wages;others.
B. How often?
41. Do you keep an account of the money you spend?yes;no.
42. Do you make a plan for spending your own money?yes;no.
43. Check members of family employed: Occasionallv Regularly Not at All
- A. Father.....
- B. Mother.....
- C. Sisters.....
- D. Brothers.....
- E. Others.....
44. Are expense accounts kept by your family?yes;no.
45. Does your family make a regular plan for spending money?yes;yes.
46. Does your family have a regular plan for saving mon money?yes;no.
47. Does the entire family have a part in making decisions where money is concerned?yes;no.
48. If not, who makes the decisions?
- A.Father Others
- B.Mother
- C.Father and mother
- D.Children Do not know.....

PART IV—THE THREE MEALS A DAY:

49. List as accurately as possible the food you ate during the last 24 hours, even if the meals were not such as you usually have:
- Breakfast
- Noon
- Night
- Other food eaten.....
50. During the last week did you, Regularly Occasionallv Never
- A. Eat breakfast
- B. Eat no breakfast.....
- C. Eat lunch at home.....
- D. Eat no lunch.....
- E. Eat lunch with another family.....
- F. Purchase lunch
- G. Carry lunch from home.....
51. Check the following: Every Meal Twice a day Once a day Occasionallv Never
- A. Family usually eats together.....
- B. Family usually eats in kitchen or breakfast nook.....
- C. Family usually eats in dining room.....
52. Everyday Activities:
- Check which of the following you do: Help with Take Responsibility for
- A. Prepare Food Dishes: Regularly Occasionallv Never Regularly Occasionallv Never
- (1) Cook vegetables.....
- (2) Make cakes.....
- (3) Make muffins or biscuits.....
- (4) Make pies.....
- (5) Make salads.....
- (6) Make yeast bread.....
- (7) Prepare vegetables for cooking.....

30. A. When you have opportunities to be with friends, where do you see them?
- | | Usually | Occasionally | Never |
|---------------------------|-------------------|------------------|-------|
| | With Girl Friends | With Boy Friends | Never |
| (1) At your own home..... | | | |
| (2) At their homes..... | | | |
| (3) At other places..... | | | |
- B. When your girl friends come to your house where do you entertain them?.....
- C. When your boy friends come to your house where do you entertain them?.....

31. If you are or have been a member of any group, check below:
- | | Belong at Present | Used to Belong |
|-------------------------------------|-------------------|----------------|
| A. Campfire Girls | | |
| B. Four-H Club | | |
| C. Girl Reserves | | |
| D. Girl Scouts | | |
| E. Home Economics Club | | |
| F. Other school clubs | | |
| G. Social clubs | | |
| H. Young People's Church Group..... | | |
| I. List any other group..... | | |
32. During last week which of the following did you do with your family?
- | | |
|-------------------------------------|-------------------------------------|
| A. Attend church | G. Go for a walk |
| B. Attend community gatherings | H. Have special family dinners |
| C. Go to a dance | I. Listen to radio |
| D. Do gardening | J. Play games |
| E. Go for a drive | K. Read aloud |
| F. Go on picnics | L. Study |
- List any others:

THE FAMILY'S ACHES AND PAINS:

33. The following often cause disagreement in homes. Check those which you remember as having caused some difficulty at some time in your home.
- | | |
|---|---|
| A. Yes.....No..... Boarders | P. Yes.....No..... Lack of consideration of others |
| B. Yes.....No..... Borrowing clothes | Q. Yes.....No..... Lack of cooperation |
| C. Yes.....No..... Cannot go places | R. Yes.....No..... Lack of nice things which are desired |
| D. Yes.....No..... Criticism of family members | S. Yes.....No..... Lack of privacy |
| E. Yes.....No..... Disagreement over family car | T. Yes.....No..... Members of family late at meals |
| F. Yes.....No..... Disagreement over money | U. Yes.....No..... Relatives living in your home |
| G. Yes.....No..... Disagreement over radio programs | V. Yes.....No..... Selfishness |
| H. Yes.....No..... Disobedience | W. Yes.....No..... Shirking duties by certain members |
| I. Yes.....No..... Disorderly appearance of home | X. Yes.....No..... Step-parents |
| J. Yes.....No..... Do not get up on time | Y. Yes.....No..... Teasing |
| K. Yes.....No..... Fault finding | Z. Yes.....No..... Too particular about housekeeping |
| L. Yes.....No..... Going out at night | AI. Yes.....No..... Trouble because of neighbors |
| M. Yes.....No..... Jealousy | BI. Yes.....No..... Unfair division of money |
| N. Yes.....No..... Lack of approval of friends by parents | CI. Yes.....No..... Work not divided among family members |
| O. Yes.....No..... Lack of cheerfulness | |
- D. List others:

34. If you had any difficulties with health during the past two months, check:
- | | | | |
|-------------------|--------------|------------------|---------------|
|colds |cramps |sore throat |headache |
|constipation |earache |tooth ache | |
- Other illnesses (list)

35. A. What diseases or injuries did you or your family have last year which required care in bed?.....
- B. What emergencies requiring first aid have you had in your family during the last year?.....

36. A. Check number of days members of the family have been sick in bed during past year:
- | | Less than 5 days | 1 to 2 weeks | More than 2 weeks |
|-------------------|------------------|--------------|-------------------|
| (1) Yourself..... | | | |
| (2) Mother..... | | | |
| (3) Father..... | | | |
| (4) Sisters..... | | | |
| (5) Brothers..... | | | |
| (6) Others..... | | | |

Yeast bread
 Others

PART V—GARMENTS YOU MAKE, SELECT, OR BUY:

59. Check if you have made any garments during the last year:

At School At Home Neither

- | | | |
|----------------------------------|-------|-------|
| A. Wash dress | | |
| B. Wool dress | | |
| C. Dress-up dress for self | | |
| D. Blouse | | |
| E. Skirt | | |
| F. Jacket or coat | | |
| G. Pajamas | | |
| H. Slip | | |
| I. Underwear | | |
| J. Made-over garments | | |
| K. Dress for mother | | |
| L. Children's clothing | | |
| M. List others | | |

60. If you do not sew at home, check the reason or reasons:

- | | | |
|------------------------------|------------------------|-----------------------------|
| A.dislike for sewing | C.lack of machine | E.do not have time |
| B.less expensive to buy | D.do not know how | F.other reasons (list) |

61. Check any of the following with which you have difficulty when sewing:

- | | | |
|------------------------------------|------------------------------|------------------------|
| A.select pattern and material | C.fitting the garment | E. Other reasons |
| B.cutting the garment | D.finishing the garment | |

62. When ready-to-wear garments are not purchased, by whom is clothing made?

- | | | |
|---------------------------------|---------------|-----------------------------|
| A.entirely by self | C.mother | E.dressmaker |
| B.self, assisted by mother | D.sister | F. list other persons |

63. Does your mother make any of her own clothes?Yes;No.

64. Check any of the following choices with which you have difficulty, when purchasing a ready-made garment:

- | | | |
|-----------------------|--------------------------------|----------------------------------|
| A.becoming color | C.proper fit | E.satisfactory construction |
| B.pleasing style | D.matching other garments | F.satisfactory material |

Others

65. Does your family buy on the installment plan?regularly;occasionally;never.

66. Does your family use charge accounts.....; or pay cash.....

67. Where do you buy your clothing?local stores;another town;mail-order house. List other sources

68. Which of the following articles have you selected for yourself within the last year:

With Another's Help Alone None

- | | | |
|--------------------------------|-------|-------|
| A. Dresses | | |
| B. Pattern for a garment | | |
| C. Dress materials | | |
| D. Slips | | |
| E. Other underwear | | |
| F. Hose | | |
| G. Shoes | | |
| H. Hats | | |
| I. Sweaters | | |
| J. Coats | | |
| K. List others | | |

69. In caring for your clothing which of these did you do during the last week?

- | | |
|-----------------------|---|
| A.brush | G.remove spots |
| B.clean | H.dry-clean dresses and other garments |
| C.wash | I.sew on fasteners |
| D.iron | J.press: |
| E.darn stockings | (1)cotton; (2)silk; (3)woolen; (4)rayon |
| F.mend garments | Others |

APPENDIX B

"WHAT IS USED AND PRODUCED AT HOME"

Supplement to "A Movie of a Girl at Home"*

70. Check any of the following cooking utensils that you have at your house:

	Yes	No		Yes	No
A. Satisfactory can opener...	_____	_____	K. Paring knife	_____	_____
B. Strainer	_____	_____	L. Grater	_____	_____
C. Dish drainer	_____	_____	M. Lemon squeezer	_____	_____
D. Double boiler	_____	_____	N. Measuring cup	_____	_____
E. Rotary egg beater	_____	_____	O. Potato masher	_____	_____
F. Whip egg beater	_____	_____	P. Rolling pin	_____	_____
G. Food grinder	_____	_____	Q. Spatula.....	_____	_____
H. Family size skillet.....	_____	_____	R. Measuring spoon	_____	_____
I. Broiler	_____	_____	S. Tea kettle	_____	_____
J. Butcher knife	_____	_____	T. Vegetable brush	_____	_____

71. Check other equipment which you have at your home:

	Yes	No		Yes	No
A. Can sealer	_____	_____	T. Refrigerators:		
B. Carpet sweeper	_____	_____	(1) Cooler	_____	_____
C. Mops.....	_____	_____	(2) Ice	_____	_____
D. Coffee pot	_____	_____	(3) Mechanical:		
E. Cream separator	_____	_____	(a) Electric	_____	_____
F. Electric mixer	_____	_____	(b) Gas	_____	_____
G. Fireless cooker	_____	_____	(c) Kerosene	_____	_____
H. Hot water heater	_____	_____	U. Sewing machine:		
I. Garbage pail.....	_____	_____	(1) Foot	_____	_____
J. Ice cream freezer	_____	_____	(2) Electric	_____	_____
K. Irons:			V. Telephone	_____	_____
(1) Electric	_____	_____	W. Tubs:		
(2) Flat	_____	_____	(1) Laundry	_____	_____
(3) Gas	_____	_____	(2) Bath	_____	_____
(4) Ironer (electric)....	_____	_____	X. Laundry Equipment		
L. Kitchen sink	_____	_____	(1) Rub board	_____	_____
M. Kitchen stool	_____	_____	(2) Boiler	_____	_____
N. Mirror	_____	_____	(3) Tubs	_____	_____
O. Percolators:			(4) Washing machine:		
(1) Silex	_____	_____	(a) Hand	_____	_____
(2) Electric	_____	_____	(b) Power	_____	_____
(3) Dripolator	_____	_____	Y. Waffle iron	_____	_____
P. Piano	_____	_____	Z. Shades, curtains, rugs:		
Q. Radio	_____	_____	(1) Window curtains....	_____	_____
R. Phonograph	_____	_____	(2) Window shades	_____	_____
S. Pressure cooker	_____	_____	(3) More than one rug..	_____	_____

*This is a supplement to the survey "A Movie of a Girl at Home". It is suggested that this information may be secured by the show of hands and tabulated by the committee in class. It is numbered in sequence with "A Movie of a Girl at Home" for convenience in tabulating on the summary sheet.

72. If food is produced at your home, check those which are produced:

FOR THE FAMILY USE

FOR SALE

NONE

A Small Amount

All the Family Needs

A. Chickens.....	_____	_____	_____	_____
B. Eggs.....	_____	_____	_____	_____
C. Milk.....	_____	_____	_____	_____
D. Butter.....	_____	_____	_____	_____
E. Fruits:				
a. Apples.....	_____	_____	_____	_____
b. Peaches.....	_____	_____	_____	_____
c. Pears.....	_____	_____	_____	_____
d. Others.....	_____	_____	_____	_____
F. Meats:				
a. Beef.....	_____	_____	_____	_____
b. Pork.....	_____	_____	_____	_____
c. Mutton.....	_____	_____	_____	_____
d. Others.....	_____	_____	_____	_____
G. Vegetables.....	_____	_____	_____	_____
a. Turnips.....	_____	_____	_____	_____
b. Beans.....	_____	_____	_____	_____
c. Peas.....	_____	_____	_____	_____
d. Cabbage.....	_____	_____	_____	_____
e. Corn.....	_____	_____	_____	_____
f. Tomatoes.....	_____	_____	_____	_____
g. Potatoes.....	_____	_____	_____	_____
h. Others.....	_____	_____	_____	_____

APPENDIX C

APPENDIX C

C 1.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOME-MAKING PUPILS IN NEW MEXICO REGARDING HELPING TO PREPARE DISHES, 1938-39. (1127 Anglo-American and 323 Spanish-American girls)

FOOD DISHES HELP PREPARE	Regularly		Occasionally		Never		No Responses	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Make beverages								
Anglo-Am.	265	23.5	541	48.0	121	10.7	200	17.8
Span.-Am.	107	33.1	120	37.2	41	12.7	55	17.0
Cook meat								
Anglo-Am.	243	21.6	560	49.7	113	10.0	211	18.7
Span.-Am.	87	26.9	148	45.8	34	10.5	54	16.7
Cook vegetables								
Anglo-Am.	140	12.4	697	61.8	151	13.4	139	12.3
Span.-Am.	22	6.8	105	32.5	86	26.6	110	34.1
Make muffins or biscuits								
Anglo-Am.	127	11.3	132	11.7	298	26.4	570	50.6
Span.-Am.	46	14.2	194	60.1	55	17.0	28	8.7
Make salads								
Anglo-Am.	106	9.4	612	54.3	160	14.2	249	22.1
Span.-Am.	42	13.0	190	58.8	52	16.1	39	12.1

C 1.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOME MAKING PUPILS IN NEW MEXICO
REGARDING HELPING TO PREPARE DISHES, 1938-39--Continued.

FOOD DISHES HELP PREPARE	Regularly		Occasionally		Never		No Response	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Prepare vegetables for cooking								
Anglo-Am.	100	8.9	609	54.0	149	13.2	269	23.9
Span.-Am.	59	18.3	164	50.8	55	17.0	45	13.9
Make cakes								
Anglo-Am.	73	6.5	515	45.7	186	16.5	353	31.3
Span.-Am.	33	10.2	209	64.7	59	18.3	22	6.8
Make pies								
Anglo-Am.	44	3.9	537	47.6	403	35.8	143	12.7
Span.-Am.	20	6.2	190	58.8	79	24.5	34	10.5
Make yeast bread								
Anglo-Am.	44	3.9	284	25.2	590	52.3	209	18.6
Span.-Am.	32	9.9	125	38.7	109	33.8	57	17.6

C 2.--SIGNIFICANCE OF DIFFERENCES BETWEEN THE RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING HELPING TO PREPARE FOOD DISHES, 1938-39.

FOOD DISHES HELP TO PREPARE	Chi-square value	Interpretation
Make yeast bread	51.17	Very significant
Make pies	42.47	Very significant
Make beverages	24.25	Very significant
Prepare vegetables for cooking	21.01	Very significant
Make cakes	17.24	Very significant
Cook vegetables	13.34	Very significant
Make muffins or biscuits	6.59	Significant
Cook meat	3.41	Not significant
Make salads	3.28	Not significant

C 3.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO
REGARDING TAKING RESPONSIBILITY FOR PREPARING FOOD DISHES, 1938-39.
(1127 Anglo-American and 323 Spanish-American girls)

FOOD DISHES TAKE RESPONSIBILITY FOR PREPARING	Regularly No. Per cent		Occasionally No. Per cent		Never No. Per cent		No Responses No. Per cent	
Make beverages								
Anglo-Am.	152	13.5	468	41.5	161	14.3	346	30.7
Span.-Am.	34	10.5	78	24.1	64	19.8	147	45.5
Make cakes								
Anglo-Am.	139	12.3	539	47.8	189	16.8	260	23.1
Span.-Am.	23	7.1	105	32.5	86	26.6	109	33.7
Prepare vegetables for cooking								
Anglo-Am.	95	8.4	397	35.2	135	12.0	500	44.4
Span.-Am.	24	7.4	88	27.2	67	20.7	144	44.6
Cook meat								
Anglo-Am.	94	8.3	438	38.9	200	17.7	395	35.0
Span.-Am.	34	10.5	71	22.0	64	19.8	154	47.7
Make muffins or biscuits								
Anglo-Am.	74	6.6	576	51.1	290	25.7	187	16.6
Span.-Am.	40	12.3	105	32.5	72	22.3	106	32.8

C 3.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO
REGARDING TAKING RESPONSIBILITY FOR PREPARING FOOD DISHES, 1938-39--Continued.
(1127 Anglo-American and 323 Spanish-American girls)

FOOD DISHES TAKE RESPONSIBILITY FOR PREPARING	Regularly		Occasionally		Never		No Responses	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Make salads								
Anglo-Am.	73	6.5	605	53.7	223	19.8	226	20.0
Span.-Am.	28	8.7	100	30.9	80	24.8	115	35.6
Cook vegetables								
Anglo-Am.	71	6.3	488	43.3	187	16.6	381	33.8
Span.-Am.	48	14.9	190	58.8	46	14.2	39	12.1
Make pies								
Anglo-Am.	38	3.4	376	33.3	404	35.8	309	27.4
Span.-Am.	22	6.8	97	30.0	84	26.0	120	37.2
Make yeast bread								
Anglo-Am.	11	1.0	153	13.6	540	47.9	423	37.5
Span.-Am.	5	1.5	62	19.2	110	34.1	146	45.2

C 4.--SIGNIFICANCE OF DIFFERENCES BETWEEN RESPONSES OF
ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS
IN NEW MEXICO REGARDING TAKING RESPONSIBILITY FOR
PREPARING FOOD DISHES, 1938-39.

TAKE RESPONSI- BILITY FOR PRE- PARING FOOD DISHES	Chi-square value	Interpretation
Make yeast bread	48.45	Very significant
Make salads	30.51	Very significant
Make cakes	30.41	Very significant
Prepare vegetables for cooking	25.35	Very significant
Make muffins or biscuits	22.75	Very significant
Cook meat	17.24	Very significant
Make beverages	16.62	Very significant
Cook vegetables	14.59	Very significant
Make pies	12.84	Very significant

C 5.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO
REGARDING HELPING WITH FOOD MANAGEMENT IN THE HOME, 1938-39.
(1127 Anglo-American and 323 Spanish-American girls)

ITEMS REGARDING FOOD MANAGEMENT	Regularly		Occasionally		Never		No Response	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Prepare lunch or supper								
Anglo-Am.	146	13.0	681	60.4	17	1.5	283	25.1
Span.-Am.	81	25.0	170	52.6	24	7.4	48	14.9
Prepare breakfast								
Anglo-Am.	123	10.9	492	43.7	258	22.9	254	22.5
Span.-Am.	75	23.2	138	42.7	80	24.8	30	9.3
Plan meals								
Anglo-Am.	112	9.9	689	61.1	214	19.0	112	9.9
Span.-Am.	56	17.3	179	55.4	54	16.7	34	10.5
Serve refreshments								
Anglo-Am.	79	7.0	662	58.7	140	12.4	246	21.9
Span.-Am.	35	10.8	169	52.3	78	24.1	41	12.7

C 6.--SIGNIFICANCE OF DIFFERENCES BETWEEN RESPONSES OF
ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS
IN NEW MEXICO REGARDING HELPING WITH FOOD MANAGEMENT
IN THE HOME, 1938-39.

ITEMS REGARDING FOOD MANAGEMENT	Chi-square value	Interpretation
Prepare breakfast	89.9	Very significant
Plan meals	20.7	Very significant
Serve refreshments	10.6	Very significant
Prepare lunch or supper	35.2	Very significant

C 7.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO
REGARDING TAKING RESPONSIBILITY OF FOOD MANAGEMENT IN THE HOME, 1938-39.
(1127 Anglo-American girls and 323 Spanish-American girls)

ITEMS REGARDING TAKING RESPONSIBILITY OF FOOD MANAGEMENT	Regularly		Occasionally		Never		No Response	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Prepare lunch or supper								
Anglo-Am.	128	11.4	537	47.6	143	12.7	319	28.3
Span.-Am.	40	12.2	123	38.2	56	17.3	104	32.2
Prepare breakfast								
Anglo-Am.	88	7.8	420	37.3	353	31.3	266	23.6
Span.-Am.	45	13.9	101	31.3	74	23.0	103	31.9
Serve refreshments								
Anglo-Am.	65	5.8	546	48.4	195	17.3	321	28.5
Span.-Am.	25	8.3	102	31.6	78	24.1	118	36.5
Plan meals								
Anglo-Am.	52	4.6	449	39.8	341	30.3	285	25.3
Span.-Am.	28	8.7	104	32.2	92	28.5	99	30.7

C 8.--SIGNIFICANCE OF DIFFERENCES BETWEEN THE RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING TAKING RESPONSIBILITY OF FOOD MANAGEMENT IN THE HOME, 1938-39.

ITEMS REGARDING TAKING RESPONSIBILITY OF FOOD MANAGEMENT	Chi-square value	INTERPRETATION
Prepare lunch or supper	25.2	Very significant
Serve refreshments	24.9	Very significant
Plan meals	10.6	Very significant
Prepare breakfast	3.9	Not significant

C 9.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOME-MAKING PUPILS IN NEW MEXICO
REGARDING HELPING WITH MEAL SERVING AT HOME, 1938-39.
(1127 Anglo-American girls and 323 Spanish-American girls)

ITEMS REGARDING MEAL SERVING	Regularly		Occasionally		Never		No. Response	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Set table								
Anglo-Am.	462	41.0	432	38.3	66	5.9	167	14.8
Span.-Am.	154	47.7	112	34.7	24	7.4	33	10.2
Wash dishes								
Anglo-Am.	453	40.2	457	40.6	114	10.1	103	9.1
Span.-Am.	162	50.2	98	30.3	29	9.0	34	10.5
Clear table off after meal								
Anglo-Am.	398	35.3	511	45.3	82	7.3	136	12.1
Span.-Am.	163	50.5	106	32.8	17	5.3	37	11.5
Serve food at table								
Anglo-Am.	245	21.7	550	48.8	151	13.4	181	16.1
Span.-Am.	103	31.9	154	47.7	32	9.9	34	10.5
Wait on table								
Anglo-Am.	237	21.0	572	50.8	169	15.0	149	13.2
Span.-Am.	80	24.8	153	47.4	51	15.8	39	12.1

C 10.--SIGNIFICANCE OF DIFFERENCES BETWEEN RESPONSES
OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING
PUPILS IN NEW MEXICO REGARDING HELPING WITH MEAL
SERVING AT HOME, 1938-39.

ITEMS REGARDING HELPING WITH MEAL SERVING IN THE HOME	Chi-square value	Interpretation
Wait on table	2.21	Not significant
Clear table after meal	.16	Not significant
Wash dishes	.12	Not significant
Serve food at table	.12	Not significant
Set table	.12	Not significant

C 11.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO
REGARDING TAKING RESPONSIBILITY OF MEAL SERVING AT HOME, 1938-39.
(1127 Anglo-American girls and 323 Spanish-American girls)

ITEMS REGARDING HELPING WITH MEAL SERVING IN THE HOME	Regularly		Occasionally		Never		No Response	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Set table								
Anglo-Am.	354	31.4	388	34.4	108	9.6	277	24.6
Span.-Am.	91	28.3	85	26.3	39	12.1	108	33.4
Clear table after meal								
Anglo-Am.	324	28.8	392	34.8	112	9.9	299	26.5
Span.-Am.	92	28.5	75	23.2	41	12.7	115	35.6
Wash dishes								
Anglo-Am.	296	26.3	419	37.2	176	15.6	236	20.9
Span.-Am.	110	34.1	67	20.7	41	12.7	105	32.5
Serve food at table								
Anglo-Am.	171	15.2	437	38.8	209	18.5	310	27.5
Span.-Am.	61	18.9	98	30.3	46	14.2	118	36.5
Wait on table								
Anglo-Am.	144	12.8	465	41.2	192	17.1	326	28.9
Span.-Am.	55	17.0	98	30.3	52	16.1	118	36.5

C 12.--SIGNIFICANCE OF DIFFERENCES BETWEEN RESPONSES
OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING
PUPILS IN NEW MEXICO REGARDING TAKING RESPONSIBILITY
OF MEAL SERVING AT HOME, 1938-39.

ITEMS REGARDING TAKING RESPONSIBILITY OF MEAL SERVING IN THE HOME	Chi-square value	Interpretation
Clear table after meal	42.8	Very significant
Wash dishes	25.5	Very significant
Wait on table	9.5	Very significant
Serve food at table	7.1	Significant
Set table	1.09	Not significant

C 13.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO
REGARDING HELPING TO BUY FOODS, 1938-39.
(1127 Anglo-American girls and 323 Spanish-American girls)

ITEMS REGARDING HELPING TO BUY FOODS	Regularly		Occasionally		Never		No Response	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Fresh vegetables								
Anglo-Am.	178	15.8	648	57.5	169	15.0	132	11.7
Span.-Am.	57	17.6	177	54.8	51	15.8	38	11.8
Fresh fruits								
Anglo-Am.	176	15.6	594	52.7	186	16.5	171	15.2
Span.-Am.	57	17.6	185	57.3	46	14.2	35	10.8
Canned products								
Anglo-Am.	165	14.6	635	56.3	194	17.2	133	11.8
Span.-Am.	57	17.6	170	52.6	57	17.6	39	12.1
Meat								
Anglo-Am.	138	12.3	589	52.2	262	23.2	138	12.3
Span.-Am.	66	20.5	159	49.2	52	16.1	46	14.2
Bakery products								
Anglo-Am.	127	11.3	627	55.6	236	20.9	137	12.2
Span.-Am.	58	18.0	165	51.1	63	19.5	37	11.5
Dairy products								
Anglo-Am.	123	10.9	361	32.0	443	39.3	200	17.7
Span.-Am.	44	13.6	142	44.0	89	27.6	48	14.9

C 14.--SIGNIFICANCE OF DIFFERENCES BETWEEN RESPONSES OF
ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS
IN NEW MEXICO REGARDING HELPING TO BUY FOODS, 1938-39.

ITEMS REGARDING HELPING TO BUY FOODS	Chi-square value	Interpretation
Dairy products	20.0	Very significant
Meat	18.8	Very significant
Canned products	2.1	Not significant
Fresh fruits	1.8	Not significant
Bakery products	0.9	Not significant
Fresh vegetables	0.9	Not significant

**C 15.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOME MAKING PUPILS IN NEW MEXICO
REGARDING TAKING RESPONSIBILITY FOR BUYING FOODS, 1938-39.
(1127 Anglo-American girls and 323 Spanish-American girls)**

ITEMS REGARDING TAKING RESPONSIBILITY FOR BUY- ING FOODS	Regularly		Occasionally		Never		No Response	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Fresh fruits								
Anglo-Am.	104	9.2	483	42.9	214	19.0	326	28.9
Span.-Am.	36	11.2	110	34.1	58	18.0	119	36.8
Canned products								
Anglo-Am.	80	7.1	460	40.8	272	24.1	315	28.0
Span.-Am.	31	9.6	100	30.9	73	22.6	119	36.8
Bakery products								
Anglo-Am.	76	6.7	463	41.1	269	23.9	319	28.3
Span.-Am.	26	8.0	95	29.4	77	23.8	125	38.7
Dairy products								
Anglo-Am.	71	6.3	296	26.5	443	39.3	317	28.1
Span.-Am.	13	4.0	86	26.6	96	29.7	128	39.6
Fresh vegetables								
Anglo-Am.	71	6.3	466	41.3	256	22.7	334	29.7
Span.-Am.	26	8.0	105	32.5	72	22.3	120	37.2
Meat								
Anglo-Am.	56	5.0	405	35.9	317	28.1	349	31.0
Span.-Am.	32	9.9	92	28.5	74	23.0	125	38.7

C 16.--SIGNIFICANCE OF DIFFERENCES BETWEEN RESPONSES OF
ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS
IN NEW MEXICO REGARDING TAKING RESPONSIBILITY FOR
BUYING FOODS, 1938-39.

ITEMS REGARDING TAKING RESPONSIBILITY FOR BUYING FOODS	Chi-square value	Interpretation
Meat	16.2	Very significant
Canned products	5.6	Approaching significance
Bakery products	5.4	Approaching significance
Dairy products	4.4	Not significant
Fresh vegetables	4.1	Not significant
Fresh fruits	3.2	Not significant

C 17.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO
REGARDING HELPING WITH PACKING LUNCHES IN THE HOME, 1938-39.
(1127 Anglo-American girls and 323 Spanish-American girls)

ITEMS REGARDING HELPING WITH PACKING LUNCHES	Regularly		Occasionally		No.	Never		No Response	
	No.	Per cent	No.	Per cent		Per cent	No.	Per cent	
School									
Anglo-Am.	176	15.6	296	26.3	417	37.0	238	21.1	
Span.-Am.	63	19.5	78	24.1	120	37.2	62	19.2	
Picnic									
Anglo-Am.	73	6.5	745	66.1	211	18.7	98	8.7	
Span.-Am.	21	6.5	168	52.0	84	26.0	50	15.5	
Camping trips									
Anglo-Am.	26	2.3	542	48.1	356	31.6	203	18.0	
Span.-Am.	10	3.0	121	37.5	131	40.6	61	18.9	

C 18.--SIGNIFICANCE OF DIFFERENCE BETWEEN RESPONSES OF
ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS
IN NEW MEXICO REGARDING HELPING WITH PACKING LUNCHES
IN THE HOME, 1938-39.

ITEMS REGARDING HELPING TO PACK LUNCHES	Chi-square value	Interpretation
Camping trips	12.8	Very significant
Picnic	8.4	Significant
School	2.6	Not significant

C 19.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOME-MAKING PUPILS IN NEW MEXICO
REGARDING TAKING RESPONSIBILITY FOR PACKING LUNCHES IN THE HOME, 1938-39.
(1127 Anglo-American girls and 323 Spanish-American girls)

ITEMS REGARDING TAKING RESPONSIBILITY FOR PACK- ING LUNCHES	Regularly		Occasionally		Never		No Response	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
School								
Anglo-Am.	148	13.1	255	22.7	382	33.9	342	30.3
Span.-Am.	34	10.5	57	17.6	112	34.7	120	37.2
Camping trips								
Anglo-Am.	52	4.6	300	26.6	399	35.4	376	33.4
Span.-Am.	6	1.8	54	16.7	126	39.0	137	42.4
Picnic								
Anglo-Am.	31	2.8	450	39.9	292	25.9	354	31.4
Span.-Am.	11	3.4	94	29.1	101	31.3	117	36.2

C 20.--SIGNIFICANCE OF DIFFERENCE BETWEEN RESPONSES OF
ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS
IN NEW MEXICO REGARDING TAKING RESPONSIBILITY FOR
PACKING LUNCHES IN THE HOME, 1938-39.

ITEMS REGARDING TAKING RESPONSIBILITY FOR PACK- ING LUNCHES	Chi-square value	Interpretation
Picnic	56.6	Very significant
School	4.3	Not significant
Camping trips	13.7	Very significant

C 21.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOME-MAKING PUPILS IN NEW MEXICO
REGARDING HELPING TO CAN AND PRESERVE FOOD IN THE HOME, 1938-39.
(1127 Anglo-American girls and 323 Spanish-American girls)

ITEMS REGARDING HELPING TO CAN AND PRESERVE FOOD	Regularly		Occasionally		Never		No Response	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Can and preserve food								
Anglo-Am.	63	5.6	456	40.4	445	39.5	163	14.5
Span.-Am.	25	7.7	133	41.2	126	39.0	39	12.0

C 22.--SIGNIFICANCES OF DIFFERENCES BETWEEN RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING HELPING TO CAN AND TO PRESERVE FOOD IN THE HOME, 1938-39.

ITEMS REGARDING HELPING TO CAN AND PRESERVE FOOD	Chi-square value	Interpretation
To can and preserve food	17.6	Very significant

C 23.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOME-MAKING PUPILS IN NEW MEXICO REGARDING TAKING RESPONSIBILITY OF CANNING AND PRESERVING OF FOOD IN THE HOME, 1938-39.

(1127 Anglo-American and 323 Spanish-American girls)

ITEMS REGARDING
TAKING RESPONSIBILITY OF CANNING
AND PRESERVING
OF FOOD

Regularly		Occasionally		Never		No Response	
No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent

Canning and
preserving of
food

Anglo-Am.	220	19.5	231	20.5	523	46.4	153	13.6
Span.-Am.	6	1.8	62	19.2	127	39.3	128	39.6

C 24.--SIGNIFICANCE OF DIFFERENCES BETWEEN RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING TAKING RESPONSIBILITY OF CANNING AND PRESERVING OF FOOD IN THE HOME, 1938-39.

ITEMS REGARDING
TAKING RESPONSIBILITY OF CANNING
AND PRESERVING
OF FOOD

Chi-square
value

Interpretation

Canning and preserving
of food

40.0

Very significant

C 25.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOME-MAKING PUPILS IN NEW MEXICO
REGARDING HELPING TO CARE FOR THE CHICKENS AT HOME, 1938-39.

(1127 Anglo-American girls and 323 Spanish-American girls)

ITEM REGARDING HELPING TO CARE FOR THE CHICKENS	Regularly		Occasionally		Never		No Response	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Care of the chickens								
Anglo-Am.	130	11.5	390	34.6	461	40.9	146	13.0
Span.-Am.	24	7.4	94	29.1	138	42.7	67	20.7

C 26.--SIGNIFICANCE OF DIFFERENCES BETWEEN ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING HELPING TO CARE FOR THE CHICKENS AT HOME, 1938-39.

ITEM REGARDING
HELPING TO CARE
FOR THE CHICKENS

Chi-square
value

Interpretation

Care for the chickens

4.53

Not significant

C 27.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOME MAKING PUPILS IN NEW MEXICO
REGARDING TAKING THE RESPONSIBILITY FOR CARING FOR THE CHICKENS AT HOME, 1938-39.
(1127 Anglo-American girls and 323 Spanish-American girls)

ITEM REGARDING TAKING THE RESPONSIBILITY FOR CARING FOR THE CHICKENS	Regularly		Occasionally		Never		No Response	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Caring for the chickens								
Anglo-Am.	53	4.7	226	20.1	479	42.5	369	32.7
Span.-Am.	9	2.7	52	16.1	130	40.2	132	40.9

C 28.--SIGNIFICANCE OF DIFFERENCES BETWEEN RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING PUPILS IN NEW MEXICO REGARDING TAKING THE RESPONSIBILITY FOR CARING FOR THE CHICKENS AT HOME, 1938-39.

ITEM REGARDING
TAKING THE RE-
SPONSIBILITY FOR
CARING FOR THE
CHICKENS

Chi-square
value

Interpretation

Caring for the
chickens

2.1

Not significant

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