

A PROGRAM OF EDUCATION TO FIT THE NEEDS
OF THE MEXICAN CHILDREN IN
WICHITA FALLS, TEXAS

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OF THE MEXICAN CHILDREN IN
WICHITA FALLS, TEXAS

THESIS

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By

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CHAPTER I

INTRODUCTION

This thesis is a report on the study of the educational opportunities, problems, and handicaps which are peculiar to the environment of the Mexican child in Wichita Falls, Texas.

Purpose of This Study

It is a known fact that the educational opportunities afforded the Mexican children in Wichita Falls, Texas are inferior to those afforded the white children or Negro children. The reason for this is the unsuccessful attempt to intersperse the Mexican child with the white children after they have completed the third grade. Naturally, because of racial differences, aptitudes, and inherent characteristics, the Mexican children are at a distinct disadvantage in attempting to compete in an educational manner with their white brother.

Much has been done toward curriculum revision and in the study of needed changes in the public school program for the white children, but very little has been done to find the needs or to meet the needs of the Mexican children, although he, too, is an American citizen in most cases and is subject to the same rights, privileges, and educational ad-

vantages as the white children.

Scope of This Problem

The Mexicans, as designated in this thesis, are those boys and girls who are ordinarily regarded by the white people in a town, community, or district as Mexicans because of their own national origin or that of their ancestors. The native home of the majority of the Mexicans included in this study is Mexico.

Hereafter the children of Mexican descent will be referred to as Latin-American children or simply Latin-Americans, and the children of white descent, for the sake of brevity, will be referred to as American children or Americans.

The education of the Negro child will not be considered, since this study is simply a comparison of the educational opportunities of the Latin-American children with those of the American children.

Plan of Procedure

The plan of procedure for this thesis is a comparatively simple one in which a systematic study of the existing problems in Wichita Falls, Texas will be presented.

First, a thorough inspection and classification of the homes and of the conditions that exist therein will be given. This study will include the kinds and sizes of the homes, the average size of the family, the sleeping accomo-

dations, the kind of food, the clothing, the reading materials, the number of radios, telephones, and the education of the parents.

Second, an investigation of the existing social conditions will be stated. Included in this study will be the attitudes of the American people toward the Latin-American people and a report on the recreational opportunities provided for the Latin-American people in Wichita Falls, Texas.

Third, a statistical study of the unemployed and the employed Latin-American people will be given. In this study will be recorded the results of the investigation of the types of jobs, the average income of each employed man, and a comparison of the income of the uneducated Latin-American man with that of the educated Latin-American man.

Fourth, an analysis of the problem of the education of the Latin-American child in Wichita Falls, Texas will be presented. Herein will be a comparative analysis of the data collected and utilized to reveal the weaknesses and the inequalities that exist.

Finally, after the above material has been carefully considered, a new plan of organization of the school's educational program is proposed for the Latin-American children in Wichita Falls, Texas.

The second chapter of this thesis will attempt to evaluate the opportunities of the Latin-American people in regard to their home life, social life, economic life, and

educational life. These evaluations portrayed the deficiencies and maladjustments which underlie the physical, mental, and moral stamina of the Latin-Americans who live in this community.

In the third chapter a rehabilitation program will be set up which is possible to more nearly give the Latin-American child equal opportunities with the American child.

Source of Data

There are two main sources for the materials used in this survey, primary and secondary.

The primary sources give the materials obtained through research in the field. Naturally a problem of this kind can be best studied and evaluated by actual experience in direct contact with the Latin-American people or by visiting the school, homes, and community to secure first-hand information regarding the situations to be studied. In collecting data for this study, the homes, the community business center, and the school of the Latin-American children were visited. An equal number of homes in the district for the American people and the two smallest public schools for the American children were visited. City records were inspected and interviews were held with the city school superintendent, the county school superintendent, the deputy state superintendent, the present principal of the Latin-American school, and the principal of the Latin-American

school in 1936.

Materials from secondary sources include those obtained from the Auditor's Annual Report for the Wichita Falls Independent School District, the City Tax Assessor's Office, the City Superintendent's Annual Reports, the Principal's Annual Report, the City Art Supervisor's Report, the City Music Supervisor's Report, the Federal Relief Bureau's Report, various bulletins published by the Texas State Department of Education, bulletins published by the Federal Bureau of Education, and other authentic books and articles of a general reference nature as a background for this study.

CHAPTER II

A SURVEY OF THE LATIN-AMERICAN PROBLEM IN WICHITA FALLS, TEXAS

This chapter proposes to show why there is a need for a study of this kind. A survey of the home life, the social life, the economic life, and the educational life of the Latin-American people was made in an effort to find the weaknesses of each of these phases of Latin-American life. However, these problems are not peculiar to the Latin-American people in Wichita Falls alone, but it may also be applied to the Latin-American people in 254 other counties in Texas. There are nine counties in Texas in which there are no Latin-Americans.¹

The Home Life

The first phase to be discussed is the home conditions of the Latin-American children. Extensive research has revealed that the home conditions of any child exerts an influence of great importance on the later life of that individual. The child becomes a part of his environment, and it depends largely upon the home as to whether or not these influences and experiences will produce wholesome attitudes

¹Texas Almanac and State Industrial Guide, 1936, pp. 136-138.

and reactions within the child. Environment in the Latin-American home is inadequate. On every hand there is poverty, ignorance, degraded mentality, and unsanitary living conditions. Naturally it is useless to hope that boys and girls coming from such an environment will prove of much benefit to their community, and in many cases they will become an actual detriment to the group.

Burt and Lane made studies of the causes of delinquency among boys and girls and found that the home condition was a very significant factor in the development of the child. As a result of their studies Burt and Lane have made the following statements:

It is in the poor overcrowded, unsanitary households, where families are huge - - where the parents are largely dependent on charity and relief for their own maintenance, that juvenile delinquency is most rife - it is the moral atmosphere of the home and its neighborhood that is significant.²

The home conditions of the delinquents are lamentable. Less than one-half live with both parents. Fewer than one-third live in respectable homes. The fathers are employed in low-grade occupations; more than one-half of the mothers are employed outside of the home, usually in menial service. Most of the boys have been employed generally on the street or in the alley. Scarcely any of the delinquent boys come from home conditions which could be considered wholesome for child development.³

The Latin-American homes are not what the American people would consider homes -- they are nothing more than

² C.L. Burt, The Young Delinquent, pp. 75-178.

³ H.A. Lane, The Social and Educational Background of Young Delinquent Boys, p. 148.

small shacks, badly in need of repair.

Table 1 shows that eight Latin-Americans had a one-room residence, while none of the houses for the American people which were studied revealed a one-room house. A very small number of the Americans owned a two or a three room house, except for the purpose of renting it to someone else less fortunate. The two room shack was most prominent among the Latin-Americans, and the three room house was the next most numerous. A small number of Latin-American people, as compared with a majority of American people, owned homes with more than three rooms.

TABLE 1
A COMPARISON OF THE LATIN-AMERICAN HOMES
WITH THE AMERICAN HOMES

Homes	Latin-American Community		American Community	
	Home Owners		Home Owners	
	Number	Percent- age	Number	Percent- age
One room....	8	13.3	0	0
Two room....	26	43.3	3	5
Three room..	17	28.3	6	10
Larger.....	9	15	51	85
Total.....	60	....	60	..

The houses of the Latin-American people were small, floor space was limited, and it was not uncommon to find two or three families in one dwelling. In the event that there were no partitions to afford semi-privacy for the families, there was often a curtain of cloth stretched across the room to divide the space in the house between the two or more families, provided, of course, that there was a cloth available. If no partition of any sort was available, the families made themselves comfortable without it. In situations like this, it is no wonder that we have problem children in our schools.

In another shack in the Latin-American settlement was found a floor space or, in other words, ground space of eight by eight feet. There are no floors in this house. The family consisted of the parents and four children; two girls, one thirteen years of age and one seven years of age; two boys, one twelve years of age and one ten years of age. The entire family slept on quilts spread on the ground which served as a floor for their shack. The stove was made out of a wash-tub turned bottom up with a door cut through one side to permit wood to be put under it. A round hole was cut through the top of the tub in which was placed a rusty, old stove pipe that permitted some of the smoke to escape from the room. Wooden boxes compactly placed against the wall served as chairs, tables, and storage space for the few groceries they had. A rough board

wall and a leaky roof provided their only shelter from the elements.

At the time of this survey there was a population of seven-hundred twenty-one Latin-American people in the community, and only sixty, or eight per cent, of them owned the little shack in which they resided. The number of the population who did not own their own residence either lived in the house with those who did own a shack or with relatives, or they rented a shack for themselves at a cost of three or four dollars per month. Those shacks were rented to them by American business men who saw an opportunity to make a small profit on worthless property by erecting several of those tiny shacks on a 50x150 foot lot. The number of shacks on the lots varied in number from one to five, but seldom were there less than two on a lot.

The people must have homes of some kind, and in the event that they had no one with whom they could live and no money with which to pay rent for the house, they were faced with the problem of providing a home for their family. They were forced to depend upon their own resources and their own initiative to make that provision a reality and not just a dream.

A few Latin-American men, in their effort to provide a shelter for their family and for themselves, had made a cave or dug-out in the side of a small hill or sand-bank left by rushing water or by the excavating shovel in remov-

ing dirt. Boxes torn apart and crudely or neatly nailed together served as the front wall to provide a measure of privacy for the residents. Barren ground served as the floor in all of these shelters. It is evident that health under those conditions will suffer -- particularly that of the small child who sat, lay, and played on the ground in cold weather. Neither the dug-out homes nor any of the other homes, except in two cases, had any of the modern conveniences that were found in the homes of the American people.

There were no inside toilets or bath tubs. One water faucet furnished the water for every shack on the lot. The faucet was located in the yard. It was evident that those people used very little water for their personal cleanliness. In many cases there was no water available at the shacks. Water had to be carried from a distant source.

Table 2 shows that there were only two houses in the Latin-American settlement which were valued at more than a thousand dollars, while the average value of the majority of the homes for American people was between two and three thousand dollars. It was found that the other Latin-American homes which were valuable enough to be assessed with a tax, ranged in value from fifty dollars to eight hundred ninety dollars, but the average home was valued at between one hundred and two hundred dollars. The figures recorded in the table under the Latin-American title were revealed by a study of the total number of homes which were owned by

the Latin-American people. The figures recorded in the table under the American title were revealed by a study of an equal number of homes owned by the American people; however for these figures representative types of three groups of homes were studied. The types of homes represented were poor, average, and good.

TABLE 2

VALUE OF LATIN-AMERICAN AND AMERICAN HOMES COMPARED

Value of Homes	Latin-American		American	
	Number	Percentage	Number	Percentage
\$50 - \$500....	54	90	3	5
\$500 - \$2,000.	6	10	18	30
\$2,000 or more	..	..	39	65
Total	60	100	60	100

In Table 3 is shown that only two of the Latin-American homes, as compared with a majority of the American homes, were in good condition. An equal number of each type of home revealed a fair condition.

The families in this Latin-American community were not as large as might be expected. The average home had four or five children; however, some homes had only one or two children, whereas other homes had as many as ten children.

The study revealed very poor sleeping accommodations. The average was three persons to a bed. Those overcrowded,

unsanitary conditions were not conducive to good health. Their food and clothing were inadequate. The diet of the Latin-American people consisted largely of dry beans, potatoes, fresh meat, onions, garlic, highly seasoned dishes of their own origin, and tortillas made from flour. Every family diet indicated a decided lack of fresh vegetables and milk products. The prevalence of Tuberculosis among the Latin-Americans was probably due to the deficiency in their diet and also to their poor and unsanitary living conditions.

TABLE 3

CONDITIONS OF LATIN-AMERICAN AND AMERICAN HOMES COMPARED

Condition of Homes	Latin-American		American	
	Number	Percentage	Number	Percentage
Good.....	2	3	48	80
Fair.....	9	15	9	15
Poor	49	82	3	5
Total	60	100	60	100

Table 4 shows the number and per cent of Latin-American people, as compared to the number and per cent of American people, who enjoyed the use of gas, electricity, telephones, radios, books, newspapers, and bathrooms. To the American those things are necessities; to the Latin-

American they are luxuries.

TABLE 4

UTILITY, RECREATIONAL, AND EDUCATIONAL FACILITIES
OF LATIN-AMERICAN AND AMERICAN HOMES COMPARED

Facilities	Latin-American		American	
	Number	Percentage	Number	Percentage
Gas	6	10	52	86
Electricity	8	13	53	88
Telephone	..	..	12	20
Radio	7	12	47	78
Musical Instrument	4	7	23	38
Books	3	5	55	91
Newspapers	6	10	41	68
Bathrooms	2	3	58	96

The study revealed that very few of the Latin-American people used gas and electricity. They depended upon wood for fire and upon lamps for illumination. Not one Latin-American family had a telephone, while twenty per cent of the American families enjoyed the convenience provided by the telephone. Radios were found in seven of the Latin-American homes and in forty-seven of the American homes.

There were only three Latin-American homes in which there were books. Those books, except in the case of the Wichita Falls finger-print expert, Ivey Gonzalez, were miscellaneous in nature. There were a few old books in English and a few in Spanish, none of which would be considered of much value from a literary or educational standpoint. It

was found that the owners of those meager libraries were far better educated than the other Latin-American people. Those owners were leaders in the Latin-American community, and they were loved and respected by their fellow citizens. They spoke fluently in both English and Spanish.

Ten per cent of the Latin-American people took a daily newspaper. Some of them depended largely upon the children to read it to them. Others could read enough English to get a few ideas from the printed pages without assistance from any other member of the family. The few who were capable of reading well attributed their ability to a higher education than that of the average Latin-American individual.

Due to the fact that books and other reading materials were so few in number, it can hardly be expected that the Latin-American child would depend upon reading as a means of recreation. The books provided by the school were not available during the summer months, and there were no library books in the school except the discarded text books.

There were only two bathrooms and inside toilets in the Latin-American community, whereas that convenience was found in ninety-six per cent of the homes in the American community. While conditions are so unfavorable in the Latin-American homes, it is not likely that a health program would be as effective from an educational standpoint as one might expect.

The clothing of the children in the cold weather was

often scarcely heavy or warm enough for summer wear. Light sweaters, the wrap for winter wear, were handed down from an older child or given to them by charity. The contributions of charity organizations constituted fifty per cent of the child's clothing. Few had coats that were sufficiently warm to protect them from the biting cold which they had to face on their way to school. The Latin-American mothers seldom patched the clothes of the children. Since they were worn until they were torn or ripped to bits, they were beyond repair in a very short time. Those mothers did not seem to understand that a few stitches might cause the garment to last much longer, look better, and be more comfortable for the child who had to wear it. Old clothes which were given to them by charity were worn without alterations. They were never cut down or seamed up to fit the child, if they did not happen to fit when received. Sleeves and trouser legs were rolled up to the required length; dresses had a string or belt tied around the waist to aid in making them shorter. The mothers made beautiful lace doilies, table covers, chair covers, dresser scarfs, and other dainty and fancy specimens of needlework, but they did not seem to know how to do sewing of a more practical nature. They did not seem to have any particular reason for the needlework they did, except as a means of recreation.

The Education of the Parents

A very small per cent of the parents were educated either in English or in Spanish. As a general rule the father of the family had a small English vocabulary, but it was uncommon to find a mother who knew even the simplest English words. Often they could not read or write in their own language. Those parents who were educated were more interested in educating their children than were the parents who were not educated. The years the parents had spent in a school of any kind ranged from none to high school. Only one of those men in the group which was studied had ever attended college. Three of them had gone to high school. The majority of the other Latin-American people had attended school for three or four years.

Wilkins of the North Texas State Teachers College said, "English in the home is unknown; English outside the home is the accepted language; therefore shame begins at home."⁴ In further explanation of this statement, Wilkins related that the child began to feel ashamed of his native language when he discovered that it was spoken only at home. Whether the child becomes ashamed of his language is not known, but it is known that only eight per cent of the Latin-American parents in Wichita Falls, Texas speak English at any time to

⁴Bryce Wilkins, Lecture on the "Responsibility of the Foreign Language Teacher in Building Community Interest in Conservation of Human Resources," Presented at North Texas State Teachers College During the Eighth Annual Conference on Teacher Training, June 17, 1938.

the children in the home, although nearly all of their contacts outside the home necessitate their speaking English.

Due to the Latin-American parents' lack of education and understanding, the children in many cases were not encouraged to go to school. Fifty per cent of them could find a good excuse for absences, so it became the responsibility of the school to sponsor a program for cleanliness, to replace the boy's knife with marbles, tops, and balls, and to help create within him a desire for a better education.

Older children were often kept at home to care for the babies or younger children while the mother went to town. They were often kept at home to help with the house work or to do a washing. For example, one day out of every week a ten year old girl was kept at home to do a washing for a family of ten. Her mother was dead and her father worked; however he filled the tubs with water for her washing, and she did everything else. When asked what she did when she got tired, she said, "I just lie on the bed."⁵

Another case was as follows: In a family of six a boy was kept at home until he was twelve years of age because he had to care for a brother two years younger than he. The younger brother was a cripple and was unable to attend school. These children started to school in September, 1936. The

⁵-A personal interview which was held with a child in the Latin-American School in Wichita Falls, Texas, May, 1936.

elder child pushed the crippled child to school in the framework of a baby carriage. There was no seat in the structure except one made from a corrugated paste-board box which the older child had made himself. The crippled child had to hold tightly to the frame. Occasionally he lost his balance and tumbled to the ground. As a result he had to be picked up and balanced again upon the rickety paste-board seat. It was such a pitiful sight that the sympathy of the most heartless individual was expressed toward those two, tragic, little figures making their way to the school house so that they, too, might learn to speak English.

The school program should be made so interesting for the children that they would want to go to school. It should give them a chance to do something that they can do. It should also give them a feeling that they have a place in that institution that can be filled by no one except themselves. Enforcement of the Compulsory School Attendance Law can put the child in the school, but it cannot keep him there nor insure his profiting by his experience while he is there. The child must be made to feel that the school is something for him and not against him. It should be an attractive place to which he can go to work, to play, to enjoy the companionship of his friends, and to participate in new, interesting, and related activities. It is essential that the cooperation of the parents be secured in order to raise the percentage of attendance and in order that the opportu-

nity of an education may be provided to a larger number of children.

The Social Life

The social activities of the Latin-American people were limited in the majority of the cases. A party and dance was given on each birthday of the oldest son in the family, provided the finances of the family would permit it. Only a few people were invited, due to the fact that the small space would not accommodate many guests. Occasionally a dance was given at the Latin-American club house, and anyone who cared to go was invited. Those Latin-Americans who were regularly employed occasionally attended the picture-shows in the American community, but never went to the public parks in the American community. No other provisions were made for the social development of the Latin-American people. It was found in this study that the children did not know how to play games with others. They were content to run, sit, or stand around without making any effort to play anything except baseball. There were not many balls in the community. Sticks served to bat the balls during a game.

The Economic Life

The economic conditions of the Latin-American people were very unsteady, and without financial security they could not be expected to have the type of attitudes that

would develop into a well-rounded individual. Their financial status is almost always low and unstable; however these people did not seem to have a tendency to worry about financial difficulties.

Table 5 shows that forty-three per cent of the Latin-American men spoke English, whereas fifty-seven per cent of them did not speak English. The table shows that the English-speaking men tend to hold more permanent and better jobs than do the non-English speaking men. It was found that approximately two hundred Latin-Americans had made approved application for relief work; however only eighty men were employed by that organization. The majority of the non-English speaking men depended upon the cotton crops and the beet fields to afford them a job. The latter workers took their children and went, about the first of October, to the cotton fields. Every member of the family, including the smallest child, helped to pick the cotton. About sixty per cent of those children did not start to school until November. Then in April or May they migrated to the beet fields in Nebraska or in Colorado and did not return before school was out in the spring. The disadvantage of a job of this nature was that when the cotton was picked and the beets were pulled, the work of the employed man was over for the rest of the year. When they returned to their homes, the money they had earned was used to pay the grocery bill for the preceding year, and another charge account was begun

TABLE 5

EMPLOYMENT OF THE ENGLISH SPEAKING AND THE NON-ENGLISH SPEAKING LATIN-AMERICANS COMPARED

Employment	English Speaking		Non-English Speaking	
	Number	Percentage	Number	Percentage
Railroad worker	8	2	....	..
W.P.A.	16	4	64	16
Meat cutter	1	.25	....	..
Tamala peddler	3	.75	....	..
Dish washer	3	.75	....	..
Cook	2	.5	....	..
Waiter	2	.5	....	..
Shoemaker	1	.25	....	..
Carpenter	1	.25	....	..
Plasterer	1	.25	....	..
Store owner	3	.75	....	..
Truck driver	3	.75	....	..
Farmer	4	1	4	1
Delivery boy	1	.25	....	..
Mechanic	2	.5	....	..
Grubber	38	9.5	56	14
Musician	1	.25	....	..
City service	2	.5	....	..
Cotton pickers and beet pullers	79	19.75	104	26
Professional	1	.25	....	..
Total	172	43	228	57

which would carry until the next money was earned. The irregularity of employment was one of the most serious problems connected with this type of work. The long winter of unemployment was particularly severe and difficult to meet. Some employers paid the transportation of their workers to the cotton or to the beet fields. If the employer did not

pay the transportation of the Latin-Americans to the fields, the workers found it a necessity to get someone who owned an old truck and someone who could furnish the gasoline to take them to their destination. After the passengers had been paid for the work, they paid for their transportation to the cotton fields or to the beet fields.

The conditions of living while the Latin-American people were away from their residence in Wichita Falls, Texas was often worse than it was at home. Their lodging at that time was temporary, space was limited, and there were only a few cabins available for their use during their stay in the cotton or beet fields. Seasonal movement of labor was economically wasteful to all concerned, because the Latin-American people returned to their homes with little more than enough to pay their transportation to and from work of that kind. Another disadvantage of this work was that continuous schooling and a better education for the children was impossible when residence was unstable and temporary. Sick ones could not be properly cared for because of the moving from one place to another. Thus provision should be made for the Latin-Americans to secure work during the winter so that migration to the cotton and beet fields would no longer be a necessity.

A study of the incomes of the Latin-American men revealed that the highest salary received by any worker was seventy dollars per month or thirty-five dollars every two

weeks. The lowest salary received was three dollars per week. It was found that the men who spoke English fluently and who had spent not less than four years in school held the highest salaried jobs. There were some who earned not more than a dollar a week. Those jobs were unsteady and temporary, and the salary depended largely upon the number of days that the men were employed. Only a small per cent of the men held permanent jobs. Those jobs were held by the individuals who worked well and did their duty toward their position. It was found that the English speaking man in most cases had a decided advantage over the non-English speaking man. Those who could not speak English had to depend upon a child or another man to interpret for them when they went in search of a job.

The School Children

In a study made of the Latin-American children it was found that the majority of them had dropped out of school at about the fourth or fifth grade, and only a very small per cent ever finished high school.

Table 6 shows that only fourteen pupils were in the proper grade according to their ages. There were thirteen in the first grade, none in the second grade, and one in the third grade. These figures reveal that the pupils enrolled in the school at school age but drop behind in progress as they grow older. The retardation of progress was

probably due to their language difficulties and to their inability to adjust themselves rapidly to their new environment.

TABLE 6
AGE GRADE DISTRIBUTION

Grade	Age in Years								
	6	7	8	9	10	11	12	13	14
1	13	3	4	6	2	4	1	1	..
2	..	.	2	4	1	1	.	.	..
3	..	.	1	2	1	1	1	2	2
Total	13	3	7	12	4	6	2	3	2

The Latin-Americans, as a general rule, struggle under an extreme sense of inferiority. They lack the self-assurance and self-dependability which is essential to their well-being and happiness in a community. The attitudes of the American people toward the Latin-American people are varied. When a leader of the Chamber of Commerce was asked that this organization assist some Latin-American people who at that time were in destitute circumstances, he said: "The less we do for those Mexicans the less we will have to do."⁶ That worthy organization, as might be expected, rendered no ser-

⁶ Personal interview held with an important executive of the Chamber of Commerce in Wichita Falls, Texas, Nov., 1936.

vice. That was not the case in every instance, for the Junior Forum Girls, the church organizations, and the Woman's Club had helped the Latin-American people a great deal by providing milk and clothing for those who were in positive need.

Another unfavorable attitude toward the Latin-American people was expressed in the words of the Sheriff in an adjoining county: "I would like to build a wall to heaven that I might not have to see the Mexicans."⁷

Those unfortunate attitudes toward the Latin-American people did not always produce the best or even desired results. One teacher complained that the Latin-American children were often antagonistic and sometimes even treacherous, because they felt that every one was against them. The teacher explained that it might be due to the fact that they were so far from their native environment. Those children could never overcome their feeling of inferiority in the face of such rebuffs.

The Latin-American School

The location of the Latin-American School was very poor. It was situated in the Eastern extremity of Wichita Falls and was only three blocks from the railroad tracks. The front of the building faced a city dump ground; the south

⁷Personal interview with Fred McDaniel, 1936.

side of the building faced a huge area of swamp land which was covered with stagnant water except during extremely dry seasons; the north side of the building faced a highway which was heavily traveled. At the rear of the building, not five feet away, was a fence on the other side of which was often a carnival or some other noisy, unsanitary, and unwholesome form of cheap entertainment. The live stock was stationed just outside the school windows and allowed to remain there during the entire stay of the carnival. Teaching under such circumstances was impossible while children watched and heard at their windows cursing men, crying babies, barking dogs, dancing girls practicing their dance, playing bands, banging hammers, and all the other activities which take place during the erection of tents for the opening night of a carnival. Thus far the city officials have never permitted a carnival to locate near a school for the American students, but they permit one to operate every spring not eight feet from the windows of the Latin-American school. They seem unaware that teaching during the Carnival's stay is an impossibility in that school; therefore something should be done to secure a more cooperative attitude from those business men who seem so little concerned with the educational progress of the Latin-American children.

The location of the school has numerous other disadvan-

tages. There is a ball park not more than five hundred feet from the rear of the school. Squatters cabins, without sewers or proper places to put debris, are located a very short distance from the school, some of which the children had to pass each day enroute to school. The roads leading to the little school were unpaved, ungraded, and in very poor condition.

The lot on which the school was built was triangular in shape, 66x81x53 feet. The playground space was entirely inadequate. Toilets, one for the boys and two for the girls, were built about twelve feet apart and near one corner of the playground. Six drinking fountains were located inside the two room building. One lavatory was provided, but there was nothing with which to wipe their hands after they had washed them. These and many other inadequate provisions were noted.

There were 283 children of school age in that community upon whom the state paid twenty-two dollars per capita, and only 108 attended at any time. Fifty-three were in regular attendance.

Teacher Load

The teacher of the low first grade taught eighteen children who spoke no English at all in the majority of the cases. She used the unit method of teaching. The teacher of the high first grade taught seventeen children who pos-

essed a small English vocabulary. She used the subject method of teaching. The teacher of the second and third grades taught eighteen children. She also used the subject method of teaching.

Teaching Facilities

In the Latin-American school there was no special teaching equipment other than text books. A few flash cards representing a difficult vocabulary and hand-made number cards constituted the teaching aids. The rooms were so small that activities involving carpentry work or work of a mechanical nature had to be done on the outside of the building.

Teachers

Beginning teachers were sent to the Latin-American school and when they had proved themselves capable and efficient enough to be transferred, they were changed to another school in the city. A similar situation was commented upon in the words of H.T. Manuel: "Not infrequently the Mexican school is regarded as a training school from which the most capable teachers may be drawn to other schools."⁸ This was true of the situation in Wichita Falls, Texas where the teachers in the Latin-American school received the same salary as did the other teachers in the city who had the same training and experience. As a general rule the teachers in the Latin-

⁸H.T. Manuel, The Education of Mexican and Spanish-Speaking Children in Texas, p. 68.

American school were not very well pleased to have it known that they taught in that school. They may have liked the new experience, and they may have become attached to the children and to the work there, but more often they were much happier in the American schools. Those teachers often lacked an understanding of the special difficulties of the Latin-American child, and the student was plunged into confusion which resulted in a tiresome, disastrous experience instead of the interesting, meaningful, delightful experience which his work in the school room should have been for him.

It seemed that little thought was given to the child in order to cause him to live more happily, healthfully, and usefully in his own community.

W.A. Stigler made the following statement in regard to the present curriculum: "These outworn curriculum practices must yield to better subject matter and improved educational psychology."⁹

⁹W.A. Stigler, Handbook for Curriculum Development, Bulletin No. 354, Texas State Department of Education, p. 11.

CHAPTER III

PROPOSED PLAN FOR THE EDUCATION OF THE LATIN-AMERICANS

In view of the foregoing conditions, it is time some constructive plan is worked out whereby the Latin-American people can improve themselves, socially, economically, educationally, and environmentally.

The Objectives of the School and of the Curriculum

The schools can do nothing for those people unless they have the desire to help themselves and to help improve the conditions in which they reside. The objective of the school should be to raise the standards of the Latin-Americans through a long term educational process. This procedure should begin gradually and permit the training to become more strenuous and more intensive from year to year. By the time the present Latin-American children reach adult manhood and womanhood, they will have become well-rounded American citizens, capable of assuming a respected and serviceable position in American life.

Wilkins made the following statement in speaking of the Latin-American child: "Let him learn English and become a good American."¹ Harmony and understanding can

¹Wilkins, op. cit.

scarcely be expected when languages differ, for language is one of the greatest assets to assimilation of nationalities and customs. Wilkins advocated making the Latin-American child conscious of the following statement: "I was a stranger and ~~he~~ took me in."²

One of the principles governing our present curriculum revision is as follows: The curriculum shall provide educative experiences adapted to the fundamental needs of each child of whatever race, type, or mental aptitude.³

It is easily recognized that the Latin-American child struggles under difficulties which are foreign to the American child; so it becomes necessary to make a study of the child, of his background, and of his environment in order that his specific needs and interests may be determined. With this information in mind the teacher is guided in providing activities in which the child can participate and which will be meaningful and purposeful to him. If he were able to make his way in an educational manner with the American child, it is probable that the schools would not be faced with the problem of providing a special program of education for him. It was found that only a few of the Latin-American children could make the same progress as the American children without some preparatory study before

²Wilkins, op. cit.

³Stigler, op. cit., p. 13.

hand; however those very precocious children frequently exceeded in performance and intelligence that of the American children.

It is the duty and the objective of the curriculum to provide in fullest measure that which proves best for every child. Although there are various opinions expressed by the populace as to the aim of education and what it should be, the expression in the following statement gives the content of these opinions most adequately:

What is the aim of education? The scholar says knowledge. The preacher says character. The minister says service. The philosopher says truth. The artist says beauty. The epicurean says happiness. The stoic says self-control. The Christian says self-denial. The democrat says self-government. The statesman says cooperation. The ruler says loyalty. The patriot says patriotism. The judge says justice. The aged man says wisdom. The youth says achievement. The soldier says courage. The editor says success. The manufacturer says efficiency. The banker says wealth. The dreamer says vision. The child says play. The maiden says love. The man says work. The friend says friendship. The pedagogue says personality. The physician says health. The biologist says adjustment. But the true educator says all of these, and more, must be the aim of education.-Anonymous.⁴

The League of the United Latin-American Citizens

Three leaders in the Latin-American community have induced their fellow-men to make an effort toward progress in organizing what is called The League of United Latin-American Citizens. For this organization they have written a

⁴Stigler, op. cit., p. 13.

constitution in which is found the following group of aims and purposes:

1. To develop within the members of our race the best, purest, and most perfect type of a true and loyal citizen of the United States of America.

2. To eradicate from our body political intents and tendencies, to establish discriminations among our fellow-citizens on account of race, religion or social position as being contrary to the true spirit of Democracy, our Constitution and Laws.

3. To use all the legal means at our command to the end that all citizens in our country may enjoy equal rights, the equal protection of the law of the land, and equal opportunities and privileges.

4. The acquisition of the English language, which is the official language of our country, being necessary for the enjoyment of our rights and priveleges. We declare it to be the official language of our organization, and we pledge ourselves to learn and speak and teach same to our children.

5. To define with absolute and unmistakable clearness our unquestionable loyalty to the ideals, principles and citizenship of the United States of America.

6. To assume complete responsibility for the education of our children as to their rights and duties and the language and customs of this country; the latter, in so far as they may be good customs.

7. We solemnly declare once and for all to maintain a sincere and respectful reverence for our racial origin of which we are proud.

8. Secretly and openly, by all lawful means at our command, we shall assist in the education and guidance of Latin-Americans and we shall protect and defend their lives and interests whenever necessary.

9. We shall destroy any attempt to create racial prejudices against our people, and any infamous stigma which may be cast upon them, and we shall demand for them the respect and prerogatives which the constitution grants us all.

10. Each of us considers himself with equal responsibilities in our Organization to which we voluntarily swear subordination and obedience, and constant cooperation.

11. We shall create a fund for our mutual protection, for the defense of those of us who may be unjustly prosecuted and for the education and culture of our people.

12. This organization is not a political club,

but as citizens we shall participate in all local, state and national political contests. However, in doing so we shall ever bear in mind the general welfare of our people, and we disregard and abjure once for all any personal obligation which is not in harmony with these principles.

13. With our vote and influence we shall endeavor to place in public office men who show by their deeds, respect and consideration for our people.

14. We shall select as our leaders those among us who demonstrate by their integrity and culture that they are capable of guiding and directing us properly.

15. We shall maintain publicity means for the diffusion of these principles and for the expansion and consolidation of the Organization.

16. We shall pay our poll tax as well as that of members of our families in order that we may enjoy our rights fully.

17. We shall diffuse our ideals by means of the presses, lectures, and pamphlets.

18. We shall oppose any radical and violent demonstration which may tend to create conflicts and disturb the peace and tranquility of our country.

19. We shall have mutual respect for our religious views and we shall never refer to them in our Institutions.

20. We shall encourage the creation of educational institutions for Latin-Americans and we shall lend our support to those already in existence.

21. We shall endeavor to secure equal representation for our people on juries and in the administration of Governmental affairs.

22. We shall denounce every act of peonage and mistreatment as well as the employment of our minor children of scholastic age.

23. We shall resist and attack energetically all machinations tending to prevent our social and political unification.

24. We shall oppose any tendency to separate our children in the schools of this country.

25. We shall maintain statistics which will guide our people with respect to working and living conditions and agricultural and commercial activities in the various parts of the country.⁵

⁵J. C. Macheca, Constitution of the League of United Latin-American Citizens, p. 6-20.

In the preceding pledges it was found that the Latin-American people had finally awakened to the realization of the necessity of an education for their children; therefore, it is likely that their cooperation in keeping their children in school can be easily secured in as far as they are able to do it. It is understood that the leaders in the community for the Latin-Americans were most instrumental in the organization of the league. It will be beneficial in bringing important social, educational, and economic problems before the members of this organization, but the school is responsible for the preparation of the children and the parents through the children that they may understand their problems and meet the demands of society.

A Program of Adult Education

It is proposed that a program of adult education be established which will show those people wherein it is not profitable financially to migrate from their residence in Wichita Falls to agricultural and commercial activities in other parts of that state or another state.

The adult education program can do a great deal toward improving the health, home, food, occupational, and recreational aspects of the Latin-American community. It is proposed that those people be taught ways and means of improving housing conditions, constructing furniture, beautifying their homes, and making the things they have more conven-

ient for their use. They need to hear lectures on disease, sanitation, safety, first aid, proper diet, ventilation, illumination, proper clothing for winter and summer, proper dress fashions, patriotism, citizenship, wise expenditures, sex education for children, and various other topics of educational value to them.

Educators are beginning to discover that cases of problem children and of juvenile delinquency are handled with greater facility and more effectiveness through a program of adult education than in any other way.⁶

Adult education is not and should not be limited to the work and study of lecture groups. The program should provide for training in trades and industries for the men and household arts for the women which might include home hygiene, laundering clothes, making rag rugs, using electric irons and sweepers, care of babies, cooking, sewing, or practical nursing. The State government reimburses the city or rural school boards for expenditures made for training of this sort. The motto of the Texas Board for Vocational Education, Trade and Industries Division, is as follows: "Anything that will be useful to you to make yourself a better worker."

It is proposed in this new plan that the schools make

⁶C. W. Husen, "Need for Adult Education in Texas," Texas Outlook, XXII(1938), 28.

it their policy to secure employment for the girls after they have acquired adequate training. Few Latin-American girls or women are employed outside their home, perhaps, because their cooking is so different from the cooking in the American homes, and the Americans have not cultivated a taste for Latin-American food. The Latin-American girls and women are not always good housekeepers, nor is their experience with electrical appliances sufficient to justify their holding a position in the American home. Their experience and training in household conveniences is lacking, therefore we find a need for training these young and older people in order that they will not always be content with the filth and poor living conditions in which they exist. They must be made to realize that they cannot secure employment until they are adequately trained, and that they will be a static civilization until they put forth the effort necessary for the attainment of that goal.

Those Latin-American people realize that the attitudes of the American people are not very favorable toward them; therefore if they wish to be accepted without prejudice within the schools, they must first prove themselves worthy of that acceptance. Many of them resent having their children segregated from the American children; therefore we find a goal toward which they can work, acceptance among the American people.

The Instruction of the Child

Before the school can do much toward the education of the child, he must be taught English. In this process of learning, the teacher's attitude toward her work and toward the Latin-American child is an important factor. The child is accustomed to speaking and conveying messages at home in his native language; in the school his language is not accepted, and he begins to feel timid and confused. He responds readily to smiles and friendly actions. The teacher must be alert and ingenious in providing new ways of stimulating his growth in the use of the English words for which he has the most immediate and urgent need. He must be given a common medium of expression before he has had time to develop a feeling of inferiority because of his inability to find himself in his new environment. Everything should be taught by the presentation of the object, action, picture, or the experience itself.⁷

The following is a statement from Barrows who has had many years of experience in the teaching of non-English-speaking children:

In so far as possible the child should be given the opportunity to learn the new language by the gradual process which he used in learning his mother tongue. So the teacher will take advantage of every opportunity

⁷S. M. N. Marrs, A Course in English for Non-English Speaking Pupils, Grades I-III, Bulletin No. 268 of The Texas State Department of Education, p. 35.

which occurs to repeat a word or phrase to the foreign child in connection with its meaning, and have the pupil use the word for himself. When a natural situation does not offer such an opportunity, the teacher will make an effort to create one.

In brief, the words selected for the first lessons should be those which will be of the most practical value to the child; all words should be taught in association with their meanings; they should be heard repeatedly; they should be presented in connection with an interesting experience; there should be some reason why the child would want to use them.⁸

Subject matter should be taught in connection with project or unit type of work, such as building houses for pets, caring for and feeding the pets, building a playhouse and playing in it, but these activities should be determined by the interests and needs as well as the opportunities of real life. The child learns through living.

In living and working with others, children are afforded the opportunities for the development of desirable social habits, self-restraint, cooperation, and emotional stability. They learn to accept responsibility, to show good sportsmanship, and to exercise their initiative and creative ability.⁹

In participation in a project or activity the child is given the feeling that he belongs in the school, because he has something to do, and some particular task to perform.

⁸ Sarah T. Barrows, "Teaching English to Foreign Children," The Classroom Teacher, II (1928), 438-439.

⁹ John Hart, "Learn Through Living," Texas Outlook, XXII (1938), 19.

In planning activities the child is provided with an opportunity for growth in his creative ability and with an opportunity for self-expression. An opportunity should be given for a child-directed evaluation of the work accomplished, and the teacher will offer any guidance necessary.

It is clear that the more English the child masters, the richer his background, the broader his interests, the fewer his handicaps, the earlier he will be able to read and the earlier contributions can be made to his vocabulary and to his learning.

In teaching these children the right ideas and habits of health, they should be permitted to perform the activities, in so far as possible, themselves. The meaning should be made clear by dramatization on the part of the teacher, if necessary. For example, introduce the words: "hands", "clean", "water", "soap", "wash" and let some child really wash his dirty little hands in water and with soap. If the facilities for cleanliness are not available in the child's home, he should have that provision made for him at school. Showers in the school building should be sufficient in number to accommodate the children. The child should be taught to appreciate beauty through the medium of art. He must be able to see beautiful things around him.

Reconstruction and Equipment for the School Building

It is proposed that the vacant lot at the rear of the

Latin-American school be purchased for the school in order that the children will be provided with ample space for play. It is suggested that the two buildings already there be moved to the center of the lot, if sufficient funds cannot be raised with which to build a new building. In the event that a new building cannot be erected through the aid of federal policy which grants thirty per cent of the cost of the project while the balance of seventy per cent is met by the locality, it will be necessary to enlarge the rooms in the buildings to provide space for an activity program. An auditorium should be added which could serve many purposes. Inside toilets, at least one shower, and more drinking fountains should be provided.

In recognition of the growing importance of the radio as an instrument of education, one should be installed in the auditorium for the purpose of large group instruction. It should be easy to move, so that it can be taken into the different classrooms when it is needed.

Science has developed new visual and auditory aids to instruction which has made it possible to broaden the pupil's experiences to an extent which was impossible through the older methods of instruction. A projection machine or motion picture machine should be provided. The many organizations such as the Women's Club, the Parent-Teacher Association, the Church Organizations, the Junior Forum Girls, and

members of various other organizations who are always eager to assist in the progress of education and in aiding these unfortunate children can be depended upon to raise the money for the payment of this new machine.

It is proposed that the auditorium be used in the evenings for Adult Education meetings, for lectures, dramatizations, programs provided by the children for the parents and programs for the children provided by the parents, games, singing, music, picture shows, and other productions of educational value to the members of the community. The school should be a community center. It is proposed that a plan be made for the various activities each night. Devote the required number of nights and hours necessary for the meetings of Adult Education and training courses. The remaining nights can be devoted to some of the activities suggested in the preceding statements. However, at least two nights a week should be provided for each individual in order that he may have an opportunity for self-expression in anything that he wants to do. He can read in the library, draw pictures with crayons, paint pictures with water colors, oil paints, or any other material for that purpose available at that time; he can listen to the radio, work on some type of handcraft, knit, sew, embroider, model with clay, play games of checkers, dominoes, forty-two, rummy, concentration and many other games.

It is proposed that the Latin-American people establish

a little shop in which the needle-work of the ladies will be for sale to the Americans or other visitors in the shop. Any creditable piece of work that has been done should be put on display. A Latin-American who speaks and writes good English should be put in charge of a program of advertising in order that the shop will become well known. The proceeds from the articles should go to the person who made it. This type of activity would give the Latin-American women more contact with Americans, and as a consequence, they would be encouraged to learn to speak English. There would be a need for English in selling their needle-work or other articles of construction. They would be given many new experiences and a feeling of pride that they, too, had done something that was financially profitable. Every woman should be given an opportunity to act as storekeeper at some time. If the woman could not speak English, an interpreter should stay in the shop with her, not to sell the articles, but to interpret when it was necessary and to help the non-English speaking woman to acquire an English vocabulary.

It is proposed that the men make the tables used for their games. They should be constructed from apple boxes or other wooden boxes secured from the merchants at no cost. The cards with which they play should be compliments of two or more merchants in Wichita Falls who present these

decks for advertisements. The men could make their checker board, checkers, and dominoes, or the P.T.A. could be asked to buy them for use in the auditorium. The expense would be very little. There are many American homes in which checkers and dominoes are no longer used, and they would gladly contribute them to the school for use by the Latin-American people.

Unused newsprint paper can be secured without cost, at the newspaper offices. It can be cut to fit the hand-made easel upon which those who are interested in art will draw and paint.

Nearly all of the Latin-American men have a knife, so it will be unnecessary to provide knives for cutting and whittling on a handcraft article. The select few who have hammers and saws should be asked to lend them to the workers until some organization will provide those necessities. It is possible that some individual would contribute those supplies to the school.

It is also proposed that the Latin-American people present pay programs and send out invitations of their own making to the American people and make advertisement posters to place in the windows of the stores in the American business district. The money derived from these presentations should be used to make the equipment in the

auditorium more adequate. It is hoped that these activities will develop skills in those who have talents and provide interesting occupation for those who are not talented.

It is proposed that the children will have produced art work with which to make an art gallery for exhibition in the auditorium. With their butterflies, moths, beetles, flowers and leaves used in nature study, they will be enabled to produce another interesting exhibit for the inspection of their parents and for the American visitors.

It is also proposed that the children raise a school garden in which every child should have a part, or that each child raise an individual garden at home and bring to school each day the vegetables he is told to bring. The children should help in the cooking of these foods taken from the garden and eat them for lunch, thereby being provided with one good meal each day. The cooking should be done in the school auditorium with some of the larger girls left to watch the food to prevent its burning and to prepare under the directions of the teacher the other food that is to be served that day.

Each child should furnish his own plate, bowl, glass, spoon, fork, and knife. The Women's Club should be induced to continue to send milk to the school for these children. If there is a surplus of vegetables, some of them could be sold and the money used to buy meat, which would be served to the children, or the surplus vegetables could be given

in exchange for eggs which would also be served or used in the food for the children. In this way the children would be given practical experience in preparing food. Proper diet would be impressed upon them. The experience would provide an excellent opportunity for the teaching of table etiquette, while the children should eat from the tables constructed by themselves or by their fathers. They would learn the techniques of good housekeeping, good meal planning, and consideration of others.

The child should have a part in planning the menu for each day. Health education would grow out of a project of this sort. Proper ventilation, illumination, and heating would be objects for the observation of the child, and he should be taught the value of sleeping with windows open, of reading when there is natural light with which to see, if he is not provided with good artificial lights.

The physical development of the child would be provided for by the increased space for play, special equipment, and a knowledge of many good games involving running, jumping, and other activities.

If proper and interesting provisions are made by the school for those children, it is very likely that there would be no special difficulty in raising the percentage of attendance. Regular attendance of those children would give the school opportunity to help them develop and preserve their

native ability in art, music, literature, and drama.

That the Mexican people have contributed to the American culture is indicated by the following statements: "Spanish and Mexican influences have been strong and are seen frequently in Texas literature, folklore, drama, music, painting, dancing, and other arts."¹⁰ And again, "Influences of the Indian, the Spaniard and the Mexican have done much to give Texas painting a religious cast."¹¹

It is a fact that the Latin-American children are good singers and are very good in drawing, painting and sketching. The school provides an opportunity for those children to develop skill in art and in singing.

It is proposed in this new plan to organize a school band in which the children would be given an opportunity to demonstrate their ability in the playing of musical instruments. Nearly every family has a musical instrument of some kind. Some may be in need of repair, but they could be put into a usable condition in a very short time. It is proposed that a chorus be organized which would be composed of the best voices. Those children should be permitted to broadcast over the radio on the day or night programs in Wichita Falls which are devoted to those who wish to be given a chance to try out their ability. The children should be

¹⁰"Cultural Development in Texas," Texas Almanac and State Industrial Guide, 1936, p. 359.

¹¹Ibid.

given a variety of new experiences, an opportunity for publicity and praise, and a chance to satisfy their desire for friendship.

It is proposed that they be provided with a park in their own community, because the other city parks are many blocks away, and few, if any, of the children are ever permitted to go that far from home to play. A good park would provide another definite place for a recreational program for those children and their parents.

The help of the parents in planting the shrubbery around the schoolhouse should be enlisted, in order that they will feel that they had a part in making the schoolground more beautiful. Those who gather around to watch the procedure could see and would begin to devise ways of improving the appearance of their own yards. Some, if not all, of the trees for planting in the school yard could be taken without cost from the banks of the Wichita River. To make individuals feel that "this is ours" is one of the best ways to develop civic pride. There is, perhaps, no better way to assure the improvement of the appearance of a home or yard than for the next door neighbor to paint his house, rake up the leaves in his yard, plant flowers, trees or shrubbery. Immediately the desire for the same improvements becomes contagious, and someone else paints his house, rakes the leaves in his yard and plants flowers, trees, or shrubbery, until each one is

striving to make his house or yard appear more beautiful than any other.

The school could not furnish the people with new and beautiful homes, but it could solicit a more favorable attitude toward the Latin-American people from the American people as a whole and from prominent business men or land owners who might be induced to follow a plan similar to the one quoted in the following statement:

In various parts of the beet territories the sugar company has purchased or set apart land for colony sites. Leases are entered into with selected beet workers for the construction of adobe houses by the beet tender. Eventually by means of installment payments the beet worker is to acquire ownership of the house and lot. The company provides free straw, gravel, sand, and lime necessary for the construction of the house and it further advances upon credit the cost of the necessary lumber, doors, windows, and cement. These advances are to be paid back in three annual installments during which time neither rent nor taxes are paid by the Mexicans, and in the fourth year the lot is to be paid for and a deed given. The laborer's rights under the lease terminates if he fails to reside in his house during a period of nine consecutive months, and, at the option of the company, the lease may be terminated, with compensation to the lessee for improvements, upon thirty days' notice. The purpose of this latter provision is to retain the company's right to evict undesirable persons.

The reasons for choosing adobe construction were several. It is a type of house with which the Mexicans are familiar, and which they know how to build. Adobes cost less to build and to maintain than do frame houses, and they last longer. They create no fire risk and do not require painting. They may be plastered both inside and outside without laths. They are comfortable both winter and summer.¹²

¹²Paul S. Taylor, Mexican Labor in the United States Imperial Valley, No. 1, VI, 137-138.

From an interview with an executive in the Federal Bureau of Relief in Wichita Falls it was learned that the Mexican people show much more initiative in securing their own employment than the white people who are regular relief recipients.

In view of the foregoing statement, individuals might be led to believe that the Latin-American, if jobs were available, would be able to raise his economic status and his standards of living. It was found that those who spoke English fluently held the best jobs available for the Latin-American people. If they do not speak English, they must be taught; if they are not trained, they must receive the training necessary to enable them to hold the positions that are to be had.

It is also proposed that the school auditorium remain open during the summer months in order that opportunities to read books in English and Spanish and to participate in the various activities of educational value to them would not end with the close of school in the spring.

It is proposed that the teachers for the school be able to speak enough Spanish to command the respect of the children. However, the teacher must realize that every time she makes an explanation in Spanish she makes it easy for herself at the expense of the children.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

From the data that has been collected the following conclusions have been reached:

The home life of the Latin-American people is lacking in financial and social security, wholesome environment, pursuit of happiness, new, wholesome experiences, educational opportunities, modern household conveniences, privacy, moral atmosphere, good food, proper clothing, and sanitation.

Because of the lack of social activity among the Latin-American people, they have lost their perspective toward social betterment. They have become content with their standard of living, because they never had anything better.

The economic status of the Latin-Americans is almost always low and unstable. The lack of training in a special field and the lack of education lessens his opportunity to secure employment.

They are dependent upon the schools to afford them an education that will prepare them to help themselves socially, economically, educationally, and environmentally.

The Latin-American children drop out of school at about the fourth or fifth grade because they are older and larger than the American children with whom they are interspersed upon completion of the third grade of the Latin-American school.

Racial prejudice is due to a lack of understanding.

The city and school officials have not felt the same interest in and consideration for the Latin-American schools.

The low percentage of attendance is due to the necessity for the Latin-American men to go to another town or state in order to secure employment, and it is, also due to the child's lack of interest in the opportunities that the school provides for him.

Room space in the school is inadequate to provide for an activity program.

Playground space and equipment is inadequate.

Teaching facilities are insufficient.

The teachers lack the proper attitude toward their position in the Latin-American school.

The curriculum does not provide the child with an opportunity for understanding and participation in real social living.

Recommendations

From the foregoing conclusions the following recommendations are made:

The school should provide a program of education for the Latin-American people which will encourage a more co-operative attitude. It should help guide them in improving themselves socially, economically, educationally, and environmentally.

This could be accomplished by an adequate Adult Education program in which the adults would be taught a great deal about the improvement of their health, food, home, occupation and recreational opportunities. In addition to lectures, pictures, and programs representing good attitudes toward the understanding of disease, sanitation, safety, first aid, proper diet, ventilation, illumination, proper clothing for winter and summer, proper dress fashions, patriotism, citizenship, wise expenditure, sex education, and various other topics of an educational value to them, the men should receive training in the trades and industries of their choice. The women should receive training in household arts, home hygiene, laundry of clothes, care of babies, cooking, sewing, practical nursing, making rag rugs, the use of electrical appliances and training of the type that they need and in which they are interested.

It is recommended that the names of those who acquire skill in their work be placed on an employment list, if they want to work outside their own home, and be sent into the American home when they are needed. The principal of

the Latin-American school or some other individual should be assigned the duty of recommending workers for vacant positions and of notifying the workers when there is a call for their services. The work that was being done by those people should be advertised, and a cooperative attitude on the part of the American families would have to be secured in some cases.

The men should be assisted in securing employment, as would be the women and girls, but they should be stimulated to depend upon themselves.

The school should provide in the fullest measure that which was best for the child. Those provisions should be determined, however, by the psychology, philosophy, and sociology which underlies the curriculum making. The child should be taught in such a way that he could easily make adjustments and meet the problems confronting him in the changing society. He should be provided with new experiences, with opportunities to participate in activities of a related nature, with an opportunity to feel that he has a special place in the school, and that he has a particular task to perform. He should be provided with many opportunities for self-expression, for expression of personal initiative and for the exercise of his creative ability. He should be provided with opportunities to live as he is expected, as a child, to live. He should be taught a good

English vocabulary, right ideas and habits of health, and an appreciation of beauty through the medium of art.

It is recommended that the vacant lot at the rear of the school should be purchased for the school in order to provide ample space for a playground for the children. In the event that sufficient funds could be raised for the construction of a new building through the aid of the federal policy which grants thirty per cent of the cost of the project while the balance of the seventy per cent is met by the locality, it is recommended that the rooms of the old buildings be enlarged to provide space for an activity program and that a large auditorium be added which could serve many purposes. Inside toilets, at least one shower, and more drinking fountains should be provided.

It is recommended, in recognition of the growing importance of the radio as an instrument of education, that one be installed in the auditorium for the purpose of group instruction or for the purpose of entertainment. It is recommended that a projection machine or motion picture machine be provided by the individual or combined efforts of the Women's Club, The Parent Teacher Association, the Church Organizations, and the Junior Forum Girls.

It is recommended that the auditorium be used in the evenings for the Adult Education Meetings, for lectures. programs provided by the children for the parents and pro-

grams for the children provided by the parents, dramatics, games, singing, music, picture shows, and other productions of educational value to the children and the parents of the community. It is recommended that all of the hours and nights necessary for the Adult Education and training courses be spent in the auditorium and that the remaining nights be devoted to the activities suggested in the preceding statements and to opportunities for free expression.

It is recommended that the articles made at the meetings in the auditorium should be made for the purpose of selling them. It is recommended that a small shop be established either in the school auditorium or in some other place in which the best hand-made articles would be sold to Americans or to other visitors in the shop. Each woman would be given an opportunity to act as shopkeeper at some time.

It is recommended that the children raise a school garden or an individual garden at home. Vegetables would be gathered from the garden and brought to the school. They would be cooked under the supervision of some of the older children and served at lunch without charge. This would insure at least one good meal per day. The surplus vegetables could be sold and the money used for the purpose of buying meat or other good foods for the children to eat.

It is recommended that a band and a chorus of Latin-

American children be organized in the school and that they be provided with the opportunity to broadcast over the radio on the morning devoted at the Broadcast Station to those who wish to test their ability.

It is also recommended that the Latin-Americans be provided with a park in which they could play. They should have a part in planting shrubbery and flowers in the park and around the school, so that they would feel a personal interest in the two places.

It is recommended that the school auditorium remain open during the summer months and that the various activities be carried on just as though school were still in progress. Training courses should also be continued.

Money obtained from the presentation of pay programs should be used to buy new books and supplies needed in carrying on the activities in the auditorium.

It is recommended that the teachers selected for the Latin-American children be ones who are interested in helping the children to help themselves, and ones who understand the problems of their students. It is recommended that the teacher be able to speak enough Spanish to command the respect of the children.

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