

ABSTRACT OF THESIS

HOUSING CONDITIONS OF ANGLO-AMERICAN AND
SPANISH-AMERICAN GIRLS IN VOCATIONAL HOME MAKING
CLASSES IN NEW MEXICO, 1938-1939

Submitted by
Hazel Rainbolt

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

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ABSTRACT OF THESIS

In 1938-1939, a survey was made in New Mexico of all vocational homemaking girls to find out the needs of these girls and their families. The State Supervisor of Vocational Homemaking Education has asked that this material be analyzed so that it might be used in re-organizing the course of study.

The problem

What difference should be made in teaching housing to Anglo-American and Spanish-American girls of New Mexico according to their living conditions?

Problem analysis

The following phases of housing were surveyed:

1. How do the occupations of the parents of Anglo-Americans compare with those of the Spanish-Americans?
2. How do the sizes of the families compare?
3. How do the houses of the Anglo-Americans compare with those of the Spanish-Americans?
 - a. Material used
 - b. Size per number in family
 - c. Storage space
 - d. Conveniences
 - e. Utilities used
4. What differences should be made between teaching houses to classes predominantly Spanish-American and predominantly Anglo-American?

Delimitation of the problem

A total of 1947 girls, all of whom were from the high school vocational homemaking classes of New Mexico in 1938-1939, were studied.

Definitions

The term "vocational" in this study refers to schools which are reimbursed by the state vocational office with Smith-Hughes funds.

Methods and procedures

A survey sheet, entitled "A Movie of a Girl at Home", was constructed in the New Mexico State Department of Vocational Home Economics Education for the purpose of securing information concerning the girls of the vocational home economics departments in the high schools of New Mexico. Copies were sent to the vocational home economics classes throughout the state in the spring of 1939, and were filled in by the high school girls. The teachers were asked to indicate the nationality of the girls by placing an "S" on the questionnaire of a Spanish-American and an "A" on the questionnaire of an Anglo-American girl. These survey sheets were then collected from 38 schools, and the information was tabulated.

The data were analyzed according to the statistical procedures of the chi-square test and the signi-

ficance of the difference between two statistics.

Findings in this study

The occupations of the Anglo-American parents and of the Spanish-American parents differed significantly in the miscellaneous group of occupations. In this group, ranching was indicated by 122 Anglo-American and by 21 Spanish-American girls.

The sizes of the Anglo-American family and the Spanish-American family were significantly different. The Spanish-American family was larger than the Anglo-American family.

The materials used in the Anglo-American houses differed significantly from those used in the Spanish-American houses. Lumber was used by more Anglo-Americans than Spanish-Americans, and adobe was used by more Spanish-Americans than Anglo-Americans. A greater percentage of Anglo-Americans had varnished and painted wood floors and linoleum coverings than did the Spanish-Americans.

It was significant that more of the Anglo-American girls than of the Spanish-American girls lived in houses of 4 or more rooms. A smaller percentage of Anglo-American girls than of Spanish-American girls shared their bedroom with one or more persons.

More of the Anglo-American houses than of the Spanish-American houses had basement storage and other storage places. These differences were significant.

A greater percentage of Anglo-American houses than of Spanish-American houses had both hot and cold water piped into the kitchen and bathroom. A greater percentage of Anglo-American than of Spanish-American girls obtained their water from the city supply, while a larger percentage of the Spanish-American girls obtained their water from pumps. More Anglo-American than Spanish-American girls had inside toilets in their homes.

Gas was used for cooking and heating purposes in more Anglo-American homes than Spanish-American homes, while coal and wood were used in more Spanish-American than Anglo-American homes. Electricity was the main source of light in the Anglo-American homes, while kerosene was the main source of light in the Spanish-American homes.

A significantly larger percentage of Anglo-American girls than of Spanish-American girls lived two or more miles from school and rode to school. A smaller percentage of Anglo-Americans than of Spanish-Americans owned their own homes.

Recommendations

1. Since farming and ranching are the occupations

in which a large percentage of Anglo-American and Spanish-American parents are engaged, home economics teachers should pay close attention to this difference when they are making plans for teaching a unit on housing.

2. The Anglo-American families are smaller than the Spanish-American families. Since the Spanish-American girls live in very small houses and the majority of these girls have both younger and older brothers and sisters, many problems arise from these crowded conditions. The teachers should include in the unit of housing certain phases of home management, cooperation, and care of personal belongings, since in these phases suggestions might be made for solving the problems of the Spanish-American girls.
3. The teacher should help the Spanish-American girl to appreciate the beauty and economy of adobe for building purposes, since a large percentage of Spanish-Americans use this material for constructing their houses. Emphasis should be placed on the improvement of wood floors when the majority of the girls are Spanish-American. If the group is predominantly Anglo-American, care of linoleum and of polished wood floors should be stressed. The teacher should also emphasize the importance of sanitation, since many Spanish-American homes do not have screens on all openings.
4. The teacher needs to visit in the homes of the students early in the year in order to become better acquainted with the situation and to make suggestions for home experiences. She will usually find the Spanish-American homes much smaller than the Anglo-American homes. These visits will help her to understand the girls' reactions to the various problems connected with units in housing, social relationships, home management, and others.
5. Teachers and girls should work out together some ways in which storage space can be added in the homes. Since Anglo-American

girls have more storage space in their homes than Spanish-American girls have, the teacher should give more individual attention to the Spanish-American girls in order to make this improvement in their homes. These girls are eager to learn and are very willing to accept suggestions from a sincere and understanding person.

6. Ways of adding conveniences in the home should be stressed when the group is predominantly Spanish-American. The care of conveniences should be emphasized with both groups of girls.
7. Homemaking girls should be taught how to use the various kinds of fuel for heating, cooking, and lighting. Since Spanish-American girls are already accustomed to using the coal and wood range, and since many of them will probably work in homes where other types of fuel are used, the teacher should provide opportunities whereby these girls may learn how to use the various kinds of fuel.
8. Teachers should make a greater effort to adapt the curriculum to meet the needs of the Spanish-American group, as well as the Anglo-American group. They should also consider the location of homes before suggesting types of home experiences for the girls. Since it was significant that the Spanish-American families were more stable with reference to home ownership than were the Anglo-American families, teachers should encourage Spanish-American girls to make home improvements which are more permanent than temporary.

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T H E S I S

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AGRICULTURE AND MECHANIC ARTS

July 30 1942

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY
 SUPERVISION BY HAZEL RAINBOLT
 ENTITLED HOUSING CONDITIONS OF ANGLO-AMERICAN AND
 SPANISH-AMERICAN GIRLS IN VOCATIONAL HOME MAKING CLASSES
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 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

In homemaking education as well as in other phases of education, there is only one subject matter and that is life in all of its manifestations; hence, the core of the program in homemaking education must be those problems of home and family living which families are facing daily. Some of the major problems, for example, are health and sanitation in the community, nutritional needs, clothing, and management problems in the home.

Homemaking education should be concerned with the growth of individuals through assuming responsibilities and developing abilities rather than merely obtaining factual information. Teachers and other workers in the field of homemaking today are realizing more and more the need for being familiar with the living conditions of those individuals who come under their supervision. The mode of living is changing within the homes of various races of peoples; and those who come in contact with these changes are becoming aware of the fact that studies must be made of these needs in order to meet them in the most effective way.

Need for study

In order to meet the needs of the Spanish-American and Anglo-American girls of New Mexico, one of the most important problems of vocational homemaking departments today is that of modifying the state courses of study.

When the teachers of homemaking are aware of the particular problems that families of New Mexico are facing today, they are prepared to compile a course of study that will help to solve the problems of each community.

In 1938-1939, a survey was made in New Mexico of all vocational homemaking girls to find out the needs of these girls and their families. The State Supervisor of Vocational Homemaking Education has asked that this material be analyzed so that it can be used in re-organizing the course of study.

Statement of the problem

What difference should be made in teaching housing to Anglo-American and Spanish-American girls of New Mexico according to their own living conditions?

Problem analysis.--The following phases of housing will be surveyed:

1. How do the occupations of the parents of Anglo-Americans compare with those of the Spanish-Americans?

2. How do the sizes of the families compare?
3. How do the houses of the Spanish-Americans compare with those of the Anglo-Americans?
 - a. Material used.
 - b. Size per number in family.
 - c. Storage space.
 - d. Conveniences.
 - e. Utilities used.
4. What differences should be made between teaching housing to classes predominantly Spanish-American and predominantly Anglo-American?

Delimitation of the problem.--A total of 1947 girls, all of whom were from the high school vocational homemaking classes of New Mexico in 1938-1939, were studied.

Definitions.--The term "vocational" in this study refers to schools which are reimbursed by the state vocational office with Smith-Hughes funds.

The information desired concerning the housing conditions of the Spanish-American and Anglo-American girls of New Mexico includes the distance the girls live from school, their methods of getting to and from school, the size of the families, the kind, size, and conditions of the houses.

The housing situation includes both external and internal conditions as determined by the official survey sheet, "A Movie of a Girl at Home", of the State

Department of Vocational Education of New Mexico.

Chapter II

REVIEW OF LITERATURE

Very few studies have been made of the housing conditions of the Spanish-American and Anglo-American girls. Pertinent studies will be briefly summarized in the following pages.

Farrell (8), 1929, described the Mexican people of Arizona, giving a vivid picture of the living conditions and the great possibilities of gradually improving them. She found that it was impossible to make radical changes in their lives; however, with practical home-making courses adapted to needs of girls in these families, the standards can be raised within a few generations.

Thompson (20), 1935, in her study of the "Relationship between Intelligence, Home Environment and Achievement in Home Economics as Measured by Tests", included a classification of "Home Environment" in which she studied:

1. Type of neighborhood
2. Kind and arrangement of furniture
3. Family home ownership
4. Father's occupation

5. Mother's occupation

6. Type of family

7. Use of leisure time

She found that comparisons made between intelligence and the home environment were significant, showing the tendency for students with a poor home environment to be of a lower grade of intelligence than students with a good environment.

Brown (4), 1936, studied 100 girls enrolled in the Foods I and II Classes in the Brownsville High School. She included in part one of her study "the family, the home and condition of the house, the water supply and sanitary facilities, home equipment and home surroundings, family habits, child care, and the kitchen and its equipment". Part two of her study contains the evaluation of the houses.

She classified the rooms of the girls' homes according to their furnishings, floor coverings, curtains and draperies. She also evaluated the house as a whole. The final analysis of this study showed that 60 out of 100 houses were evaluated as fair or better, while 40 were rated as poor or very poor. The median was a fair house.

In her implications, she included the need of home improvement for convenience, for attractiveness, and for better sanitation. Brown stated that, as a

result of her findings, the present homemaking course as taught in the Brownsville High School did not meet the home needs of the Latin-American girls; she, therefore, proposed a new program for homemaking education for Latin-American girls of Brownsville. She found that only 15 of 100 girls were sleeping alone in rooms, and that the remaining 85 slept with one or more persons in the room. She found that 26 of the girls slept with one or more boys or men in the room, with 13 of them having two or more boys or men in the room.

Brown also found that of the 100 families studied only 42 used electricity; 56 of the families used kerosene or gasoline lamps. Fifty-eight of the 100 used kerosene stoves for cooking, 28 used gas, and 10 used wood for cooking.

Tinsley (21), 1936, studied 100 properly selected families in Freeport, Texas, as a basis for determining the needs of the entire community. She reported the following:

1. Less than one-third own their own homes, yet over three-fourths own cars.
2. Three-fifths of the families on the highest level live in 5 or 6-room houses, while three-fifths of those on the lowest level live in 3-room houses. Thirty-nine families use a combination dining room and kitchen, while 21 have bedroom and living room combined. Eleven houses are without closets for storage.
3. Practically all of the houses are screened;

87 are painted; but 18 roofs leak; the most defects occur, in each case, in the houses belonging to families of the lowest income group.

4. All homes have running water; 85 have bathtubs and 37 have hot water; 90 have sinks; 41 mechanical refrigerators; 94, electric lights; 87, gas for cooking; 98, gas for heating; and 80 have radios. . . . (21:57-8)

In an article by Amidon (1) in the Journal of Home Economics for May, 1936, three major goals for the instruction of housing are given as follows:

1. An understanding of the relationship of physical housing facilities to all phases of home life.
2. A realization that the cost of housing can be reduced appreciably and at the same time facilities improved, through mutual understanding and united effort on the part of the many agencies concerned.
3. A desire to help raise the standard of housing in this country so that sanitary, healthful, comfortable, safe, and attractive homes may be available to all families. (1:301)

In the Journal of Home Economics for October, 1936, Amidon (2) gave some suggestions for the housing conditions through home economics instruction. Some of these suggestions are summarized as follows:

First, the home economics teacher must be convinced of the need for such improvement and must be able to see the difference it could make in the lives of the people.

Second, the students must be helped to see the effects of housing on morals, safety, and general welfare. They must understand why the conditions of housing must be a community affair as well as an individual one.

Third, the teacher must develop a plan for setting up constructive standards by which to judge houses. She needs to examine carefully her own opinions as to what are essential standards for houses.

Fourth, the teaching materials must deal with the purposes for which the house should serve. The materials must also take into consideration the abilities of the pupils and the economic status of the family.

Fifth, definite instruction should be given for doing the work involved in making home improvement, and supervision should be provided for those who participate in such activities.

Conner (7), 1937, enumerated the problems which are encountered by high school and college home-making teachers when teaching the selection and purchasing of household appliances. What is taught must be determined in part by the status of the community and its individual homes and by the availability of large shopping centers, as well as by the school laboratory facilities. The teacher must be guided by what the pupils have seen and used and what they will have opportunity to use in the future.

Hoben (10), 1937, states several ways in which the home economists can do something about the housing problems. Some of these are summarized as follows:

1. Determine minimum standards for existing housing in each community.
2. Cooperate with those who are responsible for the design of new housing.
3. Study intensively the expenditures for housing among low-income groups.

4. Cooperate with all other interested groups in the education of the public in general.

Winslow (23), 1938, Chairman of the Committee on the Hygiene of Housing of the American Public Health Association, whose report appeared in the American Journal of Public Health, gave 30 basic principles for housing. According to this report, shelter was given as one of the three fundamental needs of human existence. Among some of the fundamental needs which were summarized are the following:

1. Provision of adequate daylight illumination.
2. Provision for admission of direct sunlight.
3. Provision of adequate privacy for the individual.
4. Provision of a water supply of safe sanitary quality, available to the dwelling.
5. Provision of toilet facilities of such a character as to minimize the danger of transmitting disease.
6. Provision of sufficient space in sleeping rooms to minimize the danger of contact infection.
7. Provision of adequate facilities for escape in case of fire.
8. Erection of the dwelling with such materials and methods of construction as to minimize danger of accidents due to collapse of any part of the structure.

(22:352-3)

In an article published in the Journal of Home Economics for October, 1938, Bleeker (3) stated that housing would be a very important part of the

school programs in the future.

Chapter III

METHODS AND PROCEDURES

In the fall of 1938, a survey sheet was compiled in the New Mexico State Department of Vocational Education. The purpose of the sheet was to obtain both general and specific information concerning the girls enrolled in the vocational home economics departments of the entire state. This survey was necessary in order to provide the teachers with information which would help them better to meet the needs of the girls. Since the course of study was to be revised and since a large percentage of the girls in the classes were Spanish-Americans, the information obtained would help in developing a usable outline for both Anglo-American and Spanish-American girls.

To compose a questionnaire suitable for the State of New Mexico, requests were sent to other states for surveys which had been given to their students. When this information was received, the usable parts were assembled by the State Department of Vocational Education in the preliminary form of a questionnaire.

This form, consisting of a set of questions on all phases of homemaking, was discussed with the home

economics teachers of the Junior and Senior High Schools of Albuquerque, New Mexico. After some changes were made, the questions were answered by several hundred home economics girls of the Albuquerque school system. Following this test, the survey sheet was evaluated by a committee of vocational home economics teachers in the state, and further changes were made. The sheet was named "A Movie of a Girl at Home" 1/; it was adopted by the State Department of Vocational Home Economics Education as an official data-gathering sheet for the purpose of securing information concerning the girls in the home economics departments of New Mexico.

Copies of these sheets were then sent to all of the vocational homemaking departments of New Mexico, and each girl enrolled in these departments filled in the survey sheet. Summary sheets made from individual sheets were then sent in to the state office, and the original copies were kept in the files of the schools where the girls were enrolled.

The approval of the State Supervisor of Vocational Homemaking Education of New Mexico was obtained before the study was started, in order that the individual survey sheets, entitled "A Movie of a Girl at Home", which were in the files of all the vocational homemaking departments of New Mexico, could be checked for data

pertaining to the housing conditions of the Spanish-American and Anglo-American girls of New Mexico in 1938 and 1939.

The teacher of each school which had these survey sheets on file was interviewed. She was asked to indicate the nationality of the girls by placing an A on the sheet belonging to the Anglo-American girl and an S on the sheet belonging to the Spanish-American girl. These sheets were then sent to the writer, and tabulations were made according to tables organized for that purpose. Thirty-eight schools including 1947 girls were studied.

The survey sheet, "A Movie of a Girl at Home", revealed a picture of the girl, which included "the house we live in", "what we do at home", "the family aches and pains", "the family food", and "the clothing of the family".

The writer has taken the section of the survey sheet which deals with the housing conditions of the Anglo-American and the Spanish-American girls. The information which was found on these sheets was tabulated according to the twenty-four questions listed. These were recorded in separate tables and analyzed.

In order to find what differences should be made between the methods of teaching housing to Anglo-American and Spanish-American girls, it was necessary to

establish the significance of the differences found. In order to do this, two methods were used, varying according to the data to be handled. For some of the responses, the percentages were tabulated for each group of girls. The standard error difference between the percentages of each item was found, and the ratio of the actual difference to the standard error of the difference (critical ratio) was determined. Significant differences between the Anglo-American and the Spanish-American were indicated by a critical ratio of 3 or more.

With other data, the chi-square test was used to provide a measure of probability that the two groups of girls are definitely associated or significantly different.

The formulas for the statistical procedure used are as follows:

Chi square:

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

Standard error of a percentage:

$$\sigma_p = \sqrt{\frac{pq}{N}}$$

Standard error of the difference between two percentages:

$$\sigma_{D_p} = \sqrt{\sigma_{p_1}^2 + \sigma_{p_2}^2}$$

Critical ratio:

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

Chapter IV

ANALYSIS OF DATA

The responses of the students to the survey sheet, "A Movie of a Girl at Home", comprise the data on the housing conditions of the Anglo-American and Spanish-American girls of the vocational homemaking classes in New Mexico in 1938-1939. The order of presenting a comparison between the housing conditions of the Anglo-American and the Spanish-American is as follows:

1. Occupations of parents of girls
2. Family members, relatives and others living in the homes of girls
3. Houses of the families with reference to materials used, size, storage space, conveniences, utilities, and location

Statistical procedures and terminology

In making comparisons between the two groups of girls, the chi-square test was used to determine any significant difference between their answers on some items. The chief advantage of this test is that it provides a measure of the probability that the two sets of data are significantly different, or closely associated.

A chi square yielding a probability of less than 0.01 dependence is considered very significant; a chi square yielding a probability of from 0.01 to 0.05 dependence is considered significant; a chi square yielding more than 0.05 probability of dependence is not considered significant.

The standard error of the difference was used to determine the significance of the differences in the responses of the two groups of girls on those items with only two possible responses, "yes" and "no". In a few instances, this same statistical device, the statistic divided by the standard error of the statistic (indicated throughout this report by the symbol t), was used to determine the significance of the difference between two obtained means. Any critical ratio (t) above 3.0 was considered significant, and any critical ratio below 3.0 was considered not significant.

Occupations of parents

The difference between the occupations of the parents of the Anglo-American girls and those of the parents of the Spanish-American girls was not significant, with the exception of those listed in the miscellaneous group (Table 1). This group included a number of occupations which were not classified in the 1930 Census. 1/ A critical ratio of 4.10 showed that the

1/ See Appendix B for complete list of occupations

difference was significant.

These occupations included ranching, dairying, floriculture, Soil Conservation Service, Forest Service, Reclamation Service, operating a hatchery, and public utilities service.

Table 1.--OCCUPATIONS OF PARENTS OF ANGLO-AMERICAN AND SPANISH-AMERICAN GIRLS OF VOCATIONAL HOME ECONOMICS CLASSES IN NEW MEXICO, 1938-1939

	Anglo		Spanish				
	N	Per cent	N	Per cent	Dp	SE	t
Trade - - - -	141	11.5	27	8.2	3.3	1.76	1.88
Professional services - - -	36	2.9	5	1.5	1.4	.82	1.70
Public service -	51	4.2	23	6.9	2.7	1.48	1.62
Agriculture - -	381	31.0	116	35.1	4.1	2.94	1.40
Manufacturing and mechanical industries - -	302	24.6	93	28.1	3.5	2.76	1.27
Domestic and personal service - - - -	34	2.8	13	3.9	1.1	1.17	.94
Clerical work -	6	0.5	1	0.3	0.2	.36	.55
Transportation and communication - - -	101	8.2	30	9.1	0.9	1.77	.51
Extraction of minerals - - -	21	1.7	2	0.6	0.1	.56	.18
Miscellaneous -	154	12.6	21	6.2	6.6	1.61	4.10
Total	1227	100.0	331	100.0	-	-	-

Family members, relatives,
and others living in homes

Most of the Anglo-American girls and of the Spanish-American girls had their parents, especially their mothers, living in their homes. The critical ratios of 1.9 and 0.25 showed that there was no significant difference (Table 2). A smaller proportion of the Anglo-American girls than of the Spanish-American girls had older and younger brothers and older and younger sisters living at home. The critical ratios of 3.44, 6.29, 9.19, and 5.13 showed that the difference in each case was significant. There was no significant difference between the percentages of the two groups who had grandparents, other relatives, roomers, boarders, and hired help living in their homes.

There was a greater percentage of Anglo-American girls than of Spanish-American girls who had 3, 4, and 5 people living in their homes (Table 3). A smaller percentage of the Anglo-American girls than of the Spanish-American girls had 8, 9, and 12 persons living in their homes.

There was a mean number of 5.43 people living in the houses of the Anglo-American girls and a mean number of 6.54 people living in the houses of the Spanish-American girls. The critical ratio of 9.84 indicated a significant difference.

Table 2.--PERSONS LIVING IN HOMES OF ANGLO-AMERICAN AND
SPANISH-AMERICAN GIRLS OF VOCATIONAL HOME ECONOMICS
CLASSES IN NEW MEXICO, 1938-1939

	: Anglo		: Spanish				
	: N - 1483		: N - 464				
		: Per		: Per		: SE	
Persons	: N	: cent	: N	: cent	: Dp	: Dp	: t
Older sisters-	: 414	: 27.9	: 198	: 51.7	: 23.8	: 2.59	: 9.19
Younger bro-							
thers- - - -	: 684	: 46.2	: 296	: 62.5	: 16.3	: 2.59	: 6.29
Younger sis-							
ters - - - -	: 665	: 44.9	: 271	: 58.4	: 13.5	: 2.63	: 5.13
Older brothers-	: 537	: 36.3	: 210	: 45.3	: 9.0	: 2.62	: 3.44
Hired help							
(men)- - - -	: 72	: 4.9	: 12	: 2.6	: 2.3	: .93	: 2.48
Roomers and							
boarders- - -	: 87	: 5.9	: 16	: 3.5	: 2.4	: 1.05	: 2.29
Father - - - -	: 1237	: 83.5	: 369	: 79.5	: 4.0	: 2.11	: 1.9
Grandparents-	: 120	: 8.1	: 43	: 9.3	: 1.2	: 1.52	: .79
Other rela-							
tives - - - -	: 183	: 12.4	: 60	: 12.9	: 0.5	: 1.78	: .28
Mother - - - -	: 1335	: 90.1	: 416	: 89.7	: 0.4	: 1.61	: 0.25
Hired help							
(women)- - - -	: 39	: 2.6	: 12	: 2.6	: .0	: -	: .0

Table 3.--TOTAL NUMBER OF PEOPLE LIVING IN HOUSES OF
ANGLO-AMERICAN AND SPANISH-AMERICAN GIRLS OF VOCATION-
AL HOME MAKING CLASSES IN NEW MEXICO, 1938-1939

Number	Anglo		Spanish	
	N	Per cent	N	Per cent
One - - - - -	13	0.9	-	-
Two- - - - -	41	2.8	5	1.0
Three- - - - -	179	12.1	35	7.5
Four- - - - -	305	20.6	61	13.2
Five- - - - -	326	21.9	61	13.2
Six- - - - -	245	16.5	85	18.4
Seven - - - - -	141	9.5	60	12.9
Eight - - - - -	98	6.6	55	11.9
Nine - - - - -	70	4.7	54	11.6
Ten - - - - -	44	3.0	28	6.0
Eleven - - - - -	6	0.4	5	1.1
Twelve - - - - -	6	0.4	14	3.0
Thirteen - - - - -	4	0.3	1	0.2
Fourteen - - - - -	2	0.1	--	--
Fifteen - - - - -	3	0.2	--	--
Total	1483	100.0	464	100.0
Mean	5.432		6.543	

Difference in means = 1.22 S E difference = .124

t = 9.84

A greater percentage of Anglo-American girls than of Spanish-American girls had 3, 4, and 5 family members living in their homes (Table 4). There was a smaller percentage of Anglo-American girls than of Spanish-American girls who had 8 to 12 family members living in their homes. The Anglo-American girls had a smaller number of family members living in their homes than did the Spanish-American girls. The mean number of family members living in the homes of the Anglo-American girls was 5.0, and the mean number in the Spanish-American homes was 6.2. The critical ratio of 9.26 indicated a significant difference.

A smaller percentage of Anglo-American girls than of Spanish-American girls had brothers and sisters at home (Table 5). The differences between the two races were significant, as shown by the critical ratios between 3.06 and 6.33.

Table 4.--TOTAL NUMBER OF FAMILY MEMBERS LIVING IN HOMES OF ANGLO-AMERICAN AND SPANISH-AMERICAN GIRLS OF VOCATIONAL HOMEMAKING CLASSES IN NEW MEXICO, 1938-1939

Number	Anglo		Spanish	
	N	Per cent	N	Per cent
One - - - - -	24	1.7	8	1.8
Two - - - - -	59	4.1	12	2.7
Three - - - - -	211	14.6	35	7.9
Four - - - - -	337	23.4	59	13.2
Five - - - - -	333	23.0	62	13.9
Six - - - - -	197	13.6	81	18.2
Seven - - - - -	124	8.5	54	12.1
Eight - - - - -	85	5.9	49	11.0
Nine - - - - -	45	3.1	47	10.5
Ten - - - - -	23	1.6	22	4.9
Eleven - - - - -	5	0.3	6	1.4
Twelve - - - - -	2	0.1	10	2.2
Thirteen - - - - -	2	0.1	1	0.2
Total	1447	100.0	446	100.0
Mean	5.02		6.24	

Difference in means = 1.111 S E difference = .120

t = 9.26

Table 5.--NUMBER OF ANGLO-AMERICAN AND SPANISH-AMERICAN GIRLS OF VOCATIONAL HOME ECONOMICS CLASSES IN NEW MEXICO, 1938-1939, WHO HAD BROTHERS AND SISTERS

	Anglo		Spanish				
	: N - 1483		: N - 464			SE	
	Per		Per				
Girls with	N	cent	N	cent	Dp	Dp	t
Brothers in school - - -	725	48.9	302	65.1	16.2	2.56	6.33
Older brothers living at home and not in school -	225	15.2	125	26.9	11.7	2.26	5.18
Younger brothers and sisters too young to go to school -	304	20.5	136	31.5	11.0	2.39	4.60
Sisters in school - -	683	46.1	261	55.3	9.2	2.64	3.48
Older sisters living at home and not in school	201	13.6	107	23.1	9.5	3.1	3.06

Comparison of houses

Materials.--While seventy-seven per cent of the Spanish-American girls lived in houses made of adobe, only 21 per cent of the Anglo-American girls lived in adobe houses (Table 6). The difference of 55.4 between the percentages of the two groups is significant as indicated by the critical ratio of 24.84. A larger per-

centage of Anglo-American girls than of Spanish-American girls lived in houses made of lumber. The difference in the percentages for the two groups was 46.5 which, as shown by the critical ratio of 24.60, was significant. There was no significant difference between the two groups living in houses made of brick or of rock.

Table 6.--MATERIALS USED IN HOUSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN GIRLS OF VOCATIONAL HOME ECONOMICS CLASSES IN NEW MEXICO, 1938-1939

	Anglo		Spanish				
	N - 1483		N - 464				
		Per:		Per:		SE	
Material	N	cent:	N	cent:	Dp	Dp	t.
Adobe - - - -	316	21.3	356	76.7	55.4	2.23	24.84
Lumber - - - -	840	56.4	46	9.9	46.5	1.89	24.60
Brick - - - -	84	5.7	23	5.0	.7	1.18	.59
Rock - - - -	98	6.6	34	7.3	.7	1.37	.51
Others - - - -	183	12.4	14	3.0	9.4	1.16	8.10

The wood floors were painted or varnished in 43.9 per cent of the Anglo-American homes and in 3.5 per cent of the Spanish-American homes (Table 7). The difference in percentage was 40.4. The critical ratio of 28.65 showed that this difference was significant. Sixty-eight per cent of the Anglo-American girls had linoleum on their floors, while 45 per cent of the Span-

ish-American girls had linoleum coverings on their floors. The difference in percentage of 22.4 was significant, as indicated by a critical ratio of 8.58. Only a small percentage of the houses of each group had dirt or cement floors. A large percentage of each group had wood floors. Fifty-five per cent of the Anglo-American girls had wood floors, and 67 per cent of the Spanish-American girls had this kind of floors in their homes. The two groups were significantly different, as indicated by a critical ratio of 4.82.

Table 7.--MATERIALS USED IN FLOORS AND FLOOR COVERINGS IN HOUSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN GIRLS IN VOCATIONAL HOME ECONOMICS CLASSES IN NEW MEXICO, 1938-1939

	Anglo		Spanish				
	N - 1483		N - 464				
	Per		Per		SE		
Materials	N	cent	N	cent	Dp	Dp	t
Wood (painted and varnished)	651	43.9	16	3.5	40.4	1.55	28.65
Linoleum - - -	1003	67.7	210	45.3	22.4	2.61	8.58
Wood - - - -	815	55.0	312	67.2	12.2	2.53	4.82
Cement - - -	97	6.6	21	4.5	2.1	1.16	1.81
Dirt - - - -	15	1.0	14	3.0	2.0	1.14	1.75

A larger percentage of Anglo-American girls than of Spanish-American girls had screens on all windows and doors of their homes. The critical ratios of

8.55 and 6.67 showed that the difference was significant (Table 8).

Table 8.--NUMBER OF ANGLO-AMERICAN AND SPANISH-AMERICAN GIRLS OF VOCATIONAL HOME ECONOMICS CLASSES IN NEW MEXICO, 1938-1939, WHO HAD SCREENED DOORS, WINDOWS, AND PORCHES

	:	Anglo	:	Spanish	:	:	:	:
	:	N - 1483	:	N - 464	:	:	:	:
	:		:		:	:	:	:
Openings	:	Per	:	Per	:	SE	:	
screened	:	N	:	N	:	Dp	:	t
	:		:		:		:	
All windows- -	:	1453	:	98.1	:	384	:	82.8
	:		:		:	12.3	:	1.79
	:		:		:		:	8.55
All doors- - -	:	1432	:	96.7	:	396	:	85.3
	:		:		:	11.4	:	1.71
	:		:		:		:	6.67
Only kitchen	:		:		:		:	
windows- - -	:	55	:	3.7	:	42	:	9.1
	:		:		:	5.4	:	1.42
	:		:		:		:	3.8
Only kitchen	:		:		:		:	
doors - - - -	:	70	:	4.7	:	42	:	9.1
	:		:		:	4.4	:	1.44
	:		:		:		:	3.06
Only other	:		:		:		:	
windows- - -	:	51	:	3.4	:	32	:	6.9
	:		:		:	3.5	:	1.27
	:		:		:		:	2.76
Porches - - -	:	358	:	24.2	:	102	:	22.0
	:		:		:	2.2	:	2.22
	:		:		:		:	.99
Only other	:		:		:		:	
doors- - - -	:	61	:	4.1	:	20	:	4.3
	:		:		:	.2	:	1.07
	:		:		:		:	.19
None- - - - -	:	16	:	1.1	:	6	:	1.3
	:		:		:	.2	:	.59
	:		:		:		:	.34

Sizes of houses.--The relationship of the number of rooms in the houses to race of Anglo-American and Spanish-American was significant (Table 9). This was shown by a chi square value of 14.211, which yielded a probability of dependence of less than 0.01. More of the Anglo-American girls had houses with 4, 5, and 6-

rooms, and more of the Spanish-American girls had houses with 1, 2, and 3-rooms.

Table 9.--RELATIONSHIP OF NUMBER OF ROOMS IN HOUSES TO RACE OF ANGLO-AMERICAN AND SPANISH-AMERICAN GIRLS OF VOCATIONAL HOME ECONOMICS CLASSES IN NEW MEXICO, 1938-1939

Rooms	Anglo		Spanish	
	N	Per cent	N	Per cent
One - - - - -	17	1.2	6	1.3
Two - - - - -	73	5.0	34	7.6
Three - - - - -	196	13.3	80	18.0
Four - - - - -	405	27.5	105	23.5
Five - - - - -	336	22.8	85	19.1
Six - - - - -	256	17.4	74	16.6
Seven - - - - -	189	12.8	62	13.9
Total	1472	100.0	446	100.0

Chi square = 14.211

χ^2 (.01) = 11.341

D F = 6

χ^2 (.03) = 14.211

Significant

The relationship of the number of bedrooms in the house to the race of the Anglo-American girls and the Spanish-American girls was not significantly different (Table 10). This was shown by a chi square of 2.137.

It was very significant that fewer Anglo-American girls than Spanish-American girls shared their bedrooms with one or more persons (Table 11). This was

shown by a chi square value of 39.839.

Table 10.--NUMBER OF BEDROOMS IN HOUSES OF ANGLO-AMERICAN AND SPANISH-AMERICAN GIRLS OF VOCATIONAL HOME ECONOMICS CLASSES IN NEW MEXICO, 1938-1939

Bedrooms	Anglo		Spanish	
	N	Per cent	N	Per cent
One - - - - -	184	12.8	65	15.3
Two - - - - -	650	45.2	192	45.0
Three - - - - -	436	30.3	120	28.2
Four or more - - - - -	169	11.7	49	11.5
Total	1439	100.0	426	100.0

Chi square = 2.137 $\chi^2 (.60) = 2.137$

D F = 3 $\chi^2 (.05) = 7.815$
Not significant

Table 11.--NUMBER OF BEDROOMS SHARED BY ANGLO-AMERICAN AND SPANISH-AMERICAN GIRLS OF VOCATIONAL HOME ECONOMICS CLASSES IN NEW MEXICO, 1938-1939

	Anglo		Spanish	
	N	Per cent	N	Per cent
Yes - - - - -				
With more than one -	364	24.5	153	35.8
With one - - - - -	665	44.8	207	48.3
No - - - - -	454	30.7	68	15.9
Total	1483	100.0	428	100.0

Chi square = 39.839 $\chi^2 (.01) = 9.21$

D F = 2 $\chi^2 (.05) = 5.991$
Very significant

Storage space.--There was a significant difference between the kind of storage space in homes of Anglo-American girls and those of the Spanish-American girls (Table 12). The critical ratio of 6.44 showed that a larger percentage of Anglo-American than of Spanish-American girls had basement storage. The difference between the two groups with reference to bedroom closets was not significant. About 84 per cent of the Anglo-American girls and 90 per cent of the Spanish-American girls indicated that they had other storage places. A significant difference was shown by the critical ratio of 3.47. Although 22 per cent of the Anglo-American homes and 28 per cent of the Spanish-American homes had no storage space, there was no significant difference between the two groups, as indicated by the critical ratio of 2.44.

Approximately the same percentage of Anglo-American girls had clothes closets to themselves as of Spanish-American girls (Table 13). The critical ratio of 2.66 showed that there was no significant difference between the two groups; however, the difference approaches significance.

Table 12.--KINDS OF STORAGE SPACE IN HOMES OF ANGLO-AMERICAN AND SPANISH-AMERICAN GIRLS OF VOCATIONAL HOME ECONOMICS CLASSES IN NEW MEXICO, 1938-1939

	Anglo		Spanish				
	N - 1483		N - 464				
Storage space	Per N	cent	Per N	cent	SE Dp	Dp	t
Basement storage - - - -	371	25.0	59	12.7	12.3	1.91	6.44
Other places - - - -	1241	83.8	416	89.7	5.9	1.70	3.47
No storage - - - -	328	22.1	129	27.8	5.7	2.34	2.44
Bedroom closets - - - -	1343	90.7	404	87.1	3.6	1.73	2.08

Table 13.--NUMBER OF ANGLO-AMERICAN AND SPANISH-AMERICAN GIRLS OF VOCATIONAL HOME ECONOMICS CLASSES IN NEW MEXICO 1938-1939, WHO HAD CLOTHES CLOSETS TO THEMSELVES

	Anglo		Spanish				
	Per N		Per N				
Clothes closet	Per N	cent	Per N	cent	SE Dp	Dp	t
Yes - - - - -	452	33.1	119	26.6	6.5	2.44	2.66
No - - - - -	915	66.9	328	73.4	6.5	2.44	2.66
Total	1367	100.0	447	100.0	-	-	-

Conveniences.--A greater percentage of Anglo-American girls than of Spanish-American girls had both hot and cold water piped into the kitchen (Table 14). The difference in percentage for hot water was 16.8, and the difference in percentage for cold water was

24.6. The critical ratios of 7.21 and 9.61 indicated that the differences were statistically significant.

Over 44 per cent of the Anglo-American girls had cold water piped into their bathrooms, while only 24.8 per cent of the Spanish-American girls had cold water piped into their bathrooms. The difference was significant, as shown by the critical ratio of 9.61. Seventeen and nine-tenths per cent more of the Anglo-American girls than of the Spanish-American girls had hot water piped into their bathrooms. The critical ratio of 7.72 indicated that the two groups were significantly different, in this respect as well.

Some of the homes of the girls had both hot and cold water piped into the laundry or other rooms in the house. More than 15 per cent of the Anglo-American girls and 9.3 per cent of the Spanish-American girls had cold water piped into other rooms. The difference was significant, as shown by the critical ratio of 3.88. There was no significant difference between the two groups with reference to having hot water piped into the laundry and other parts of the house.

Approximately 90 per cent of both groups of girls reported that the water supply was near the house. The small difference in percentage of 3.2 was not significant.

Table 14.--LOCATION OF WATER SUPPLY OF ANGLO-AMERICAN
AND SPANISH-AMERICAN GIRLS OF VOCATIONAL HOME ECONOMICS
CLASSES IN NEW MEXICO, 1938-1939

	Anglo		Spanish				
	N - 1483		N - 464				
		Per		Per		SE	
Location	N	cent	N	cent	Dp	Dp	t
A. Piped into kitchen-							
1. Hot- - -	586	39.6	106	22.8	16.8	2.33	7.21
2. Cold- - -	888	59.9	164	35.3	24.6	2.56	9.61
B. Piped into bathroom							
1. Hot- - -	600	40.5	105	22.6	17.9	2.32	7.72
2. Cold- - -	662	44.7	115	24.8	19.9	2.38	8.36
C. Piped into laundry or other room							
1. Hot- - -	178	12.0	42	9.1	2.9	1.58	1.84
2. Cold	232	15.7	43	9.3	6.4	1.65	3.88
D. Supply near house:							
Yes - - -	1078	89.3	333	92.5	3.2	1.65	1.94
No - - -	129	10.7	27	7.5	3.2	1.65	1.94
Total	1207	100.0	360	100.0	-	-	-

More than 12 per cent of the Anglo-American girls reported that the source of their water supply was from the city (Table 15). Only 4.9 per cent of the Spanish-American girls gave the same answer. The critical ratio of 4.75 indicated that these two groups differed significantly. A smaller percentage of Anglo-

American girls than of Spanish-American girls obtained their water from the pump. The difference in percentage between the two groups was 17.0, and the critical ratio of 7.33 indicated that this difference was significant.

Table 15.--SOURCE OF WATER SUPPLY OF ANGLO-AMERICAN AND SPANISH-AMERICAN GIRLS OF VOCATIONAL HOME ECONOMICS CLASSES IN NEW MEXICO, 1938-1939

Source	Anglo		Spanish		SE		t
	N	Per Cent	N	Per cent	Dp	Dp	
Pump - - - -	30	3.0	57	19.0	16.0	2.32	6.89
City- - - -	128	12.6	15	5.0	7.6	1.62	4.75
Well - - - -	508	50.1	125	41.5	8.6	3.25	2.65
Spring - - - -	16	1.6	1	0.3	1.3	.51	2.57
Faucet - - -	45	4.4	21	7.0	2.6	1.61	1.61
Windmill- - -	17	1.7	3	1.0	0.7	0.70	1.00
Ditch or river	5	0.5	3	1.0	0.5	0.62	0.81
Cistern- - - -	170	16.7	54	18.0	1.3	2.50	0.48
Tank - - - -	12	1.2	1	0.2	0.9	4.55	0.18
Haul water - -	14	1.4	4	1.4	-	-	No dif
Others - - - -	69	6.8	17	5.6	1.2	1.54	0.78
Total	1014	100.0	301	100.0	-	-	-

Over 46 per cent of the Anglo-American girls had inside toilets, while only 20.3 per cent of the Spanish-American girls had inside toilets (Table 16). The critical ratio of 11.75 showed that there was a

significant difference.

Table 16.--NUMBER OF ANGLO-AMERICAN AND SPANISH-AMERICAN GIRLS OF VOCATIONAL HOME ECONOMICS CLASSES IN NEW MEXICO, 1938-1939, WHO HAD INSIDE TOILETS

	: A n g l o		: S p a n i s h				
	: Per :		: Per :			: SE :	
	: N	: cent	: N	: cent	: Dp	: Dp	: t
Yes - - - - -	: 684	: 46.5	: 94	: 20.3	: 26.2	: 2.0	: 11.75
No- - - - -	: 786	: 53.5	: 370	: 79.7	: 26.2	: 2.0	: 11.75
Total	: 1470	: 100.0	: 464	: 100.0	-	-	-

Types of heating used.---Various types of heating were used in the homes of the Anglo-American and the Spanish-American girls (Table 17). The critical ratio of 4.23 showed that the kitchen range was used for heating in a significantly smaller percentage of the homes of the Anglo-American girls than of the Spanish-American girls. The difference between the two groups in the matter of coal and wood heaters was not significant. In the homes of a significantly larger percentage of the Anglo-American girls than of the Spanish-American girls, gas heaters were used, as indicated by a critical ratio of 20.7.

A smaller percentage of Anglo-American girls than of Spanish-American girls had bedrooms in which it was sufficiently warm enough to study (Table 18). The critical ratio of 15.58 showed that there was a significant difference between the two groups of girls.

Table 17.--TYPES OF HEATING USED IN HOMES OF ANGLO-AMERICAN AND SPANISH-AMERICAN GIRLS OF VOCATIONAL HOME ECONOMICS CLASSES IN NEW MEXICO, 1938-1939

	Anglo		Spanish				
	N - 1483		N - 464				
	Per		Per		SE		
Types	N	cent	N	cent	Dp	Dp	t
Gas heater- -	551	37.2	21	4.5	32.7	1.58	20.7
Kitchen range-	837	56.5	312	67.2	10.7	2.53	4.23
Oil heater - -	215	14.5	46	9.9	4.6	1.67	2.75
Fireplace- - -	154	10.4	64	13.8	3.4	1.79	1.90
Furnace- - - -	136	9.2	56	12.1	2.9	1.69	1.72
Coal and wood heaters- - -	410	27.7	120	25.9	1.8	2.34	.77
Others - - - -	112	7.6	51	11.0	2.4	1.58	1.52

Table 18.--NUMBER OF ANGLO-AMERICAN AND SPANISH-AMERICAN GIRLS OF VOCATIONAL HOME ECONOMICS CLASSES IN NEW MEXICO, 1938-1939, WHO HAD BEDROOMS WARM ENOUGH TO STUDY IN

	Anglo		Spanish				
	Per		Per		SE		
	N	cent	N	cent	Dp	Dp	t
Yes - - - -	727	50.7	371	84.5	33.8	2.97	15.58
No - - - -	708	49.3	68	15.5	33.8	2.97	15.58
Total	1435	100.0	439	100.0	-	-	-

Types of fuel used for cooking.--A smaller

percentage of Anglo-American girls than of Spanish-American girls used coal and wood for cooking purposes (Table 19). The critical ratios of 8.19 and 19.05 showed that the difference was significant. A greater percentage of the Anglo-American girls than of the Spanish-American girls used gas and oil for cooking purposes. The critical ratios of 15.92 and 12.19 indicated that there was a significant difference here also.

Table 19.--TYPES OF FUEL USED FOR COOKING PURPOSES IN THE HOMES OF ANGLO-AMERICAN AND SPANISH-AMERICAN GIRLS OF VOCATIONAL HOME ECONOMICS CLASSES IN NEW MEXICO, 1938-1939

	:	Anglo	:	Spanish	:	:	:	:
	:	N- 1483	:	N- 464	:	:	:	:
	:		:		:	:	:	:
	:	:	:	:	:	:	:	:
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Kinds of lights used.--Electricity was used for lights in more homes of Anglo-American than of Spanish-American girls (Table 20). The critical ratio of 7.63 showed that the difference was significant. Kerosene was

the main fuel used for lights in the homes of the Spanish-American girls. It was used in 34 per cent of the Anglo-American homes and in 50 per cent of the Spanish-American homes. The difference between the two groups was significant, as indicated by the critical ratio of 5.99.

Table 20.--KINDS OF LIGHTS USED IN HOMES OF ANGLO-AMERICAN AND SPANISH-AMERICAN GIRLS OF VOCATIONAL HOME ECONOMICS CLASSES IN NEW MEXICO, 1938-1939

	:	Anglo	:	Spanish	:	:	:	:
	:	N - 1483	:	N - 464	:	:	:	:
	:	Per	:	Per	:	SE	:	:
Kinds	:	N	:Cent	:	N	:cent	:Dp	: t
	:	:	:	:	:	:	:	:
Electricity -	:	957	: 64.6:	:	207	: 44.6:	20.0:2.62	: 7.63
	:	:	:	:	:	:	:	:
Kerosene- - -	:	502	: 33.9:	:	230	: 49.6:	15.7:2.62	: 5.99
	:	:	:	:	:	:	:	:
Gas- - - - -	:	39	: 2.6:	:	21	: 4.5:	1.9:1.04	: 1.83
	:	:	:	:	:	:	:	:
Gasoline- - -	:	52	: 3.5:	:	11	: 2.4:	1.1: .86	: 1.29
	:	:	:	:	:	:	:	:
Others- - - -	:	8	: 0.5:	:	3	: 0.7:	0.2: .43	: .46

Location.--Approximately 37 per cent of the Anglo-American girls lived within one-half mile of school, while only 29 per cent of the Spanish-American girls lived within that distance (Table 21). Thirty-eight per cent of the Anglo-American girls lived more than two miles from school, whereas only 35 per cent of the Spanish-American girls lived that far away. The chi-square test indicated that there was a significant difference between the two groups. The Anglo-American girls lived

a greater distance from school than did the Spanish-American girls.

Table 21.--DISTANCE ANGLO-AMERICAN AND SPANISH-AMERICAN GIRLS OF VOCATIONAL HOME ECONOMICS CLASSES IN NEW MEXICO LIVED FROM SCHOOL, 1938-1939

Distance from school	Anglo	Spanish
	Per cent	Per cent
N	N	N
$\frac{1}{2}$ mile or less - - - -	545	36.8
$\frac{1}{2}$ mile to 1 mile- - -	267	18.0
1 mile to 2 miles - - -	108	7.3
2 miles or more - - - -	563	37.9
Total	1483	100.0

Chi square = 36.783

$\chi^2 (.01) = 11.341$

D F = 3

$\chi^2 (.05) = 7.815$

Very significant

Only 51 per cent of the Anglo-American girls walked to school, and more than 60 per cent of the Spanish-American girls walked to school (Table 22). This difference might have been due to the fact that a larger percentage of the Anglo-American girls than of the Spanish-American girls lived a greater distance from school. The critical ratio of 3.45 showed that the difference was significant.

Table 22.--METHODS USED IN GETTING TO SCHOOL BY ANGLO-AMERICAN AND SPANISH-AMERICAN GIRLS OF VOCATIONAL HOME ECONOMICS CLASSES IN NEW MEXICO, 1938-1939

Method	Anglo		Spanish		Dp	SE	t
	N	Per cent	N	Per cent			
Ride - - - -	721	48.7	180	39.6	9.1	2.64	3.45
Walk- - - -	762	51.3	275	60.4	9.1	2.64	3.45
Total	1483	100.0	455	100.0	-	-	-

Approximately 40 per cent of both Anglo-American and Spanish-American girls spent 40 minutes or more getting to and from school (Table 23). The probability of .80 to .70 dependence showed that there was no significant difference between the time spent by each of these groups.

Table 23.--TIME SPENT IN GETTING TO AND FROM SCHOOL BY ANGLO-AMERICAN AND SPANISH-AMERICAN GIRLS OF VOCATIONAL HOME ECONOMICS CLASSES IN NEW MEXICO, 1938-1939

Time	Anglo		Spanish	
	N	Per cent	N	Per cent
10 minutes of less - -	338	22.8	73	16.3
10-20 minutes - - - -	164	11.1	60	13.2
20-40 minutes - - - -	372	25.0	142	31.0
40 minutes or more - -	609	41.1	180	39.5
Total	1483	100.0	455	100.0

Chi square = 1.38

D F = 3

$\chi^2 (.01) = 11.34$

$\chi^2 (.05) = 7.815$

Not significant

A smaller percentage of the Anglo-American girls than of the Spanish-American girls lived in town (Table 24). The critical ratio of 4.23 shows a very significant difference between the two groups in this respect.

Table 24.--LOCATION OF HOMES OF ANGLO-AMERICAN AND SPANISH-AMERICAN GIRLS OF VOCATIONAL HOME ECONOMICS CLASSES IN NEW MEXICO, 1938-1939

Location	Anglo		Spanish		Dp	SE	t
	N	Per cent	N	Per cent			
Town - - - -	843	56.9	311	67.6	10.7	2.53	4.23
Farm or ranch-	640	43.1	149	32.4	10.7	2.53	4.23
Total	1483	100.0	460	100.0	-	-	-

Approximately 86 per cent of the Anglo-American girls and 85 per cent of the Spanish-American girls lived at home (Table 25). Only a small per cent of each group lived elsewhere. There was no significant difference between the two groups with reference to the place where each lived, as indicated by a critical ratio of less than 1.6 for each item. The greatest difference between the two groups was in the percentage of girls who lived with relatives. The percentage of Anglo-Americans who checked this item was slightly lower than that of the Spanish-Americans.

Table 25.--RESIDENCES OF ANGLO-AMERICAN AND SPANISH-AMERICAN GIRLS OF VOCATIONAL HOME ECONOMICS CLASSES IN NEW MEXICO, 1938-1939

Residence	Anglo		Spanish		Dp	SE		t
	N	Per cent	N	Per cent		Dp	Dp	
Live with relatives - -	132	8.9	53	11.5	2.6	1.66	1.57	
Work for room and board- -	35	2.3	7	1.5	.8	.69	1.16	
Board- - - -	25	1.7	6	1.3	.4	.63	.64	
Live at home-	1278	86.2	391	85.0	1.2	1.89	.63	
Prepare own meals- - - -	13	.9	3	0.7	.2	.46	.43	
Total	1483	100.0	460	100.0	-	-	-	

Only 56 per cent of the families of the Anglo-American girls owned their own homes, while a large percentage of the families of the Spanish-American girls (79 per cent) owned their homes (Table 26). The critical ratio of 10.13 shows a significant difference between the two races as to home ownership.

Table 26.--NUMBER OF HOMES OWNED BY FAMILIES OF ANGLO-AMERICAN AND SPANISH-AMERICAN GIRLS OF VOCATIONAL HOME ECONOMICS CLASSES IN NEW MEXICO, 1938-1939

	Anglo		Spanish				
	Per		Per		SE		
	N	cent	N	cent	Dp	Dp	t
Yes - - - - -	823	55.7	362	78.9	23.2	2.29	10.13
No - - - - -	655	44.3	97	21.1	23.2	2.29	10.13
Total	1478	100.0	459	100.0	-	-	-

Table 27 shows the length of time the families of both the Anglo-American and the Spanish-American girls had lived in the community.

Table 27.--TIME OF RESIDENCE IN COMMUNITY FOR ANGLO-AMERICAN AND SPANISH-AMERICAN GIRLS OF VOCATIONAL HOME ECONOMICS CLASSES IN NEW MEXICO, 1938-1939

	Anglo		Spanish	
Time	N	Per cent	N	Per cent
6 months or less - - -	109	7.4	9	2.0
6 months - 2 years - -	270	18.3	54	11.8
2 years - 10 years - -	555	37.5	107	23.2
10 years or more - - -	544	36.8	289	63.0
Total	1478	100.0	459	100.0

Chi square = 52.05

$\chi^2 (.01) = 11.34$

D F = 3

$\chi^2 (.05) = 7.815$

Very significant

Seven per cent of the Anglo-American girls had lived in the community, at the time of this study, less than six months. Only about 2 per cent of the Spanish-American girls had lived in the community for that short period of time. A greater percentage of Anglo-American girls than of Spanish-American girls had lived in the community only from 6 months to 2 years. But a smaller percentage of Anglo-American girls than of Spanish-American girls had lived in the community for ten years or more. The difference as shown by chi square (52.05) was very significant.

Chapter V

DISCUSSION

The purpose of this study, as stated in Chapter I, was to determine an answer to the general question, "What difference should be made in teaching housing to Anglo-American girls and Spanish-American girls?", as indicated by differences in their own living conditions.

The data were analyzed statistically in order to answer the following questions:

1. How do the occupations of the parents of the Anglo-American girls compare with those of the Spanish-American girls?
2. How do the sizes of the families compare?
3. How do the houses of the Anglo-American girls compare with those of the Spanish-American girls?

Occupations

According to the data presented in Chapter IV, there were no significant differences between the occupations of parents of Anglo-American and of Spanish-American girls, with the exception of those occupations listed in the miscellaneous group. In this list, ranching was given as the occupation of a greater percentage of Anglo-American parents than of Spanish-American parents.

Although there was a similarity between the two groups with reference to the occupation of farming, the percentages were rather large in both groups (31 and 35 per cent) when compared with the percentages of parents engaged in other occupations.

One would be inclined to believe that in some of the occupations, as professional services and trade industries, there would be a greater difference between the percentages of Anglo-Americans and of Spanish-Americans employed. After being closely associated with the Spanish-Americans, one would soon learn how energetic they are among their own people. Since they enjoy politics, they usually enter a race with the greatest determination to win. Unlike the Anglo-Americans, they all take part in the voting which usually insures victory for their race, especially when the opponent is an Anglo-American.

Since the predominating occupations were farming and ranching and since there was a significant difference between the two races engaged in miscellaneous occupations, the curriculum should be adapted to meet the needs of these girls who come from rural areas. In certain sections of New Mexico, where consolidated or union high schools are located, the school enrollment is composed mainly of students from rural communities. The homemaking girls from these communities are both

Anglo-American and Spanish-American. However, in other sections of the state, most of the girls in the home economics classes live in town. It is obvious that under these circumstances, the same problems in teaching cannot be used over the entire state. One school district in New Mexico is composed largely of Spanish-Americans, and in the union high school approximately 95 per cent of the 250 students are Spanish-American. The majority of these students live in small rural communities several miles from school. Farming and ranching are the predominating occupations in these rural areas.

In one town in the eastern part of the state where the population is almost 100 per cent Anglo-American, the majority of high school students live within the city limits. Most of the fathers of these students are employed in the oil fields, and there are no farmers in the community.

Of course, the two situations cited above are extreme. However, there are many schools throughout the state where equal numbers of students live in town and in rural areas. Since these differences exist, it is imperative that the methods of teaching housing be adapted to meet the needs of the girls and their families.

Size of families

The majority of both the Anglo-American girls and Spanish-American girls had their parents living in

their homes. Ninety per cent of both the Anglo-American and Spanish-American girls had mothers in their homes. There was a small difference in per cent (4.0) between those girls having fathers in their homes. The Anglo-American girls were in the majority with 83.5 per cent. The difference here was not significant.

Girls who have one or both parents living in their homes have a great sense of security and a feeling of belonging to the family group. Since this is true, these girls have a greater opportunity for practicing the suggestions for home improvements which are discussed and demonstrated in home economics classes. The teachers who know the families will be better prepared to help meet the needs of the girls.

The Anglo-American girls had fewer brothers and sisters than did the Spanish-American girls. The two families were similar, however, with reference to the percentage of relatives, other than family members, living in their homes.

According to the data, the average number of family members living in the homes of the Anglo-Americans was 5.0, as compared to the average number of 6.2 family members in the homes of the Spanish-Americans. The difference between the two groups was considered statistically significant from zero.

There was an average number of 5.43 people

living in the homes of the Anglo-American girls and 6.54 people living in the homes of the Spanish-American girls. Again this difference between the two groups was found to be statistically significant.

It is evident that the sizes of the family and the number of people living in the home vary with the two races. Since a study of the data shows that there are more children, on the average, in the homes of the Spanish-American girls than in the homes of the Anglo-American girls, home economics teachers should adjust their teaching methods to the problems of the two races. It is interesting to note that the average size of families of both groups in New Mexico is higher than the national average.

Comparison of houses

Materials.--A greater percentage of Anglo-American houses than of Spanish-American houses were made of lumber, while adobe was used in a greater percentage of Spanish-American houses than of Anglo-American houses. The two groups were significantly different with respect to these two kinds of materials. Adobe, a dried mixture of clay, straw, and water, is an inexpensive material. In certain areas of New Mexico, there is an abundance of this clay which can be used in making these sun-dried bricks.

Many girls in home economics classes have

taken for home experiences the improvement of their houses. One Spanish-American girl, a high-school sophomore, decided on a summer project of adding an extra room to her house. During a home visit, the home economics teacher found the girl mixing the materials for adobe bricks and pouring the mixture into molds to dry. She carefully explained her procedure and described how her room would look when completed. By the end of the summer, she had completed her project. This is only one example of home experiences in housing which might grow out of home-economics class work.

The floors of 67 per cent of the Anglo-American homes and 45 per cent of the Spanish-American homes had linoleum for covering, and the difference in percentage (22.4) was significant. Twelve per cent more Spanish-American than Anglo-American homes had wood floors; however, 40.4 per cent more Anglo-American than Spanish-American homes had wood floors which were painted and varnished. The difference in both cases was significant. Only a small percentage of the houses had dirt and cement floors.

The necessity of teaching material regarding floor coverings to Spanish-American girls is evident from the above data which show that the Anglo-American homes have either linoleum coverings or finished wood floors in larger percentage than do the Spanish-American

homes. The teacher new in the community needs to know the conditions of the floors as well as the kinds of materials used in the houses. One teacher made no effort to adjust her teaching materials to the situation. She was unsuccessful in presenting the care of highly polished hardwood floors to a group of girls, the majority of whom lived in adobe houses. Very few of these homes had improved floors.

There was a significant difference between the Anglo-American girls and the Spanish-American girls who had screens on all doors and windows of their houses. Ninety-six per cent of the Anglo-American girls had all doors and windows screened, while 82 to 85 per cent of the Spanish-American girls had these openings screened. For sanitary reasons, the teacher should encourage the girls to take some interest in this phase of housing.

Size.-- Since the average number of people who lived in the Spanish-American homes was 6.24, and since a greater percentage of Spanish-American girls than of Anglo-American girls had houses of only 1, 2, and 3-rooms, very crowded conditions must exist. The Anglo-American girls lived in larger houses than the Spanish-American girls, and the average number of people living in their homes was 5.02, a smaller average than those living in the Spanish-American homes. The difference between the size of the Anglo-American and Spanish-

American houses was significant.

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

Although there was a difference between the size of the houses of the two groups, the number of bedrooms in the houses of each group was approximately the same, and the difference was not significant. Since the families of the Spanish-American girls were larger than the families of the Anglo-American girls, since the houses of the Spanish-Americans were smaller than the houses of the Anglo-Americans, and since there was no significant difference between the number of bedrooms in the houses of the two groups, there was a possibility of a larger number of Spanish-Americans than of Anglo-Americans using each bedroom. The writer has observed that many of the Spanish-American homes of 1, 2, and 3-rooms have several beds in one room and sometimes a bed in the kitchen.

Home economics teachers who are trying to help the girls with social relationship problems will have a better understanding of conditions if she knows that the

girl does not have a living room in which she can entertain her friends. It has been observed that many Spanish-American girls entertain their boy friends in places other than their homes.

It was very significant that a greater percentage of the Spanish-American girls than of the Anglo-American girls shared their bedrooms with one or more persons. A definite need for the development of habits of good management, cooperation, and tolerance is seen as a result of sharing bedrooms.

Storage.--Approximately the same percentage of Anglo-American and of Spanish-American girls had bedroom closets in their homes. There was also no difference between the girls having bedroom closets for their own use. A greater percentage of Anglo-American homes than of Spanish-American homes had storage space in the basement and in other places. The difference between the two groups was significant. Between 22 and 27 per cent of the two groups had no storage space at all.

Adequate storage space is essential for good housekeeping. Since approximately 25 per cent of the two groups of girls had no storage space at all, it is evident that this phase of homemaking needs to be emphasized in both class work and home activities. The orange crate has become one of the most popular and inexpensive pieces of furniture. Home economics teachers can en-

courage the use of these crates and other boxes for storage space in the homes of the girls. Many types of closets can be made from orange, apple, prune, and cheese boxes. Such pieces of furniture as clothes closets, book cases, dressing tables, broom closets, kitchen cabinets, and toy cabinets might be built for a small sum of money.

Conveniences.--There was a significant difference between the percentages of Anglo-American and Spanish-American girls who had hot and cold water piped into the kitchens and bathrooms of their houses, the difference being in favor of the Anglo-Americans in each case. A large percentage of each group indicated that the water supply was near the house. Although a relatively large percentage of each group used water from the well, there was no significant difference between the groups.

Since a greater percentage of Anglo-Americans than of Spanish-Americans used city water and since a smaller percentage of Anglo-Americans than of Spanish-Americans used the pump, these differences might have been an indication of the fact that more Anglo-American than Spanish-American girls had water piped into their homes. The percentage of the Anglo-American girls who had inside toilets was significantly higher than that of the Spanish-American girls.

The teacher has a definite responsibility in

teaching sanitation where such conditions as the above exist. Through class discussion, the girls may be led to realize the importance of cleanliness, even though they do not have some of the modern conveniences in their homes.

Utilities.--A larger percentage of Anglo-American than of Spanish-American girls used gas heaters, and a smaller percentage of Anglo-American than of Spanish-American girls used the kitchen range for heating the house. The difference between the two groups was significant in both cases.

It was significant that a larger percentage of Spanish-American girls (84.5) than of Anglo-American girls (50.7) had bedrooms warm enough to study in. This difference might have been due to the fact that the homes of the Spanish-American girls were smaller than those of the Anglo-American girls. A larger percentage of Spanish-American homes than of Anglo-American homes had only one, two, or three rooms, while a larger percentage of Anglo-American homes had four, five, and six rooms. Since the Spanish-American homes were smaller, the kitchen range was probably used for heating the entire house. The Anglo-American homes consisted of more rooms, and the heater was probably located in the living room. This might have been a reason for not having the bedrooms warm enough to study in.

A smaller percentage of the Anglo-American girls than of the Spanish-American girls used coal and wood for cooking purposes in their homes, and the difference was significant. It was also significant that more of the Anglo-American girls than of the Spanish-American girls reported that gas and oil were used for cooking purposes in their homes. Only a small percentage of each group used electricity for meal preparation, but there was a significant difference in favor of the Anglo-American girls.

Electricity and kerosene were the predominating kinds of lights used by the two groups of girls. It was significant that electricity was used in a larger percentage of Anglo-American homes than of Spanish-American homes. It was also significant that kerosene was used in a smaller percentage of Anglo-American than of Spanish-American homes.

The writer has observed that in many small Spanish-American homes, there are beds in every room, including the kitchen. Such a situation in their own home might have caused the girls to indicate that their bedrooms were warm enough to study in. The teacher who knows that this housing problem exists in some families can offer suggestions that will help the girls manage their time for study at school.

Since coal, oil, gas, wood, and electricity

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

Location.--It was very significant that a greater percentage of Anglo-American girls than of Spanish-American girls lived two miles or more from school and rode to and from school, though both groups of girls spent about the same amount of time in getting to and from school.

Since the Spanish-American girls lived closer to school than the Anglo-American girls did, the home economics teacher should make use of this advantage and visit those girls in order to understand better the girls, their families, and their needs. In most high schools, the Spanish-American students are in the minority, and little effort has been made to adapt the curriculum to their needs. Therefore, teachers should make use of every device to become acquainted with this minority group in school.

It was significant that a smaller percentage of Anglo-American girls (56.9) than of Spanish-American girls (67.6) lived in town. Approximately 43 per cent

of the Anglo-American girls lived on the farm or ranch, while 32.4 per cent of the Spanish-American girls lived on the farm or ranch. About 85 per cent of both groups lived at home. The remainder of the girls of both groups lived with relatives, worked for their room and board, or boarded. The differences between the two groups with reference to the places in which they lived were not significant.

Many people believe that the Spanish-Americans are more transient than Anglo-Americans. However, the percentage of Spanish-American families who owned their homes was 23 more than that of the Anglo-Americans who owned their homes. This difference was significant. It was also very significant that the Spanish-American families had lived in the community for a longer period of time than the Anglo-American families had. Over 62 per cent of the Spanish-American families had lived in the community ten years or more, while only 38.8 per cent of the Anglo-American families had lived in the community for that length of time.

Since it was significant that the Spanish-American families were more stable in the matter of home ownership than were the Anglo-American families, teachers should encourage Spanish-American girls to make home improvements which are more permanent than temporary.

One Spanish-American family had purchased a

home early in the spring. This place, located in an irrigated section, needed some work done in the yard which had interesting possibilities. Elsie, a freshman home economics student, decided that she would improve the appearance of her yard for a summer project. This experience required careful planning. After several months Elsie was very proud of her accomplishment. In the center of her yard was a well-kept lawn. On the outside, there were flower beds in which the flowers were carefully arranged, according to color and kind. The condition of the ground, plants, and grass showed that it was a lasting project rather than one which would be stopped at the end of a given period of time.

Another girl in a home economics class wanted to build a clothes closet in her room, but because of her father's occupation, the family expected to move to another town on short notice. Since it was doubtful that they would ever be permanently located, the orange crate variety of furniture seemed best in her situation. She built her closet with orange crates and apple boxes. Soon after she had completed this project, her family had to move. Her closet, which was easily disassembled, was moved along with their other furniture and assembled in her next home.

This is only one of many suggestions which can be made for adapting teaching materials to the immediate needs of the girls.

Recommendations

1. Since farming and ranching are the occupations in which a large percentage of Anglo-American and Spanish-American parents are engaged, home economics teachers should pay close attention to this difference when they are making plans for teaching a unit on housing.
2. The Anglo-American families are smaller than the Spanish-American families. Since the Spanish-American girls live in very small houses and the majority of these girls have both younger and older brothers and sisters, many problems arise from these crowded conditions. The teacher should include in the unit of housing certain phases of home management, cooperation, and care of personal belongings, since in these phases suggestions might be made for solving the problems of the Spanish-American girls.
3. The teacher should help the Spanish-American girl to appreciate the beauty and economy of adobe for building purposes, since a large percentage of Spanish-Americans use this material for constructing their houses. Emphasis should be placed on the improvement of wood floors when the majority of the girls are Spanish-American. If the group is predominately Anglo-American, care of linoleum and of polished wood floors should be stressed. The teacher should also emphasize the importance of sanitation, since many Spanish-American homes do not have screens on all openings.
4. The teacher needs to visit in the homes of students early in the year in order to become better acquainted with the situation and to make suggestions for home experiences. She will usually find the Spanish-American homes much smaller than the Anglo-American homes. These visits will help the teacher to understand the girls' reactions to the various problems connected with units in housing, social relationships, home management, and others.
5. Teachers and girls should work out together

some ways in which storage space can be added in the homes. Since Anglo-American girls have more storage space in their homes than Spanish-American girls have, the teacher should give more individual attention to the Spanish-American girls in order to make this improvement in their homes. These girls are eager to learn and very willing to accept suggestions from a sincere and understanding person.

6. Ways of adding conveniences in the home should be stressed when the group is predominately Spanish-American. The care of conveniences should be emphasized with both groups of girls.
7. Homemaking girls should be taught how to use the various kinds of fuel for heating, cooking, and lighting. Since Spanish-American girls are already accustomed to using the coal and wood range, and since many of them will probably work in homes where other types of fuel are used, the teacher should provide opportunities whereby these girls may learn how to use the various kinds of fuel.
8. Teachers should make a greater effort to adapt the curriculum to meet the needs of the Spanish-American group, as well as the Anglo-American group. They should also consider the location of homes before suggesting types of home experiences for the girls. Since it was significant that the Spanish-American families were more stable with reference to home ownership than were the Anglo-American families, teachers should encourage Spanish-American girls to make home improvements which are more permanent than temporary.

Chapter VI

SUMMARY

A survey sheet, entitled "A Movie of a Girl at Home", was constructed in the New Mexico State Department of Vocational Home Economics Education for the purpose of securing information concerning the girls of the vocational home economics departments in the high schools of New Mexico. Copies were sent to the vocational home economics department throughout the state in the spring of 1939, and were filled in by the high school girls. The teachers were asked to indicate the nationality of the girls by placing an "S" on the questionnaire of a Spanish-American girl and an "A" on the questionnaire of an Anglo-American girl. These survey sheets were then collected from 38 schools, and the information was tabulated.

The data were analyzed according to the statistical procedures of the chi-square test and the significance of the difference between two statistics.

Summary of findings

1. The occupations of the Anglo-American parents and of the Spanish-American parents differed significantly in the miscellaneous group of occupations. In this group, ranching was indicated by 122 Anglo-American girls and by

21 Spanish-American girls.

2. The sizes of the Anglo-American family and the Spanish-American family were significantly different. The Spanish-American family was larger than the Anglo-American family.
3. The materials used in the Anglo-American houses differed significantly from those used in the Spanish-American houses. Lumber was used by more Anglo-Americans than Spanish-Americans, and adobe was used by more Spanish-Americans than Anglo-Americans. A greater percentage of Anglo-Americans had varnished and painted wood floors and linoleum coverings than did the Spanish-Americans.
4. It was significant that more of the Anglo-American girls than of the Spanish-American girls lived in houses of 4 or more rooms. A smaller percentage of Anglo-American girls than of Spanish-American girls shared their bedrooms with one or more persons.
5. More of the Anglo-American houses than of the Spanish-American houses had basement storage and other storage places. These differences were significant.
6. It was found that a greater percentage of Anglo-American houses than of Spanish-American houses had both hot and cold water piped into the kitchen and bathroom. A greater percentage of Anglo-American than of Spanish-American girls obtained their water from the city supply, while a large percentage of Spanish-American girls obtained their water from the pump. More Anglo-American than Spanish-American girls had inside toilets in their homes.
7. Gas was used for cooking and heating purposes in more Anglo-American homes than Spanish-American homes, while coal and wood were used in more Spanish-American than Anglo-American homes. Electricity was the main source of light in the Anglo-American homes, while kerosene was the main source of light in the Spanish-American homes.

8. A significantly larger percentage of Anglo-American girls than of Spanish-American girls lived two or more miles from school and rode to school. A smaller percentage of Anglo-Americans than of Spanish-Americans owned their own homes.

APPENDIX

APPENDIX CONTENTS

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"A MOVIE OF A GIRL AT HOME"

74

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

PART I—THE HOUSE WE LIVE IN:

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

PART II—WHAT WE DO AT HOME:

25. Check the following you do at home:

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

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

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

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

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

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

B. List and check those you read regularly:

29. A. Check those activities which you enjoy doing:

	Frequently	Occasionally	Never
(1) Camping.....
(2) Dancing.....
(3) Fishing.....
(4) Hiking.....
(5) Hunting.....
(6) Indoor games.....
(7) Other games.....
(8) Outdoor games.....
(9) Riding horseback.....
(10) Skating.....
(11) Swimming.....
(12) Others.....

B. What are your hobbies:

30. A. When you have opportunities to be with friends, where do you see them?
- | | Usually | Occasionally | Never | With Boy Friends | | |
|---------------------------|-------------------|--------------|-------|------------------|--------------|-------|
| | With Girl 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) | | | |

(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)	E.Chili (50 lbs. or over)	I.Meat (one fourth or more)					
B.Flour (50 lbs. or over)	F.Cabbage (50 lbs. or over)						
C.Potatoes (50 lbs. or over)	G.Onions (50 lbs. or over)	J.Commercially Canned Food—					
D.Beans (50 lbs. or over)	H.Other Vegetables (50 lbs. or over)	List kinds					
56. When are the meals planned?By the week;Three meals at a time;Just before each meal.							
57. If canning was done in your home this year, check and approximate number of jars:							
	Fruit		Vegetable		Meat and Fish		
	Glass	Tin	Glass	Tin	Glass	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.--OCCUPATIONS OF PARENTS OF ANGLO-
AMERICAN AND SPANISH-AMERICAN GIRLS**

	Anglo	Spanish	Total
Agricultures:			
Farming - - - - -	381	116	497
Extraction of minerals:			
Potash work and mining - - - - -	21	2	23
Manufacture and mechanical industries:			
Mechanics - - - - -	40	8	48
Oil field work - - - - -	46	-	46
Road construction - - - - -	26	-	26
Laboring - - - - -	107	79	186
Carpentering - - - - -	59	3	62
Electric work - - - - -	10	3	13
Plumbing - - - - -	8	-	8
Baking - - - - -	5	-	5
Welding - - - - -	1	-	1
Transportation and communication:			
Railroad work - - - - -	52	17	69
Engineering - - - - -	16	1	17
Driving a car - - - - -	1	-	1
Truck driving - - - - -	22	10	32
Bus driving - - - - -	9	2	11
Telegraph work - - - - -	1	-	1
Trade:			
Salesmanship - - - - -	21	1	22
Filling station work - - - - -	26	2	28
Work in drug store - - - - -	8	-	8
Work in store - - - - -	53	21	74
Real estate - - - - -	11	2	13
Banking - - - - -	4	-	4
Lumbering - - - - -	6	-	6
Undertaking - - - - -	1	1	1
Printing - - - - -	6	-	6
Insurance - - - - -	6	-	6

	Anglo	Spanish	Total
Public service:			
State, city, county official - - - - -	50	22	72
Fire service - - - - -	1	-	1
Sheep inspection - - -	-	1	1
Professional service:			
Hospital work - - - -	4	-	4
School employment - -	18	2	20
Photography - - - - -	2	-	2
Medicine - - - - -	5	-	5
Music - - - - -	-	1	1
Theatre operator - - -	-	1	1
Law - - - - -	3	1	4
Taxidermy - - - - -	1	-	1
Ministry - - - - -	3	-	3
Domestic and personal service:			
Health resort work - -	2	-	2
Barbering - - - - -	8	4	12
Cafe work - - - - -	10	5	15
Bar tending - - - - -	8	4	12
Gardening - - - - -	4	-	4
Laundrying - - - - -	2	-	2
Clerical:			
Bookkeeping - - - - -	6	1	7
Miscellaneous:			
Ranching - - - - -	122	15	137
Dairying - - - - -	10	4	14
Floriculture - - - - -	2	-	2
S. C. S. and Forest Service - - - - -	11	1	12
Reclamation Service - -	4	1	5
Hatchery operation - - -	1	-	1
Public Utilities service - - - - -	4	-	4
No answers	256	133	386
Totals	1483	464	1947

Total number of occupations listed - - - 55

Representations in number of occupations:

Anglo-Americans - - - 51

Spanish-Americans - - 30

Not represented:

Anglo-Americans - - - 4

Spanish-Americans - - 25

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