

ABSTRACT OF A THESIS

COMPARISON OF SOME SOCIAL AND RECREATIONAL ACTIVITIES
OF ANGLO-AMERICAN AND SPANISH-AMERICAN
VOCATIONAL HOME MAKING STUDENTS IN
NEW MEXICO

Submitted by
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In partial fulfillment of the requirements
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Colorado State College
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ABSTRACT OF THESIS

Introduction

In recent years, increasing efforts have been made to fit homemaking programs to the needs of girls. In the state of New Mexico in 1939, as a part of the curriculum development program, a survey was made which gave a rather complete picture of girls and their homes. The original survey, entitled A Movie of a Girl at Home, made no separation of particular groups of students. Since the number of Spanish-American students in New Mexico is significant and since the student body in a number of schools in the state is predominantly Spanish-American, it is of vital importance that teachers understand the differences, if any, which exist between these students and the Anglo-American students. It is especially important for teachers in these schools to understand the differences in social background of Spanish-American students in order to meet their needs and to guide them more effectively. Therefore, in order to provide some information regarding these differences, the present study was undertaken.

The problem

What are the differences between some of the social and recreational activities of Anglo-American and of Spanish-American homemaking students in New Mexico?

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

1. What differences are found between the reading habits of Anglo-American and of Spanish-American students?
2. What differences are there between the recreational activities of Anglo-American students and of Spanish-American students?
3. What differences are there between the opportunities of Anglo-American students and of Spanish-American students to be with friends?
4. What differences are found between Anglo-American students and Spanish-American students in membership in group organizations?
5. What differences are there between Anglo-American students and Spanish-American students in participation with the family in various activities?
6. What differences are found between the causes of family disagreements among Anglo-American students and among Spanish-American students?

Delimitation of the problem.--All students enrolled in vocational homemaking classes in New Mexico in April, 1939, (1947 in number) were included in this study.

The social and recreational activities included in the study are: reading magazines and newspapers, recreational activities, seeing friends, membership in group organizations, participation with the family in various activities, and causes of family disagreements.

Methods and materials

The data used in this study were taken from the original questionnaires filled out by all vocational homemaking students in New Mexico in April, 1939, as a part of the curriculum development program of that state. The form used in making the survey was worked out in the New Mexico State Department of Vocational Homemaking Education in the school year 1938-1939. A request was sent to a number of other states for copies of questionnaires used in making similar surveys. Parts were taken from these and assembled into a suggested questionnaire for making the proposed survey. This was submitted to a group of homemaking teachers in Albuquerque, New Mexico. These teachers used the survey in their homemaking classes so there would be a basis for criticism and suggestions. Several hundred pupils

participated in this preliminary survey. At a meeting with this group of teachers an evaluation was made of the questionnaire. The final form of the questionnaire resulted and was printed. Copies were sent to the vocational homemaking teachers in the state in sufficient numbers for their pupils. After administering the questionnaire, each teacher made up a summary sheet which she sent to the state department. Summary sheets from all over the state were used in composing the "state picture" which has been used again and again as the work on the new course of study has progressed.

For the purpose of the present study, which is a comparison of Anglo-American and Spanish-American students regarding some social and recreational activities, each teacher was asked to send in the original questionnaires filled out by her students. Before sending them, she was asked to mark each with an "A" signifying Anglo-American or an "S" signifying Spanish-American. A total of 1947 questionnaires was completed in the state survey of which 1483 were Anglo-American and 464 were Spanish-American.

In making the present study, the data given in the completed questionnaires were compiled separately for Anglo-American and for Spanish-American students to determine the significant differences which existed between the two groups in certain social and

recreational activities. To ascertain possible significant differences between the two groups of students, two statistical procedures were employed. In determining the reliability of the difference between obtained means and between obtained percentages, the standard error of the difference was used. This is a statistic commonly used to determine the variability of obtained differences from true differences when infinite numbers are used. In interpreting 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

In determining possible significant differences between the two groups of students in items on which there was allowed a variety of answers implying degree or extent, chi square, a statistic which provides a measure of the probability that two sets of data are dependent (definitely associated) or are independent (significantly different), was used. In interpreting the chi-square values obtained, the following limits for two degrees of freedom were applied:

9.210 - - - - - Very significant

5.991 - - - - - Significant

Less than 5.991 - Not significant

Analysis of data

The following significant differences were found between Anglo-American and Spanish-American students:

Reading habits.--Very significant differences between Anglo-American and Spanish-American students were found in the following:

Newspaper taken at home

Magazines (one or more) taken at home

Mean number of magazines read

Thirteen specific magazines read (from list of 19 including all magazines mentioned by five per cent or more of either group of students) only one was read by greater percentage of Spanish-Americans.

Significant differences between Anglo-American and Spanish-American students were found in the following:

Three specific magazines read (from list of 19)

Recreational activities.--Very significant differences between Anglo-American and Spanish-American students were found in the following:

Hunting

Fishing

Swimming

Skating

Hiking

*Dancing

Indoor games

Horseback riding

Camping

Mean number of hobbies

Specific hobbies

Collecting pictures

Significant differences between Anglo-American and Spanish-American students were found in the following:

Specific hobbies

Swimming

*Reading

*Dancing

Opportunities for being with friends.--Very significant differences between Anglo-American and Spanish-American students were found in the following:

Seeing girl friends in places other than either home

Seeing girl friends at own home

Seeing girl friends at home of friend

Seeing boy friends at own home

Seeing boy friends at friend's home

Seeing boy friends at places other than either
home

*Entertaining girl friends in bedroom

Entertaining girl friends all over house

Significant differences between Anglo-American
and Spanish-American students were found in the follow-
ing:

Entertaining boy friends in kitchen

Entertaining boy friends all over house

*Entertaining boy friends outdoors

*Entertaining boy friends in bedroom

Entertaining boy friends on porch

Entertaining boy friends in living room

Membership in group organizations.--Very signif-
icant differences between Anglo-American and Spanish-
American students were found in the following:

Young people's church organizations at time of
survey

Others (not defined) at time of survey

Four-H at time of survey

Girl Scouts at some time in past

*None checked in the past

Four-H at some time in the past

Campfire Girls at some time in past

Young people's church organization at some
time in the past

Other school clubs

Significant differences between Anglo-American and Spanish-American students were found in the following:

- Girl Scouts at time of survey
- Social clubs at time of survey
- Girl Reserves at time of survey
- *Home economics club at time of survey
- Home economics club at some time in past
- Others in past

Participation with the family in various activities.--Very significant differences between Anglo-American and Spanish-American students were found in the following:

- Listen to radio
- Attend community gatherings
- Go for a drive
- *Go for a walk
- Have special family dinners
- *None checked

Significant differences between Anglo-American and Spanish-American students were found in the following:

- *Attend church

Causes of family disagreements.--Very significant differences between Anglo-American and Spanish-

American students were found in the following:

Boarders

*Members of family late at meals

Shirking duties by certain members

Disagreement over family car

Fault finding

Borrowing clothes

*Lack of nice things which are desired

Significant differences between Anglo-American and Spanish-American students were found in the following:

Jealousy

*Too particular about housekeeping

Disagreement over radio programs

Lack of consideration of others

Lack of privacy

*Items checked by greater percentage of Spanish-American students.

Implications

1. Spanish-American students enjoy reading but have a limited amount of reading material.

2. Spanish-American students do not engage in recreational activities and hobbies as much as do Anglo-American students.

3. Spanish-American students do not have as many opportunities to be with friends as do Anglo-American students.

4. Spanish-American students do not belong to as many group organizations as do Anglo-American students.

5. Spanish-American students participate in activities with the family group less than do Anglo-American students.

6. Causes of family disagreements are similar among Anglo-Americans and among Spanish-Americans but in general Anglo-Americans have a greater variety of causes of disagreements.

Recommendations

1. Students should be allowed and encouraged to use freely the magazines available in the homemaking department. These should meet the interests of the students and should include fiction.

2. Spanish-American students should be

guided in developing interests which may lead to hobbies and should be helped in appreciating the traditional Spanish-American handiwork.

3. Extreme tact and understanding should be employed in dealing with problems involving boy-girl friendships in groups including Spanish-Americans since their customs are quite different from those of Anglo-Americans.

4. School clubs should encourage membership and active participation of Spanish-American students.

5. Both Anglo-American and Spanish-American students need to learn how to have fun as a family group.

6. In family relationship units more stress should be placed on those items which were found to be actual causes of family disagreements among both groups of students.

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T H E S I S

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VOCATIONAL HOMEMAKING STUDENTS IN
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Submitted by
Naoma Peninger

In partial fulfillment of the requirements
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August, 1942

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COLORADO STATE COLLEGE
OF
AGRICULTURE AND MECHANIC ARTS

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I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY
SUPERVISION BY NAOMA PENINGER

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DEGREE OF MASTER OF ARTS

MAJORING IN HOME ECONOMICS 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

Since the time homemaking courses were first introduced into the curriculum, very marked changes have taken place. The original classes in cooking and sewing have given way to a broad program in education for home and family living. In recent years there has been an increasing attempt to base courses in home-making on the needs of girls. Homemaking teachers and supervisors have been trying to determine these needs through conferences with girls and parents, through home visits, 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 was made which gave a rather complete picture of girls and their homes. The original survey, entitled A Movie of a Girl at Home, made no separation of particular groups of students. Since the student group in a number of schools in the state is predominantly 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 es-

pecially important for teachers in these schools to understand the differences in social background of Spanish-American students in order to meet their needs and to guide them more effectively. Therefore, in order to provide some information regarding these differences, the present study was undertaken.

THE PROBLEM

What are the differences between some of the social and recreational activities of Anglo-American and of Spanish-American homemaking students in New Mexico?

Problem analysis

The problem has been further divided into the following sections:

1. What differences are found between the reading habits of Anglo-American students and of Spanish-American students?
2. What differences are there between the recreational activities of Anglo-American students and of Spanish-American students?
3. What differences are there between the opportunities of Anglo-American students and of Spanish-American students to be with friends?
4. What differences are found between

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Anglo-American students and Spanish-American students in membership in group organizations?

5. What differences are there between Anglo-American students and Spanish-American students in participation with the family in various activities?

6. What differences are found between the causes of family disagreements among Anglo-American students and among Spanish-American students?

Delimitation of the problem

All students enrolled in vocational home-making classes in New Mexico in April, 1939 --1947 in number-- were included in the study.

The social and recreational activities included in the study are: reading magazines and newspapers, recreational activities, seeing friends, membership in group organizations, participation with family in various activities, and causes of family disagreements.

Chapter II

REVIEW OF LITERATURE

Some studies made of the problems and needs of the Spanish-American people have dealt specifically with the family life and home conditions of these people and their occupational and educational needs. Other studies have dealt with the recreational and social activities of students and with family relationships, not of the Spanish-Americans but of the so-called Anglo-Americans. These include investigations of the causes of friction in the home and studies of social problems. These will be reviewed here, along with current literature on the subject, under the two headings: social and family characteristics and needs of Spanish-Americans, and family and social relationships of various groups.

Social and family characteristics and needs of Spanish-Americans

Handman (7), in 1926, described the Mexican immigrant in Texas and discussed some of the problems resulting from his presence there. The greatest number of these people have come directly from Mexico or are only two or three generations removed from Mex-

1:3

ico. They have come here to work because working conditions are better here than they are in Mexico. They are ambitious for education of their children but are rapidly learning that education beyond literacy is practically useless to them. Anglo-Americans in this area accept the Mexican for his ability to work and his willingness to work for less than other white laborers, but show little interest in his welfare and give him very little assistance in attaining his ambitions. In most cases he is kept in the laboring class regardless of how ambitious he may be to rise above it.

Handman gave some insight into the family life of the Mexican people of the area. Families show definite patriarchal traits. The father is by far the most important member of the family and next in importance are the older sons of the family. Family ritual, especially in the care of girls, is strong among these people. The author noted also the large number of illegitimate births and explained that this was probably due to the rapid substitution of a city environment for the village environment with its strict family code and too, the large number of unmarried men who, in their search for work, are without home ties.

Farrell (4), in 1929, gave a good descrip-

1-1

tion of the peon class of Mexicans in southern Arizona and made recommendations for teaching homemaking classes. She described Mexican homes as being very crowded and providing little privacy. In referring to family life, she mentioned the pleasure with which families sing together to the accompaniment of the guitar. She also mentioned the strict code surrounding the girls of the family. An adolescent girl is not allowed to attend a dance or social gathering unchaperoned.

In making recommendations for teaching, she felt that we should strive to bring better ways of living to these families.

It (the homemaking program) must strive for an ideal home but such a home as is entirely within the reach of girls. It must be based on actual home conditions and partly carried on in the home itself by means of home projects . . . and 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 them copies of ourselves. The effort is rather to give them a vision of the better, easier, more modern ways of life, so adapted to their racial and national habits that they do not seem foreign but become naturally a part of their existence (4:417-18).

Brown (2), in 1936, made a study of the home practice facilities of Latin-American girls. The study comprised 100 girls in Brownsville, Texas. She

found that Latin-American people are comparatively sociable.

All of the 100 girls but four have guests in the home at least once a week or oftener. Over three-fourths of the 100 girls entertain their guests in the living room, but 19 use a bedroom, and three a dining room for that purpose. Two of the girls use their yards. The Latin-Americans as a race are very sociable and visit their friends and relatives as often as possible (2:93).

.....

Approximately nine-tenths of the homes have a living room with over one-half of these evaluated as good or excellent. Many of the poorest homes (20 in all) have either no living room or a poor one.

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 standards, improvement of family relationships, home improvement for both convenience and attractiveness In the field of family relationships, these families need education and help in living in crowded conditions with insecure incomes, large families, and broken homes. They need help in learning how to use community facilities for recreation . . . (2:95).

Some of the findings of a study made by Graham (6), in 1938, pertain to Latin-Americans as students of our schools. He reported that less than 15 per cent of the Latin-American students were of normal age for their grade while 65 per cent of the English-speaking students were of normal age for their grade and that English-speaking students had better academic records except in high school where they

ranked in this order: English-speaking girls, Latin-American boys, English-speaking boys, Latin-American girls. He found that a far greater per cent of Latin-American students dropped out of school to work than of English-speaking students.

His study indicated that English-speaking children had better home conditions and participated in school life and extracurricular activities much more than did the Latin-Americans.

Porter (9) made a study of occupations and educational needs of Latin-American girls. On the basis of her findings she felt that

there are many home economics teachers that set up Anglo-American standards in their plans for training the Latin-American girl, failing to provide learning situations which will bring the work to the level of comprehension and within the hopes of achievement in the minds of such girls (9:74).

Family and social relationships of various groups

In 1936 Cunningham (3) expressed some opinions concerning causes of friction at home. She explained that living in a typical modern community, youth is forced to follow the crowd in work, play, social attitudes, and ethical beliefs. In his many contacts outside the home, he comes in touch with many beliefs not those of his parents. The natural result is conflicting standards and friction in the

home. She believed that there was a definite need for discussing these points of conflict unemotionally and that so doing would have a good influence on family life.

Harwood (8), in 1937, made a study of the attitudes of mothers and daughters toward social problems. The study was made in seven schools with a total of 240 high school girls and their mothers. The study not only revealed the attitudes of mothers and of daughters toward social problems but pointed out possible sources of friction over particular problems regarding which mothers and daughters expressed very different attitudes.

From the findings secured from the opinions of the mothers and daughters on the ability of daughters to make certain decisions for themselves, one would expect considerable friction over choice of friends, dating, and making decisions regarding questionable habits. As many as 40 per cent of the mothers and daughters disagreed on matters such as parties on school nights, free choice of boy friends, necking, and smoking and drinking. According to the study, mothers and daughters were pretty well agreed on some factors which are conducive to wholesome boy and girl relationships: opening home often to boy and girl friends, the value of a well chosen library, and a belief in

religion. Although no information was given regarding particular magazines read, 10 per cent of the mothers and daughters did not agree on the daughter's ability to make her own selections.

Mothers and daughters sometimes disagree on how the daughter should spend her time and on what time she should be at home. Harwood's study revealed that the mothers in her study, as a group, wished their daughters to attend church, study at home, and work on hobbies and music more often than the girls desired to do so, and that girls preferred more movies, dances, more freedom to use time as they please, and more time with boy friends. Although the hour at which mothers and daughters believed daughters should arrive home from various functions was not reported, some interesting facts regarding the differences in opinion concerning time of arrival were revealed. Mothers and daughters disagreed on an average of about an hour in regard to the time of returning from Saturday night dances; over one-half hour in regard to the time of returning from Saturday night parties, Friday night parties, and rides with boy friends on a school night; and slightly less than one-half hour in regard to the time for boy friends to leave on a school night. The disagreement was slight concerning bedtime on an evening spent at home.

On a check sheet of bad habits both the mothers and the daughters in the above study marked themselves with higher scores than they received when they marked each other. Some of the greatest differences of opinion were on points such as courtesy shown to the friends of the other, personal appearance, reliability in making decisions, and pleasantness at home.

Armstrong (1), in 1938, investigated leisure time activities of home economics pupils in senior high school. The study included 93 pupils and had as its purpose to determine how they spent their leisure time; the relationship of certain personal, home, and community factors to leisure time activities of pupils; and the leisure time activities in which pupils were interested but did not participate, with the reasons for non-participation. The data were collected through records kept by pupils and school records. On the basis of the findings, the author drew the conclusion that there is need for a well planned guidance program for leisure time activities of pupils in high school.

In 1940, Foss (5) made a study for the purpose of comparing the opinions of pupils in mining and agricultural communities on home and social problems. In this review some of the common opinions of the two

groups, rather than their differences, are pertinent.

The author found that a large majority of the girls believed that a sixteen-year-old girl should be able to choose her own companions and friends and determine how to spend her own leisure, and a large number believed she should be able to determine whom to date without help of parents.

Over 75 per cent of the girls believed some conditions promoting wholesome friendships were the following: having friends near own age, having many interests, making parents acquainted with associates, and entertaining boy friends at home. At least 60 per cent of the girls in each group of students voted "no" on the following conditions for promoting wholesome friendships: dating steady, dating boys you do not know, and keeping late hours.

Certain conditions were found, in the opinion of the girls, to be determining factors toward their happiness at home.

Ninety per cent or more of the girls in each of the communities thought that a girl is happier at home if her friends are welcome, her family members are courteous and respectful to each other, considerate of her rights and privileges, interested in her, and reasonable in allowing her to go places (5:55).

There was considerable difference of opinion between the two groups of girls about spending their leisure time, but three fourths or more in each

of the groups liked the following: hikes and picnics with friends, entertainment of friends in their homes, books and magazines, and hobbies. Three fourths or more of the girls in one of the groups also enjoyed taking part in sports, games with their family, and parties.

Chapter III
METHODS AND MATERIALS

The data used in this study were taken from the original questionnaires filled out by all vocational homemaking students in New Mexico when a state survey was made in April, 1939, as a part of the curriculum development program of that state. The form used in making the survey^{1/} was entitled: A Movie of a Girl at Home. The parts of the survey used in this study were concerned with social and recreational activities, and are numbered 27 to 33 in the questionnaire.

The form used in making the survey was worked out in the New Mexico State Department of Vocational Homemaking Education in the year 1938-1939. A request was sent to a number of other states for copies of questionnaires used in making similar surveys. Parts were taken from these and assembled into a suggested questionnaire for making the proposed survey. This was submitted to a group of homemaking teachers in Albuquerque, New Mexico. These teachers used the

^{1/} See Appendix A

survey in their homemaking classes so that there would be a basis for criticism and suggestions. Several hundred pupils participated in this preliminary survey. The number sent to each vocational homemaking department was sufficient for all students enrolled. A letter of instructions accompanied the questionnaires. Each teacher, after a careful study of the instructions, administered the questionnaire to her classes. Some preferred to use a small part of the class period for a number of days, while others preferred to use the entire class period for a shorter period of time. In the latter case, from two to three class periods were used. Each teacher made up a summary sheet which she sent to the state department. Summary sheets from all over the state were used in composing the "state picture" which has been used again and again as the work on the new course of study has progressed.

For the purpose of the present study, which is a comparison of some social and recreational activities of Anglo-American students with those of Spanish-American students, and for the purpose of some other comparative studies which are being made on other parts of the survey, each teacher was asked to send in the original questionnaires filled out by her students. Before sending them, she was asked to mark each with either an "A" signifying Anglo-American or

an "S" signifying Spanish-American. At the time the state survey was made, students in most schools were not asked to fill in their names, but numbers or symbols were used, and a key including the names filed with the forms. This was done by suggestion of the state department, since it was felt that students would be more frank in answering questions if their names were not on the sheets; while on the other hand it would be very helpful for the teacher to know which belonged to each girl, so that she could use it in gaining a better understanding of the girl and her home. Later, with the use of the key, it was a simple matter to determine which papers had been filled out by Anglo-American students and which had been filled out by Spanish-American students.

A total of 1947 questionnaires was completed in the state survey, of which 1483 were Anglo-American, and 464 were Spanish-American. In making the present study, questionnaires which showed obvious misunderstanding or which gave very incomplete information for one section were discarded for that section but were used in the tabulation of other sections of the survey.

Chapter IV

ANALYSIS OF DATA

The data given in the completed questionnaires were compiled separately for Anglo-American and for Spanish-American students to determine the significant differences which existed between the two groups in certain social and recreational activities. The data will be presented under six main heads: first, reading habits; second, recreational activities; third, opportunities for being with friends; fourth, membership in group organizations; fifth, participation with the family in various activities; and sixth, causes of family disagreements.

To ascertain possible significant differences between the two groups of students, two statistical procedures were employed. In determining the reliability of the difference between obtained means and between obtained percentages, the standard error of the difference was used. This is a statistic commonly used to determine the variability of obtained differences from true differences when infinite numbers are used. In interpreting 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

In interpreting these limits, it may be said that a critical ratio of 3 means that the chances are 99.9 in 100 that the true difference is greater than zero and that there is only one tenth of one chance in 100 that the difference may be attributed to pure chance. Likewise a critical ratio of from 2 to 3 means that there are from 98 to 99.9 chances in 100 that the true difference is greater than zero and that there are from one tenth of one chance to two chances in 100 that the difference may be attributed to pure chance. A critical ratio of less than 2 means that there are less than 98 chances in 100 that the true difference is greater than zero.

In determining possible significant differences between the two groups of students in items on which there was allowed a variety of answers implying degree or extent, chi square, a statistic which provides a measure of the probability that two sets of data are dependent (definitely associated) or are independent (significantly different), was used. In interpreting the chi-square values obtained, the following limits for two degrees of freedom were applied:

9.210 - - - - - Very significant

5.991 - - - - - Significant

Less than 5.991 - Not significant

An interpretation of these limits follows. A chi-square value of 9.210 means that there are 99 chances in 100 that the two sets of data are significantly different and one chance in 100 that they are definitely associated. A chi-square value of 5.991 means that there are 95 chances in 100 that the two sets of data are significantly different and five chances in 100 that they are definitely associated. A chi-square value of less than 5.991 means that there are less than 95 chances in 100 that the two sets of data are significantly different.

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

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

t - - - - Critical ratio

M_A - - - - Mean of Anglo-American students

M_S - - - - Mean of Spanish-American students

Mathematical signs in critical ratio and chi-square value columns in tables:

No sign - - - Anglo-American students gave a stronger response than Spanish-American students

A minus sign Spanish-American students gave a stronger response than did Anglo-American students

Reading habits

It was found that a newspaper was taken in the homes of a greater per cent of the Anglo-American students than of the Spanish-American students, the percentages being 92.5 in the case of the Anglo-American and 84.1 in the case of the Spanish-American (Table 1). The difference was slightly greater in reading a newspaper regularly, 61.4 per cent of the Anglo-Americans responding in the affirmative but only 47.9 per cent of the Spanish-Americans responding in the affirmative.

According to Table 2, 86.2 per cent of the Anglo-American homes took one or more magazines, while the per cent in the case of the Spanish-American homes was only 60.4.

The obtained critical ratio of 4.4 in favor of the Anglo-American students, regarding taking a newspaper at home (Table 3), is very significant since in this study a critical ratio in excess of three is considered statistically very significant. In comparing the type of newspaper, the critical ratio of 9.7 in favor of the Anglo-American students regarding a Sunday paper is very significant in favor of the

Table 1.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING STUDENTS IN NEW MEXICO TO THE SECTION OF THE SURVEY REGARDING NEWSPAPERS

ITEMS REGARDING NEWSPAPERS	Anglo-American N = 1440		Spanish-American N = 434	
	No.	per cent	No.	per cent
Took newspaper				
Yes -----	1333	92.5	365	84.1
No -----	106	7.4	68	15.7
No response -----	1	0.1	1	0.2
Type of newspaper				
Weekly -----	597	41.4	150	34.6
Daily -----	956	66.4	174	40.1
Sunday only -----	76	5.3	60	13.8
No response -----	129	9.0	82	18.9
Students read newspaper				
Regularly -----	885	61.4	208	47.9
Often -----	442	30.7	175	40.3
Never -----	59	4.1	25	5.8
No response -----	54	3.8	26	6.0

Table 2.--RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING STUDENTS IN NEW MEXICO TO THE SECTION OF THE SURVEY REGARDING MAGAZINES IN THEIR HOMES

TOOK ONE OR MORE MAGAZINES AT HOME	Anglo-American N = 1440		Spanish-American N = 434	
	No.	per cent	No.	per cent
Yes -----	1242	86.2	262	60.4
No -----	188	13.1	163	37.6
No response -----	10	0.7	9	2.1

Table 3.--SIGNIFICANCE OF DIFFERENCES BETWEEN RESPONSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING STUDENTS IN NEW MEXICO TO THE SECTION OF THE SURVEY REGARDING NEWSPAPERS AND MAGAZINES

ITEMS REGARDING NEWSPAPERS AND MAGAZINES	Per cent			S.E.D	t	Interpre- tation
	A.Am.	S.Am.	Diff.			
Took newspaper-	92.5	84.1	8.4	.019	4.4	Very sig- nificant
Type of news- paper						
Daily -----	66.4	40.1	26.3	.027	9.7	Very sig- nificant
Sunday -----	5.3	13.8	-8.5	.018	-4.7	Very sig- nificant
Weekly -----	41.4	34.6	6.8	.026	2.6	Signifi- cant
Took one or more magazines -----	86.2	60.4	25.8	.025	10.3	Very sig- nificant

Spanish-American students.^{1/} The critical ratio of 2.6 regarding a weekly paper is significant in favor of the Anglo-American students. There is a very significant difference in favor of the Anglo-American students regarding the taking of one or more magazines at home as shown by the critical ratio of 10.3.

In comparing the two groups of students as to their reading newspapers and magazines, some very significant differences were found. A chi-square value of 22.021 in favor of the Anglo-American students (Table 4), concerning the regularity with which they read magazines, is very significant.

Table 4.--SIGNIFICANCE OF DIFFERENCE IN REGULARITY WITH WHICH ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING STUDENTS IN NEW MEXICO READ THE NEWSPAPER

	Chi-square value	Interpretation
Students read newspaper	22.021	Very significant

There was a rather marked difference between the two groups of students regarding the number of magazines read as shown in Table 5.

^{1/} In the questionnaire, this item was listed "Sunday only" and was interpreted as meaning a separate Sunday paper and not that they took only a Sunday paper. Students who had both a daily paper and a separate Sunday paper checked both "daily" and "Sunday only".

Table 5.--NUMBER OF MAGAZINES READ BY ANGLO-AMERICAN
AND SPANISH-AMERICAN HOMEMAKING STUDENTS IN NEW
MEXICO

NUMBER OF MAGAZINES READ	Anglo-American N = 1440		Spanish-American N = 434	
	No.	per cent	No.	per cent
0.	320	22.2	200	46.1
1.	132	9.2	47	10.8
2.	228	15.8	68	15.7
3.	294	20.4	53	12.2
4.	192	13.3	32	7.4
5.	110	7.6	19	4.4
6.	77	5.4	10	2.3
7.	40	2.8	2	0.5
8.	21	1.5	1	0.2
9.	14	1.0	1	0.2
10.	5	0.3	1	0.2
11.	4	0.3	0	0.0
12.	2	0.1	0	0.0
13.	1	0.1	0	0.0
Average number of magazines read	2.7		1.5	

Only about one fifth of the Anglo-American students reported no magazines, while almost half of the Spanish American students reported none. The Anglo-American

students reported reading almost twice the number of magazines read by the Spanish-American students, the mean for Anglo-American students being 2.7 magazines and for Spanish-American students being 1.5 magazines.

The mean number of magazines read by one group of students was compared with that of the other group and the reliability of the difference determined. The obtained critical ratio of 11.4 in favor of the Anglo-American students (Table 6) is very significant.

Table 6.--SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN NUMBER OF MAGAZINES READ BY ANGLO-AMERICAN AND BY SPANISH-AMERICAN HOME MAKING STUDENTS IN NEW MEXICO

MA	M _S	Difference in Means	S.E. _D	t	Interpretation
2.74	1.53	1.21	.106	11.4	Very significant

A larger per cent of both the Anglo-American and the Spanish-American students listed Good House-keeping than listed any other magazine as one which they read regularly (Table 7). It was read by approximately one fifth of each group of students. In the table, which includes all magazines listed by five per cent or more of the students in either group, only one magazine was listed by a greater per cent of Spanish-American students than Anglo-American students and that was True Story.

Table 7.--MAGAZINES READ BY ANGLO-AMERICAN AND BY SPANISH-AMERICAN HOMEMAKING STUDENTS IN NEW MEXICO

MAGAZINES ¹	Anglo-American N = 1440		Spanish-American N = 434	
	No.	per cent	No.	per cent
<u>Good Housekeeping</u> ---	298	20.8	81	18.7
<u>Colliers</u> -----	231	16.0	30	6.9
<u>Ladies' Home Journal</u>	231	16.0	27	6.2
<u>American</u> -----	205	14.2	18	4.1
<u>McCall's</u> -----	204	14.2	20	4.6
<u>Country Gentleman</u> ---	179	12.4	9	2.1
<u>Life</u> -----	166	11.5	50	11.5
<u>Woman's Home</u>				
<u>Companion</u> -----	143	9.9	13	3.0
<u>Saturday Evening</u>				
<u>Post</u> -----	140	9.7	25	5.8
<u>Holland's</u> -----	140	9.7	6	1.4
<u>Household</u> -----	135	9.4	6	1.4
<u>Country Home</u> -----	131	9.1	10	2.3
<u>Liberty</u> -----	125	8.7	29	6.7
<u>Farm and Ranch</u> -----	111	7.7	4	0.9
<u>Cosmopolitan</u> -----	110	7.6	14	3.2
<u>Redbook</u> -----	100	6.9	17	3.9
<u>Pictorial Review</u> -----	90	6.2	17	3.9
<u>Reader's Digest</u> -----	85	5.8	12	2.8
<u>True Story</u> -----	58	4.0	39	9.0

¹This table includes only those magazines listed by five per cent or more of either group of students. For complete list, see Appendix B.

The differences between the two groups of students in the reading of specific magazines were sufficient to be interpreted as very significant for 13 of the magazines in the list of 19, 12 being listed by a significantly greater per cent of Anglo-American students and one, True Story, being listed by a sig-

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nificantly greater per cent of Spanish-American students (Table 8). Three others showed a difference in favor of the Anglo-American students sufficient to be interpreted as significant. Only three magazines showed differences which were not significant.

Recreational activities

Differences between recreational activities enjoyed by Anglo-American and Spanish-American students are not very apparent as shown in Table 9. The order in which students in both groups ranked the various activities, by the frequency with which they checked in the column headed "frequently", was identical except in the case of swimming, which the Spanish-American students ranked below hiking, horseback riding, and skating, in contrast to the Anglo-American students. There seemed to be a greater tendency of Spanish-American students to check activities in the column headed "occasionally" as compared to Anglo-American students who checked more items in the column headed "frequently".

Because of the range of answers possible, the chi-square statistic was used in determining the significance of the differences in recreational activities enjoyed by the two groups. The results obtained are shown in Table 10.

Table 8.--SIGNIFICANCE OF DIFFERENCES BETWEEN MAGAZINES READ BY ANGLO-AMERICAN AND BY SPANISH-AMERICAN HOME-MAKING STUDENTS IN NEW MEXICO

MAGAZINES	Per cent			S.E.D	t	Interpre- tation
	A.Am.	S.Am.	Diff.			
<u>Country Gentleman</u> -----	12.4	2.1	10.3	.011	9.4	Very sig.
<u>Farm and Ranch</u> -----	7.7	0.9	6.8	.008	8.5	Very sig.
<u>Holland's</u> -----	9.7	1.4	8.3	.010	8.3	Very sig.
<u>Household</u> -----	9.4	1.4	8.0	.010	8.0	Very sig.
<u>American</u> -----	14.2	4.1	10.1	.013	7.8	Very sig.
<u>McCall's</u> -----	14.2	4.6	9.6	.014	6.9	Very sig.
<u>Country Home</u> -----	9.1	2.3	6.8	.010	6.8	Very sig.
<u>Ladies' Home Journal</u> -----	16.0	6.2	9.8	.015	6.5	Very sig.
<u>Woman's Home Companion</u> -----	9.9	3.0	6.9	.011	6.3	Very sig.
<u>Colliers</u> -----	16.0	6.9	9.1	.016	5.7	Very sig.
<u>Cosmopolitan</u> -----	7.6	3.2	4.4	.011	4.0	Very sig.
<u>True Story</u> -----	4.0	9.0	-5.0	.015	-3.3	Very sig.
<u>Reader's Digest</u> ---	5.8	2.8	3.0	.010	3.0	Very sig.
<u>Saturday Evening Post</u> -----	9.7	5.8	3.9	.014	2.8	Sig.
<u>Redbook</u> -----	6.9	3.9	3.0	.011	2.7	Sig.
<u>Pictorial Review</u> --	6.2	3.9	2.3	.011	2.1	Sig.
<u>Liberty</u> -----	8.7	6.7	2.0	.014	1.4	Not sig.
<u>Good Housekeeping</u> -	20.8	18.7	2.1	.022	1.0	Not sig.
<u>Life</u> -----	11.5	11.5	0.0		0.0	Not sig.

Table 9.--RECREATIONAL ACTIVITIES ENJOYED BY ANGLO-AMERICAN AND BY SPANISH-AMERICAN
HOMEMAKING STUDENTS IN NEW MEXICO

(1320 Anglo-American girls and 360 Spanish-American girls)

RECREATIONAL ACTIVITIES	Frequently		Occasionally		Never		No Response	
	No.	per cent	No.	per cent	No.	per cent	No.	per cent
Outdoor games								
Anglo-Am.	819	62.1	446	33.8	42	3.2	13	1.0
Span.-Am.	221	61.4	115	32.0	21	5.8	3	0.8
Dancing								
Anglo-Am.	667	50.6	376	28.5	265	20.1	12	0.9
Span.-Am.	166	46.1	149	41.4	45	12.5	0	0.0
Indoor Games								
Anglo-Am.	620	47.0	621	47.1	74	5.6	5	0.4
Span.-Am.	133	36.9	186	51.7	39	10.8	2	0.6
Swimming								
Anglo-Am.	584	44.3	520	39.4	202	15.3	14	1.1
Span.-Am.	94	26.1	160	44.5	104	28.9	2	0.6
Hiking								
Anglo-Am.	577	43.7	671	50.9	69	5.2	3	0.2
Span.-Am.	124	34.5	188	52.2	47	13.1	1	0.3

Table 9.--RECREATIONAL ACTIVITIES ENJOYED BY ANGLO-AMERICAN AND BY SPANISH-AMERICAN
HOMEMAKING STUDENTS IN NEW MEXICO--Continued

(1320 Anglo-American girls and 360 Spanish-American girls)

RECREATIONAL ACTIVITIES	Frequently		Occasionally		Never		No Response	
	No.	per cent	No.	per cent	No.	per cent	No.	per cent
Horseback riding								
Anglo-Am.	550	41.7	588	44.6	173	13.1	9	0.7
Span.-Am.	112	31.1	173	48.1	72	20.0	3	0.8
Skating								
Anglo-Am.	518	39.3	541	41.0	252	19.1	9	0.7
Span.-Am.	103	28.6	138	38.3	117	32.5	2	0.6
Camping								
Anglo-Am.	355	26.9	811	61.5	145	11.0	9	0.7
Span.-Am.	71	19.7	217	60.3	61	17.0	11	3.1
Hunting								
Anglo-Am.	265	20.1	615	46.6	426	32.3	14	1.1
Span.-Am.	39	10.8	97	26.9	221	61.4	3	0.8
Fishing								
Anglo-Am.	227	17.2	756	57.3	329	24.9	8	0.6
Span.-Am.	42	11.7	132	36.7	176	48.9	10	2.8

Table 10.--SIGNIFICANCE OF DIFFERENCES BETWEEN RECREATIONAL ACTIVITIES OF ANGLO-AMERICAN AND OF SPANISH-AMERICAN HOME MAKING STUDENTS IN NEW MEXICO

ACTIVITIES	Chi-square value	Interpretation
Hunting - - - - -	101.296	Very significant
Fishing - - - - -	83.000	Very significant
Swimming - - - - -	53.332	Very significant
Skating - - - - -	32.296	Very significant
Hiking - - - - -	31.030	Very significant
Dancing - - - - -	-24.829	Very significant
Indoor games - - - - -	19.100	Very significant
Horseback riding - - -	18.002	Very significant
Camping - - - - -	14.009	Very significant
Outdoor games - - - - -	5.605	Approaches significance

Table 11 is a frequency distribution showing the number of hobbies listed by individual students of both groups. Almost 12 per cent of the Spanish-American students listed no hobbies, while approximately six per cent of the Anglo-American students listed none. There is a very significant difference in favor of the Anglo-American students between the mean number of hobbies listed by the two groups as shown by a critical ratio of 5.2 (Table 12).

Table 11.--NUMBER OF HOBBIES LISTED BY ANGLO-AMERICAN AND BY SPANISH-AMERICAN HOMEMAKING STUDENTS IN NEW MEXICO

NUMBER OF HOBBIES	Anglo-American N = 1320		Spanish-American N = 360	
	No.	per cent	No.	per cent
0.	80	6.1	42	11.7
1.	198	15.0	78	21.7
2.	355	26.9	94	26.1
3.	341	25.8	84	23.3
4.	209	15.8	41	11.4
5.	91	6.9	11	3.1
6.	27	2.0	9	2.5
7.	13	1.0	1	0.3
8.	6	0.5	0	0.0
Average number of hobbies reported		2.7	2.2	

Table 12.--SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN NUMBER OF HOBBIES OF ANGLO-AMERICAN AND OF SPANISH-AMERICAN HOMEMAKING STUDENTS IN NEW MEXICO

MA	Mg	Diff. in means	S.E.D	t	Interpretation
2.67	2.22	.45	.086	5.2	Very significant

The similarity in hobbies of the two groups of students is shown in Table 13 which includes all hobbies listed by as many as 10 per cent of the students in either group.^{1/}

Table 13.--HOBBIES OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING STUDENTS IN NEW MEXICO

HOBBY	Anglo-American N = 1320		Spanish-American N = 360	
	No.	per cent	No.	per cent
Dancing - - - - -	304	23.0	108	30.0
Horseback riding-	278	21.1	64	17.8
Reading - - - - -	255	19.3	91	25.8
Swimming - - - - -	247	18.7	47	13.1
Collecting pic- tures - - - - -	182	13.8	26	7.3
Skating - - - - -	152	11.5	55	15.3
Hiking - - - - -	141	10.7	50	13.9
Bicycle riding -	132	10.0	43	11.9

It is interesting to note that the hobbies listed by 10 per cent or more of the Anglo-American students included all those listed by 10 per cent or more of the Spanish-American students, and only one, collecting pic-

^{1/} See Appendix C for a complete list of hobbies listed by the students.

tures, which was mentioned by fewer than 10 per cent of the Spanish-American students. The hobbies listed by a greater per cent of the Anglo-American students were horseback riding, swimming, and collecting pictures; those listed by a greater per cent of Spanish-American students were dancing, reading, skating, hiking, and bicycle riding; the differences were not great in any case, the greatest difference, seven per cent, being in dancing, which was listed by 23 per cent of the Anglo-American students and by 30 per cent of the Spanish-American students.

Each group of students is favored by some of the significant differences in hobbies listed (Table 14). There is a very significant difference in collecting pictures and a significant difference in swimming in favor of the Anglo-American students. There are significant differences in reading and in dancing in favor of the Spanish-American students. Other differences are not significant.

Opportunities for being with friends

According to Table 15, both groups of students saw their girl friends in their own home more often than anywhere else. In comparing the two groups, it is apparent that Spanish-American

Table 14.--SIGNIFICANCE OF DIFFERENCES BETWEEN HOBBIES OF ANGLO-AMERICAN AND OF SPANISH-AMERICAN HOMEMAKING STUDENTS IN NEW MEXICO

HOBBY	Per cent			S.E.D	t	Interpretation
	A.Am.	S.Am.	Diff.			
Collecting pictures-	13.8	7.3	6.5	.017	3.8	Very significant
Swimming - -	18.7	13.1	5.6	.021	2.7	Significant
Reading - - -	19.3	25.8	-6.5	.025	-2.6	Significant
Dancing - - -	23.0	30.0	-7.0	.027	-2.6	Significant
Skating - - -	11.5	15.3	-3.8	.021	-1.8	Not significant
Hiking - - -	10.7	13.9	-3.2	.020	-1.6	Not significant
Horseback riding - -	21.1	17.8	3.3	.023	1.4	Not significant
Bicycle riding - -	10.0	11.9	-1.9	.019	-1.0	Not significant

students saw their girl friends in their own home or in the friend's home more often than did Anglo-American students and that Anglo American students saw their girl friends in places other than the home

Table 15.--PLACES IN WHICH ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING STUDENTS IN NEW MEXICO SAW GIRL FRIENDS

(1210 Anglo-American girls and 324 Spanish-American girls)

PLACE	Usually		Occasionally		Never		No response	
	No.	per cent	No.	per cent	No.	per cent	No.	per cent
Own home								
Anglo-Am.	694	57.3	501	41.4	13	1.1	2	0.2
Span.-Am.	221	68.2	100	30.9	1	0.3	2	0.6
Friend's home								
Anglo-Am.	359	29.7	829	68.5	18	1.5	4	0.3
Span.-Am.	125	38.6	189	58.3	10	3.1	0	0.0
Other places								
Anglo-Am.	484	40.0	695	57.4	24	2.0	7	0.6
Span.-Am.	98	30.2	183	56.5	39	12.0	4	1.2

Table 16.--SIGNIFICANCE OF DIFFERENCES BETWEEN PLACES IN WHICH ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING STUDENTS IN NEW MEXICO SAW GIRL FRIENDS

PLACE	Chi-square value	Interpretation
Other places - - - - -	69.592	Very significant
Own home - - - - -	13.969	Very significant
Friend's home - - - - -	13.962	Very significant

of either more often than did Spanish-American students.

The differences between the two groups of students in seeing girl friends are very significant as shown by the very high chi-square values (Table 16) for each of the three places included in the questionnaire: own home, friend's home, and other places. The most significant difference was in seeing girl friends at places other than either home. It would seem that the Anglo-American students saw their girl friends much more frequently than did the Spanish-American students since the very significant chi-square values are in their favor in all three of the places named.

Table 17 seems to indicate that Spanish-American students saw boy friends less frequently than did Anglo-American students. A great difference is evident in seeing boy friends at the home of the boy. Only 20 per cent of the Spanish-American students indicated that they saw boy friends occasionally at the home of the boy, while almost 40 per cent of the Anglo-American students so indicated; almost three fourths of the Spanish-American students responded "never" in contrast to approximately one half of the Anglo-American students. Although the differences were not so great in seeing boy friends in the home of the girl

Table 17.--PLACES IN WHICH ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING STUDENTS IN NEW MEXICO SAW BOY FRIENDS

(1210 Anglo-American girls and
324 Spanish-American girls)

PLACE	Usually		Occasionally		Never		No response	
	No.	per cent	No.	per cent	No.	per cent	No.	per cent
Own home								
Anglo-Am.	527	43.5	530	43.8	149	12.3	4	0.3
Span.-Am.	79	24.4	120	37.0	120	37.0	5	1.5
Friend's home								
Anglo-Am.	58	4.8	483	39.9	591	48.8	78	6.4
Span.-Am.	3	0.9	65	20.1	227	70.1	29	9.0
Other places								
Anglo-Am.	419	34.6	636	52.5	144	11.9	11	0.9
Span.-Am.	77	23.8	154	47.5	80	24.7	13	4.0

or at other places, Spanish-American students saw boy friends considerably less frequently than did the Anglo-American students. The great differences in percentages in the never column and the fact that Spanish-American percentages in that column total well over 100 would seem to indicate that a greater per cent of Spanish-American students than Anglo-American students did not see boy friends anywhere.

The differences between the two groups of students in seeing their boy friends in each of the three places mentioned may be interpreted as very significant because of the exceedingly high chi-square

values (Table 18).

Table 18.--SIGNIFICANCE OF DIFFERENCES BETWEEN PLACES IN WHICH ANGLO-AMERICAN AND SPANISH-AMERICAN HOME-MAKING STUDENTS IN NEW MEXICO SAW BOY FRIENDS

PLACE	Chi-square value	Interpretation
Own home - - - - -	116.314	Very significant
Friend's home - - -	60.156	Very significant
Other places - - - -	39.684	Very significant

There was no great difference in the places used by Anglo-American and Spanish-American students for entertaining girl friends at home (Table 19). The living room was indicated by the greatest per cent of both groups of students and the bedroom was next; slightly more Anglo-American students indicated the living room and slightly more Spanish-Americans indicated the bedroom.

Table 20 shows the significance of the differences between the places in which the two groups of students entertained girl friends at home. Only two have a critical ratio sufficiently high to be interpreted as very significant; none of the others may be considered as significant. There is a very significant difference between the two groups of students, in favor

of the Spanish-American students, in using the bedroom as a place of entertaining girl friends, and a very significant difference in the percentage of students in the two groups listing "all over the house" with the Anglo-American students responding more strongly in this manner.

Table 19.--PLACES IN WHICH ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING STUDENTS IN MEXICO ENTERTAIN GIRL FRIENDS AT HOME

PLACE	Anglo-American N = 1098		Spanish-American N = 264	
	No.	per cent	No.	per cent
Living room - - - - -	661	60.2	145	54.9
Bedroom - - - - -	171	15.6	72	27.3
All over house - - -	148	13.5	18	6.8
Outdoors - - - - -	55	5.1	10	3.8
Inside - - - - -	28	2.6	9	3.4
Kitchen - - - - -	26	2.4	7	2.7
Dining room - - - - -	6	0.5	3	1.1
Porch - - - - -	3	0.3	0	0.0

The living room was indicated most often by both groups of students as the place in which boy friends were entertained (Table 21); a slightly larger per cent of Anglo-American students listed it. Other

Table 20.--SIGNIFICANCE OF DIFFERENCES BETWEEN PLACES USED FOR ENTERTAINING GIRL FRIENDS AT HOME BY ANGLO-AMERICAN AND BY SPANISH-AMERICAN HOMEMAKING STUDENTS IN NEW MEXICO

PLACES	Per cent			S.E.D	t	Interpretation
	A.Am.	S.Am.	Diff.			
Bedroom - - -	15.6	27.3	-11.7	.029	-4.0	Very sig.
All over house - - -	13.5	6.8	6.7	.018	3.7	Very sig.
Porch - - - -	0.3	0.0	0.3	.002	1.5	Not sig.
Living room -	60.2	54.9	5.3	.034	1.6	Not sig.
Outdoors- - -	5.1	3.8	1.3	.014	0.9	Not sig.
Dining room -	0.5	1.1	-0.6	.007	-0.9	Not sig.
Inside - - -	2.6	3.4	-0.8	.012	-0.7	Not sig.
Kitchen - - -	2.4	2.7	-0.3	.011	-0.3	Not sig.

percentages are negligible but it is interesting to note that a greater per cent of Spanish-American students entertained their boy friends outside than did Anglo-American students.

Some of the significant differences between the two groups of students in places used for entertaining boy friends in the home are shown in Table 22. A significantly greater per cent of the Anglo-American students listed the kitchen, all over the house, the porch, and the living room. A significantly greater

Table 21.--PLACES IN WHICH ANGLO-AMERICAN AND SPANISH-AMERICAN HOMEMAKING STUDENTS IN NEW MEXICO ENTERTAINED BOY FRIENDS AT HOME

PLACE	Anglo-American N = 934		Spanish-American N = 154	
	No.	per cent	No.	per cent
Living room - - - -	855	91.6	132	85.7
All over house - -	24	2.6	1	0.7
Outdoors - - - - -	22	2.4	10	6.5
Kitchen - - - - -	9	0.96	0	0.0
Inside - - - - -	9	0.96	4	2.6
Bedroom - - - - -	6	0.7	6	3.9
Dining room - - - -	5	0.6	1	0.7
Porch - - - - -	4	0.4	0	0.0

per cent of the Spanish-American students listed outdoors and the bedroom, although the percentages of Spanish-American students entertaining boy friends in both of these places was very small -- less than seven.

Membership in group organizations

In general, Anglo-American students belonged to more clubs at the time of the survey than did Spanish-American students (Table 23). The only club which enlisted a greater per cent of the Spanish-American students than of the Anglo-American students

Table 22.--SIGNIFICANCE OF DIFFERENCES BETWEEN PLACES USED FOR ENTERTAINING BOY FRIENDS AT HOME BY ANGLO-AMERICAN AND BY SPANISH-AMERICAN HOMEMAKING STUDENTS IN NEW MEXICO

PLACES	Per cent			S.E.D	t	Interpretation
	A.Am.	S.Am.	Diff.			
Kitchen - - - -	0.96	0.0	0.96	.0033	2.9	Sig.
All over house-	2.6	0.7	1.9	.009	2.1	Sig.
Outdoors - - -	2.4	6.5	-4.1	.0205	-2.0	Sig.
Bedroom - - - -	0.7	3.9	-3.2	.016	-2.0	Sig.
Porch - - - - -	0.4	0.0	0.4	.002	2.0	Sig.
Living room - -	91.6	85.7	5.9	.030	2.0	Sig.
Inside- - - - -	0.96	2.6	-1.64	.013	-1.3	Not sig.
Dining room - -	0.6	0.7	-0.1	.007	-0.14	Not sig.

was the home economics club, and the difference between the two was not great. The greatest difference between the two groups of students was in membership in church organizations for young people; almost one half of the Anglo-American students belonged to some such organization, while only one fourth of the Spanish-American students belonged. Differences between the two groups of students regarding membership in group organizations in the past were similar to those regarding membership at the time of the survey except that the difference was greater in Four-H Club, Girl Scouts,

Table 23.--MEMBERSHIP OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOME MAKING STUDENTS IN NEW MEXICO IN GROUP ORGANIZATIONS

(1483 Anglo-American girls and 464 Spanish-American girls)

ORGANIZATION	At time of survey				In past			
	Anglo-Am. No.	per cent	Span.-Am. No.	per cent	Anglo-Am. No.	per cent	Span.-Am. No.	per cent
Home economics club - - - - -	932	62.8	315	67.9	191	12.9	39	8.4
Young people's church organization - - -	663	44.7	115	24.8	288	19.4	59	12.7
Other school clubs	566	38.2	165	35.6	298	20.1	65	14.0
Social clubs - -	285	19.2	66	14.2	153	10.3	38	8.2
Four H Club - - -	153	10.3	28	6.0	523	35.3	102	22.0
Girl Scouts - - -	61	4.1	9	1.9	360	24.3	34	7.3
Campfire Girls -	15	1.0	4	0.9	148	10.0	16	3.4

Table 23.--MEMBERSHIP OF ANGLO-AMERICAN AND SPANISH-AMERICAN HOME-MAKING STUDENTS IN NEW MEXICO IN GROUP ORGANIZATIONS--Continued

(1483 Anglo-American girls and 464 Spanish-American girls)

ORGANIZATION	At time of survey				In past			
	Anglo-Am. No.	per cent	Span.-Am. No.	per cent	Anglo-Am. No.	per cent	Span.-Am. No.	Per cent
Girl Reserves - - -	7	0.5	0	0.0	48	3.2	20	4.3
Others ¹ - - - - -	81	5.5	12	2.6	7	0.5	0	0.0
None checked - - -	177	11.9	71	15.3	378	25.5	222	47.8

¹Although the number shown in the table checked "others", very few organizations were listed in the space provided, only one being listed by more than one per cent of either group of students. That one was "Rainbow", which was listed by 2.1 per cent of the Anglo-American students.

and Campfire Girls, a noticeably greater per cent of the Anglo-American students having belonged to each of these organizations.

The most significant difference between the two groups of students, regarding membership in group organizations at the time of the survey, was in membership in church organizations for young people (Table 24), a significantly larger per cent of the Anglo-American students belonging to such organizations. Anglo-American students also checked "others" (not defined) and Four-H in sufficiently large numbers for the difference between them and the Spanish-American students to be considered very significant. There was a significant difference in favor of the Anglo-American students in Girl Scouts, social clubs, and Girl Reserves. The only difference of any significance favoring the Spanish-American students was in membership in the home economics club.

There was greater significance in the difference between the two groups of students in membership in group organizations at some time in the past (Table 25). The much greater per cent of the Anglo-American students who indicated past membership in Girl Scouts, Four-H Club, Campfire Girls, and church organizations for young people was very significant. A significantly greater per cent checked home economics club

Table 24.--SIGNIFICANCE OF DIFFERENCES BETWEEN MEMBERSHIP OF ANGLO-AMERICAN AND OF SPANISH-AMERICAN HOME-MAKING STUDENTS IN NEW MEXICO IN GROUP ORGANIZATIONS AT THE TIME OF THE SURVEY

ORGANIZATION	Per cent			S.E. _D	t	Interper- tation
	A.Am.	S.Am.	Diff.			
Young people's church organizations-	44.7	24.8	19.9	.024	8.3	Very sig.
Others - - - -	5.5	2.6	2.9	.009	3.2	Very sig.
Four-H - - - -	10.3	6.0	4.3	.014	3.1	Very sig.
Girl Scouts -	4.1	1.9	2.2	.008	2.8	Sig.
Social clubs -	19.2	14.2	5.0	.019	2.6	Sig.
Girl Reserves-	0.5	0.0	0.5	.002	2.5	Sig.
H. econ. club-	62.8	67.9	-5.1	.025	-2.0	Sig.
None checked -	11.9	15.3	-3.4	.019	-1.8	Not sig.
Other school clubs- - - -	38.2	35.6	2.6	.026	1.0	Not sig.
Campfire Girls	1.0	0.9	0.1	.005	0.2	Not sig.

and "others". The per cent of Spanish-American students who checked no clubs was enough greater than the per cent of Anglo-American students who checked none to be considered very significant.

Participation with the family in various activities

Some rather marked differences were shown between the participation of the two groups of students

Table 25.--SIGNIFICANCE OF DIFFERENCES BETWEEN MEMBERSHIP OF ANGLO-AMERICAN AND OF SPANISH-AMERICAN HOME-MAKING STUDENTS IN NEW MEXICO IN GROUP ORGANIZATIONS AT SOME TIME IN THE PAST

ORGANIZATIONS	Per cent			S.E.D	t	Interpre- tation
	A.Am.	S.Am.	Diff.			
Girl Scouts - -	24.3	7.3	17.0	.016	10.6	Very sig.
None checked- -	25.5	47.8	-22.3	.026	-8.6	Very sig.
Four-H - - - -	35.3	22.0	13.3	.023	5.8	Very sig.
Campfire Girls-	10.0	3.4	6.6	.0115	5.7	Very sig.
Young people's church or- ganization -	19.4	12.7	6.7	.019	3.5	Very sig.
Other school clubs - - - -	20.1	14.0	6.1	.019	3.2	Very sig.
Home economics club - - - -	12.9	8.4	4.5	.016	2.8	Sig.
Others - - - -	0.5	0.0	0.5	.002	2.5	Sig.
Social clubs- -	10.3	8.2	2.1	.015	1.4	Not sig.
Girl reserves -	3.2	4.3	-1.1	.0105	-1.1	Not sig.

in activities with the family (Table 26). Almost three-fourths of the Anglo-American students listened to the radio with the family group, while less than half of the Spanish-American students did so. Other activities in which Anglo-American students participated with the family group to a greater extent than did the Spanish-American students were: going for a drive, having

special family dinners, and attending community gatherings. The Spanish-American students participated with the family group to a greater extent than did the Anglo-American students in going for a walk, attending church and playing games.

Table 26.--PARTICIPATION OF ANGLO-AMERICAN AND OF SPANISH-AMERICAN HOMEMAKING STUDENTS IN NEW MEXICO IN ACTIVITIES WITH FAMILY GROUP DURING PRECEDING WEEK

ACTIVITY	Anglo-American N = 1843		Spanish-American N = 464	
	No.	per cent	No.	per cent
Listen to radio - -	1054	71.1	204	44.0
Go for a drive - -	867	58.5	206	44.4
Attend church - - -	787	53.0	281	60.6
Have special family dinners - - - - -	659	44.4	165	35.6
Study - - - - -	655	44.2	187	40.3
Play games - - - -	633	42.7	221	47.6
Go for a walk - - -	453	30.5	188	40.5
Do gardening - - -	346	23.3	119	25.7
Go on picnics - - -	290	19.6	92	19.8
Read aloud - - - -	286	19.3	79	17.0
Go to a dance - - -	261	17.6	95	20.4
Attend community gatherings - - -	247	16.7	29	6.3
Others ¹ (listed by one per cent or more) - - - - -				
Go to picture show - - - -	98	6.6	11	2.4
Go visiting - - -	22	1.5	4	0.9
None checked - - -	28	1.9	24	5.2

¹These items were listed in a space provided rather than being checked on a list as were the other items included in the table.

Table 27 shows some very significant differences between the two groups of students in participation with the family in various activities during the week preceding the survey. A sufficiently greater per cent of the Anglo-American students listened to the radio, attended community gatherings, went for a drive, and had special family dinners for the difference between them and the Spanish-American students to be considered very significant. The percentage of Spanish-American students who went for a walk with the family group was sufficiently greater than that for the Anglo-American students to be considered very significant and the difference between the two groups in the percentage who attended church was sufficiently high to be considered significant. The difference between the two groups of students in the per cent who checked no activities is very significant, with a greater per cent of Spanish-American students checking none.

Causes of family disagreements

Although both groups of students checked many causes of family disagreements, the per cents checking the various items would seem to indicate that there were more causes of disagreements among families of Anglo-American students than among families of Spanish-American students (Table 28). It is interesting to note that the three items ranking highest as

Table 27.--SIGNIFICANCE OF DIFFERENCES BETWEEN PARTICIPATION OF ANGLO-AMERICAN AND OF SPANISH-AMERICAN HOMEMAKING STUDENTS IN NEW MEXICO IN ACTIVITIES WITH FAMILY GROUP DURING PRECEDING WEEK

ACTIVITIES	Per cent			S.E.D	t	Interpre- tation
	A.Am.	S.Am.	Diff.			
Listen to radio - - - -	71.1	44.0	27.1	.026	10.4	Very sig.
Attend commun- ity gather- ings - - - -	16.7	6.3	10.4	.015	6.9	Very sig.
Go for a drive-	58.5	44.4	14.1	.024	5.9	Very sig.
Go for a walk -	30.5	40.5	-10.0	.026	-3.8	Very sig.
Have special family din- ners - - - -	44.4	35.6	8.8	.026	3.4	Very sig.
None checked- -	1.9	5.2	-3.3	.011	-3.0	Very sig.
Attend church -	53.0	60.6	-7.6	.026	-2.9	Sig.
Play games - -	42.7	47.6	-4.9	.026	-1.9	Not sig.
Study - - - - -	44.2	40.3	3.9	.026	1.5	Not sig.
Go to a dance -	17.6	20.4	-2.8	.021	-1.3	Not sig.
Read aloud - -	19.3	17.0	2.3	.020	1.2	Not sig.
Do gardening -	23.3	25.7	-2.4	.023	-1.0	Not sig.
Go on picnics -	19.6	19.8	-0.2	.021	-0.1	Not sig.

causes of family disagreements, as shown by the students' checks, were the same for both groups. These were: cannot go places, teasing, and do not get up on

Table 28.--CAUSES OF FAMILY DISAGREEMENTS AMONG ANGLO-AMERICAN AND AMONG SPANISH-AMERICAN HOMEMAKING STUDENTS IN NEW MEXICO

CAUSES OF DISAGREEMENTS	Anglo-American N = 1217		Spanish-American N = 331	
	No.	per cent	No.	per cent
Cannot go places - - - - -	830	68.2	237	71.6
Teasing - - - - -	798	65.6	220	66.5
Do not get up on time - - - - -	677	55.7	203	61.3
Disobedience - - - - -	659	54.2	181	54.7
Fault finding - - - - -	630	51.8	134	40.5
Criticism of family members - - - - -	595	48.9	153	46.2
Shirking duties by certain members - - - - -	545	44.8	105	31.7
Going out at night - - - - -	539	44.3	150	45.3
Disagreement over radio programs - - - - -	506	41.6	105	31.7
Lack of cooperation - - - - -	488	40.1	115	34.7
Disorderly appearance of home - - - - -	450	37.0	107	32.3

Table 28.--CAUSES OF FAMILY DISAGREEMENTS AMONG ANGLO-AMERICAN AND AMONG SPANISH-AMERICAN HOMEMAKING STUDENTS IN NEW MEXICO--Continued

CAUSES OF DISAGREEMENTS	Anglo-American N = 1217		Spanish-American N = 331	
	No.	per cent	No.	per cent
Members of family late at meals - - - - -	445	36.6	188	56.8
Lack of consideration of others - - - - -	432	35.5	97	29.3
Borrowing clothes - - - - -	426	35.0	84	25.4
Lack of approval of friends by parents - - - - -	416	34.2	96	29.0
Lack of cheerfulness -- - - - -	404	33.2	101	30.5
Lack of nice things which are desired - - - - -	401	33.0	139	42.0
Disagreement over money - - - - -	398	32.7	123	37.2
Disagreement over family car - - - - -	365	30.0	67	20.2
Lack of privacy - - - - -	357	29.4	79	23.9
Work not divided among family members - - - - -	320	26.3	101	30.5
Jealousy - - - - -	294	24.2	59	17.8

Table 28.--CAUSES OF FAMILY DISAGREEMENTS AMONG ANGLO-AMERICAN AND AMONG SPANISH-AMERICAN HOMEMAKING STUDENTS IN NEW MEXICO--Continued

CAUSES OF DISAGREEMENTS	Anglo-American N = 1217		Spanish-American N = 331	
	No.	per cent	No.	per cent
Selfishness - - - - -	286	23.5	65	19.6
Too particular about housekeeping - - - - -	255	21.0	92	27.8
Trouble because of neighbors - - - - -	234	19.2	80	24.2
Relatives living in the home - - - - -	181	14.9	45	13.6
Boarders - - - - -	159	13.1	10	3.0
Unfair division of money - - - - -	139	11.4	49	14.8
Step-parents - - - - -	63	5.2	19	5.7

time.

However, a number of significant differences were found (Table 29). The differences in percentages were found to be very significant in favor of the Anglo-American students in the following causes of family disagreements: boarders, shirking duties, use of family car, fault finding, and borrowing clothes; differences favoring the same group which were found to be significant were in jealousy, radio programs, lack of consideration for others, and lack of privacy. Differences favoring Spanish-American students, which were great enough to be considered very significant, were in members of family being late at meals, and lack of nice things which are desired; the percentage of the Spanish-American students who mentioned, as a cause of disagreement, "too particular about housekeeping", was significantly higher than that of the Anglo-American students.

Table 29.--SIGNIFICANCE OF DIFFERENCES BETWEEN CAUSES OF FAMILY DISAGREEMENTS AMONG ANGLO-AMERICAN AND AMONG SPANISH-AMERICAN HOMEMAKING STUDENTS IN NEW MEXICO

CAUSES OF DISAGREEMENTS	Per cent			S.E. _D	t	Interpre- tation
	A.Am.	S.Am.	Diff.			
Boarders - - - - -	13.1	3.0	10.1	.013	7.8	Very sig.
Members of family late at meals - - - - -	36.6	56.8	-20.2	.031	-6.5	Very sig.
Shirking duties by cer- tain members - - - - -	44.8	31.7	13.1	.029	4.5	Very sig.
Disagreement over fam- ily car - - - - -	30.0	20.2	9.8	.026	3.8	Very sig.
Fault finding - - - - -	51.8	40.5	11.3	.031	3.6	Very sig.
Borrowing clothes - - - - -	35.0	25.4	9.6	.028	3.4	Very sig.
Lack of nice things which are desired - - - - -	33.0	42.0	-9.0	.030	-3.0	Very sig.
Jealousy - - - - -	24.2	17.8	6.4	.024	2.7	Sig.
Too particular about housekeeping - - - - -	21.0	27.8	-6.8	.027	-2.5	Sig.

Table 29.--SIGNIFICANCE OF DIFFERENCES BETWEEN CAUSES OF FAMILY DISAGREEMENTS AMONG
 ANGLO-AMERICAN AND AMONG SPANISH-AMERICAN HOMEMAKING STUDENTS
 IN NEW MEXICO--Continued

CAUSES OF DISAGREEMENTS	Per cent			S.E. D	t	Interpre- tation
	A. Am.	S. Am.	Diff.			
Disagreement over radio programs - - - - -	41.6	31.7	9.9	.041	2.4	Sig.
Lack of consideration of others - - - - -	35.5	29.3	6.2	.029	2.1	Sig.
Lack of privacy - - - - -	29.4	23.9	5.5	.027	2.0	Sig.
Trouble because of neighbors - - - - -	19.2	24.2	-5.0	.026	-1.9	Not sig.
Lack of approval of friends by parents - - - - -	34.2	29.0	5.2	.028	1.9	Not sig.
Do not get up on time - - - - -	55.7	61.3	-5.6	.030	-1.9	Not sig.
Lack of cooperation - - - - -	40.1	34.7	5.4	.030	1.8	Not sig.
Disorderly appearance of home - - - - -	37.0	32.3	4.7	.029	1.6	Not sig.

Table 29.--SIGNIFICANCE OF DIFFERENCES BETWEEN CAUSES OF FAMILY DISAGREEMENTS AMONG
 ANGLO-AMERICAN AND AMONG SPANISH-AMERICAN HOMEMAKING STUDENTS
 IN NEW MEXICO--Continued

CAUSES OF DISAGREEMENTS	Per cent			S.E.D	t	Interpre- tation
	A. Am.	S. Am.	Diff.			
Selfishness - - - - -	23.5	19.6	3.9	.025	1.6	Not sig.
Work not divided among family members - - - - -	26.3	30.5	-4.2	.028	-1.5	Not sig.
Unfair division of money - - - - -	11.4	14.8	-3.4	.022	-1.5	Not sig.
Disagreement over money - - - - -	32.7	37.2	-4.5	.030	-1.5	Not sig.
Cannot go places - - - - -	68.2	71.6	-3.4	.028	-1.2	Not sig.
Criticism of family members - - - - -	48.9	46.2	2.7	.031	0.9	Not sig.
Lack of cheerfulness - - - - -	33.2	30.5	2.7	.029	0.9	Not sig.
Relatives living in home - - - - -	14.9	13.6	1.3	.021	0.6	Not sig.
Step-parents - - - - -	5.2	5.7	-0.5	.014	-0.4	Not sig.
Teasing - - - - -	65.6	66.5	-0.9	.029	-0.3	Not sig.

Table 29.--SIGNIFICANCE OF DIFFERENCES BETWEEN CAUSES OF FAMILY DISAGREEMENTS AMONG
 ANGLO-AMERICAN AND AMONG SPANISH-AMERICAN HOMEMAKING STUDENTS
 IN NEW MEXICO--Continued

CAUSES OF DISAGREEMENTS	Per cent			S.E.D	t	Interpre- tation
	A. Am.	S. Am.	Diff.			
Going out at night - - - - -	44.3	45.3	-1.0	.031	-0.3	Not sig.
Disobedience - - - - -	54.2	54.7	-0.5	.031	-0.2	Not sig.

Chapter V
DISCUSSION

The purpose of this study was to determine the differences between Anglo-American and Spanish-American homemaking students in New Mexico in certain social and recreational activities, and was concerned specifically with a comparison of the reading habits, recreational activities enjoyed, opportunities for being with friends, membership in group organizations, participation with the family group in various activities, and causes of family disagreements.

Reading habits

According to the findings of this study, Spanish-American students in New Mexico have less available reading material, read newspapers less frequently and read fewer magazines than do Anglo-American students, though they checked reading as a hobby more frequently than did the Anglo-American students. Anyone who has known Spanish-American people, knows how well they like to read and how interested they are in getting reading material. When walking along the street, they will often stop to pick up a piece of scrap paper and go along reading it. Ap-

parently they are not as discriminating in their choice of reading material as are Anglo-Americans. This seems to be borne out by the findings of the study. Although the highest ranking magazine, as read regularly by both groups of students, was Good Housekeeping, the differences in the reading of other magazines were very significant. Many more Anglo-Americans read popular magazines for women and magazines usually enjoyed by the rural population, than did Spanish-Americans. True Story, the nineteenth on the Anglo-American list, according to frequency of checks, was third on the Spanish-American list.

In comparing the choice of reading material of the two groups, family influence should be taken into account. In the case of the Anglo-Americans, many of the magazines read are probably selected and bought for the family by the parents. The parents of many Spanish-American students do not read at all or do not read English; this fact, combined with low income (in many cases), results in few magazines being provided for family use. The young people in these families, in order to satisfy their desire to read, pick up whatever they can find. Consequently their choice of reading material may not be so desirable as might be hoped, since their taste has not been educated by the presence of good reading material.

Recreational activities

It was interesting to find that, when recreational activities were ranked according to frequency of checks in the column headed "frequently", the order for both groups of students was almost identical. In considering the differences which were shown to be significant, it should be kept in mind that there seemed to be a tendency throughout for the Anglo-Americans to check more items in the "frequently" column and the Spanish-Americans to check more items in the "occasionally" column. It would be difficult to say whether the Spanish-American students engaged in the various activities less frequently, or whether they merely felt it was not frequent enough. The only activity checked in either the "frequently" or the "occasionally" column by a greater percentage of Spanish-American students than of the Anglo-American students was dancing. It would be difficult to find many activities that Spanish-Americans enjoy more than they enjoy dancing. The lack of a good floor and good music, is no obstacle; families get together and dance to the music of an improvised two or three piece orchestra on a plank floor or even on the hard packed earth of the courtyard.

The most significant differences between the two groups of students were in hunting and fishing.

Spanish-Americans, as a rule, are not a hunting and fishing race of people. The next most significant difference was in swimming which the Spanish-American students ranked farther down the list than did the Anglo-Americans. Spanish-Americans apparently are not as fond of water as are Anglo-Americans.

The similarity in hobbies of the two groups of students is noticeable, although the percentages are sufficiently different to show some significance. Apparently the racial differences in choice of hobbies are not great. The greatest difference was in collecting pictures, the Anglo-American students listing this in greater numbers than did the Spanish-Americans. The large number of pictures, with an apparent preference for pictures of movie actors, with which they frequently decorate the walls of their room, would seem to indicate an interest in collecting pictures, whether or not this can be regarded as a hobby.

Opportunities for being with friends

The findings of this study show that Spanish-American students in New Mexico have an opportunity to be with friends less frequently than do Anglo-American students. This may be due to certain racial and environmental differences. Usually their homes are small, families are comparatively large, and there is very little room for entertaining company. They do,

however, visit extensively with relatives who live conveniently near. Perhaps a more important factor is the rather strict code which surrounds their girls. Spanish-American families are very strict with their girls. A racial tradition which demands that a girl go nowhere unchaperoned has not been abolished without leaving its mark on customs. Not all the differences between Anglo-American and Spanish-American young people in boy-girl friendships are because of standards imposed by parents: some are self-imposed. Traditionally the Spanish-American boy makes the advances. Of course it may be said that traditionally the same thing is true of Anglo-American young people, but there is an apparent difference between the two races in the way this tradition manifests itself. Anglo-American girls have found ways of getting around tradition that Spanish-American girls have not fully accepted. When a party is being planned by a group made up of Anglo-American and Spanish-American girls and someone mentions inviting boys (as they always do), the Spanish-American girls object on the grounds that they do not ask boys for dates. To them, inviting a boy to a party is the same thing. Without doubt, the Spanish-American girls do find ways of encouraging the boys - but more subtle ways.

The greater number of Spanish-American stu-

dents than Anglo-American students who indicated that they entertained their friends, including boy friends, in the bedroom can be understood when it is known that in many Spanish-American homes there is no separate living room - only a combination living room and bedroom.

Membership in group organizations

Probably the greater membership of Anglo-American students than of Spanish-American students in group organizations can be explained by the fact that although many clubs are open to both groups, some are open to Anglo-Americans only. This does not mean necessarily that membership is closed to them by regulation but simply that they are not encouraged or invited to join. This also provides an explanation for the greater percentage of Spanish-Americans belonging to home economics clubs. Since fewer clubs are open to them, they join those which are open in greater numbers. The most significant difference between the two groups of students was in membership in church organizations for young people, with a greater percentage of Anglo-Americans belonging to such organizations. Most Spanish-Americans are Catholic; although many Catholic churches do provide an organization for their young people, not every community has one. Most protestant churches do provide such an or-

ganization.

Participation with the family in various activities

The most significant difference between the two groups of students, in the matter of participation in activities with the family group, was in listening to radio programs, with Anglo-Americans checking it in a great number. It is probably true that more Anglo-American homes have a radio. It is interesting to note in this connection that a significantly greater per cent of the Anglo-American students than of Spanish-American students checked disagreement over radio programs as a cause of family disagreements. The activity checked by the greatest number of Spanish-American students, and one which showed a significant difference when compared with Anglo-American students, was attending church. This is probably due to the large Catholic membership with the demand for regular church attendance. Spanish-Americans frequently attend church in a family group.

Causes of family disagreements

The findings of the study would seem to indicate that causes of family disagreements are very similar, regardless of race, except that the number of causes of disagreement seems to be greater among Anglo-American families than among Spanish-American

families. Some of the significant differences are easy to understand and some are rather difficult. The greater percentage of Anglo-Americans who had difficulty over boarders, use of family car, and radio programs can be explained by the fact that fewer Spanish-Americans have boarders, a car, and a radio. The greater difficulty of Spanish-Americans over lack of nice things which are desired is probably due to their natural fondness for beautiful things and their being thrown with other people who many times are able to afford more of these things.

The reason that Spanish-American families have more difficulty over members being late for meals is not readily apparent. There is the 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. The reason that the Anglo-American families have greater difficulty over shirking duties, fault finding, borrowing clothes, and jealousy is not obvious. One possible reason might be the larger families and closer family ties of the Spanish-American families; large families usually develop greater skill in getting along with each other than do small families. One remarkable finding of the study was that more Anglo-

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Americans checked, as a cause of family disagreement, lack of privacy. In the light of the crowded living quarters of Spanish-American families, it would seem that they have developed greater skill in living together, or that they do not take seriously any difficulties which they do have. The two groups of students apparently do not have the same conception of privacy.

Summary of discussion

It was not the purpose of this study to make recommendations for teaching homemaking in communities which are predominantly Spanish-American, but rather to provide the teacher with a means of gaining greater understanding of the social background of Spanish-American students so that she may meet their needs and guide them more effectively. However, certain implications may be drawn from the study:

1. Spanish-American students enjoy reading but have a very limited amount of reading material.
2. Spanish-American students do not engage in recreational activities and hobbies as much as do Anglo-American students.
3. Spanish-American students do not have as many opportunities to be with friends as do Anglo-American students.
4. Spanish-American students do not belong

to as many group organizations as do Anglo-American students.

5. Spanish-American students participate in activities with the family group less than do Anglo-American students.

5. Causes of family disagreements are similar among Anglo-Americans and among Spanish-Americans but in general Anglo-Americans have a greater variety of causes of disagreements.

Recommendations

1. Students should be allowed and encouraged to use freely the magazines available in the home-making department. These should meet the interests of the students and should include fiction.

2. Spanish-American students should be guided in developing interests which may lead to hobbies and should be helped in appreciating the traditional Spanish-American handiwork.

3. Extreme tact and understanding should be employed in dealing with problems involving boy-girl friendships in groups including Spanish-Americans since their customs are quite different from those of Anglo-Americans.

4. School clubs should encourage membership and active participation of Spanish-American students.

5. Both Anglo-American and Spanish-American students need to learn how to have fun as a family group.

6. In family relationships units more stress should be placed on those items which were found to be actual causes of family disagreements among both groups of students.

Recommendations for further study

Comparative studies should be made between Anglo-American and Spanish-American students in other areas of family living. The data are available from the same survey made in New Mexico. The following would seem particularly pertinent.

1. What are the differences between Anglo-American students and Spanish-American students in taking responsibilities for home tasks?

2. What are the differences between Anglo-American students and Spanish-American students in taking responsibility for food preparation at home?

3. How do Anglo-American students compare with Spanish-American students in taking responsibility for caring for children?

4. How do the health habits of Anglo-American students compare with the health habits of Spanish-American students?

Chapter VI
SUMMARY OF FINDINGS

The data included in this study were taken from the original questionnaires (1947 in number) filled in by all vocational homemaking students in New Mexico in April, 1939, when a survey was made in that state. For the purpose of the present study, the data were compiled separately for Anglo-American and for Spanish-American students and comparisons were made between the responses of the two groups. Two statistical procedures, chi square and standard error of the difference, were used in determining the reliability of the obtained differences.

The following significant differences between Anglo-American and Spanish-American students were found:

Reading habits

Very significant differences between Anglo-American and Spanish-American students were found in the following items:

Newspaper taken at home

Magazines (one or more) taken at home

Thirteen specific magazines read (from list of

19 including all magazines mentioned by five per cent or more of either group of students). Only one was read by greater percentage of Spanish-Americans.

Significant differences between Anglo-American and Spanish-American students were found in the following:

Three specific magazines read (from list of 19)

Recreational activities

Very significant differences between Anglo-American and Spanish-American students were found in the following:

- Hunting
- Fishing
- Swimming
- Skating
- Hiking
- *Dancing
- Indoor games
- Horseback riding
- Camping
- Mean number of hobbies
- Specific hobbies
 - Collecting pictures

Significant differences between Anglo-American and Spanish-American students were found in

the following:

Specific hobbies

Swimming

*Reading

*Dancing

Opportunities for being with friends

Very significant differences between Anglo-American and Spanish-American students were found in the following:

Seeing girl friends in places other than either home

Seeing girl friends at own home

Seeing girl friends at home of friend

Seeing boy friends at own home

Seeing boy friends at friend's home

Seeing boy friends at places other than either home

*Entertaining girl friends in bedroom

Entertaining girl friends all over house

Significant differences between Anglo-American and Spanish-American students were found in the following:

Entertaining boy friends in kitchen

Entertaining boy friends all over house

*Entertaining boy friends outdoors

- *Entertaining boy friends in bedroom
- Entertaining boy friends on porch
- Entertaining boy friends in living room

Membership in group organizations

Very significant differences between Anglo-American and Spanish American students were found in the following:

- Young people's church organizations at time of survey
- Others (not defined) at time of survey
- Four-H at time of survey
- Girl Scouts at some time in past
- *None checked in the past .
- Four-H at some time in the past
- Campfire Girls at some time in past
- Young people's church organization at some time in the past
- Other school clubs

Significant differences between Anglo-American and Spanish American students were found in the following:

- Girl Scouts at time of survey
- Social clubs at time of survey
- Girl Reserves at time of survey
- *Home economics club at time of survey

Home economics club at some time in past
Others in past

Participation with the family
in various activities

Very significant differences between Anglo-American and Spanish-American students were found in the following:

- Listen to radio
- Attend community gatherings
- Go for a drive
- *Go for a walk
- Have special family dinners
- *None checked

Significant differences between Anglo-American and Spanish-American students were found in the following:

- Attend church

Causes of family disagreements

Very significant differences between Anglo-American and Spanish-American students were found in the following:

- Boarders
- *Members of family late at meals
- Shirking duties by certain members
- Disagreement over family car

Fault finding

Borrowing clothes

*Lack of nice things which are desired

Significant differences between Anglo-American and Spanish-American students were found in the following:

Jealousy

*Too particular about housekeeping

Disagreement over radio programs

Lack of consideration of others

Lack of privacy

* Items checked by greater percentage of Spanish-American students.

APPENDIX

APPENDIX CONTENTS

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"A MOVIE OF A GIRL AT HOME"*

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

PART I—THE HOUSE WE LIVE IN:

- How far do you live from school?..... blocks; miles.....
- How do you get to school?..... walk;..... bus;..... family car;..... bicycle. List other way:.....
- How much time do you spend getting to and from school?.....
- Does your family live on a farm.....; in town.....; on a ranch.....
- Check: if you;..... Live at home;..... Live with relatives other than your family;..... Work for your board and room;..... Board;..... "Batch."
- Does your family own the house in which they live?..... yes;..... no.
- 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.
- 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).
- Total number in your house at present.....; of these how many are members of your own family.....
- 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.....
- Is your house made of..... adobe;..... brick;..... lumber;..... rock;..... other types.
- 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.
- How many rooms do you have in your house (other than halls, bath or toilet, and storage)?.....
- Of these, how many are bedrooms.....
- Do you share your bedroom? Yes.....; No.....;..... with one person;..... with more than one person.
- 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.....
- Do you have a clothes closet by yourself?..... yes;..... no.
- Check the type or types of heating used in your home:..... fireplace;..... kitchen range;..... furnace;..... other stoves; list others.....
- 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?.....
- Check the type or types of fuel used for cooking purposes:..... coal;..... gasoline;..... oil;..... gas;..... wood. List others.....
- Check the kind or kinds of light in your home:..... electricity;..... gas;..... kerosene;..... gasoline. List others.....
- In your home which of the following are screened:..... all windows;..... all doors;..... kitchen windows;..... kitchen doors;..... other windows;..... other doors;..... porches;..... none.
- 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).....
- 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:

30. A. When you have opportunities to be with friends, where do you see them?
 Usually Occasionally Never
 With Girl Friends | With Boy Friends
 Usually Occasionally 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 | Al. Yes..... No..... Trouble because of neighbors |
| M. Yes..... No..... Jealousy | Bl. Yes..... No..... Unfair division of money |
| N. Yes..... No..... Lack of approval of friends by parents | Cl. 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..... | | | |

	(8) Cook meat.....	.....	.....	.....	.....	.....
	(9) Make beverages.....	.....	.....	.....	.....	.....
		<u>Help with</u>			<u>Take Responsibility for</u>		
B.	Food Management:	Regularly	Occasionally	Never	Regularly	Occasionally	Never
	(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;	.....	.....	.....	.....	.....

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	Tin
	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.....	.....	.....	.....	.....	.....	.....

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.--COMPLETE LIST OF MAGAZINES

	Anglo- American	Spanish- American
Aero Digest - - - - -	1	0
American - - - - -	205	18
American Baptist - - - - -	1	0
American Boy - - - - -	13	0
American Cookery - - - - -	1	0
American Girl - - - - -	42	6
American Home - - - - -	20	11
American Legion Magazine - - - -	7	5
American Painter and Decorator -	1	0
American Review* - - - - -	1	0
Astrology Guide - - - - -	1	0
Atlantic Monthly - - - - -	1	0
Better English - - - - -	1	0
Better Homes and Gardens - - - -	34	15
Boy's Life - - - - -	8	0
Breeder's Gazette - - - - -	1	0
California Cultivator - - - - -	3	0
Candid Eye - - - - -	1	0
Capper's Farmer - - - - -	40	2
Child Life - - - - -	2	1

COMPLETE LIST OF MAGAZINES--Continued

	Anglo- American	Spanish- American
Children's Activity - - - - -	3	0
Christian Advocate - - - - -	3	0
Christian Herald - - - - -	5	0
Click - - - - -	5	3
College Humor - - - - -	1	0
Collier's - - - - -	231	30
Comfort - - - - -	45	2
Cosmopolitan - - - - -	110	14
Cotton Grower* - - - - -	1	0
Country Gentleman - - - - -	179	9
Country Girl* - - - - -	1	0
Country Home - - - - -	131	10
Culture* - - - - -	1	0
Current Events - - - - -	2	0
Delineator* - - - - -	9	1
Detective - - - - -	13	7
Dustpan* - - - - -	1	0
Elks Magazine - - - - -	4	2
Esquire - - - - -	2	0
Etude - - - - -	11	0

COMPLETE LIST OF MAGAZINES--Continued

	Anglo- American	Spanish- American
Extension Magazine - - - - -	3	6
Family Circle - - - - -	0	3
Farm and Ranch - - - - -	111	4
Farm Circle* - - - - -	4	0
Farm Journal and Farmer's Wife - -	36	1
Farm News - - - - -	1	0
Farmer's Life - - - - -	3	1
Farmer-Stockman - - - - -	14	0
Farmland - - - - -	1	0
Fashion Digest - - - - -	0	1
Fiction* - - - - -	1	0
Field and Stream - - - - -	2	0
Film Favorites - - - - -	1	0
Forum - - - - -	1	0
Gift and Art Buyer - - - - -	1	0
Girl's Life* - - - - -	2	0
Good Housekeeping - - - - -	298	81
Good Stories - - - - -	4	2
Grit - - - - -	6	0
Harper's Bazaar - - - - -	4	1
Health - - - - -	2	0

COMPLETE LIST OF MAGAZINES--Continued

	Anglo- American	Spanish- American
Holland's - - - - -	140	6
Hollows* - - - - -	1	0
Hollywood - - - - -	2	0
Home Circle - - - - -	4	1
Home Comfort* - - - - -	4	0
Home Friend* - - - - -	6	0
Home Making* - - - - -	3	2
Home Problems* - - - - -	1	0
House Beautiful - - - - -	1	0
Household - - - - -	135	6
Hunting and Fishing - - - - -	3	0
Hygeia - - - - -	1	1
Improvement Era - - - - -	2	0
Interior Decorator - - - - -	1	0
Journal - - - - -	6	0
Ken - - - - -	2	1
Ladies' Home Journal - - - - -	231	27
Legion News - - - - -	3	0
Liberty - - - - -	125	29
Life - - - - -	166	50

COMPLETE LIST OF MAGAZINES--Continued

	Anglo- American	Spanish- American
Life and Health - - - - -	0	1
Literary Digest* - - - - -	4	1
Look - - - - -	55	17
Love and Romance* - - - - -	3	2
Love Story - - - - -	18	2
McCall's - - - - -	204	20
Mademoiselle - - - - -	1	0
Messenger - - - - -	1	0
Modern Romances - - - - -	3	4
Modern Screen - - - - -	9	0
Modern Story* - - - - -	1	0
Mother's Friend* - - - - -	1	0
Mother's Home Life - - - - -	10	0
Movie Mirror - - - - -	21	14
Movie Screen - - - - -	4	0
Movie Story Magazine - - - - -	5	0
Movie Tone* - - - - -	3	0
Mystery - - - - -	1	0
National Geographic - - - - -	15	0
Needlecraft - - - - -	16	0

COMPLETE LIST OF MAGAZINES--Continued

	Anglo- American	Spanish- American
New Mexico Magazine - - - - -	20	4
News Week - - - - -	3	2
Open Road for Boys - - - - -	8	0
Optic - - - - -	0	3
Outdoor Boy - - - - -	1	0
Outdoor Girl* - - - - -	1	0
Outdoor Life - - - - -	1	0
Parents' Magazine - - - - -	12	3
Pathfinder - - - - -	23	5
Photoplay Magazine - - - - -	12	4
Physical Culture - - - - -	6	1
Pic - - - - -	5	2
Pictorial Review* - - - - -	90	17
Popular Mechanics Magazine - - - - -	4	0
Popular Science Monthly - - - - -	10	0
Poultry Tribune - - - - -	6	0
Progress Child* - - - - -	1	0
Progressive Farmer - - - - -	14	0
Ranch Romances - - - - -	8	1
Reader's Digest - - - - -	85	12

COMPLETE LIST OF MAGAZINES--Continued

	Anglo- American	Spanish- American
Record - - - - -	0	1
Redbook - - - - -	100	17
Register - - - - -	1	0
Romance - - - - -	3	0
Romantic Story - - - - -	1	0
St. Anthony Messenger - - - - -	0	1
Saturday Evening Post - - - - -	140	25
Scholastic - - - - -	6	2
Scientific American - - - - -	1	0
Screen Book - - - - -	10	7
Screenland - - - - -	11	0
Secrets - - - - -	3	0
Signs of the Times - - - - -	2	1
Silver Screen - - - - -	3	0
Southern Agriculturist - - - - -	13	0
Sports Afield - - - - -	4	0
Style Show* - - - - -	1	0
Successful Farming - - - - -	2	0
Time - - - - -	32	8
True Confessions - - - - -	10	6

COMPLETE LIST OF MAGAZINES--Continued

	Anglo- American	Spanish- American
True Detective Mysteries - - - - -	1	2
True Experience - - - - -	5	4
True Romance - - - - -	9	7
True Story - - - - -	58	39
Vogue - - - - -	7	1
Wee Wisdom* - - - - -	1	0
Westerner - - - - -	2	0
Western Farm Life - - - - -	32	9
Western Story - - - - -	11	3
Woman's Home Companion - - - - -	143	13
Woman's World - - - - -	54	6
Woodman of the World - - - - -	1	1
World Comrades - - - - -	1	0
You - - - - -	1	0
Young America - - - - -	1	2
Your Life - - - - -	2	0
Youth - - - - -	0	2
Youth's Instructor - - - - -	0	1

* Magazines not listed in the 1940 issue of N. W. Ayer & Son's Directory of Newspapers and Periodicals. Some are known to have been discontinued before April, 1939, the time of the survey. Many could not be traced and doubtless are incorrect or incomplete titles.

Appendix C.--COMPLETE LIST OF HOBBIES

	Anglo- American	Spanish- American
Acting - - - - -	1	1
Air hostess - - - - -	0	1
Art and drawing - - - - -	35	1
Aviation - - - - -	1	0
Baseball - - - - -	37	19
Basket ball - - - - -	28	21
Bead work - - - - -	11	0
Bicycle riding - - - - -	132	43
Biographies - - - - -	1	0
Bowling - - - - -	2	0
Camping - - - - -	44	9
Caring for cows - - - - -	1	0
Car riding - - - - -	8	2
Children - - - - -	3	2
Church - - - - -	1	0
Clubs - - - - -	1	0
Collecting		
Ash trays - - - - -	1	0
Autographs - - - - -	10	3
Beauty hints - - - - -	1	0

COMPLETE LIST OF HOBBIES--Continued

	Anglo- American	Spanish- American
Collecting (continued)		
Blank checks - - - - -	1	0
Butterflies - - - - -	4	0
Buttons - - - - -	2	1
Cartoons - - - - -	1	0
Clippings - - - - -	2	0
Club ribbons - - - - -	1	0
Coins - - - - -	15	1
Compacts - - - - -	1	0
Coupons - - - - -	5	0
Dolls - - - - -	0	1
Dress patterns - - - - -	3	0
Elephants - - - - -	2	0
Etudes - - - - -	1	0
Famous sayings - - - - -	1	0
Flowers - - - - -	9	2
Handkerchiefs - - - - -	2	0
Indian relics - - - - -	37	2
Insects - - - - -	4	0
Jokes - - - - -	1	0

COMPLETE LIST OF HOBBIES--Continued

	Anglo- American	Spanish- American
Collecting (continued)		
Leaves - - - - -	1	0
Letters - - - - -	9	0
Lipsticks - - - - -	1	0
Lotion samples - - - - -	0	1
Marbles - - - - -	3	0
Match folders - - - - -	36	3
Miniature books - - - - -	1	0
Napkins - - - - -	2	0
Ornaments - - - - -	6	0
Pencils - - - - -	1	1
Pennants - - - - -	1	0
Perfumes - - - - -	3	0
Pictures - - - - -	182	26
Pillows - - - - -	1	0
Pins - - - - -	3	0
Pocket knives - - - - -	2	0
Post cards - - - - -	6	0
Postmarks - - - - -	2	0
"Quin" pictures - - - - -	2	0

COMPLETE LIST OF HOBBIES--Continued

	Anglo- American	Spanish- American
Collecting (continued)		
Recipes - - - - -	20	5
Rings - - - - -	1	0
Rocks - - - - -	0	4
Salt and pepper shakers - - - - -	1	0
Shells - - - - -	1	0
Soap samples - - - - -	5	0
Songs and poems - - - - -	76	21
Souvenirs - - - - -	114	8
Stamps - - - - -	74	11
Stories - - - - -	1	0
Toy dogs - - - - -	26	0
Cooking - - - - -	74	10
Corresponding - - - - -	56	6
Crocheting - - - - -	4	0
Dancing - - - - -	304	108
Designing clothes - - - - -	2	0
Diary - - - - -	15	1
Dramas - - - - -	2	0
Enlarging library - - - - -	1	0

COMPLETE LIST OF HOBBIES--Continued

	Anglo- American	Spanish- American
Exploring - - - - -	1	0
Fishing - - - - -	28	2
Gardening - - - - -	13	0
Golf - - - - -	1	0
Hair dressing - - - - -	4	1
Helping mother - - - - -	0	2
Helping others - - - - -	2	0
Hiking - - - - -	141	50
Homemaking - - - - -	1	0
Hope chest - - - - -	5	0
Horseback riding - - - - -	278	64
Hunting - - - - -	38	2
Housework - - - - -	8	0
Indoor games - - - - -	4	0
Jump rope - - - - -	0	1
Knitting - - - - -	6	0
Kodaking - - - - -	104	8
Languages - - - - -	2	0
Movies - - - - -	53	19
Music - - - - -	58	5

COMPLETE LIST OF HOBBIES--Continued

	Anglo- American	Spanish- American
Nature study - - - - -	2	0
Needlework - - - - -	39	7
Outdoor games - - - - -	33	21
Outside work - - - - -	0	6
Playing cards - - - - -	2	1
Picnics and parties - - - - -	40	2
Quilting - - - - -	4	0
Radio - - - - -	14	6
Raising chickens - - - - -	2	0
Reading - - - - -	255	91
Redecorating - - - - -	4	0
School work - - - - -	1	0
Scrapbook - - - - -	69	9
Sewing - - - - -	114	22
Singing - - - - -	49	23
Skating - - - - -	152	55
Sports - - - - -	49	0
Studying personality - - - - -	3	0
Sunsets - - - - -	1	0
Swimming - - - - -	247	47

COMPLETE LIST OF HOBBIES--Continued

	Anglo- American	Spanish- American
Tennis - - - - -	57	7
Training animals - - - - -	5	0
Traveling - - - - -	9	1
Typing - - - - -	3	0
Visiting - - - - -	3	1
Volley ball - - - - -	5	1
Writing stories - - - - -	9	3

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