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HOW HEALTH, SOCIAL CONDITIONS AND EDUCATIONAL OPPORTUNITIES  
OF THE MEXICAN CHILDREN IN THE SONORA INDEPENDENT  
SCHOOL MAY BE IMPROVED

THESIS

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## CHAPTER I

### INTRODUCTION

The purpose of this study is to analyze health, social conditions and educational environment which affect the educational development of the Mexican children in the Sonora Independent School at Sonora, Texas, and plan a remedial program.

In order to plan a remedial program, it is necessary not only to have knowledge of the health, social and educational conditions of the Mexicans in the town of Sonora, but it is necessary to know whether these conditions are below the average or equal to the same opportunities enjoyed by the American children. In the absence of a definite survey of the Mexicans of Sonora, a survey made by Jet C. Winters on the Health and Nutrition of Mexicans Living in Texas is used. The author of the survey is Associate Professor of Home Economics in the State University, Austin, Texas, and the investigation studied was carried out directly under her supervision. Since the locale of this survey was San Antonio and vicinity, the conditions prevalent among the Mexicans there are said to be typical of those prevailing in the town of Sonora, more than a hundred miles away. The standards of living of Mexicans in Texas are about the same, and it is felt that

this survey by Winters is an accurate gauge that might be used in planning a remedial program for the Mexican children in Sonora Independent School.

The source of data in this study was the survey made by Winters, and a survey of health, social and educational conditions of the Mexicans living in Sonora.

The study was limited to the Mexican families and the Mexican children in the Sonora School District.

The method of procedure which was followed comprises a study of the living conditions of Sonora Mexican families, and a proposed remedial program.

Chapter I contains the Introduction, which gives the purpose of the study, source of data, limitations of study, and method of procedure.

Chapter II presents the findings made by Winters in the statewide study of living conditions of Mexican children.

Chapter III gives the study made of the living conditions of the Mexican children in the Sonora Independent School District.

Chapter IV presents a remedial program planned to better health, social and educational conditions of Mexican children.

Chapter V is a summary and the recommendations for other schools likewise situated.

## CHAPTER II

### FINDINGS IN STATEWIDE SURVEY

The 1930 census estimated that Texas had at one time approximately 820,000 Mexicans or 14 per cent of the population of the State of Texas.<sup>1</sup> Most of them were engaged in farm work, as ranch hands, and on railroad gangs. Many of them lived in segregated districts of towns, cities, and rural communities. The investigation was concerned with urban Mexicans. In all localities, they were, on the whole, unskilled workers and belonged to the lowest wage earning group. Contacts with American people have changed the manners and customs of many of the Mexican people; even their dietary habits have been modified to some extent. But, many still are firmly attached to the customs of their native land, Mexico.

In data gathered from two Texas cities, San Antonio and Austin, it was learned that the Mexican families in San Antonio are segregated in many districts; some near the business district. Here the Mexicans live in 'corrals.' A corral consists of rows of small houses built very close together and facing each other. Water is supplied from hydrants in the center of the plot of ground. Each corral is required by law to have a definite number of shower baths and toilets. Twenty representative families from two adjacent corrals were selected for the dietary

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<sup>1</sup>H. T. Manuel, The Education of Mexican and Spanish-Speaking Children in Texas, p. 54.

study. They represent a group of the lowest class income, from ten dollars to twenty-five dollars per week. Dietary data were also collected from twenty Mexican families living in different and better districts not in a corral. Those represent a higher income group, from twenty-five to forty dollars per week. A few of these owned their homes. In Austin, a city only eighty-five miles from San Antonio, it was learned that environmental conditions are very much the same as that of San Antonio.<sup>2</sup>

### The Adequacy and Economy in the Diet

In the survey considering the different income groups and their dietary habits, the first issue was to obtain an estimate as to the cost of the food intake of each individual in an average family each day.

For the purpose of reducing cost to a 'per-man-per-day' basis, the United States Department of Labor Scale was used. The scale follows:

Man . . . . .	1.00
Woman . . . . .	.90
Children 11-14 years. . . . .	.90
Children 7-10 years. . . . .	.75
Children 4- 6 years. . . . .	.40
Children 1- 3 years. . . . .	.15

This rating has been so generally employed, particularly for the purpose of estimating cost of food per day per person, that it was thought best to use it here in order that these results might be compared with those in other studies. A careful study of prices at the time this investigation was made showed that 40 cents per day per person might reasonably be considered the minimum amount for which adequate nutrition could be provided. Accordingly, this amount used as the standard in discussing the economy of the Mexican diet.<sup>3</sup>

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<sup>2</sup>Jet C. Winters, A Report on Health and Nutrition of Mexicans Living in Texas, July 31, pp. 10-11.

<sup>3</sup>Ibid., p. 20.



Ninety-two typical American families have been studied by Gillett and Sherman in regard to the diets of each and the cost per day per person. The following table is a result of the survey:

TABLE 1  
AVERAGE FOOD VALUE PER MAN PER DAY OF FOUR INCOME GROUPS  
OF AMERICAN DIETARIES GROUPED ACCORDING TO COST<sup>4</sup>

Group	Cost (cents)	Calories	Protein Grams	Phosphorus Grams	Calcium Grams	Iron Milligrams
I	19.2	2,043	78	1.14	.51	12.1
II	28.2	2,665	91	1.39	.64	14.9
III	34.7	2,106	109	1.60	.72	17.7
IV	49.4	2,889	126	1.95	1.01	20.6

Table 2 is not exactly comparable to the one above, due to the fact that the prices of food from year to year vary. Table I is based upon the prices of 1917 while Table 2 is based upon 1930 prices. The investigation serves to show that for the same amount of money the Mexicans secured about the same amounts of protein, calories, phosphorus, calcium and iron as the Americans.

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<sup>4</sup> Gillett and Sherman, Adequacy and Economy of Some City Dietaries, 1917, p. 5.

TABLE 2

AVERAGE FOOD VALUE PER MAN PER DAY OF FOUR GROUPS OF MEXICAN DIETARIES GROUPED ACCORDING TO THE FAMILY INCOME<sup>5</sup>

Group	Cost (cents)	Calories	Protein Grams	Phosphorus Grams	Calcium Grams	Iron Milligrams
I	24	2,320	77	1.32	.53	14
II	29	2,572	83	1.31	.57	13
III	27	3,090	87	1.42	.61	15
IV	32	2,740	89	1.44	.73	14

Percentage of the inadequate food factors based on the ninety-two American families' and sixty-two Mexican families' diets is the basis of the following table:

TABLE 3

PERCENTAGE OF AMERICAN AND MEXICAN DIETS INADEQUATE IN THE VARIOUS FOOD FACTORS BASED ON NINETY-TWO AMERICAN DIETARIES AND SIXTY-FIVE MEXICAN DIETARIES<sup>6</sup>

Food Factors	American	Mexican Standard I	Mexican Standard II
Calories . . . . .	59	54	55
Protein . . . . .	13	29	43
Calcium . . . . .	53	94	81
Phosphorus . . . . .	49	54	76
Iron . . . . .	41	51	84

<sup>5</sup>Jet C. Winters, A Report on the Health and Nutrition of Mexicans Living in Texas, pp. 20-21.

<sup>6</sup>Ibid., p. 21.

All these figures serve to show that the Texas-Mexican diet is not, on the whole, as inadequate as the American diet; that the same type of deficiencies exist in the Mexican as in the American diet, and that the differences are hardly as great as might be expected in the face of difference in economic conditions and in the general level of intelligence.<sup>7</sup>

Table 4 is based upon the same scale by the United States Department of Labor that was used in Tables I and II where the cost of food intake per person per day was determined. The following table reveals the kind and amount of food consumed during one week's time in the average Mexican family. The calorie, the protein, the calcium, the phosphorus, and the iron-content of the food was estimated, based on Rose, Laboratory Handbook of Nutrition, Third Edition.

Since this table is based on edible food material, it is necessary in cases where 'as purchased' and edible portions differed materially (bananas, watermelon, cantaloupe, etc.) to use tables giving protein and mineral value in terms of hundred calories.<sup>8</sup> In this way reliable data were obtained concerning the kind and amount of food used during the week of observation. No account was taken of waste, but this was thought to be negligible.<sup>9</sup>

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<sup>7</sup>Ibid.

<sup>8</sup>Ibid.

<sup>9</sup>Ibid., p. 10.

TABLE 4

DISTRIBUTION OF COST AND NUTRIENTS FOR ONE WEEK IN SIXTY-FIVE MEXICAN DIETARIES<sup>10</sup>

Food	Protein Grams	Calories	Calcium Grams	Phosphorus Grams	Iron	Cost
Meat .....	38,857	397,371	28.877	465.259	4.9651	117.88
Beans.....	33,544	514,446	241.111	704.385	10.2652	32.09
Cereals.....	83,245	2,719,858	186.452	961.002	9.1073	137.09
Milk-cheese..	24,915	495,643	888.829	679.208	1.1073	96.19
Sweets.....	1,788	623,751	5.271	1.092	.1520	31.49
Fats.....	2,632	1,101,258	4.829	17.071	.1143	51.91
Eggs.....	10,291	118,199	54.069	143.210	2.4237	43.21
Fruit-veg. ..	8,209	344,563	130.908	244.421	4.9460	97.85
Miscellaneous	1,178	15,682	1.720	5.897	.0286	2.89
Accessories..	.....	.....	.....	.....	.....	43.63
Total	204,677	6,330,771	1,543,066	3,221,645	33.5826	654.27

The value received, based upon the percentage of total calories obtained from each type of food in regard to the money spent, is revealed in Tables 5 and 6. Winters compares the Mexican diet with the dietary plans outlined by Rose, in which he suggests the adequate diet for a family of five, parents and three small children.

Figures for the forty San Antonio families and twenty-five Austin families and the group as a whole show the distribution of calories in Table 6.

<sup>10</sup>Jet C. Winters, A Report on Health and Nutrition of Mexicans Living in Texas, p. 11.

TABLE 5  
SUGGESTED PERCENTAGE DISTRIBUTION OF CALORIES FOR  
AN ADEQUATE FAMILY DIET<sup>11</sup>

Per Cent of Total Calories for an Adequate Family Diet						
Level of Income	Cereal Grains	Milk	Vegetables -Fruits	Fats	Sugar	Eggs, cheese, meat, and other flesh foods
Low .....	35	25	12	12	10	6
Moderate....	25	25	17	15	10	8
High.....	20	25	20	15	10	10

TABLE 6  
PERCENTAGE DISTRIBUTION OF CALORIES IN GROUPS OF MEXICAN FAMILIES<sup>12</sup>

Per Cent of Total Calories from Each Class of Food						
City	Cereal Grains	Milk-cheese	Vegetables - Fruits	Fats	Sugar	Eggs, cheese, meat, and other flesh foods
San Antonio....	43	7	15	18	10	7
Austin .....	43	9	12	16	10	10
Total Group....	43	8	14	17	10	8

<sup>11</sup>Rose, Handbook for Dietetics, Third Edition, p. 31.

<sup>12</sup>Jet C. Winters, A Report on the Health and Nutrition of Mexicans Living in Texas, p. 27.

As a result, the most outstanding difference in the Mexican distribution and that suggested by Rose is the percentage of the total calories obtained from milk. According to Rose, a diet for a family of five, twenty-five percent of the calories received should be obtained from milk. The Mexican family with an average of 4.5 small children probably gets from six to eight percent of the number of calories that it ordinarily needs. Rose suggests other inadequacies also as to the improper diet of the Latin-American families in regard to calories. More than half of the calories received from vegetables and fruits come from dried beans.<sup>13</sup>

Considering results of this comparison as to the distribution in diets, these differences were found:

1. Diets in which too large a percentage of calories are drawn from cereals are apt to be deficient in calcium and Vitamin A.
2. Milk has been shown to be very definitely connected with calcium adequacy, and it is also the excellent source of A.
3. Diets in which too large a proportion of calories is drawn from cereals and too small proportion from milk would almost certainly be deficient in calcium and Vitamin A.

Moreover, one looks in vain for foods that might offset the tendency toward these deficiencies. Butter and eggs are used in amounts much too small to supplement for A. The large amount of beans used makes the calcium deficiency less than it would be otherwise but cannot make up for the amount of milk.<sup>14</sup>

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<sup>13</sup> Ibid., p. 28.

<sup>14</sup> Jet C. Winters, A Report on the Health and Nutrition of Mexicans Living in Texas, p. 28.

In the following table, Sherman has made a comparison between the percentage expenditures for the different types of food and the returns from each term of calories, protein, calcium, phosphorus, and iron in the case of a series of 224 American family dietaries.

TABLE 7

PERCENTAGE DISTRIBUTION OF TOTAL FOOD COST AND OF NUTRIENTS  
IN TWO HUNDRED AND TWENTY-FOUR AMERICAN DIETARIES<sup>15</sup>

Food	Protein	Calories	Calcium	Phos- phorus	Iron	Cost
Meat and fish..	35.34	18.99	3.86	26.36	30.37	32.19
Eggs.....	4.64	1.77	3.64	4.02	6.25	5.47
Milk-cheese....	11.56	8.08	55.76	20.61	5.11	10.59
Butter and fats	.31	10.32	.73	.32	.33	9.55
Grain products.	37.25	38.20	15.67	30.27	25.87	18.29
Sugar, molasses	.14	10.06	1.81	.20	1.80	4.57
Vegetables.....	9.55	9.05	14.87	15.58	26.42	10.55
Fruit.....	.78	2.99	3.15	1.82	3.29	5.31
Nuts.....	.11	.14	.07	.13	.09	.15
Food adjuncts..	.32	.40	.44	.69	.47	3.33
Total	100.00	100.00	100.00	100.00	100.00	100.00

As a similar table for sixty-five typical Mexican dietaries, Winters has given the following table:

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H. C. Sherman, Chemistry of Food and Nutrition, Third Edition, p. 555.

TABLE 8

PERCENTAGE DISTRIBUTION OF TOTAL FOOD COST AND OF NUTRIENTS  
IN SIXTY-FIVE MEXICAN DIETARIES<sup>16</sup>

Food	Protein	Calories	Calcium	Phos- phorus	Iron	Cost
Meat.....	18.99	6.27	1.87	14.44	14.79	18.01
Beans(dried)...	16.38	8.12	15.63	21.89	30.51	4.90
Grain products.	40.67	42.96	12.09	29.85	27.11	20.95
Milk, cheese...	12.17	7.82	57.63	21.09	4.70	14.70
Sweets.....	.87	9.85	.34	.03	.45	4.81
Fats.....	1.28	17.39	.31	.53	.34	7.93
Eggs.....	5.02	1.86	3.51	4.44	7.21	6.60
Fruits, veg....	4.01	5.44	8.49	7.58	14.91	14.97
Miscellaneous..	.57	.25	.11	.18	.08	.44
Accessories....	.....	.....	.....	.....	.....	6.66
Total	100.00	100.00	100.00	100.00	100.00	100.00

With the exception of the percentage spent during this time on meat, the cost distribution of the Mexican dietaries is not unlike that of the American. In spite of the small amount of milk used, if these tables are representative, the Mexican actually spends a greater percentage of his money for milk and cheese than the American. Beans were made a separate item for the Mexicans because used in such large quantities. It is interesting to note that they give the best nutritive return for the money invested in them of all the various classes of food; i.e.,

<sup>16</sup>  
Jet C. Winters, A Report on the Health and Nutrition of Mexicans Living in Texas, p. 28.



the percentage of protein, calories, and minerals is much larger in comparison to the percentage of food spent than in the case of any other type of food. All kinds of dried beans are used by Mexicans, but their favorite is the small brown, mottled bean called "pinto." <sup>17</sup>

#### The Health in Relation to the Diet

The Mexican diet has been found to contain four vital weaknesses. First, it is low in calories; second, it is somewhat inadequate in protein; third, it is low in mineral values; and, fourth, it is low in vitamins.

Evidently, one would expect to find many cases where there are disastrous psychological results found due to the lacking of these four factors. Each case discovered may not be suffering from the entire group, but at least one or two of them may be the cause of illness in health.

From the calorie inadequacy it is reasonable to conclude that the percentage of underweight will be large. There seem to be no statistics on the amount of underweight among Mexican adults, but various investigations of the weight of school children show their percentage of underweight is about the same as for American children.

In a study in Austin which included 309 children of various ages, thirty-five per cent of the children were underweight.<sup>18</sup> In another Texas investigation<sup>19</sup>

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<sup>17</sup> Ibid., p. 30.

<sup>18</sup> Jet C. Winters, A Report on the Health and Nutrition of Mexicans Living in Texas, p. 33.

<sup>19</sup> Report of Austin City Health Officer, Dr. Eugene Chimene, 1930, p. 10.

which included approximately 1,400 children from seven to twenty-one years of age thirty-two per cent of underweight was found.

Since calcium inadequacy is so outstanding, it is logical to look for the physical results of this deficiency. Present-day literature on the subject, however, does not make very clear what physical effects are to be expected from a low calcium intake, unaccompanied, as in this case it may be presumed to be, by Vitamin D deficiency. Insufficient lime in the bone is said to bring about a disorder of the bone closely allied with,<sup>20</sup> but not marked by the clinical symptoms of, rickets.

The low resistance of Mexicans, compared to that of Americans, to certain diseases is well known. Table 9 shows the percentage of Mexicans and Americans dying in Texas from diseases relating to diet in 1928-1929.

Table 9 reveals that the percentage of Mexicans dying from digestive disorders is greater than that of the Americans. But, if the situation is analyzed to a great extent, the difference is found to be based largely upon the fact that a large per cent of children that are under two years of age die each year due to diarrhea. Diarrhea may be caused by either food or infection. It is hard to say which of these causes the more deaths. Also, the number of deaths is increased by the prevalence of tuberculosis among Mexicans. All physicians say that the Latin-American people are very susceptible to this disease, due to their poor resistance to infection. Low vitamin content, people living in the

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<sup>20</sup> Report of Brownsville School, Dr. H. T. Manuel, 1928, p. 3.

crowded quarters, and unsanitary living conditions may all be the causes for the people having lower resistance than the American people.

TABLE 9

PERCENTAGE OF MEXICANS AND AMERICANS DYING IN STATE  
OF TEXAS FROM DISEASES RELATED TO DIET<sup>21</sup>

Disease	Year 1928		Year 1929	
	Americans	Mexicans	Americans	Mexicans
Digestive system, total	9.50	18.20	9.10	15.20
Liver.....	.93	.70	1.30	.56
Diarrhea (under two Years).....	2.80	12.00	2.20	9.90
Diarrhea (over two years).....	1.30	2.30	.99	2.01
Peritonitis.....	1.50	.65	1.10	.61
Intestinal obstruc- tion.....	.98	.42	1.08	.49
Appendicitis.....	.97	.....	1.10	.....
Kidney.....	5.80	2.20	5.50	2.50
Anemias.....	.36	.20	.28	.13
Respiratory system, total.....	18.40	27.20	18.90	27.60
Pneumonia.....	6.70	8.02	7.37	8.10
Diphtheria.....	.98	.59	.93	.46
Tuberculosis..... (of lungs)	5.70	11.60	5.60	12.40
Rickets.....	.01	.02	.01	.02
Scurvy.....	.002	.01	.002	.02
Pellagra.....	1.40	.71	1.20	1.05
Bone diseases (total)..	.09	.04	.06	.04

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Jet C. Winters, A Report on the Health and Nutrition of  
Mexicans Living in Texas, p. 35.

## CHAPTER III

### FINDINGS IN THE SONORA SURVEY

Studies made in the field of mental development are convincing enough for us to accept the fact that the environment has a very positive effect upon one's learning ability.

Needless inconveniences and discomforts, which result from improper planning of the house or from poorly selected equipment, are sources of irritation that react unfavorably upon the happiness of family life and thus affect the welfare of children.<sup>1</sup>

Family housing is a problem in which the school should be deeply concerned. An investigation of the home life and housing conditions is an essential phase in the determining of the educational development of the Mexican children.

#### The Home Environment

In smaller towns, the race lines of residence are held more firmly than in the larger ones. This is true in Sonora. A distinct line is drawn between the residential section of the American and that of the Latin-American.

The Mexican population is divided into two classes; these are distinguished according to the home and living

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<sup>1</sup>Ralph Ojeman, "The House and Its Furnishings in Relation to Child Development," Iowa Child Welfare, Research Leaflet 13, 1936, p. 220.

conditions. The Mexicans residing in the residential section adjoining the American business district constitute the "better class." These people seem to be superior in every way: the homes, the dress, and the living conditions in general.

The other class of Mexicans, the "lower class," reside near the stock pens beyond the railroad. Living conditions here are much below those of the Mexican settlement near the business district. A number of houses are crowded into very small lots. Many homes are very inadequate for the size of the families which live in them.

The best type of homes in the survey are modern stucco or frame houses. These are painted white; there are lawns in front and beautiful flowers in the yard. Residents of these homes are usually owners.

Rent houses are numerous. The majority of these are small, one, two, and three-room houses with few conveniences. Several families usually share the water supply and the toilets.

Houses in the slum districts are unsuitable for healthy living. There is no running water available, and all that is used must be carried in buckets for some distance.

Sleeping accommodations are also undesirable. On the average, three members of the family sleep in one bed. Canvas cots and quilt pallets are placed on the floor. Bed clothing

is always inadequate; therefore, the few windows are pulled down in order to keep out the cold.<sup>2</sup>

Poorly ventilated and illy-constructed huts with one and two rooms are common. Regardless of the size of the house, the rooms are very small. Wood and tin are the most popular materials for this type of construction. Transient laborers most frequently occupy these.<sup>3</sup>

The first charge which must be entered on books against the Mexican laborer as a social liability, is his standard of living; and this low standard is typified no more graphically than in his inadequate housing.<sup>4</sup>

Table 10, considering fifty-five American families and fifty-five Latin-American families, is a comparison of the size of the family of the former with that of the latter. Thirty-six and thirty-six hundredths per cent of the American families studied have one child while 24.538 per cent of the Latin-American families have six or seven. The crowding inside the house is a common characteristic among the Mexican population and tends to be prevalent always.

Everywhere, however, there is such a prodigality of life, and everywhere it is held so cheaply. Sometimes a father or mother when asked the differences in the ages of their children will answer laconically: 'the ordinary time.'<sup>5</sup>

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<sup>2</sup>Based on data secured by interview and observation, (May, 1941)

<sup>3</sup>Ibid.

<sup>4</sup>Robert M. McLean, That Mexican, p. 145.

<sup>5</sup>Ibid., p. 40.

TABLE 10  
COMPARISON OF THE SIZE OF THE AMERICAN FAMILY WITH THAT  
OF THE LATIN-AMERICAN FAMILY IN SONORA,  
TEXAS

American			Latin-American		
Number of children in family	Number of families represented	Percent	Number of children in family	Number of families represented	Percent
1 child	20	36.36	1 child	2	3.636
No children	10	18.18	2 children	3	5.450
Adopted children	7	12.74	3 children	7	12.720
2 children	12	21.91	4 children	4	7.270
3 children	6	10.81	5 children	5	9.090
			6 children	11	20.000
			7 children	16	29.116
			8 children	6	10.900
			9 children	1	1.818
Total	55	100%		55	100%

Table 11 is a result of a survey of fifty-five American homes and fifty-five Latin-American homes. This reveals the fact that 32.727 per cent of the families studied in Sonora having one child live in a four or five room house. While 25.450 per cent of the homes of Mexican families that have

TABLE 11

THE AMERICAN HOME COMPARED TO THAT OF THE LATIN-  
AMERICAN IN RELATION TO THE SIZE OF  
FAMILY IT HOUSES

American				Latin-American			
Number of children	Size of house	Number of families	Per Cent	Number of children	Size of house	Number of families	Per Cent
1	5	18	32.727	1	3	2	2.636
1	4	3	5.450	2	2	8	14.540
2	6-9	11	20.000	3	1	5	9.090
3	4-9	6	10.920	5	4	3	5.450
No children	5-7	10	18.180	6	4	11	20.000
Adopted children	5-10	7	12.723	7	3	17	30.900
				3	5	6	12.930
				9	2	1	1.818
				2	5	2	2.636
Total		55	100%			55	100%

three or four rooms are housing six or seven children. Therefore, the Mexican family, in relation to the size of the house it occupies, is generally too large to live comfortably.



## The Food

Data given in Chapter II have shown that the diet of the Mexican family is inadequate, and that it is inferior to the diet of the average American family. Economic conditions, in the majority of instances, cause this inadequacy of diet; the Mexican's income does not always permit a wise selection of food from the standpoint of growth and health.

Very little mention, if any, has been made so far in regard to the serving of Mexican dishes among the Latin-American people. No data are available as to the frequent use of these foods, such as, chili con carne, chili, masa, tamales, tocas, enchiladas, tortillas and sweet bread. But they are not common. Special occasions such as the fifth of May, Christmas, and wedding celebrations are the only times the Mexican family serves the foods already mentioned.

Masa is made of the whole grains of corn. The process through which it goes before it is made into dough is a long one. The corn is first soaked in lime water; it is then boiled, washed, and ground. In order to make masa into tortillas, the dough is rolled very thinly and then cut into round pieces. Corn tortillas shrink when cooked; therefore, they are cut into large circles about the size of a salad plate to begin with and after the cooking process is finished usually they are a little larger than the average saucer. Tortillas may be bought at the store or the masa itself may be purchased ready

to be made into tortillas by the housewife. Those made at the factory are a result of the masa being run through hot rollers. Many Mexican families make it a business of supplying tortillas just like an ordinary bakery would operate. Tortillas are used almost altogether for a bread substitute. Flour tortillas can be made also.

Numerous Mexican foods contain meat. Although religious views prevent the use of meat in many meals, the diet survey, (Table 2) conducted with sixty-five Mexican families, shows that more money was spent in a week for meat than for any other kind of food.

The tendency to serve rich, concentrated foods, high in fat, and highly seasoned, is shown in their meats, gravies, soups, and combination dishes of rice, meat, and tomatoes. Many kinds of peppers are bought and used.<sup>6</sup>

Table 12, on the following page, is a result of a five-day survey in which the most common foods occurring among fifty-five Mexican children's daily menus were determined. Eight hundred and twenty-five meals were represented in the study; thus, this averaged fifteen meals per person.

Butter was served in only thirty-six meals. The majority of the children received very little butter; many received none at all. Eggs occurred in one hundred and fifty-four meals.

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<sup>6</sup>Jet C. Winters, A Report on the Health and Nutrition of Mexicans Living in Texas, The University Bulletin, No. 3127, 1931, p. 64.

TABLE 12  
 FIVE-DAY SURVEY OF THE MOST COMMON FOODS  
 OCCURRING IN THE DIETS OF FIFTY-  
 FIVE MEXICAN CHILDREN\*

Foods	Days					Total Meals
	Mon.	Tues.	Wed.	Thur.	Fri.	
Beans (dried).....	15	40	51	38	49	223
Eggs.....	29	33	31	30	31	154
CEREALS						
Oatmeal.....	18	16	20	21	15	90
Post Toasties..	7	6	3	5	2	23
BREADS						
Flour tortillas	53	31	30	35	30	159
Corn tortillas.	22	24	25	20	25	116
MEAT						
Bacon.....	18	18	16	15	18	85
PASTRIES AND SWEETS.....						
Candy.....	41	40	36	41	40	198
Cookies.....	15	12	14	10	9	60
MEXICAN FOODS						
Chili.....	10	12	5	3	9	39
FRUITS						
Oranges.....	25	26	20	18	14	103
Bananas.....	11	6	18	17	14	67
VEGETABLES						
Tomatoes.....	7	6	1	4	8	26
Potatoes.....	30	11	23	14	20	98
DAIRY PRODUCTS						
Milk.....	8	7	9	7	8	39
Butter.....	8	7	6	8	7	36
Cheese.....	5	4	8	3	7	27

\* Survey sheet in appendixes.

Oranges were the most common fruits present in the diet. Vegetables, especially green ones, were lacking. Tomatoes, potatoes, and beans (dried) were the only vegetables present in the menu.

The survey showed that very few of the children drank milk. In many instances the only milk consumed by the child each day was either in the coffee or hot chocolate that he had for breakfast.

Vitamin adequacy can best be judged on the basis of the kind and amount that occurs in the diets. Needs for vitamins were found among many of the Mexican children. The lack of vitamin A is caused by an insufficient amount of dairy products and leafy vegetables. For breakfast, it was found that the Latin-Americans used cereal to a great extent. Oatmeal was the most common cereal used. This instance alone is responsible for the lack of vitamin B.

Various implements for cooking are encountered on a visit to "Little Mexico." These range from the most primitive down to the present day methods. Occasionally, gas stoves are found in the better Mexican districts, but the most common devices being used for meal preparation are kerosene and wood stoves.

### The Clothing

For average weather during the early fall and spring months, the children from the better Mexican section, on the whole, are cleanly and comfortably dressed. Those coming from the poorer residential district, naturally, are in most cases untidy and uncomfortably dressed.

Children's clothes in the best of Mexican families are not always adequate for the severe cold in the winter. Coats are shared in many cases between two sisters or two brothers in order that one child may come to school three days while the other comes only two days out of each week; thus, they receive about half the instruction provided for them. Because of the lack of sufficient clothing, the school attendance lags during the winter months.

A majority of the smaller children wear suitable play-clothes similar to those worn by American boys and girls, but the materials are not always as durable as those purchased by the American parents for their children. Wash dresses and suits are made of cotton materials, usually of a cheap grade. Fast colors and lasting garments are not always purchased for two reasons: first, the economic conditions promote poor selection of clothes just as the choice of food; and second, the lack of knowledge of fabrics prevents wise selection.

High school boys and girls show much pride in their dress considering the amount provided for clothing among the average Mexican family. Coats and dresses are re-made from those given to the mother by the woman with whom she is employed.

Customs for dress among adults have been modified to a certain extent, but the Mexican woman still wears black or dark dresses. A scarf either around her neck or about her head remains a part of her daily attire.

#### The Education of Parents

Many of the parents have not been educated in either Spanish or English. Although some of the parents speak English fluently, other may speak very little while many have no mastery of the language whatsoever.

Table 13 shows the result of an investigation as to education received by parents of the Latin-American children.

TABLE 13

EDUCATION OF TWENTY-FIVE MEXICAN MOTHERS AND TWENTY-FIVE MEXICAN FATHERS COMPARED  
(Numbers in percent)

Grade	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	Per Cent
Mothers	12	8	4	0	0	0	4	0	0	0	8	40
Fathers	24	12	8	4	0	0	0	0	0	4	12	60
Average	18	10	6	2	0	0	2	0	0	2	10	50

Forty per cent of the mothers of the Mexican school children had entered school, and a small per cent, which was eight per cent, had completed a high school education. Sixty per cent of the fathers had entered school while only twelve per cent completed high school. Of both mothers and fathers, twenty-eight per cent had passed the fourth grade.

Table 14 shows the English-speaking abilities of the fathers and mothers in comparison.

TABLE 14  
ENGLISH-SPEAKING ABILITIES OF MEXICAN FATHERS  
AND MOTHERS OF TWENTY-FIVE FAMILIES COMPARED (Numbers  
in Per Cent)

	Good English Vocabulary	Fair English Vocabulary	No English Vocabulary
Mothers	32%	12%	64%
Fathers	44%	36%	20%
Average	38%	24%	42%

This table shows that the majority of the fathers of these children speak English. In fact, only twenty per cent of them do not speak any English, while sixty-four per cent of the mothers do not speak the English language. Although some of the parents can speak the English language successfully, English is never used as a means of conversing at any time in the Mexican home.

The reason that the Mexican father has a far better mastery of the English language is because he is constantly in contact with his American employer, while the Mexican woman's place is in the home even more than the American woman. Mexican women are, from time to time, engaged in American homes; but, usually, if a Mexican woman does laundry, the work is brought to the Mexican residence. The Mexican mother has so many small children that she has obligations that bind her within the four walls of her home from morning until night. She enjoys very little freedom.

In only one distinct instance has any plan of education for adults been created among these people. This was carried on through the school and one of the missionary workers in this locality. About twenty members were enrolled in the class. Meetings were held at the school twice each week. The primary purpose was to teach them to speak English. No specific test was given in regard to the accomplishments since a few of the women had a fair English vocabulary when they joined the group. According to the leader, one that had no mastery whatsoever should have acquired a new English-speaking vocabulary of 120 words at the end of the course. Those with a previous vocabulary learned new words, and also had a chance to use their entire vocabulary in new situations.



### The Economic Conditions

Land suitable for ranching predominates in the Sonora territory. Sheep and goats are the most important livestock industry; therefore, the income of the population is based principally on wool and mohair.<sup>7</sup>

Ninety per cent of the parents of the Mexican children enrolled in school each year are employed as ranch hands either in Sonora or in another locality nearby.<sup>8</sup> The average ranch owner has at least two or three Latin-American families working on his ranch. Men are trained to care for goats, sheep, and other livestock. Women usually help with the housework.

Some seasons of the year are not as busy as others for people engaged in ranching. Spring and early fall months are the busiest times; this is because the earlier mohair clip is usually during March and April and the later clip is during September and October. Sheep are usually sheared annually in April and May; but, if the price of wool is high at another season, some ranch owners shear semi-annually.

The number of men employed by a ranch varies from month to month during the various seasons. The number of hands needed from December to April is usually about half the number employed from April to December. Extra men put on in April are

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<sup>7</sup>

Texas Almanac, 1941-1942, published by the Dallas News.

<sup>8</sup>

Data taken from School Monthly Registers, 1940-41.

usually transients that have spent the winter in another location. About seventy per cent return and work a second season, and about twenty per cent return for more than three seasons.

Mexican men are engaged from time to time by different ranchers for the purpose of shearing sheep and goats. Usually the foreman of the crew is paid from ten to fifteen cents per head for each sheep sheared. Sometimes twenty-five cents is paid for the shearing of large bucks. The average time for shearing one sheep is four minutes. Wages for men working as foremen vary according to the job rendered.

The wage for an ordinary ranch laborer is not definite. It varies according to how many accommodations are furnished by the employer. For instance, a house is furnished for the laborer's family, and he has access to dairy products, garden vegetables and fresh eggs; naturally, his wage is considerably lower than that offered the one who is not provided with accommodations.<sup>9</sup>

Migratory workers, whether intrastate or interstate, roam aimlessly from one place to another, following rumors here and there. Low wages and deplorable living conditions are responsible for the unsatisfactory present conditions and the desire to look for a place elsewhere.

On their trip of no definite destination, many become stranded on the roadside. They camp on vacant lots or in

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<sup>9</sup>Data secured during observation and interview of ranch owner.

deserted buildings or houses. Economically, migratory labor is disastrous, for it does not permit the laborer to get ahead. Also, it shows little recognition for initiative and very few rewards for industry. Women and children suffer extremely.

Children's advantages for education are hampered when the family migrates. In many communities the truant officer catches up with a Mexican family only when the next crop is calling and frequently the economic urge of the industry involved is so acute that society merely winks at the violation of law. The condition would not be tolerated for American children, but these migrants are just Mexican' or 'they will be moving soon, anyway.'

Parents, who are also uneducated, illy cooperate with school authorities. There is a law governing child labor, but what boots the law when growers want their cotton picked and the family supporter needs money? In days gone by, when the truant officer approaching was seen, a whistle sounded; this was a signal for children to duck between the rows of cotton until the danger was over. Today a compromise is affected whereby they go to school as soon as their parents go to the field. Shortly after noon a full day's session has been completed, then the boys and girls are free to go into the cotton.

But, in spite of compulsory education laws in all of the states where Mexicans live and work, there are literally thousands of Mexican children in this country that do not go to school, or who go to so many schools that they cannot make satisfactory progress.<sup>10</sup>

Annual crops other than cotton are constantly influencing migratory problems. Over 10,000 workers, mostly Mexicans, went out of the State in 1935 to the sugar beet fields of the North.<sup>11</sup>

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<sup>10</sup>Robert N. McLean, That Mexican, p. 137.

<sup>11</sup>Texas Almanac, 1941-1942, published by the Dallas News.

Various localities offer different enticements. For instance, in Sonora during the spring months the school attendance lags. Those children that have not entered school until November and December because of the cotton-picking are now in April and May taken out of school and placed on the ranches to pull bitter-weeds and cut prickly-pears.

The remaining ten per cent of the parents of Mexican children entering school each year usually are engaged in occupations such as those enjoyed by many Americans.<sup>12</sup> These people usually own their own homes and have a place of business or some other tangible asset that cannot be uprooted in a day or a night's time.

Some of the occupations found among parents of the student body are these: variety store managers and clerks, cafe operators, barber shop operators, recreation room managers, bakers, and grocery-store clerks.

#### The Social Conditions

Positions of Mexicans are characterized distinctly in Sonora through separation into classes and through social relations between the Americans and Latin-Americans.

A variety of social distinctions which penetrate even in the realm of business makes publicly manifest the tendency of Americans to avoid social contacts with Mexicans.<sup>13</sup>

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<sup>12</sup>Data based upon monthly school registers, 1940-1941.

<sup>13</sup>Paul S. Taylor, An American Frontier, p. 250.

In the Mexican section of town there is a business district composed of three barber shops, five cafes, seven grocery stores, one variety store, one bakery, four filling stations, two recreational rooms, and one beauty parlor. These places are owned and operated by Mexican business men. Since supplies are frequently inadequate to fill the orders of the customers, the American stores receive a large portion of the Mexican trade.

American drug stores serve Latin-Americans at the soda-fountains, but not at the tables. Taboos similar to these are in effect in cafes also.

A Spanish theater in the Latin-American section shows a Spanish-speaking feature one evening each week. On other evenings Mexican boys and girls fill the balcony provided for their use in the American theater. Seating arrangements in this instance are separate; on buses and trains there is no distinction.

Mexican customers are not admitted into American barber shops and beauty parlors, but no difficulty occurs in this regard, since three licensed barber shops and one beauty parlor, operated by Mexican operators, are sufficient to take care of the trade along this line.

American dry good stores and grocery stores employ clerks that speak the Spanish language in order to take care of their Spanish-speaking customers. The American variety store employs Mexican clerks so that business may be transacted more easily

with non-English speaking people.

The place in which the line is drawn by the same type of business giving the same kind of service to the same race of people in the same general locality, even in the same community, may thus vary enormously.<sup>14</sup>

Two churches, Catholic and Baptist, are provided for worship among the Mexican inhabitants. Membership in the Catholic Church predominates in this vicinity, with 250 Catholics and seventy-five belonging to the Baptist Church. Religion plays an important part in the lives of those professing the Catholic faith. The priest and nuns dominate the entire existence of these people. Penance is paid regardless of the Mexican's economic status.

Twice each week Catholic nuns wait at the school exits for children to be dismissed for the day. An hour of instruction is conducted in Spanish each time on the steps of the building before the children return to their homes; this teaching contradicts the efforts of the Latin-American teachers, who are strictly encouraging English to be spoken on the school ground. The nuns and priests, it is assumed, do not want the Mexican people to become educated through the teachings of American instructors. They want these people to know only that which the church teaches, in order that this religion may continue to dominate their lives.

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<sup>14</sup>Ibid., p. 253.

It is customary for teachers employed in the Latin-American school to follow a rule that was set years ago as a result of racial prejudice: each teacher must keep her children in the Mexican part of town. All field trips are barred from the residential and business district of the American people.

The basis of public as well as private social discrimination against Mexicans lies deeper than the generally lower Mexican standards of personal hygiene which are readily professed, and which are, to be sure, important factors in the situations. The attitude of Americans toward laboring-class Mexicans, itself arises from a complex of causes at the bottom. The most outstanding one of which is that of young children often expressing their views as to their dislike of Latin-American people. Many times children have never at any time had dealings with Mexican people. Ideas have been handed down from their parents in regard to racial prejudices.<sup>15</sup>

Some Mexicans are sensitive in regard to their nationality. High school teachers in the Latin-American school avoid altogether any discussions including race, because these always create an undesirable uproar in the classroom.

During the English discussion in the high school classroom in the Latin-American school, the following case occurred:

A student had used incorrect pronouns in many instances while writing an English composition. When the teacher called his attention to the fact, he replied, "Why should I learn pronouns? When a Mexican finishes high school there's nothing for him to do but cut prickly-pears and dig ditches."<sup>16</sup>

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<sup>15</sup>Ibid., p. 253.

<sup>16</sup>Data based on experience related by a Latin-American High School English teacher.

Isolation of Mexican boys and girls from the American children in the public school has created a very undesirable attitude on the part of the Mexican children. The children accept the fact that they are Latin-Americans, but they resent the idea of being referred to as "Mexicans." For example, the following incident occurred after school hours during the 1940-1941 school term:

A placque was placed into the wall in the hall of the Latin-American school building saying, "Addition to the Mexican School, 1939-40." High school boys and girls had always made statements to their teachers resenting the fact that the placque said "Mexican;" therefore, after school hours one afternoon several of the high school boys decided to return to the building and remove the placque; they did so. Upon inquiry as to the whereabouts of the placque, the boys told that they had always disliked the statement made thereon and decided to remove it entirely.<sup>17</sup>

Cases such as the one mentioned above occur daily, thus revealing the fact that the racial prejudice of the American people is so strong in this vicinity that it has created an inferior feeling in regard to nationality on the part of these Latin-American people.

Recreation facilities among the Latin-American people are very inadequate among children as well as adults. Since the houses of these people are so small, few find it possible to entertain groups at their homes as ordinary American boys and girls do. Because of this fact, the school has created a

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<sup>17</sup>Data based on an incident related by a Latin-American school principal.



recreational program for Friday night of each school week of the entire term. Ping-pong, shuffle-board, forty-two, Chinese checkers, and party games are provided. Although the entire community is in favor of dancing, sponsors of the recreational program decided to provide amusements for the children which they would not get otherwise. Dances are sponsored by the Mexican people at wedding celebrations or Mexican holidays, such as the fifth of May and the sixteenth of September. On these occasions, however, many times a floor for dancing is not available. The ground in the backyard of the bride's home may be used instead. Music is usually furnished by a phonograph; therefore the dancing may be performed awkward and ineffective. This is the only means of recreation that many take part in with the exception of the movies, church and Parent-Teacher meetings.

Opportunities for reading as a recreation are few. Reading material was found very seldom in the homes visited. Books and daily papers are unusual, and those found were printed in Spanish. "The San Antonio Express" is the most common publication found among these people since it is sold at the news stand in both English and Spanish versions. Books furnished by the school are not available during the summer months, and the Mexican children do not have access to the county library.

### The Educational Conditions

Racial prejudice in Sonora has ceased the combining of Latin-American children with the American children after the former have completed the third grade. In 1935 property in the Mexican section was donated by a local lawyer for the purpose of establishing a school for Mexicans. Since this time separate instruction for Mexican scholastics from the pre-primer through the twelfth grade has been provided.

The Latin-American School consists of a three-room primary building, a nine-room elementary and high school building, and a one-room industrial education building; the American School has, on the other hand, a five-room home economics building, a gymnasium, a two-story elementary school building and a two-story high school building.

TABLE 15

ENROLLMENT OF THE LATIN-AMERICAN SCHOOL AND THE AMERICAN SCHOOL COMPARED

Date	Enrollment in American High School	Enrollment in American Elementary School	Enrollment in Latin- American High School	Enrollment in Latin- American Elementary School	T O T A L
1936-1937	125	180	18	222	545
1937-1938	110	235	25	155	525
1938-1939	102	251	20	250	623
1939-1940	105	295	28	447	875
1940-1941	108	287	30	390	815

Table 15 shows that the enrollment of the Latin-American School during the last school year 1940-1941 was 420, while the American School had only 395. Thus, housing conditions provided for the Latin-American School are inadequate compared to those of the American, especially in the primary and elementary school.

Nearly half the Mexican children who are in school at all are in the first grade; nearly three-fourths are in the first three grades, and only three, or four per cent, in the high school.<sup>18</sup>

TABLE 16  
DISTRIBUTION OF PUPILS IN THE LATIN-AMERICAN ELEMENTARY SCHOOL AND LATIN-AMERICAN HIGH SCHOOL COMPARED

Elementary School			High School		
Class	Enrollment	Per cent	Class	Enrollment	Per cent
Pre-primer	92	21.1	Ninth	12	2.85
First Grade	52	12.53	Tenth	8	1.9
Second Grade	39	9.29	Eleventh	7	1.66
Third Grade	56	13.6	Twelfth	3	.071
Fourth Grade	43	10.5			
Fifth Grade	30	8.1			
Sixth Grade	29	6.9			
Seventh Grade	28	6.6			
Eighth Grade	21	5.0			
Total	390	94.53	Total	30	5.47

<sup>18</sup>Emma P. Weir, "The Mexican Child," Texas Outlook, XX (June, 1936), p. 23.

In Table 16 the distribution of pupils of the Latin-American Elementary School is compared with that of the Latin-American High School. Thus, it is revealed in this case that, of the 420 pupils enrolled, 92.8 per cent of the children were in the primary and elementary grades and only seven and one tenth per cent in the high school.

Table 17 gives the comparison of the teaching faculty of the American School and the Latin-American School.

TABLE 17

SIZE OF THE TEACHING FACULTY OF THE AMERICAN SCHOOL COMPARED WITH THAT OF THE LATIN-AMERICAN SCHOOL

American	Number of teachers	Latin-American	Number of teachers
High School	9	High School	4
Elementary	13	Elementary	7
Total	22	Total	11

Table 17 shows the size of the faculties in the American and Latin-American schools. The enrollment in these schools (Table 15) was 395 and 420, respectively. A total of twenty-two teachers was employed in the American School, while the Latin-American School had only eleven teachers.

Table 18 shows the salaries of the American School teachers compared with the salaries of the Latin-American School teachers.

TABLE 18  
SALARIES OF AMERICAN TEACHERS COMPARED WITH THOSE  
OF LATIN-AMERICAN

American	Latin-American				
	Minimum	Minimum	Minimum	Maximum	
Elementary teachers..	100	130	Elementary teachers..	80	105
High School teachers..	110	150	Principal (high school)	130	150
principal.	210	275	High School teachers	80	105
Superintendent.....		350			
Elementary principal.	130	150			

\*12 months

Table 18 shows that the beginning teachers in the American elementary school receive twenty dollars more per month than do those teaching the same grades in the Mexican school. Difference in the beginning salaries of high school teachers in the American and Latin-American schools vary as much as thirty dollars.

Table 19 is based upon the qualifications of both the American and Latin-American teachers. It shows that of the thirty-three teachers in the entire system, thirty-two have either Bachelor of Science or Bachelor of Arts degrees, and only one has no degree. Two teachers in the American high school have Master of Arts degrees. Twelve teachers in the American elementary school have previous teaching experience, while only three teachers in the Latin-American school have taught before coming to Sonora. Eight in the American high school

staff have previous teaching experience elsewhere, but none of the Latin-American high school teachers have previously been engaged in teaching. Eight of the Latin-American school teachers are teaching subjects other than their major; for instance, the second grade teacher majored in high school English and had taught that subject for four years before entering this system. All of the American School teachers are teaching their major subjects at present.

TABLE 19

A COMPARISON OF THE QUALIFICATIONS OF THE FACULTY  
OF THE AMERICAN SCHOOL WITH THAT OF THE  
LATIN-AMERICAN SCHOOL

School	Teacher training		Teaching experience when entering staff		No teaching experience when entering staff	Teaching major at present	Teaching subject other than major
	E.S. or B.A.	No degree	Lat. Amer.	Amer.			
<b>LATIN-AMERICAN</b>							
Elementary School...	6	1	0	3	4	3	4
High School	4	0	0	0	4	0	4
Total	10	1	0	3	8	3	8
<b>AMERICAN</b>							
Elementary School...	13	0		12	1	13	0
High School	7	2		8	1	9	0
Total	20	2		20	2	22	0

It is just as necessary for the Mexican child to have an experienced and successful teacher as it is for the American child, and the teacher of this class who has always taught American children will have many problems to solve when she faces for the first time fifty little foreigners, whose ages may range from six to sixteen.<sup>19</sup>

TABLE 20

## AGE DISTRIBUTION OF MEXICAN SCHOOL BEGINNERS

Age	6	7	8	9	10	11	12	13	14	15	16
Boys	18	12	3	2	3	2	1	3	3	0	1
Girls	28	15	9	5	4	3	1	1	0	0	0
Total	46	27	12	7	7	5	2	4	3	0	1

Table 20 reveals that the most common ages of Mexican children entering school ranges from six to eight, but the age range of the entire group is from six to sixteen.

Each summer the National Congress of Parents and Teachers send to the schools a medical form in which is to be filled in by the medical doctor and the dentist after both have examined the child that is to enter school in September of the next school year. This information is supposed to be presented to the pre-primer teacher on registration day. Although as yet this plan is not compulsory in Sonora, forty-six survey sheets were reported this year.

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<sup>19</sup>Emma P. Weir, "The Mexican Child," Texas Outlook, XX (June, 1936), p 23.

TABLE 21

SUMMARY OF PHYSICAL EXAMINATION FINDINGS OF THE GROUP OF  
PRE-SCHOOL MEXICAN CHILDREN, 1940-1941, INCLUDING  
EIGHTEEN BOYS AND TWENTY-EIGHT GIRLS (Re-  
sults in Percentage)

	WEIGHT			
	Normal	7 per cent or more underweight	10 per cent or more underweight	7 per cent or more overweight
Boys.....	50	16.66	22.2	11.1
Girls.....	14.28	25	17.9	7.1
Total.....	32.14	20.83	20.5	9.1
	POSTURE			
	Excellent	Good	Poor	Bad
Boys.....	0	65.5	28	11.1
Girls.....	0	57	25	17.9
Total.....	0	61.3	26.5	14.5
	TONSILS			Absent
	Good Condition	Diseased		
Boys.....	55.5	44.4	0	
Girls.....	60	32.1	7.14	
Total.....	57.5	38.25	3.57	
	TEETH			
	Good	Decayed		
Boys.....	77.7	22.2		
Girls.....	82.1	10.7		
Total.....	79.9	18.9		
	SKIN			
	Good	Anemic		
Boys.....	83.3	33.3		
Girls.....	85.7	14.2		
Total.....	84.5	23.77		
	NOSE DISCHARGE	EYE DISCHARGE		
Boys.....	9.2	5.2		
Girls.....	7.2	6.4		
Total.....	8.2	5.8		
	SIGNS OF RICKETS			
Boys.....	15.2			
Girls.....	9.2			
Total.....	12.2			
	GENERAL PHYSICAL CONDITION			
	Excellent	Good	Fair	Poor
Boys.....	0	66.6	22.2	11.1
Girls.....	0	64.3	21.4	14.2
Total.....	0	65.4	21.8	12.6



Table 13 presents the findings of the Summer Round-Up Survey of the physical examination of eighteen six-year old boys and twenty-eight six year old girls entering the Latin-American School of Sonora, September 2, 1941. Examinations were made by Dr. Franklin Howell, Medical Doctor, and Dr. Tom White, Dentist.

Thirty-two and fourteen one-hundredths per cent of the six year old children weighed the normal amount; 20.83 per cent of the children were underweight, while 9.1 per cent were overweight. Posture of 61.5 per cent of the children was considered good; 14.5 per cent of the children had stooped shoulders or bad posture.

Tonsil extractions were scarce; in fact, only 5.57 per cent of the children had had their tonsils extracted. Need for tonsil operations was great, since 38.25 per cent of the group suffered from red and inflamed tonsils. Fifty-seven and seventy-five hundredths per cent of the group were in good condition at the time the examinations were made.

Although six year old children still possess their baby teeth, 18.9 per cent of the survey sheets revealed findings of decayed teeth. Nose and eye discharges would have been more prevalent if the survey had been made during the fall or winter. But as it was, only eight and two-tenths per cent were found to have nose discharges and five and eight-tenths per cent eye discharges, due to lack of Vitamin A in the diet.

Rickets were not as common as the writer might have expected. Only 12.2 per cent of the findings were distinguished as ricket disorders. On the whole 65.4 per cent of the forty-six subjects of the survey were described as being in good condition. Twenty-one and eight-tenths per cent of the group were in fair condition, and only twelve and six-tenths per cent were in poor condition.

The Mexican school-beginners are interesting characters. Some will know a little English, but the majority will not know any English. These children need nothing so much as to be understood by persons of a deep human sympathy.

The teacher must realize that the first need of the non-English-speaking child is to understand and speak the language used in the classroom. Therefore, the task confronting the teacher is to present experiences using English to the child in the most effective way possible in order that the child may, with the least amount of effort and in the shortest time possible, overcome his language handicap sufficiently and begin regular school work.

The teacher must take into consideration the fact that so far as the ability to speak English is concerned the pupil is in the position of the child who has not learned to speak. Yet there is a difference---the foreign-speaking child has been accustomed to the use of language as a medium of communication; he feels more confused and helpless in this situation because of his non-mastery of the language than a child who had never talked at all.<sup>20</sup>

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<sup>20</sup>State Department of Education Bulletin, A Course in English for Non-English Speaking People, No. 268, 1932, p. 3.

There should be no limit to the number of activities pertaining to real objects, pictures, and real-life experiences that these children should come in contact with. The Spanish word is never given first and then translated into English; but, it is an advantage for the teachers to speak Spanish, since one needs it in conversing with parents and in sympathizing with some child that has been injured. But, in the Latin-American School at Sonora, only one teacher on the staff can either speak or interpret Spanish.

The curriculum, in regard to content, is very inadequate in fulfilling the needs of the Mexican children. According to the present plan the program is insufficient in regard to art, music, physical education, and vocational work.

On the average, there is no doubt as to the ability of Mexicans in art, music, and handwork. It is certain that there are outstanding examples of exceptional talent among these people.<sup>31</sup>

The Latin-American children in the Sonora School have shown themselves to be possessed of exceptional talent in art, music, and handwork. If they are not aided in developing these talents, both they and society will lose many benefits.

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<sup>21</sup> H. T. Manuel, The Education of Mexican and Non-English Speaking Children, p. 34.

TABLE 22

A COMPARISON OF THE ART INSTRUCTION IN THE LATIN-AMERICAN  
SCHOOL WITH THAT OF THE AMERICAN SCHOOL

Latin-American		American	
Pre-primer First Second Third Fourth	Art in- struction by home- room teachers	First Second Third Fourth Fifth Sixth Seventh Eighth	Art teachers for these grades
Fifth Sixth Seventh Eighth Ninth Tenth Eleventh Twelfth	No art instruc- tion in the curriculum	Ninth Tenth Eleventh Twelfth	Choice of private art in- struction

Table 22 reveals the comparison of the art advantages of the Mexican children with those of the American. If an American child is artistically inclined, he has a chance to develop these interests throughout the public school, while art instruction for Mexican boys and girls ceases in the fourth grade. The non-English speaking child receives no instruction from a teacher who has specialized in art.

Table 23 shows the comparison of the music instruction in the Latin-American School and the American School. Music in the Latin-American School is conducted by homeroom teachers as far as the fifth grade.

TABLE 23

A COMPARISON OF THE MUSIC INSTRUCTION IN THE LATIN-AMERICAN SCHOOL WITH THAT OF THE AMERICAN SCHOOL

Latin-American		American				
Pre-primer First Second Third Fourth Fifth	Music by homeroom teachers	First Second Third Fourth Fifth	Public School	Music Teacher	Private piano teacher connected with the school	Private voice teacher connected with the school
Sixth Seventh Eighth Ninth Tenth Eleventh Twelfth	No music in the curriculum	Sixth Seventh Eighth Ninth Tenth Eleventh Twelfth	Band and	Glee Club	Private piano teacher connected with the school	Private voice teacher connected with the school

No music is included in the present program for the remaining elementary grades or high school. American children have a chance to participate in some kind of musical activity throughout the entire public school.

Table 24 shows that physical education in the Mexican school is unheard of as a part of the curriculum while the American boys and girls have a varied program of physical activity and recreation.

TABLE 24

A COMPARISON OF THE PHYSICAL EDUCATION PROGRAM OF THE  
AMERICAN SCHOOL WITH THAT OF THE LATIN-  
AMERICAN SCHOOL

American				Latin-American		
First Grade	Recess Periods 1. Swings 2. seesaw 3. slides 4. merry-go-round 5. Giant stride	Jr. Football Team	Gym. facilities 1. volleyball 2. girls basketball 3. girls playground 4. folk dance Tennis	Folk dancing	Pre-primer	Recess Periods- 1. swings 2. seesaws 3. Giant strides
Second "					First Grade	
Third "					Second "	
Fourth "					Third "	
Fifth "					Fourth "	
Sixth "					Fifth "	
Seventh "	Sixth "	Playground facilities--- 1. Playground ball 2. Basketball 3. Volleyball				
Eighth "	Seventh "					
Ninth "	Eighth "					
Tenth "	Ninth "					
Eleventh "	Tenth "					
Twelfth "	Eleventh "					
					Twelfth "	

No competition as far as athletic games between Mexican and American boys and girls is allowed. The American school has a schedule of games for the football season, the basketball season, and the baseball season. Neighboring towns furnish competition for these games, while the extent of the Latin-American school's competition is limited to a group of Mexican boys who are not in school. On the average, annually one or perhaps two games are matched with Latin-American schools from other towns. Mexican boys and girls are barred from entrance of both literary and athletic work connected with Interscholastic League work.

TABLE 25

A COMPARISON OF THE VOCATIONAL WORK OF THE AMERICAN  
SCHOOL WITH THAT OF THE LATIN-  
AMERICAN SCHOOL

GRADE	Latin-American	American		
Seventh Grade	Industrial Education	Seventh Grade		
Eighth "		Eighth "		
Ninth "		Ninth "		
Tenth "		Tenth "		
Eleventh "		Eleventh "		
Twelfth "		Twelfth "		
	Home- making		Homemaking	Industrial Education

Table 25 reveals that both the American and Latin-American schools have a program of homemaking sufficient for the girls enrolled at present. The American School has a varied program of education in industrial work while only one such course is ever offered in the Latin-American school throughout the entire curriculum.

## CHAPTER IV

### THE REMEDIAL PROGRAM FOR HEALTH, SOCIAL AND EDUCATIONAL CONDITIONS

The preceding chapters are indicative of the present living conditions of the Latin-American families that reside in Sonora and its vicinity. It is the purpose of this chapter to develop a remedial program which may provide better health, social, and educational conditions among Mexican children.

#### The Objectives in the Health Program

The goal in the health program is healthy children. The aim is to secure maximum health for every school child through his own intelligent cooperation and that of others who control his environment. The physician serves as a connecting link between the school, the home, and the community health and social agencies. All activities of the school health program should be educational in character, and the classroom teachers should be recognized as the ones upon whom responsibilities rest for carrying out an effective program.

The objective of the phase of the plan suggested in the following quotation should be to raise the standards of living in regard to health among the Latin-American families. The procedure should begin gradually and develop into an extensive plan.



The worth of any educational process is to be measured by its product. Health teaching in the school is successful to the degree that it conserves and promotes the health of the school child. The mere acquisition of information, no matter how important it may be, is worthless unless it leads to the hygienic habits of living, a reserve force of energy, mental poise and all other conditions involving robust health. This means that children who enter school in first-class health should retain it, and those who are not in good condition should improve steadily, so that at the end of every child's school career he may be as nearly perfect and physically fit as possible. Such an achievement would contribute most effectively to the learning processes of the school. It would save much time and add to the happiness, efficiency, and prosperity of the individual citizen, the home and the Nation.<sup>1</sup>

Through a health program, the present children of the student body should become more conscious of environmental conditions. Thus, when reaching maturity, they should bring about a higher standard of living among Mexican homes. Objectives, not only for present results but for those to be determined in future generations, are proposed. Intentionally, there are present aims to improve health conditions immediately by proper approaches.

Every teacher and parent is hereby warned against accepting the most perfectly worked out course of study in health teaching in place of attention to the individual needs of the individual child.<sup>2</sup>

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<sup>1</sup>Department of Interior, Bureau of Education, A Program for Teaching in the Elementary Schools, Health Education, No. 10, p. 11.

<sup>2</sup>Ibid., p. 13.

### The Examination of Pre-school and School Children

The strategic moment to begin health education is when the child starts his long journey from kindergarten or first grade through the school. Therefore, examinations are made by a physician and a dentist for the Summer Round-Up reports in the Latin-American school. These conferences are intended to guide the parents and child into a program which will promote wholesome youth and development. No treatment is provided in these conferences; they are intended solely as a means of presenting to the parents the physical needs of their children. This plan up until the present has not been compulsory. A similar plan, compulsory, is proposed. The pre-school child, regardless of age, should meet the requirements of the Summer Round-Up Survey. On registration day, the health sheet should be presented along with the birth certificate to the pre-primer teacher. Not only should the examination be enforced, but the defects found should be corrected. If the parents of the children are not financially able to provide for the necessary treatment, then the Parent-Teachers Association, Lions Club, or some other institution might be encouraged to a good cause by aiding in promoting health among these people. Much good may be stimulated through discussions about the municipal health work that is being done. If there is discussion among groups, then a certain amount of interest is developed in the health program.

A more extensive plan is proposed. At least annually the health officer should examine the health conditions of all the children in school. Physical defects found in this survey should receive attention, and medical aid should be provided.

The Mexican people have been found to have a lower resistance to diseases than North Americans. Three reasons may be responsible for this fact: unsanitary living conditions, crowded quarters, and low vitamin content in the diet. A plan similar to the one carried out by San Antonio and Austin is proposed to remedy these shortcomings. In these cities, water is supplied from hydrants in the center of the plot of ground on which the houses are built. Each block is required by law to have a definite number of shower baths and toilets. With plenty of water available, there should be no excuse whatsoever for unsanitary conditions of home or individual regardless of the economic status. The size of most Mexican houses compared to the number of people they shelter has been proved very inadequate. Little can be done in this case until the economic conditions of these families have reached a higher level, but a plan of sanitary improvements could be carried out. The Community Health Officer, along with the help of the school, should take this matter into consideration and see that such a plan is enforced.

### The School Lunch Program

Inadequacy of vitamins and minerals in the diet of the Mexican family makes it necessary for the school to be concerned with at least one of the meals of these children each day. Thus, a plan is proposed in regard to the school lunch. The problem of providing a wholesome, well-balanced noon lunch for the school child is an immediate concern of everyone interested in the physical and mental development of children. An adequate lunch contributes to the health, happiness, and physical well-being of the child, and thus increases his mental alertness and interest in his school work. The tired, listless, and uninterested child is often the one who has not only had an inadequate noon lunch but whose entire day's food intake is insufficient to meet the demands of his body for energy, repair, growth and development.

In planning a school lunch, certain aims should be kept in mind in order to obtain the most desired results.

First, the school lunch should include only wholesome, simple, well-cooked food. It should be planned with an understanding of the needs of the particular group served and should provide approximately one-third of the daily food requirement of every child.

Second, the school lunch should be organized on a non-profit basis. The price of the lunch should cover the food cost, and in some instances a small amount to apply to the cost of preparation and serving. In schools where it is at all possible, supervision and labor should be taken care of out of the general school funds. It is accepted by modern educators that safeguarding the health of the child is an important function in the schools. Under no consideration should school lunch service be used as a means of raising money for general expenses of the school. With this policy the lunch can thus be provided at a relatively low cost,

within the reach of the majority of children. Provision should be made for those children who are unable to purchase a school lunch. Parent-Teacher organizations in many instances assume this responsibility as a most worthwhile project of sponsoring.

Third, the noon period should be an enjoyable interlude in the day's routine. The lunch should be attractively served. The lunch room should be accessible and a comfortable place to eat. Crowding and confusion should be avoided and a reasonable quiet maintained. Leisurely eating should be encouraged.

Fourth, the school lunch program should be a vital part of the school health program. One of the greatest opportunities which the school has for improving of its children is the school lunch. In general, this instruction should include information concerning foods served in the well-planned noon lunch and the specific contribution of these foods.

The success of any school feeding program depends upon a number of factors. In the first place supervision should be available by some person who knows the nutrition needs of the growing child, as well as food value preparation and service. She should know how to buy and institutional management. The Home Economics teachers seems the logical person to give general supervision to the school lunch. She should not, however, be expected to attend to the numerous details of direct supervision, but should act in an advisory capacity only. Her time is most valuable when it is spent approving menus, providing recipes, and in planning the education phase of the program.

Continued interest and enthusiasm in the school lunch program is influenced by the parents and teachers and to a large extent by the entire community.

There are two types of school lunches which may be provided by the school: (1) the mid-morning, and (2) the hot mid-day lunch. The mid-morning lunch is usually planned to meet the needs of the elementary school children, that is, to supplement a scanty breakfast so common among school children, or provide extra food for the underweight children. The mid-morning lunch consists of: one pint of milk and a graham cracker; fruit juice or fruit; or both fruit and milk. The hot mid-day lunch served at school takes the place of the noon meal at home, and therefore should be planned from the standpoint of adequacy. The meal is usually made up of one glass of milk; one egg, or meat, or meat substitute; one vegetable or fruit, or both; bread and butter.<sup>3</sup>

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<sup>3</sup>Texas State Department Bulletin, The School Lunch, Division of Maternal and Child Health, p. 1-2.

A plan is proposed whereby the school may aid in controlling communicable diseases before they spread and become a serious epidemic.

School books are not a big factor in the spread of communicable diseases, but they can be made safe by dry heat. If an oven can be set up where the heat can be regulated between 140 degrees-145 degrees Fahrenheit, then the books can be placed on wooden rods so that the leaves will be apart and in such a way that the books will not be damaged. At such a low temperature the books should be kept in the oven for twenty-five to thirty minutes. If books are left in one room for a period of several weeks and the covers removed, they should be fairly safe. No method is entirely satisfactory.

The daily inspection of school children and the removal and isolation of those found ill constitutes one of the most important factors in the control of communicable diseases in the school.

Fumigation is of no value, but a spring house-cleaning is in order. The doors and windows should be thrown wide open and all of the sunshine and fresh air possible should be admitted. The floors, wood-work and those surfaces exposed to the hands should be thoroughly cleaned with soap and water or a weak lysol solution.<sup>4</sup> Such a house-cleaning is entirely satisfactory.<sup>4</sup>

#### The Objectives in the Social Program

Experience has taught us how stubborn of solution are the problems of racial antagonisms and racial adjustments. Various methods of meeting these problems have been suggested, but when they are tried, it has been found that very little is accomplished. Just why this should be so is a question it would be hazardous to attempt to answer with any degree of finality, but this much we may say: that it points to the fact that these frictions between racial groups are of a deep-seated origin.<sup>5</sup>

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<sup>4</sup>Texas Department of Health, Some of the Diseases Common to Children, p. 3.

<sup>5</sup>Proceedings of the Mid-west Conference of Chicago Association for Child Study and Parent Education, Developing Attitudes in Children, March, 1932, p. 67.

Racial prejudice predominates in the territory under consideration in this study. Very little can be done to change the attitude of the American people, but a more desirable attitude can be developed on the part of the Mexican child in regard to his nationality.

Aims in creating a social program should be: first, to apply it so that the greatest benefits will result for the people for whom the program was developed; second, to help in developing group conduct and group ideals for the Latin-American people; third, to receive the cooperation on the part of the community in such a program.

A plan is proposed whereby, instead of ignoring the question of race in classroom situations; the teacher, especially in the high school, should point out to the children the desirable work that has been done for them through the help of the American people. For instance, the school building was built on land donated by a local American citizen with the intention of establishing a Mexican school to encourage the educational possibilities of Latin-Americans in this vicinity. Contributions have been made by some of the American people to aid missionary work in this community. Many other instances may be shown of both individual and group help. The idea should be established the child that there is good to be found in any race or group. First steps of an appreciative attitude on the part of the child should begin in the lower grades and continue throughout

high school; then, when reaching maturity, the Mexican group will not have a resentful attitude toward all Americans.

A plan is proposed whereby instruction by members of religious groups will be barred from school premises unless the meetings of such groups are sponsored by the school. Adequate housing for church purposes is provided in this community. Also, the meetings that have been held until present time have contradicted the efforts of the school by encouraging children to speak Spanish on the school ground. Moreover, it is believed that the school should be used as a community center, and for purposes limited to the interests of one group or one creed.

The inadequate recreational facilities reveal a need for a program whereby the parents and children may become a part of a social group. Realizing this fact, a recreational program for one evening each week is being carried out. High school boys and girls participate in the majority of these meetings. A similar but more extensive plan is proposed whereby games for younger children may be provided, such as ring-toss, tempins, bean-bag and others. One night each week should be set aside as an evening of entertainment for both adults and children. Party games, group singing, movies, plays, and other similar entertainments should be encouraged.



Opportunities for reading as a recreation were found to be very inadequate. Since the school janitor remains in the building during the entire summer vacation, a plan is proposed whereby a day should be set aside for books to be drawn from the school library during the summer months. The usual plan for fines on books not returned properly should continue. Members of various organizations throughout the town should be encouraged to donate all magazines and books that are no longer used to the Latin-American school to help carry out this plan. As a result the boys and girls taking advantage of the material provided will receive educational values and recreation at the same time.

#### The Revision of the Curriculum

The content of the school curriculum should educate for life and living. The child comes to school knowing little except life as it is lived day by day in his own home. If a school fails to connect with life as it is lived day by day, it fails in one of the chief educational agencies. Persons learn by doing and are stimulated to learn in order that they may more successfully carry on life's normal activities.

Content of the present curriculum of the Latin-American school offers variety of opportunities, but the presentation is not sufficient to meet the needs of the children. For instance, art instruction terminates in the fourth grade. After

this time, the child has no opportunity to receive art as a subject in school or privately. It is not even offered as an elective subject in high school.

"Most Mexican children are talented in drawing and all art work, and what a joy they derive from the use of scissors, paper, crayolas, and paste."<sup>6</sup>

A plan is proposed whereby the Latin-American boys and girls have either a specialized art teacher or a part-time art teacher in the upper elementary grades and an elective course in high school.

Public school music is conducted by the homeroom teachers through the first five grades. Group singing is not conducted in assembly. Specialities sometimes presented on the program scheduled are the only phases of music which these children hear at school. Therefore, a plan is proposed whereby the children will have an opportunity to participate in musical activities. Homeroom teachers of the upper grades should work into their daily programs some phases of music. Music means much, in a functional way, to the lives of boys and girls. Mexican boys and girls are generally very rhythmical and musically inclined.

In high school, a music program should begin gradually and later develop into a more extensive phase of the curriculum.

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<sup>6</sup>Emma P. Weir, "The Mexican Child," Texas Outlook, XX (June, 1936), p. 23.

A glee club, a chorus, and a band of a few instruments, any one of which might later lead to a larger musical group should be organized.

The vocational work is a rather one-sided affair in the Latin-American school. An efficient program is offered for the girls in home economics. A woodwork class is offered for the seventh grade boys only. A plan is proposed whereby a more effective program of handicraft should be developed. With a few tools and very little equipment, many useful objects may be constructed for either school or home use. For instance, musical instruments for a rhythm band may be constructed entirely from objects that have been discarded around the home or store. Drums can be made from nail kegs and inner tubes. Tinkle sticks may be made from scraps of wood and pieces of tin. Gourds filled with pebbles and painted may be used as rattlers. Many other types of instruments can be made inexpensively. What-not shelves, book stands, card tables, and other household equipment may be made from apple-box material.

The present operation of the Latin-American school is more or less an autocratic type of management. Initiative on the part of the student body has a few possibilities. The students act as a result of authority.

"Some of the best training for citizenship is obtained from school life. Every school is a community. It is a

group of persons who systematically live, work, and play together hours, days, and even years.<sup>7</sup>

A plan is proposed whereby student government should become a practice. Practicing school self-government offers direct practice in citizenship. The student, by participation in such a government, not only learns the actual techniques of representative government, legislation, and administration of justice, but the school develops a body of public opinion which is valuable in school conduct. Furthermore, the student who comes to recognize the function and rule of public opinion has come in contact with the most powerful influence of democracy.

Very few competitive games occur each year; therefore, school projects involving the interest of the whole school population, such as contests in basketball, baseball, volley ball, playground ball, and tennis games, should be instigated through supervision of authorities. Games should be matched frequently with Latin-American schools of other towns, Latin-American Boy Scouts, and various other groups. Projects of beautifying and caring for the school grounds furnish valuable training for boys and girls. Such activities demand group activity and develop loyalties which are valuable in other human relations.

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<sup>7</sup>Carl C. Taylor, and B.F. Brown, Human Relations, p. 28.

### The Adult Education Program

The American public has been prone to consider education as a matter only to the youth of the country. The conviction is that this is really not the case; this is slowly but definitely growing. There are hundreds, and even thousands, of men and women in this country today who, for one reason or other, left school before they had secured a grade-school education.<sup>8</sup>

When the school administrator ceases to learn, he usually falls behind with the times, for there is no graduation to the modern world. Professional fields are not the only ones in dire need of education after reaching the adult stage.

Perhaps the area of the greatest need for adult education is to be found among the illiterate and near illiterate population. In Texas, according to the 1930 census figures, there were approximately 309,000 illiterate people over ten years of age. Probably three times the number would fall in the near-illiterate category.<sup>9</sup>

In the 1930 census, fourteen per cent of the population of Sonora and vicinity was classed as illiterate. No data in regard to the near-illiterate were given. Considering the findings of the lack of education of the Mexican parents of Sonora in Table 15, there is no doubt that the Latin-Americans of Texas make up a large per cent of the illiterate and near illiterate population.

Therefore, a plan of adult education in the Latin-American public school is proposed as a phase of this remedial program.

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<sup>8</sup>V.M. Payson, Adult Education in Homemaking, p. 1.

<sup>9</sup>C.W. Huser, "Need for Adult Education," Texas Outlook, XXI (May, 1938), p. 22.

Adult education has one task: To generate a consciousness on the part of the community relative to its problems, to the educational aspect of those problems, and to the responsibility of all educational forces for promoting a cooperative program for the education of the people.<sup>10</sup>

Based upon the already established class for Latin-American women in this community, a plan for adult education of both women and men, similar to that used in many states, should be carried out. Since the public school is an independent district, having no financial aid given by the state, means of support should come from the community and private agencies.

The teachers should be employed in the public school during the day and meet with the adult education classes either in the afternoons, in the evenings, or on Saturdays. Time and frequency of meetings should be determined by the group.

The procedure should be carried on largely in English. The school interpreter should be present at all meetings to translate if necessary. First, a plan similar to that of the Mexican school beginner should be carried out. English words in connection with the environment of the classroom should be emphasized. Second, the curriculum should be based upon the needs of the group attending classes.

Phases of home, health, food, recreational and occupational needs should be dealt with in a program of this type. Many

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<sup>10</sup>Ibid., p. 29.

localities have an urgent need along one particular line more than in another. In this community, practically all of these phases should be included; some to a greater extent than others.

Teaching of health in classwork should direct the adult fully in regard to healthful living in home hygiene and care of the sick. Sanitation should be taught (1) to show need for a safe water supply, (2) to show proper handling of milk in the home, (3) to instruct in disease transmission of flies, and (4) to show need for proper disposal of human waste. Lectures on diseases, ventilation, citizenship, and various other topics of educational value should be given.

Instruction in regard to food should be presented in the simplest method possible so that the parent of the school child may receive valuable information regarding the inadequacy of minerals and vitamins in the diet. The inevitable results that will occur when the child's diet is lacking in mineral and vitamin content should be pointed out. Looking toward the betterment of the diet, the following suggestions should be presented to the parents.

1. The wide use of beans, potatoes, tomatoes, onions and other such foods is to be highly commended.
2. The use of milled cereals, particularly the substitution of flour for corn tortillas, is to be discouraged.
3. The use of milk, especially canned or dried, is to be encouraged in the home.
4. The wider use of the cheaper leafy vegetables is strongly advisable. An attempt should be made to introduce dishes made from raw cabbage.

5. Molasses is cheap and, used to replace the sugar, would enhance the iron content of the diet.

6. Money spent for coffee should be invested in food. Too large a proportion of the food money is spent for materials, principally coffee and peppers, having no nutrition value.

7. The use of less fried and less highly-seasoned food would result in better digestion.<sup>11</sup>

A plan should also be suggested whereby the apportionment of the food budget will make it possible for the child to receive a more balanced diet.

One-fifth, more or less, for vegetables and fruits.

One-fifth, or more, for milk and cheese.

One-fifth, or less, for meats, fish, and eggs.

One-fifth, or more, for cereals and bread.

One-fifth, or less, for fats, sugar and other groceries.<sup>12</sup>

A recreational program has been planned as a social objective. Adults may assist in making this plan more desirable. Simple implements for many games may be made with very few tools; for example:

For ring-toss, a stick may be inserted in the center of a square board, heavy enough to stand firmly on the floor. The reeds are used for rings or maybe hoops from small buckets, kegs, or cart wheels. There should be at least three sizes, wrapped in raffia or colored rags and made attractive.

For tenpins, paper towel cores or mailing cylinders may be made from stiff paper. They may be covered with paper and designs painted on them.

Bean-bag may be made from attractive prints or solid material. Holes may be sawed in a piece of cardboard, and the pieces be cut out and fitted lightly back into their targets. Different types and sizes of targets may be made from apple boxes, corrugated paper, and paint.

Table games may be constructed,<sup>13</sup> such as, Chinese checkers, bingo, peg-boards, and many others.

<sup>11</sup>Jet C. Winters, The University of Texas Bulletin, A Report on the Health and Nutrition of Mexicans Living in Texas, p. 31.

<sup>12</sup>Sherman and Gillett, The Chemistry of Food Nutrition, p. 552.

<sup>13</sup>Dobbs, First Steps in Art and Handwork, p. 30.



Regarding occupational needs, tactful suggestions should be offered pertaining to the ill-effects of migratory labor. Point out the importance of the education of children. Many sacrifices should be made before a child's education terminates in the primary grades.

The first result to be noticed after establishing a program of this kind would be cooperation and interest on the part of the people for whom the plan is created.

#### The Teacher-Training Program

If a teacher wants to keep up with the most modern methods of teaching he or she should go to school during the summer session every two or three years. Courses should be taken that will help in each individual's teaching from year to year. A desirable plan for Latin-American School teachers would be a course designated for the purpose of instructing Mexican children.

New Mexico is doing a great deal for the Mexican child. The San Jose Training School, connected with the University of New Mexico at Albuquerque, is a training school for teachers who teach Mexican children. Nine of these teachers are taken at a time. They are given three months training with all expenses paid. Also, a substitute is paid to do each teacher's work while she is taking the course.<sup>14</sup>

A similar plan has been worked out and is being put into effect for the first time this present summer. Laredo, Texas, is offering a six weeks course for the advantage of Latin-American

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<sup>14</sup> Emma P. Weir, "The Mexican Child," Texas Outlook, Vol. XX, June, 1936, p. 23.

teachers of Texas. Two plans are proposed for the Latin-American teachers of Sonora: First, it is suggested, although not compulsory, that they enroll in one of these training courses; second, when attending a summer session, they should take a course in Spanish in order to be able to deal more efficiently with these Mexican people.

## CHAPTER V

### SUMMARY

A critical analysis of health, social, and educational conditions of Sonora and vicinity regarding Mexican children has been presented and the following conclusions have been reached:

1. The diet of the average Mexican family is inadequate in both vitamin and mineral content.
2. The average Mexican has a lower resistance of infection due to low vitamin content, crowded quarters, and sanitary living conditions.
3. The general living conditions of Mexicans are of a low standard.
4. The size of the house is inadequate for the number of houses.
5. The distinction of classes is recognized between the Mexican families.
6. The Latin-American family seldom serves Mexican foods.
7. The clothing of these people is inadequate for all types of weather.
8. Twenty-eight per cent of the fathers and mothers of Latin-American boys and girls have passed the fourth grade.

9. The Mexican father has acquired a better English-speaking vocabulary than the mother.

10. The prejudice of American people toward races predominates in this territory.

11. The Mexicans are sensitive in regard to their nationality.

12. The outstanding religion is Catholic.

13. The recreational facilities are inadequate among both Latin-American children and adults.

14. The Mexican laborer is usually a victim of migratory labor.

15. Ninety per cent of the parents of the children attending school each year are engaged as ranch hands. Ten per cent are engaged in more or less permanent business. Seventy per cent of the laborers work more than one season, and twenty per cent stay in this vicinity more than three seasons.

16. The Mexican laborer is always classed as a member of the low wage-earning group.

17. The migratory problem is a detriment to the education of children.

18. The economic conditions have an influence upon poor selection of food, clothing, and shelter.

19. The teacher-training of the American school teachers and the Latin-American school teachers vary in only a few instances.

20. The salaries of the Latin-American teachers are very much lower than those of the American school teachers.

21. The American teachers have had longer teaching experience.

22. The Latin-American School has more than half the enrollment of the entire school with only one-half the number of teachers that are engaged in the American School.

23. The school curriculum is not adjusted to the needs of the Latin-American children. It is insufficient in art, music, physical education, and vocational phases.

#### Recommendations

From the foregoing conclusions, the following recommendations are made:

1. The diet should be gradually improved through the help of the school lunch program and the cooperation of the parents.

2. The general living conditions should be improved through the help of the school by creating an efficient adult education program.

3. The resentfulness of the Mexican people as to their nationality should to a great extent be reduced through the efforts of the school in developing an appreciative attitude.

4. The recreational possibilities should be greatly increased for both children and adults by an influential program.

5. The Mexican laborer through the efforts of the school should become a part of his community and remain more or less permanently in that section.

6. The budget for food should be balanced as to the apportionment of food within the economic status.

7. The salaries of the Latin-American teachers should be raised to the standards of the American teachers.

8. The experienced teacher should be hired for the Latin-American School just as the teacher is for the American School.

9. The enrollment of the Latin-American School should have a larger teaching staff.

10. The curriculum should be adjusted to the needs of the children by reconstruction of content and extra-curricular activities.

11. The teacher should be trained for the teaching of Latin-American children.

12. The teacher should have enough training in Spanish to converse with children and parents when it is necessary.

## APPENDIX

## WEEKLY SURVEY SHEET OF FOOD IN DAILY MENU

NUMBER IN FAMILY Adults..... Children....	Mon.	Tues.	Wed.	Thurs.	Fri.	Total Weekly Amount
MILK						
CEREALS Whole grains Milled						
BREADS Whole grain White						
VEGETABLES Green- others Yellow						
PROTEIN FOODS Cheese (Dried Egg peas Fish or Fowl beans) Meat						
FATS Butter Other fats						
SWEETS Sugar Molasses						
FOODS NOT MENTIONED:						





## PAST HISTORY (Cont'd)

Operations \_\_\_\_\_

Sore throat \_\_\_\_\_ Earache \_\_\_\_\_ Otorrhea \_\_\_\_\_

Colds \_\_\_\_\_ Coughs \_\_\_\_\_ Sinusitis \_\_\_\_\_

Eye difficulties: (specify) \_\_\_\_\_

Gastro-intestinal disturbances \_\_\_\_\_

Headache \_\_\_\_\_

Toothache \_\_\_\_\_

Pain: Joints \_\_\_\_\_ Muscular \_\_\_\_\_ Other \_\_\_\_\_

Heart Conditions \_\_\_\_\_

Smallpox vaccination \_\_\_\_\_

Diphtheria immunization \_\_\_\_\_

Schick test \_\_\_\_\_

Tuberculin test \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Height \_\_\_\_\_ Weight \_\_\_\_\_

Posture \_\_\_\_\_

Nutrition \_\_\_\_\_

Skin: Texture \_\_\_\_\_ Rash \_\_\_\_\_ Pediculi \_\_\_\_\_

Smallpox vaccination scar \_\_\_\_\_

EYES: Inspection \_\_\_\_\_

R. E. _____	Visual acuity	Squint
L. E. _____	V-20	
	V-20	

Ears: Discharge:

Rt. Marked \_\_\_\_\_ Mod. \_\_\_\_\_ Slight \_\_\_\_\_

Lt. Marked \_\_\_\_\_ Mod. \_\_\_\_\_ Slight \_\_\_\_\_

Nose \_\_\_\_\_

Teeth: Good \_\_\_\_\_ Carious \_\_\_\_\_

Clinical evidences of abscess \_\_\_\_\_

Marked malocclusion \_\_\_\_\_

Gums: Normal \_\_\_\_\_ Inflamed \_\_\_\_\_

Tonsils: Diseased \_\_\_\_\_ Absent \_\_\_\_\_

Adenoids: Present \_\_\_\_\_ Absent \_\_\_\_\_

Thyroid \_\_\_\_\_ Other glands \_\_\_\_\_

Heart \_\_\_\_\_

Pulse \_\_\_\_\_

Lungs \_\_\_\_\_

Abdomen \_\_\_\_\_

Hernia \_\_\_\_\_ Genitals \_\_\_\_\_

Extremities \_\_\_\_\_

Feet \_\_\_\_\_

General condition: Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

\*Recommendations with reference to habits \_\_\_\_\_

\*Recommendations with reference to medical attention \_\_\_\_\_

Recommendation with reference to dental attention \_\_\_\_\_

Examining physician \_\_\_\_\_ M. D. Examining dentist \_\_\_\_\_

\*These questions must be answered indicating whether or not in your opinion the child needs medical or dental care.

PRESENTED BY HYGIEIA, THE HEALTH MAGAZINE OF THE AMERICAN MEDICAL ASSOCIATION, DISTRIBUTED ONLY BY NATIONAL CONGRESS OF PARENTS AND TEACHERS OF AMERICA.

## SUMMER ROUND-UP OF THE CHILDREN

Conducted by the  
National Congress of Parents  
and Teachers

Parent's Record

(Note: Take to the family physician  
or dentist or both)

---

(Name of the child)

---

(School)

The examining physician of the  
Round-Up indicates the items checked  
below need attention:

Nutrition	Nose
Skin	Glands
Posture	Heart
Eyes	Lungs
Ears	Abdomen
Teeth	Genitals
Throat	Extremities

Immunity against: Smallpox  
Diphtheria

Remarks: \_\_\_\_\_

---

(Note: Return this slip signed by  
the family physician or dentist  
or both to the school or the  
Summer Round-Up Committee)

---

(Name of the child)

The above child has been referred to  
me for advice and is in good condition to  
enter school including immunization and  
vaccination when recommended.

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(Signature of Physician)

The above child has received the  
necessary dental care.

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(Signature of the Dentist)

## INTERVIEW SHEET

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 (Child's Name)
 

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 (Parent's Name)
 

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Mother: Speaks English \_\_\_\_\_ Well \_\_\_\_\_ Some \_\_\_\_\_  
 Very little \_\_\_\_\_

Father: Speaks English \_\_\_\_\_ Well \_\_\_\_\_ Some \_\_\_\_\_  
 Very little \_\_\_\_\_

## Education:

Father : Grade 1 2 3 4 5 6 7 8 9 10 11  
 Mother : Grade 1 2 3 4 5 6 7 8 9 10 11

## Occupation of Parents:

Mother \_\_\_\_\_

Father \_\_\_\_\_

Number of children in family: \_\_\_\_\_

How many rooms in the house in which you live? \_\_\_\_\_

Do you take a newspaper? \_\_\_\_\_ Name \_\_\_\_\_

What kind of fuel do you use for heating and cooking? \_\_\_\_\_

(Information was secured through the help of the school interpreter)

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