

SEGREGATION OF MEXICAN SCHOOL CHILDREN IN
SOUTHERN CALIFORNIA

by

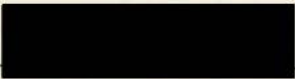
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Southern California is faced with a problem of the kind of people in its schools. Heretofore there has been a large proportion of the population and the increasing number so as to make it a problem of dealing with them in the schools. One of the first steps toward the solution of this problem is the removal of the children of Mexican descent from the schools. It becomes the purpose of the schools to make of them the best possible citizens. Segregation is suggested, which has been suggested as a solution to this problem. In the hope of bringing to light some important facts as to the relative advantages and disadvantages of separate instruction for Mexican school children, this census was made.

Purpose of the study. The object of this study is not meant to be an attack upon the Mexicans but rather

CHAPTER I

INTRODUCTION

Southern California is faced with a predominance of two races of people in its schools. Mexicans have been a large proportion of the population and are increasing yearly so as to make the problem of dealing with them in the schools acute. Due to this very large number of Mexican children and because of any international problem that might arise, it becomes the purpose of the schools to make of them the best possible citizens. Segregation into separate schools has been suggested as a solution to this problem. In the hope of bringing to light some pertinent facts on the relative advantages and disadvantages of separate instruction for Mexican school children, this thesis has been written.

Purpose of the study. The material in this thesis is not meant to be an attack upon the Mexicans but rather

that of a constructive analysis. This is done in the hope of bettering their social and educational opportunities. Under the existing conditions it seems improbable that the Mexican school children can exploit their talents because of the feeling of repression caused by their language handicap, home conditions, and economic status in the community.

The social outlook for the average Mexican is much different than that for the average white child. His philosophy must be different. The attitude of the white population toward him is not in his favor, which in itself narrows his economic and educational possibilities. It is such disadvantages as these which face the average Mexican child which makes it apparent that a study is needed which may point the way to a more adequate method of dealing with them.

There is a large proportion of people in southern California who believe the Mexicans are an alien race that should be segregated socially. This has been accomplished by designating certain sections where they might live and restricting these sections to them. Upon investigation of the mental ability and moral characteristics of the average Mexican school child it is evident that this is a condition which is advantageous to both the white and Mexican child. Segregation also into separate schools seems to

be the ideal situation for both parties concerned.

It is the purpose of this study (1) to note the relationship between the I.Q. and the school achievement of the boys and girls in the all-Mexican and all-white schools which are in operation in southern California; (2) by means of a questionnaire submitted by the writer to administrators for information on school progress, social adjustments and home conditions of their pupils; (3) to study the effect upon the Mexican school children in the segregated schools as to progress, retardation and achievement in contrast to pupils in the non-segregated schools.

Sources of data. This study contains a brief survey of the literature dealing with Mexicans and their problems for the purpose of measuring background, culture, attitudes, interests and social mores of the Mexican children. The literature in the field consists partly of that dealing with Mexican-Indian background and history. There are a few published materials on psychology of the Mexican and further materials which deal with the environmental conditions of the Mexican in the United States and Mexico.

Various reports were useful, such as the Report of the Commissioner General of Immigration; Annual Report of

the Pan-American Conference; Reports by the Los Angeles City and County Police Departments.

Further data were collected by means of a study of data dealing with Mexican morality, and field trips of observation. After a comparison of the I.Q.'s of the boys and girls and moral and environmental conditions a further comparison was made of their social adjustments.

Assumptions. Though the general practice of separating the Mexican children into schools of their own is not widespread in southern California, there are some isolated districts that have experimented with the plan. In these districts, they have developed the all-Mexican and the all-white schools. Upon investigation it was found that there was a decided lack of published reports dealing with the problem of Mexican school children under such segregation.

It became evident at the outset that the schools are confronted with the problem of dealing with groups of children of different racial characteristics, with different intellects and different emotions. School administrators are becoming increasingly aware of the personality problem because they realize that childhood is the period of greatest opportunity for the adjustment of the individual to his environment.

It should be pointed out again that in suggesting segregation for the Mexican children, there is no thought in this thesis that they are an unwanted people. Economically they have been beneficial to southern California and their welfare and progress should be protected. However, in later chapters it is pointed out that Mexicans seem to possess some undesirable attitudes and characteristics. It will also be shown in later chapters that segregation into separate schools will help to change some of their attitudes and characteristics so as to benefit both the Mexican and white child.

The development of correct attitudes toward the social order in which we live and economic security are problems which have become more acute than ever before. The Mexican child has the same right to these outlooks as any other child. It is assumed that by segregation and proper teaching methods, by those in charge who are competent and in sympathy with the problem, this will become possible to achieve.

Normal school progress which may be expected of the white children is above the ability of the average Mexican. Faced with goals within his ability and in a segregated situation, where he is at home, he will progress and expand educationally as well as socially. The problem of keeping up with the white children is a problem with which the average Mexican is not able to cope. Due to this con-

dition, habits of work and mental attitudes are fostered in the Mexican child which are not desirable.

To make the Mexican child a useful citizen of this country it is necessary to give him the opportunities of achieving this without the burden of competing with the white child. Segregation into separate schools would not be a hardship to the Mexican child but would rather be a boon to him and his future.

The tone of the school must be in harmony with that of its pupil population. With a mixed population it is necessary to change that tone to meet the new average. This variation of progress is as unfair to the white child as it is to the Mexican.

There is the health problem to be faced also by these children. It will be shown in later chapters that the Mexican children are faced with malnutrition due to their type of food and its preparation. Physically this causes a disadvantage to the Mexican and is the main reason for their retardation. Mexicans in physical competition with the white child has a severe handicap. Specifically stated then, the assumptions made in this study are: (1) there is a need for more objective data on segregation; (2) schools are an advantageous place to attack the problem of assimilation presented by the Mexican; (3) Segregation has certain advantages and disadvantages for the Mexican; (4) segregation into other schools

has certain advantages for the whites.

Areas of investigation. Some of the problems that will be discussed in the following chapters will be:

(a) Social

1. Do Mexican children have as high moral standards as white children?
2. Does the Mexican or white child have the best record of school attendance?
3. Are the Mexican children gaining the right social attitudes in the schools?

(b) Health

1. Do Mexican or white children have the more contagious diseases?
2. Do the Mexican or white children have the more minor defects that might lead to major contagious diseases?

(c) Scholastic

1. Do Mexican children of mixed groups achieve more in school considering intelligence?
2. Do Mexican children of mixed groups show better grade placement considering acceleration and retardation?

THE PROBLEM RESTATED

It becomes therefore, the problem of this study, first, to determine the nature of the Mexican school child and his place in the schools of southern California; and second, to point out the possibilities of segregated or separate schools for this racial group as an approach to making better citizens of the Mexicans.

HISTORICAL BACKGROUND

To understand the Mexican adult and child it is necessary that their background be known. In order to draw conclusions there should be a definite knowledge of the race with which this people is concerned. In outlining this, a brief genealogy is required.

Background of genealogy. In the northern part of Mexico there are two distinct types of Mexicans, the nobles and the poor. The nobles are a mixture of Spanish, French and Indian blood, while the poor is a mixture of Indian and Mexican blood.

The northern portion of Mexico, including lower California, was the region of earlier peoples--among the Pueblo Indians of the Mesa and upper Rio Grande whose culture approached that of the peoples of the southern area. Further it is to say that southern Mexico was largely

CHAPTER II

HISTORICAL BACKGROUND

To understand the Mexican adult and child it is necessary that their background be known. In order to draw conclusions there should be a definite knowledge of the race with which this thesis is concerned. In acknowledging this, a brief genealogy is printed.

Background or genealogy. In the northern part of Mexico there are two distinct types of Mexican, the mestizo and the peon. The mestizos are a mixture of Spanish, French and Indian blood, while the peon is a mixture of Indian and Mexican blood.

The northern portion of Mexico, including lower California, was the region of savage peoples--except the Pueblo Indians of the Hila and upper Rio Grande whose culture approximated that of the peoples of the southern area. Suffice it to say that southern Mexico was largely

populated by Indians who had known Mayan and Aztec civilization and culture. Those of the north were of the Nahua stock whose tendencies were nomadic like the desert nomad--dirty, shiftless and lazy.¹

Language. It will long remain one of the marvels of history that a mere handful of Spanish cavaliers and priests were able to spread their language among the Indians of northern Mexico. The backbone of Mexico is still Indian.² This was undoubtedly made possible by the fact that Mexican geography separated about ten or twelve different race stocks, or tribes. In those days it was also difficult to communicate and travel in order to adopt a uniform language for all of the Mexican Indians. As a matter of fact, it is found that as late as 1864 there were fifty-two distinct Mexican languages. It remained for the Catholic Father to travel from one geographical subdivision to the next throughout the state of Mexico, establishing stations and trade routes. In order to accomplish this, he found it necessary to teach the lang-

¹Vernon McCombs, "Over the Border", Los Angeles Council of Home Missions Yearbook, Vol. XII (1936), p. 126.

²Ernest Gruening, Mexico and its Heritage (New York: The Century Press, 1928), p. 125.

uage to all of these with whom he came in contact. Spanish, then, after years of toil became the accepted language of the Mexican Indian.³

Mexican culture. The entire history of the Mexican Indian is rather uncertain, and the records are composed partly of fact and partly of myth. However, through the years, beginning with 245 A.D., evidences of various degrees of culture have been found.

The Spanish conquest by Cortez followed. During this period the Spaniards made a definite attempt to establish European culture in Mexico, which left a most lasting impression upon the culture of the Mexican Indian.

The next great period of development in the history of Mexico came about through the desire of Napoleon to seize the riches which were then thought to be inherent in Mexico. This resulted in whole companies of French being imported into Mexico. The royalty itself, headed by Maximilian, followed the French army. In 1864, Maximilian was crowned in Mexico City. During the short period of French influence, another era of culture was established. History reports at this time that a Mexican hero, Juarez, aided by

³Manuel Gamio, The Mexican Immigrant (Chicago: University of Chicago Press, 1931), p. 35.

the arrival of the United States army, overthrew the French government.⁴ Maximilian's assassination ended the French influence in Mexico up to this day. Juarez was followed by other great leaders of the Mexican people, including President Diaz. It has been noted by historians that none of these leaders has been capable of commanding the respect of a majority of the people for very long. There is one singular fact, however, which is outstanding: that in spite of the attempt to introduce European culture and control, never has the power been out of the hands of the Indian masses. This power has owed its control to the numerical predominance of the Indian type in the population. This is also true because of the predominance of Indian physical and mental traits in the mass of the mestizos and to the greater adaptability of the Indian to the climatic and food conditions.⁵

The effect of a peculiar communism of the Mexican Indian is in itself responsible for the third basic fact of Indian psychology; the love of and mastery by leaders and personalities. Shirking responsibility, the Indian sought ever to find for himself masters who would assume

⁴McCombs, op. cit., p. 14.

⁵Wallace Thompson, The People of Mexico (New York: Harper and Brothers, 1921), p. 68.

it. Before the conquest he had been a slave to his self-appointed priests, and went to war at the caprice of his ruler. In Spanish days he offered himself as a weapon and as a tool to the tyrannies which the situation nurtured and developed from the human selfishness of his new masters.⁶

This Indian tendency toward irresponsible communism, and this Indian willingness to shift every responsibility to the shoulders of any leader, combines to perpetuate and to explain the intellectual domination of the Spanish element in the outward appearance of the Mexico of today. This Spanish influence has sought, through all the years and all the changing governments of Mexico, to destroy Indianism by the expedient of replacing tribal and kin relationships with a white national ideal. This effort has failed with equal consistency and the root of its failure is in a psychological condition which is basically racial.

Always there has been on the part of the more intelligent Mexican, a realization of the racial battle in the Indian and mestizo mind. The Spaniard sought to eliminate the conflict by racial amalgamation; a plan whose

⁶De Lara Gutierrez, The Mexican People, Their Struggle for Freedom (Chicago: Doubleday Page and Company, 1927), p. 5.

failure today is virtually complete.

Since Spanish times all effort toward harmonizing the two elements has been undertaken on the principle that the Indian, as the lower race, must and would ultimately climb to the plane of his more advanced brother.⁷ This idea has contained two elements, the theorists who have sought to find newer and more beautiful systems of democracy, and the demagogues who have raised up Indian armies by promising surrender to Indian tradition. This linking of theory and demagogy is the condition which is seen today, and have seen through the century of Mexico's independence.

In the period of their life which we know, the Mexican Indians have had the experience of being conquered and dominated culturally by men of alien races and higher civilizations. In exception to most others, they have not and do not now show any sign of the growing mentality, broader group-consciousness, improved moral and intellectual adaptability which have marked other conquered peoples in the five thousand years of recorded history.

Summary. When attempting to educate Mexican chil-

⁷Gruening, op. cit., p. 142

dren, one must look to their background. This is necessary to determine whether they are the typical peon from northern Mexico, with a lower type of civilization and lower morals; or whether they are the mestizo type from the south of Mexico, influenced by ancient Spanish and French culture. While Mexicans have a fairly uniform language, they still have a bi-lingual problem when they come to the United States. Their culture has apparently caused them to become dependent upon leaders who would assume responsibility for them. Thus, it would seem that the Mexican cannot or will not assume responsibility for his education; so it becomes the school administrator's duty to attack the problem of his education. And, finally, racial amalgamation has not, to date, been an answer to their assimilation. After ascertaining these facts it will be known more readily how to provide for their future educational endeavors.

In this study the term "Mexican" refers particularly to the peon Mexican who has migrated from northern Mexico.

CHAPTER III

TYPICAL MEXICAN HOME AND HOME INFLUENCE

In the chapter preceding the background of the Mexican child was examined at length, trying to show in an impartial manner the characteristics which have been developed in the child's parents and ancestors. This chapter, like those following, is devoted to showing those conditions presently existing, which affect a Mexican child. Of course, it is to be remembered that there are exceptions to every rule, and the fact that Mexicans, peons and mestizos, have such different backgrounds makes it apparent that they must likewise have different living habits. A great majority of our Mexicans come from that group having a northern Mexican background so we are safe in assuming that the exception to the rule is the Mexican having the southern Mexican background.

The Mexican home. For the most part the Mexican has a low income. Therefore, his dwelling is frequently located in the less desirable portions of town such as immediately surrounding the industrial district, stock yards, river beds, and other districts where residential restrictions are not required.

The Mexican home frequently is in the middle of a barren, well-swept yard, devoid of grass, and stands surrounded by a rickety fence. Occasionally there will be flowers planted around the house itself, but the general rule is to find flowers in pots at or near the front door or windows. The back yard is usually filled with debris and exceedingly disorderly. Miss Alice Bessie Culp states:¹

The dwelling itself is usually of frame construction, supported by two by fours on a brick foundation or isolated cement peering. It is usually unpainted with the signs of living, grease marks, finger marks, and weather marks very evident. The windows are usually broken or cracked out entirely, or stuffed with cloth, depending upon the season of the year, and the wealth of the particular family. Usually there is an old car in the yard. The roof usually shows signs of being patched with materials other than the original covering. Usually the front yard is devoted to some flowers, and the ground and walk neatly swept and by the same token, the front or living room is usually fairly clean but with scant furniture.

¹Alice Bessie Culp, Study of the Living Conditions of Thirty-Five Mexican Families of Los Angeles (University of Southern California Press, 1932), p. 4.

Of course, the influence of the Catholic padre is frequently in evidence in the usual Mexican home. It commonly contains pictures of the Saints, Crucifix, Madonna, and portraits. It cannot be said that the remainder of the house shows the same attention as the front room and the front yard. As a general rule, most of the living is done in the back portion of the house, and this is usually a veritable junk heap--all pretense at cleanliness is here abandoned. As you step into the little shed of a kitchen, the impression of the front yard and cleanliness changes completely. The few dishes they possess are usually dirty. The table is covered with a dirty oil cloth, or perhaps nothing but a newspaper. The old stove is greasy, and the uncurtained shelves all have an unkept appearance.

They live mainly on tortillas and beans.² The food is put on the table, and the father sits down alone and eats. The children seldom sit down to eat, but rather take some beans in a cup, a spoon and a tortilla in their fingers and gulp them down on the run. Because of the types of food, and the methods of preparing it, these children often suffer from malnutrition, and are ready subjects for tuberculosis.

²De Lara Edgcomb Gutierrez, The Mexican People; Their Struggle For Freedom (Chicago: Doubleday Page and Company, 1927), p. 18.

In the bedroom, the space is largely taken up with two beds, regardless of the size of the family the average home consists of only three or four rooms. One family of ten or twelve, and oftentimes, two families occupy a house. The children sleep on old coats and rugs, without removing their day garments. New bedding is given by charitable organizations, and is treated in the same manner as the old. In case of sickness, there is no room for isolation. Hence, the sanitary conditions in the Mexican home, usually without a flush toilet or hot water, are beyond the understanding of many who live in the midst of comparative luxury.

Again Miss Culp finds the following conditions:

The greatest evil in the house conditions of the Mexican child is the crowding of many persons into one small house. The Mexican family normally consists of the father and mother and the children, but in twelve of the families visited, there were other relatives included in the family circle. One family consisted of a widowed mother and her three children who had taken into their house twelve other relatives including two grand-parents, three aunts, two uncles and five cousins. A survey brought to light that the majority of the thirty-five families live in three room houses, and that many live in homes of only two rooms. The total number of children in these thirty-five families is 14.7. These children and seventy-six adults live in one hundred and two rooms, making an average of little more than two persons to a room.

The outstanding fact shown in Table I is that most of the families eat in the kitchen. One fourth of these homes have a dining room. In two

of the homes the table is in a bedroom for the reason that the mother wants it there, and not because the kitchen is too small.

The statistics in Table II present the worst aspect of crowded conditions in the Mexican homes. Seven families have only one bed for the entire family. One of these families consists of two people, another of four people, three have five members each, and two consist of six members each. Nineteen of the homes have two beds for the entire family. These families range from three to sixteen members. One family of sixteen people has only two large beds and a baby bed which accommodates two children; but the two old grandparents and four children sleep on the floor with only pieces of clothing underneath them.³

The following data were collected by G. B. Oxman, in a Los Angeles City Survey:

In 1922 Mr. John Kienhle, former executive secretary of the Los Angeles Housing Commission, in a study of seven hundred habitations found that eighteen percent of the people were living in one room houses, sixty percent in two room houses, sixteen percent in three room houses, three percent in four room houses, two percent in five room houses, and one percent in six room houses.⁴

Of course, the result of this crowded, irregular and unsanitary condition shows itself in several different manners.

Effect of the home upon the child. First, the child is not psychologically adapted to the high standard re-

³Culp, op. cit., p. 14.

⁴Bromley G. Oxman, The Mexican in Los Angeles (Los Angeles City Survey, June 1930), p. 30.

TABLE I

HOME FURNISHINGS--DINING TABLE ⁵		
	Number	Percentage
Homes with table in kitchen	24	68 4/7
Homes with table in dining room	4	11 3/7
Homes with table in a bed room	2	5 5/7
Homes with table in the only room in house	3	8 4/7
Homes with table on porch used as kitchen	1	2 6/7
Homes with no table	1	2 6/7

⁵Culp, op. cit., p. 18.

TABLE II

HOME FURNISHINGS--BEDS ⁶		
	Number	Percentage
Homes having one bed	7	20
Homes having two beds	19	54 2/7
Homes having three beds	4	11 3/7
Homes having four beds	2	5 5/7
Homes having five beds	1	2 6/7
Homes having no beds	2	5 5/7
Homes with more than two people per bed	23	65 5/7
Homes with one bedroom only	15	42 6/7
Number of people sleeping on floor	29	13

⁶Ibid., p. 16.

quired in the typical American home, for cleanliness is not only a matter of physical adaptation, but is a state of mind. A child raised in such conditions not only adds an additional burden to the teacher in charge, but finds that he must change his ways of thinking. He is, therefore, faced not only with learning the lessons of the day, but the lessons which his parents and home life should have taught him. From a psychological viewpoint, the average Mexican child is not prepared to compete with his white brother on the same footing.

Secondly, close physical association with other members of the family means that children's diseases, in addition to social diseases, spread very rapidly. Whole families are often taken from school for long periods of time until the last of the ten or twelve children has been released from quarantine. This, in itself, is a tremendous handicap from an educational standpoint. Of course, the fact that they have not been educated to the necessity of caring for and preventing the spread of disease presents a very difficult problem for the health offices, for the Mexican himself makes no effort to avoid contagion.

Thirdly, malnutrition is quite prevalent among the Mexican children, because of their irregular eating habits, and because of the fact that their natural dishes consist

of tortillas, a greasy mixture, or enchiladas and beans. These foods, although giving sustenance to the body, do not provide a well balanced diet. Sick in mind and in body, the Mexican child finds that he is no match in intelligence or in desire, for his white brother in his school work.

Finally, the same crowded living conditions which prevail in old Mexico and which are accentuated in this country, encourage rather than discourage loose morals, and we find that large numbers of young Mexican girls are constantly getting into trouble. Children of Latin origin and background mature at an earlier age than those of an Anglo-Saxon or northern background and hence, are more subject to adult delinquencies than those of the white race.

Summary. All in all, it is quite obvious what the general rule must be. The Mexican child, though perhaps not naturally below the intelligent standard of a white child, is so harassed by his unequal living conditions, and mental and physical conditions, that he is unable to apply his natural intelligence to the problems presented in school with the same alacrity as his white brother. This definitely results in two evils, the first and least important of which is that the speed of the entire class must be slowed to the tune of the Mexican child's ability

to learn, and second, and the most important, that the Mexican child himself is unable to grasp the education being offered him, if for no other reason than the class finds it impossible to perceive and then to adjust itself to the speed required for his assimilation of information.⁷

This being the case it becomes apparent that the Mexican child should be segregated where he would be able to adjust at his own pace to the curriculum. This would seem to indicate that segregation might advantageously be used as a step in the assimilation of the Mexican into a culture which is at present widely divergent from his own. He would feel freer in an environment with his own brothers and create a better set of attitudes with this situation. "The Mexican child in the United States will progress with much more rapidity when he is offered a curriculum suited to his needs and temperament."⁸

⁷Don T. Delmet, "A Study of the Mental and Scholastic Abilities of Mexican Children in the Elementary School", Journal of Juvenile Research, Vol. XIV (1930) p. 18.

⁸O. G. Bromley, "The Mexican in Los Angeles", City Survey Pamphlet, Vol. I (1935) p. 27.

Wallace Thompson

Neither lying nor honor have very much relationship to the religious ideals of the people, and have the Mexican temperament different religious ideas about honor. For the members of the church, the average people, are chiefly to furnish prayers and to sing at certain important occasions of life, at birth, death and marriage.¹

CHAPTER IV

MORAL CHARACTERISTICS

Honor and dignity are prized virtues, even though honor may to us seem a trifle empty without truth. Still "honor" is a great idea and a great comfort. It is a noble word even to the mestizo who will steal your last cent and tell you smilingly to your face that he has never been within half a mile of you or your property. It is a noble word to the Mexican soldier. He will not quit before action, but will retire in the midst of battle, in order to save his honor, which would be wronged if he remained to be beaten. Honor to the Mexican means prestige. Cheating in games, in war and in business (school) is to him but the maintaining of his honor, his prestige, and his prowess.¹

¹Wallace Thompson, The Mexican Mind (Boston: Boston Publishing Company, 1934), p. 36.

Wallace further states:

Neither lying nor honor have very much relationship to the religious ideals of the people, and here the Mexican temperament differs radically from most other races. The functions of the church, to the average Mexican mind, are chiefly to furnish manners and to sanctify certain important functions of life, as birth, death and marriage.²

Percentage of Mexican arrests and jail bookings. As a further investigation into truth and honor of the Mexican people statistics of the Los Angeles County Police were investigated. In Table III and Table IV is given a compilation of the causes of arrests of all persons booked in the Los Angeles County jail for the twelve months from July 1, 1937, to June 20, 1938, showing the total persons booked for each offense.

The proportion of women booked in the county jail is unusually high but is accounted for by the fact that the city police houses all arrested women in the county jail.

From the Los Angeles Police Department statistics of arrests are available from 1935. These indicate an increasing proportion of arrests of Mexicans in the city, from 14.0 percent in 1935, 14.6 percent in 1935-1936, 16.2 per-

²Thompson, op. cit., p. 37

cent in 1936-1937, to 18.4 percent in 1937-1938. With definite knowledge as to population figures not obtainable, it cannot be stated whether the increase in percentage of arrests represents an increase greater in proportion than the increase of the Mexican population.

In general the sheriff's records bear out the fact that the offenses most frequently committed by the Mexican so booked were violations of narcotic laws, theft or larceny, burglary, drunkenness, disturbing the peace, assault and battery and rape.³

The 1930 census lists the Mexican population for Los Angeles city as 7.8 percent of the total population, and the Mexican population for Los Angeles county as 7.5 percent of the total county population. In view of the foregoing yearly percentages of Mexican arrests and jail bookings, the Mexicans show a relatively high percentage for their proportion in the population. It would seem that their concept of honor and truth is not in accord with the standards of the society in which they live.

Causes and percentages of juvenile arrests among the Mexicans. A study was made of the total number of

³Annual Report Los Angeles Police Department, (1938-1939), p. 4.

TABLE IIISTATISTICS OF ARRESTS--MEN⁴

	Total No. Men	No. Mex. Men	% Mex. of total
Total.....	11, 917	2,042	17.1
OFFENSE			
Arson.....	27	3	11.1
Assault and battery.....	308	96	31.2
Burglary.....	864	153	17.7
Contributing to delinquency.	48	6	12.5
Drink.....	59	14	23.7
*Dyer Act.....	66	1	1.5
Embezzlement.....	73	4	5.5
Failure to provide.....	379	51	13.4
Federal Law.....	250	22	8.8
Disturbing the peace.....	330	128	38.8

*Dyer Act; Federal Motor Vehicle Theft Act.

⁴Annual Report, Los Angeles Police Department, (1938),
p. 4.

TABLE IV

STATISTICS OF ARREST--WOMEN⁵

	Total No. Women	No. Mex. Women	% Mex. of total
Total.....	4,587	678	14.8
OFFENSE			
Arson.....	6	-	-
Assault and battery.....	74	15	20.3
Burglary.....	233	25	10.7
Contributing to delinquency.....	22	1	4.5
Disturbing the peace.....	73	13	17.8
Drink.....	570	79	13.8
*Dyer Act.....	1	-	-
Failure to provide.....	6	4	66.7
Embezzlement.....	3	3	100.0
Federal Law.....	7	2	28.6

*Dyer Act: Federal Motor Vehicle Theft Act.

⁵Los Angeles Police Report, op. cit., p. 5.

juvenile arrests and number of Mexican juveniles arrested by Los Angeles city police over a period of four years.

In Table V is given the total number of juvenile arrests and number of Mexican juveniles arrested by Los Angeles city police during the year 1939-1940. This table shows that 19.5 percent of the total boys arrested were Mexicans, and 17.5 percent of the girls arrested were Mexican. Offenses most common among the boys were burglary, theft or larceny, and disorderly conduct. Over twenty five percent of all arrests made for murder, violating drug laws, and drunkenness were Mexicans. Although the most common offense among the Mexican girls are sex offenses, a high percentage of arrests due to theft or larceny, violation of liquor laws, and drunkenness are caused by Mexican girls.

Table VI gives the statistics of juvenile arrests for 1937-1938. During this year 17.3 per cent of the total number of boys arrested were Mexicans while 16.6 percent of the total number of girls arrested were Mexicans. During this year the most common offenses among the Mexican boys were burglary, theft or larceny, vagrancy, and rape. However, 37.5 percent of the boys arrested for rape were Mexicans, 33.3 percent of the boys arrested for assault were Mexicans, 100 percent of the boys arrested for violating drug laws, and 38.1 percent of the boys arrested for violat-

TABLE V

TOTAL JUVENILE ARRESTS AND NUMBER OF MEXICAN JUVENILES ARRESTED BY LOS ANGELES CITY POLICE, BY CLASSIFICATION OF OFFENSES, WITH PERCENTAGE WHICH MEXICANS REPRESENTED OF TOTAL, 1939-1940. (MEXICANS INCLUDE BOTH NATIVE AND FOREIGN BORN)⁶

	Total No. Boys	No. Mex. Boys	% Mex. of Total	Total No. Girls	No. Mex. Girls	% Mex. of Total
Total.....	3,534	690	19.5	1,282	224	17.5
OFFENCE						
Manslaughter..	5	1	20.0	-	-	-
Murder, 1st deg.	4	1	25.0	-	-	-
Rape.....	11	2	18.2	-	-	-
Assault.....	33	8	24.2	1	-	-
Burglary.....	603	138	22.9	24	10	14.7
Forgery.....	17	-	-	5	-	-
Theft-Larceny.	1,241	267	21.5	64	13	20.3
Carrying Weapons	9	1	11.1	-	-	-
Sex Offences..						
except rape	116	22	18.9	394	55	13.9
Violating drug						
law.....	5	3	60.0	1	-	-
Violating liquor						
laws.....	29	6	20.7	2	2	100.0
Drunkenness...	56	23	41.1	10	2	20.0
Disorderly con-						
duct.....	230	48	20.9	86	13	15.1
Vagrancy.....	145	15	10.3	11	-	-
Violating motor						
vehicle laws.	116	25	21.5	10	-	-
Violating mun-						
icipal laws..	46	4	8.7	7	-	-
Miscellaneous.	854	125	14.6	666	129	19.4

⁶Los Angeles Police Report, (1940) op. cit., p. 6.

TABLE VI

TOTAL JUVENILE ARRESTS AND NUMBER OF MEXICAN JUVENILES ARRESTED BY LOS ANGELES CITY POLICE? BY CLASSIFICATION OF OFFENCES, WITH PERCENTAGE WHICH MEXICANS REPRESENTED OF TOTAL, 1937-1938. (MEXICANS INCLUDE BOTH NATIVE AND FOREIGN BORN)⁷

	Total No.		% Mex.	Total	No.	% Mex.
	No.	Mex.	of	No.	Mex.	of
	Boys	Boys	Total	Girls	Girls	Total
Total.....	4,061	701	17.3	1,142	190	16.6
Offence						
Manslaughter....	7	-	-	-	-	-
Murder.....	1	-	-	-	-	-
Rape.....	8	3	37.5	-	-	-
Robbery.....	79	18	22.8	2	-	-
Assault.....	18	6	33.3	4	1	25.0
Burglary.....	686	128	18.6	15	5	33.3
Forgery.....	13	-	-	6	-	-
Theft-larceny...	1,433	288	20.1	53	11	20.8
Carrying weapon.	13	1	7.7	1	-	-
Sex offences except rape.....	99	10	10.1	362	60	16.6
Violating drug laws.....	1	1	100.0	1	1	100.0
Violating liquor laws.....	21	8	38.1	2	1	50.0
Drunkenness.....	38	11	28.9	9	-	-
Disorderly conduct.....	235	13	5.1	71	8	11.3
Vagrancy.....	240	21	8.7	9	1	11.1
Vehicle laws....	120	15	12.5	6	-	-
Municipal ordinances.....	57	7	12.2	2	-	-
Miscellaneous...	992	171	17.2	600	102	17.0

⁷Los Angeles Police Report, (1938) op. cit., p. 12.

TABLE VII

TOTAL JUVENILE ARRESTS AND NUMBER OF MEXICAN JUVENILES ARRESTED BY LOS ANGELES CITY POLICE, BY CLASSIFICATION OF OFFENCES, WITH PERCENTAGE WHICH MEXICANS REPRESENTED OF TOTAL, 1936-1937. MEXICANS INCLUDE BOTH NATIVE AND FOREIGN BORN)⁸

	Total No. Boys	No. Mex. Boys	% Mex. of Total	Total No. Girls	No. Mex. Girls	% Mex. of Total
Total.....	4,238	794	18.7	1,004	131	13.0
OFFENCE						
Manslaughter...	2	-	-	1	-	-
Murder.....	1	-	-	1	1	100.0
Rape.....	21	6	28.6	-	-	-
Robbery.....	84	15	17.8	1	-	-
Assault.....	36	11	30.6	1	-	-
Burglary.....	711	152	21.4	6	-	-
Forgery.....	20	2	10.0	3	-	-
Theft-larceny..	1,538	332	21.6	78	13	16.7
Carrying weapon	13	-	-	1	-	-
Sex offences except rape.....	85	3	3.5	381	53	13.9
Violating liquor laws.....	19	3	15.8	2	1	50.0
Violating drug laws.....	3	2	66.6	-	-	-
Drunkenness....	44	11	25.0	9	-	-
Disorderly conduct.....	245	28	11.4	-	-	-
Vagrancy.....	192	45	23.4	46	7	15.2
Municipal ordinances.....	110	1	.9	-	-	-
Vehicle laws...	110	29	26.4	2	-	-
Miscellaneous..	1,001	154	15.4	472	56	11.9

⁸Los Angeles Police Report, (1937) op. cit., p. 22.

TABLE VIII

TOTAL JUVENILE ARRESTS AND NUMBER OF MEXICAN JUVENILES ARRESTED BY LOS ANGELES CITY POLICE, BY CLASSIFICATION OF OFFENCES, WITH PERCENTAGE WHICH MEXICANS REPRESENTED OF TOTAL, 1938-1939. (MEXICANS INCLUDE BOTH NATIVE AND FOREIGN BORN)⁹

	Total No. Boys	No. Mex. Boys	% Mex. of Total	Total No. Girls	No. Mex. Girls	% Mex. of Total
Total.....	3,855	649	16.8	939	131	13.9
Offences						
Manslaughter.	4	-	-	-	-	-
Murder.....	1	-	-	-	-	-
Rape.....	16	4	25.0	-	-	-
Robbery.....	64	18	28.1	-	-	-
Assault.....	39	14	35.9	1	-	-
Burglary.....	734	124	16.9	14	4	28.6
Forgery.....	10	-	-	-	-	-
Theft-larceny	1,550	327	21.1	58	7	12.0
Carrying weapons.....	4	2	50.0	-	-	-
Sex offences, except rape.	91	13	14.2	351	60	17.1
Drug laws....	2	-	-	-	-	-
Liquor laws..	20	2	10.0	2	1	50.0
Drunkenness..	32	8	25.0	7	3	42.8
Disorderly conduct.....	141	22	15.6	28	3	10.7
Vagrancy.....	135	6	4.4	1	-	-
Vehicle laws.	45	9	20.0	1	-	-
Municipal or- dinances....	111	8	7.2	3	-	-
Miscellaneous	856	92	10.7	472	53	11.2

⁹Los Angeles Police Report, (1939) op. cit., p. 18.

ing liquor laws were Mexicans.

Although sex offenses are the most common cause of arrest among Mexican girls, fifty percent of the girls arrested for violating liquor laws were Mexican girls. All girls arrested for violation of the drug laws were Mexicans, and 33.3 percent of all girls arrested for burglary were Mexicans.

Table VII gives the statistics of juvenile arrests by Los Angeles city police for 1936-1937. Of the total number of boys arrested 18.7 per cent were Mexicans and of the total number of girls 13.0 percent were Mexicans. Offenses most common among the Mexican boys during this year were theft or larceny, burglary, and disorderly conduct. In addition, 66.6 percent of the boys arrested for violating drug laws were Mexicans, 30.6 percent of the boys arrested for assault were Mexicans and 28.6 percent of the boys arrested for rape were Mexicans.

The most common offense among the Mexican girls are sex offenses but a high percentage of girls arrested for murder, violation of liquor laws, theft or larceny and disorderly conduct are Mexicans.

The total juvenile arrests for 1936-1937 are shown in Table VIII. Of the total number of boys arrested 16.8 percent of them were Mexican, while of the total number of

TABLE IX

STATISTICS OF JUVENILE ARRESTS ¹⁰				
	Mex. Boys	% Pop.	Mex. Girls	% Pop.
1936-1937.....	19.5	11.5	17.5	14.4
1937-1938.....	17.3	10.3	16.6	13.2
1938-1939.....	18.7	11.2	13.0	10.1
1939-1940.....	16.8	14.1	13.9	16.4

¹⁰Los Angeles Police Report, (1940) op. cit., p. 28.

TABLE X

**PERCENT OF MEXICAN JUVENILES OF THE TOTAL JUVENILE CASES
IN LOS ANGELES COUNTY FOR 1935-1940 INCLUSIVE¹¹**

Year	Boys	Girls
1935.....	12.3	10.5
1936.....	11.2	19.4
1937.....	12.2	17.4
1938.....	14.6	19.4
1939.....	15.4	17.1
1940.....	14.0	13.2

¹¹Los Angeles Police Report, (1940) op. cit., p. 12.

girls arrested 13.9 percent were Mexican. Mexican boys were most frequently arrested for thely or larceny, burglary, and disorderly conduct. Of the number of arrests made for rape, robbery, assault, carrying weapons, and drunkenness, twenty five percent or more in each instance were Mexican boys.

The trend in Mexican juvenile arrests by the Los Angeles Police Department is noted for the years 1936-1940 inclusive in Table IX, which indicates that the percentage of Mexican juvenile arrests of the total juvenile arrests is 19.5 percent. In 1940 this had decreased to 16.8 percent.

For the girls, in 1936-1937 of the total number of girls arrested 17.5 per cent were Mexican while in 1939-1940 only 13.9 percent of the girls arrested were Mexican.

Statistics for these four years disclose that the offense for which Mexican boys were arrested with greater frequency than the rest of the minor population were drunkenness, assault, rape, robbery, and violation of drug and liquor laws. Offenses for which Mexican boys were less frequently arrested were forgery, vagrancy, manslaughter, and murder.

Mexican girls during these years showed a high percentage of arrests for burglary and sex offenses, and

violations of liquor laws.

In Table X juvenile court records of new cases filed during the years 1935-1940, inclusive, in Los Angeles county, disclose the percentages which Mexican juveniles represented of the total. This table indicates an increase in the percent of Mexican juveniles of the total juvenile cases in Los Angeles county.

Specific population statistics for the minor population of Los Angeles city and county were not available, and therefore no definite conclusions could be drawn as to the ratio of Mexican delinquency in relation to the rest of the juvenile population. However, computing the ratio on the basis of the general 1930 population figures quoted above the percentage of Mexican juvenile delinquency is shown to be high.

Mexicans in correctional schools. California maintains two correctional schools for boys--Whittier State School for problem boys eight to sixteen years of age, and the Waterman Preston School of Industry for those sixteen to twenty one years of age.

Administration officials in the two state schools for boys have been sharply concerned during the past few years by the rapid increase in the number of Mexican boys

committed to their care. By 1936 the proportion had increased to nearly one-fifth of all the boys at the Preston School and one-tenth of those at Whittier. The State School for Girls, however, shows a small number of Mexicans. In order to obtain a more complete picture of juvenile delinquency, statistics of Mexicans in the private correctional schools are given in Table XI. Of the total number of boys in all public and private schools for delinquents in April, 1938, 11.8 percent were Mexicans. At the Preston School 18.3 percent were Mexicans. Whittier State School was shown to have 9.9 per cent Mexican enrollment.

In Table XII is given the number of all boys and of Mexican boys committed to the Preston School by nature of offence, with percentage distribution for June, 1936. Of the Mexican boys in the school 21.24 percent had been committed for burglary, 19.47 percent for grand larceny, and 28.32 percent for violation of the Motor Vehicle Act.

Vulgarity of children in the Azusa city schools. The results of a study of vulgarity in the Azusa city schools are given in Table XI. The study was made using 423 Mexican children and 754 white children. It was found that there were sixty cases of swearing among the Mexican children and only twenty four cases among the white children. There were fifteen cases of obscene note writing among the

Mexicans, but nineteen cases among the white children. There were ten cases of obscene or questionable conduct among the Mexican children and eleven cases among the white children. This shows that there were more cases of swearing found among the Mexican children, but fewer cases of obscene not⁶/writing and questionable conduct.

Summary. In summary we might say that the Mexican has a temperament which is peculiarly his own. To him lying and deceit are not grievous crimes. It is a deep insult to tell a Mexican that he is shameless. Honor and dignity are the prized virtues; but, neither lying or honor have much relationship to the religious ideals of the people, the ethical side of religion being regarded lightly.

Due to the Mexican temperament, the high percentage of juvenile arrests among the Mexicans, and the nature of offences committed, and their low moral standards, it would be advisable to place them in a segregated situation where they would have their own buildings and own curriculum.¹² The segregation should be complete. Separate plots of ground, separate buildings and separate teachers from those of the white children should be provided.

¹²Robert M. Bear, The Social Functions of Education, (New York: The Macmillan Company, 1937), p. 239.

CHAPTER V

PHYSICAL COMPARISON

The purpose of this chapter is to offer a comparison of the general health, infant mortality rate, deaths, and communicable diseases among the Mexican and white population to see if for reasons of health the Mexican and white children should be segregated in school.

The health and physical resistance are important because if the Mexican race is more susceptible to diseases it is likely that they are more apt to spread diseases, and by doing so they affect the stability of school enrollment and lower the average daily attendance.

Personal hygiene. The personal hygiene of the Mexican people is deplorable. Many do not have the facilities for cleanliness of the body. Bathing is irregular at best.

The lack of personal cleanliness accounts for the many skin diseases which they have. The children are al-

lowed to go very much as nature decrees. When the girls reach the adolescent age they try to cover up the dirt with paint, rouge, and brilliant finger nail polish. The boys, at this age, turn to hair oils and take on a glamorous appearance. Tooth brushes are seldom used. If they are used, they are common property of the entire family, as is the comb, towel, wash rag, and other toilet articles.¹

Cleanliness. Table XI gives the results of a study of the relative cleanliness of American and Mexican children. There were 462 white children observed and 424 Mexicans.

Among these children eighty four percent of the whites had clean hands and faces while only sixty four percent of the Mexicans came with clean hands and faces. Nine percent of the white children had fairly clean hands and faces and twenty five percent of the Mexicans were fairly clean. Five percent of the white children had soiled hands and faces and nine percent of the Mexicans had soiled hands and faces. Only one percent of the white children had very dirty hands and faces and two percent of the Mexicans had very dirty hands and faces

This study shows that a larger percent of the white

¹Emory S. Bogardus, "The Mexican Immigrant", Journal of Applied Sociology, Vol. XI (1927) p. 470.

TABLE XI

CLEANLINESS OF MEXICAN AND AMERICAN CHILDREN ³				
Americans	Clothing	Percent	Hands and Face	Per- cent
Clean	383	83	389	84
Fairly clean	49	10	46	9
Soiled	20	4	22	5
Very dirty	10	2	5	1
Total	462	99	462	99
Mexicans	Clothing	Percent	Hands and face	Per- cent
Clean	215	51	270	64
Fairly clean	141	33	106	25
Soiled	55	13	39	9
Very dirty	13	3	9	2
Total	424	100	424	100

³Azusa City School Survey, (1939), p. 12.

children come to school cleaner than the Mexican children. Due to the fact that this condition is environmental and will take some time to correct, segregation and special instruction would help the Mexicans.

Infant mortality. As has been demonstrated by the elaborate studies made by the United States Children's Bureau, infant mortality may be accepted as an index of the standard of living of the Mexicans.

A comparison of the white and Mexican infant mortality rates indicate sharply the results the poverty and unintelligent mode of living of the Mexican group. In 1926 over one-fourth of all Mexican babies born died within their first year of life, and while the rate showed improvement in 1929, 1930, and 1931, it still stood at 250.6 in 1933. At that time the county established an intensive program of maternal and infant hygiene, which has served to reduce the death rate among Mexican infants to 104.5 in 1939. This rate remains over two and a half times as high as among the white population.²

²United States Children's Bureau, "Infant Mortality", Infant Care, (1939) p. 1-14.

TABLE XII

INFANT MORTALITY RATE PER 1000 OF THE WHITE AND
MEXICAN POPULATION OF LOS ANGELES COUNTY (UNINCORPORATED AREA) , 1926-1939.⁴

Year	White	Mexican
1926.....	70.0	285.0
1927.....	67.4	255.1
1928.....	71.3	348.1
1929.....	61.9	170.0
1930.....	60.2	186.7
1931.....	57.6	179.0
1932.....	78.4	243.4
1933.....	80.5	250.6
1934.....	61.3	163.2
1935.....	58.5	166.1
1936.....	41.9	124.6
1937.....	45.4	96.9
1938.....	51.7	116.8
1939.....	39.6	104.5

⁴Governor Young, "Infant Mortality", Gov. Young's
Fact-Finding Committee Pamphlet, (1939) p. 183-184.

Communicable diseases. Diseases in general are much more prevalent among the Mexican people. Malnutrition and lack of personal hygiene is the cause of these diseases. Impetigo, scabies, ringworm, and pediculosis are a continuous menace. These diseases must have persistent treatment for the protection of others. A study of communicable disease, the number of cases, number of deaths, and particularly the case fatality rate, serves as a general index of the mode of living, the care received, and the physical resistance of the Mexican individuals. From 1931 the Los Angeles County Health Department has made a racial segregation in its records. These are shown in Table XIII. This segregation of figures as to the white and the Mexican population brings out the fact that one-sixth of all communicable cases and one-fourth of all such deaths are of Mexicans. Without accurate population statistics, which are not obtainable, the percentage of Mexicans in the population cannot be computed. According to estimates of population, the number is high of cases of deaths among the Mexicans. In 1931, among the Mexican population, nearly one-fourth of all cases of communicable disease (which includes all diseases reported by law) terminated fatally. This rate was nearly twice as high as the fatality among the white population. Under an expanded service inaugurated by the Los Angeles County

TABLE XIII

NUMBER OF CASES OF COMMUNICABLE DISEASE IN LOS ANGELES COUNTY (UNINCORPORATED AREA) RESULTING IN DEATHS AND CASE FATALITY RATE, FOR TOTAL POPULATION, WHITE POPULATION AND MEXICANS, 1931-1937

COMMUNICABLE DISEASE CASES					
Year	Total	White		Mexican	
		Number	Percent of total	Number	Percent tot.
1931.....	3215	2724	84.72	340	10.58
1932.....	4831	3999	82.77	568	11.76
1933.....	5197	4298	82.70	710	13.66
1934.....	8142	6839	84.00	1145	14.06
1935.....	5815	4566	78.52	1125	19.35
1936.....	6225	4786	76.88	1252	20.11
1937.....	10200	8097	79.38	1905	18.68
Total.....	43,625	35,309	80.94	7045	16.15
COMMUNICABLE DISEASE DEATHS					
Year	Total	White		Mexican	
		Number	Percent of total	Number	Percent of total
1931.....	468	365	77.99	80	17.09
1932.....	640	440	68.75	123	19.22
1933.....	784	553	70.54	184	23.47
1934.....	881	611	69.35	223	25.31
1935.....	801	557	69.54	202	25.22
1936.....	722	504	69.81	174	24.01
1937.....	826	601	72.76	183	22.15
Total.....	5,122	3,631	70.89	1169	22.82

TABLE XIII (continued)

NUMBER OF CASES OF COMMUNICABLE DISEASE IN LOS ANGELES COUNTY (UNINCORPORATED AREA) RESULTING IN DEATHS AND CASE FATALITY RATE, FOR TOTAL POPULATION, WHITE POPULATION AND MEXICANS, 1931-1937⁶

Year	Total	White Population	Mexican Population
1931.....	14.56	13.40	23.53
1932.....	13.25	11.00	21.65
1933.....	15.09	12.87	25.92
1934.....	10.82	8.93	19.47
1935.....	13.77	12.20	17.96
1936.....	11.60	10.53	13.90
1937.....	8.10	7.42	9.61
Total.....	11.74	10.28	16.59

then about the white population.

The most common diseases among the Mexican population as shown in Table III are pneumonia, tuberculosis, diarrhoea, scarlet, streptococcal, erysipelas, typhoid fever, and erysipelas.

Scarlet fever. A study in the same city shows that seventy cases of scarlet fever among the Mexicans and none among the white children. There was only one other case of scarlet fever among the white children while there were 111 among the Mexicans.

⁶Young, op. cit., pp. 184-185.

⁷Robert H. Brown, Scarlet Fever (New York: Fleming H. Revell Company, 1928), p. 148.

Health Department in 1931, the communicable diseases have been given care and treatment far more intensively than in former years. The general fatality rate has been nearly cut in two, and the Mexican rate still more sharply reduced. The white rate was cut from 13.4 to 7.4 and the Mexican rate from 22.9 to 9.6. In spite of all their efforts the Mexican rate remains nearly a third higher than the white race. This is considered by the health authorities as indicative of a fundamentally less sturdy stock.⁵

This table also shows a much larger percentage of cases of communicable diseases among the Mexican population than among the white population.

The most common diseases among the Mexican population as shown in Table XIV are pneumonia, tuberculosis, diphtheria carrier, whooping cough, dysentery, typhoid fever, and erysipelas.

Pediculosis. A study in the Azusa city schools shows seventy cases of pediculosis among the Mexicans and none among the white children. There was only one other skin disease among the white children while there were 111 among the Mexicans.

⁵Robert McClean, That Mexican (New York: Fleming H. Revell Company, 1928), p. 142.

TABLE XIV

COMPARISON OF CONTAGIOUS DISEASES IN RURAL LOS ANGELES COUNTY BETWEEN MEXICAN AND WHITE GROUPS 1938-1939⁷

	Number of cases		% of Total	
	White	Mexican	White	Mex.
Influenza.....	222	34	86.7	13.3
Pneumonia.....	166	57	74.4	25.6
Tuberculosis.....	1077	356	75.2	24.8
Diphtheria.....	165	21	88.7	11.3
Diphtheria carrier...	273	133	67.2	32.8
Septic sore throat...	4	-	100.0	-
Measles.....	2946	521	84.9	15.1
Measles--German.....	41	5	89.1	10.9
Mumps.....	866	166	83.9	16.1
Scarlet fever.....	696	150	82.3	17.7
Whooping cough.....	818	330	71.3	28.7
Chicken pox.....	911	160	85.1	14.9
Small pox.....	105	7	93.75	6.25
Dysentery.....	9	13	40.9	59.1
Typhoid fever.....	12	5	70.6	29.4
Gonorrhea.....	96	26	78.7	21.3
Syphilis.....	264	61	81.2	18.8
Erysipelas.....	44	18	71.6	28.4

⁷Los Angeles Health Department, "Contagious Diseases", Los Angeles Health Records, (1939) p. 6.

Tuberculosis. The prevalence of tuberculosis among the Mexican population of southern California is one of the outstanding problems of health and relief agencies wherever Mexicans are found in large numbers. Statistics from the Los Angeles health department for the unincorporated area of Los Angeles county indicate this condition as shown in Table XV. In 1931 out of a total of 1835 deaths, 211 were Mexicans which represented 11.5 percent of the total deaths in that area. It is also indicated in this table that the Mexican deaths from tuberculosis amounted to 14.8 percent of the total due to that cause. In 1937 there were 459 Mexican deaths out of a total of 3303 deaths, or 13.9 percent of the total were Mexicans. Among the deaths due to tuberculosis, Mexican deaths represented 19.6 percent of the total, while in 1935 it will be noted that Mexican deaths from tuberculosis were almost one-fourth, or 24.0 percent of the total deaths from that disease.

Segregated statistics of deaths from tuberculosis discloses the fact that in 1939 Mexicans constituted over one-fifth of deaths, where eight years earlier they had represented only one-seventh. Undoubtedly the increase is due in part to the increasing proportion of Mexicans in the population, but the addition to the population of tubercular whites largely offsets this factor.

TABLE XV

TOTAL NUMBER OF TUBERCULOSIS DEATHS IN THE UNINCORPORATED AREA OF LOS ANGELES COUNTY, NUMBER OF WHITE AND MEXICAN DEATHS, AND PERCENT WHICH THEY CONSTITUTE OF THE TOTAL, 1931-1939⁸

Year	Total Cases	No. White	Percent of total	No. Mex.	Percent of total
1931....	297	241	81.1	44	14.8
1932....	355	296	83.4	49	13.8
1933....	427	315	73.8	83	19.4
1934....	475	358	75.4	90	18.9
1935....	429	304	70.9	103	24.0
1936....	394	287	72.8	85	21.6
1937....	459	343	74.7	90	19.6
1938....	471	344	73.0	102	21.6
1939....	461	340	73.7	98	21.2

⁸Young, op. cit., p. 22.

TABLE XVI

TOTAL NUMBER OF PATIENTS AND NUMBER OF MEXICANS CARED FOR AT OLIVE VIEW SANITARIUM (LOS ANGELES COUNTY CHARITIES TUBERCULAR INSTITUTION) 1934-1935 TO 1939-1940;
WITH PERCENTAGE WHICH MEXICANS REPRESENT OF TOTAL⁹

Year	Total No. Inmates	No. Mex. Inmates	Percent of Mexicans
1934-1935.....	669	80	12.0
1935-1936.....	1160	256	22.1
1936-1937.....	1262	280	22.2
1937-1938.....	1336	320	23.9
1938-1939.....	1376	322	23.4
1939-1940.....	1496	350	23.4

⁹County Charities Department, "Olive View Sanitarium", Los Angeles County Charities Department Bulletin, Vol. X (1940) p. 6.

Comparable figures regarding the prevalence of tuberculosis among Mexicans in other sections of the state are not available, but the seriousness of the situation is borne out by a census taken of all cases under observation in the tuberculosis clinic maintained by the Los Angeles City Health Department, 1938. Out of 1516 patients, which included diagnosed cases, pretubercular cases, patients under observation and contact cases, 413 or twenty seven percent of the total were Mexicans. As Mexicans are estimated to constitute about ten percent of the city's population, the fact that they total over one-fourth of the clientele of the tuberculosis clinics is probably due in part to poverty and the necessity of seeking free treatment. However, it undoubtedly reflects also a high general tuberculosis rate among the Mexican population.

Summary. The study of infant mortality demonstrates that there is a large death rate among the Mexican infants. In 1939 the rate was over two and a half times as high as among the white population. The poverty and unintelligent mode of living, plus the less sturdy stock of the Mexicans is largely responsible for this condition.

Lack of personal hygiene and the fact that the Mexicans are a less sturdy stock, results in a much larger per-

centage of cases of communicable diseases among the Mexican population than among the white population. The most common diseases among the Mexicans are pneumonia, tuberculosis, diphtheria carrier, whooping cough, dysentery, typhoid fever, and erysipelas. With these impediments to normal school competition it would be advisable that the Mexican children be segregated in order to clear up this situation. In a segregated school it would be possible to place a greater and well warranted emphasis upon the problems of health which so intimately affect the life of the Mexican.

This part of the study will deal with the intelligence quotients of the Mexican children, the possible causes of their low standards and suggested remedies.

The Mexican Standard of Living. Standards of living are very low among the Mexican people. The various reasons for this may be illustrated by the food gathered in the little one roomed house in Belvedere, a section of Los Angeles. In these houses there were found 10

be ninety-one second generation Mexicans, ranging between the ages of sixteen and thirty, who had left school before they had graduated from high school. In these same families there were found to be only two who had graduated from high school and one who is attending college.

In distributing the questionnaires who had left school, the following results were obtained:

CHAPTER VI

1. SCHOLASTIC COMPARISONS..... 9

2. Family Responsibility..... 30

In the belief that a comparison of scholastic abilities will be enlightening to the problem of whether or not Mexican school children should be segregated, this chapter is presented. In fairness to the Mexican child, he should not be expected to compete with the white child if the facts prove that the handicap of doing so is very large.

This part of the study will deal with the intelligence quotients of the Mexican children, the possible causes of their low standards and suggested remedies.

The Mexican attitude toward education. Educational standards are very low among the Mexican people. The various reasons for this may be illustrated by the data gathered in visiting one hundred homes in Belvedere, a section of Los Angeles. In these homes there were found to

be ninety-one second generation Mexicans, ranging between the ages of sixteen and thirty, who had left school before they had graduated from high school. In these same families there were found to be only two who had graduated from high school and one who is attending college.

In questioning the ninety-one who had left school, the following reasons were given:

1. Because of hard times..... 9
2. Family responsibilities.....20
3. Couldn't learn arithmetic..... 1
4. To get married (girls)..... 6
5. To earn money for clothes (girls)..... 4
6. To care for younger children..... 9
7. Because of fruit picking.....10
8. To look for a job.....17
9. Father wanted me to quit.....11
10. Lived too far from school..... 4

Family responsibility was given by the largest number as their reason for leaving school. In large families where the youngest are mere babies when the oldest are young men and women, it is natural that they should be called upon to share the responsibility of providing for the household. Education is considered a luxury that cannot be included in the expenses of a family with so many

mouths to feed. The elder children feel their responsibility and voluntarily share the burden with their father.

Differences attributed to racial limitations. Several investigators attribute test scores among Mexican children to racial limitations:

Garretson does so because he is unable to detect serious language difficulties above second grade; Garth because intelligence test scores become higher with the increase of white blood in Indian veins; Goodenough because she believes that her test is entirely non-verbal; Haught because he finds no increase in I.Q. with progress in the grades; Paschal and Sullivan because they believe that performance tests are entirely free from language handicaps; Sheldon because he attempted to eliminate language difficulties by a crude translation of the test; Young because he considers language handicaps as relatively unimportant.¹

Sanchez continues to say:

Without minimizing the value of the studies of the test scores made by Spanish-speaking children, an analysis of procedures, materials, conclusions, and interpretations, however, indicates that in many instances far reaching suggestions or interpretations have been made without due consideration of this fact--that the problem of the Spanish-speaking child represents but a sampling of the wider problem of group differences, and the findings in the wider field are inexorably bound up with those for this sampling. Proper accounting for the inferior test results of Spanish-speaking children cannot be made unless it is

¹Thomas R. Garth, "Intelligence of Mexican Children", School and Society, Vol. XXVII (1932) pp. 791-2.

in terms of the findings for the field in general, for the fundamental causes to which this inferiority may be attributed are not unique or peculiar to Spanish-speaking children but represent influences active upon all.²

While a great many tests have been given and checked in the preparation of this thesis, all of them have been discarded with the opinion that they are of no value because of the language handicap. This opinion seems to be substantiated by the foregoing authors.

Intelligence quotient of Mexican children. A study is included made by Miss Ellen Alice McAnulty, Statistician Psychology and Educational Research Division of the University of Southern California.

Two groups of children were selected as subjects for this study. One group was composed of 1,240 Mexican children. The data for this group were selected from survey records which had been sent to the Division of Psychology and Educational Research. Only cases which had been definitely labeled "Mexican" by the counselors or teachers were taken.

The other, a control group of 1,074 American white children, is the same group used in all three studies. As

²George Sanchez, "Group Differences and Spanish-Speaking Children", Journal of Applied Psychology, Vol. XVI (October, 1932) p. 556.

indicated in the previous report, the control group possessed an average intelligence quotient of 105, which may be several points above that of American white children throughout the city. It should be added, however, that several samplings were made and in each of them the average intelligence quotient of American white children was 105.

It was concluded from this study that the average intelligence quotient of a group of 1,240 Mexican children tested with group tests of intelligence was found to be 91.2, approximately nine points below that of unselected groups. The distribution of the intelligence quotients was found to be normal, with some of the cases falling in the superior groups. The language handicap was at least partly responsible for the lowering of the average intelligence quotient for the group.³

The average Mexican child in the group was found to be chronologically retarded one full year when compared with the control group and with the city norms.

In both reading vocabulary and reading comprehension, the average achievement of the children in the Mexican

³Ellen Alice McNulty, "Distribution of the Intelligence in the Los Angeles Elementary Schools", Los Angeles Educational Research Bulletin, Vol. VIII (1929) p. 86.

group was found to be approximately that to be expected from the average actual grade placements and from the intelligence test results. The average achievement of the group in arithmetic fundamentals is above that to be expected, but is not one term above norm.

Distribution of intelligence quotients. A study of the figures of Table XVII shows that in the group of 265 Mexican children observed there were seven which fell below the I.Q. of seventy, forty fell between seventy and seventy nine, seventy seven between eighty and eighty nine, fifty eight between ninety and ninety nine, sixty between one hundred and 109, nineteen between 110 and 119, and four between 120 and 129. There were none above 130. The mean for the group was 92.1. In the second grade of 276 children tested there were six below seventy, forty three between seventy and seventy nine, ninety between eighty and eighty nine, seventy between ninety and ninety nine, fifty six between one hundred and 109, nine between 110 and 119, two between 120 and 129, and none above 130. The mean for the group was 90.5.

The percentage distribution of intelligence by grade. Table XVIII gives the percentage distribution of intelligence by grades.

TABLE XVII

DISTRIBUTION OF INTELLIGENCE QUOTIENTS OF A
GROUP OF MEXICAN CHILDREN (BY GRADES)⁴

I.Q.	1	2	3	4	5	6	1-6
Below 70	7	6	2	1	9	2	27
70-79	40	43	38	28	35	9	193
80-89	77	90	72	52	52	31	374
90-99	58	70	65	66	47	35	341
100-109	60	56	30	22	19	21	208
110-119	19	9	13	13	8	11	73
120-129	4	2	3	2	5	6	22
130-Above				1		1	2
Total	265	276	223	185	175	116	1240
Mean	92.1	90.5	90.3	91.6	88.8	95.0	91.2

⁴McAnulty, op. cit., p. 84.

TABLE XVIII

PERCENTAGE DISTRIBUTIONS OF INTELLIGENCE QUOTIENTS
OF A GROUP OF MEXICAN CHILDREN (BY GRADES)⁵

I.Q.	1	2	3	4	5	6	1-6
Below 70	2.6	2.2	0.9	0.5	5.1	1.7	2.2
70-79	15.1	15.6	17.0	15.1	20.0	7.8	15.5
80-89	29.1	32.6	32.3	28.1	29.7	26.7	30.2
90-99	21.9	25.4	29.1	35.7	26.9	30.2	27.5
100-109	22.6	20.3	13.5	11.9	10.9	18.1	16.8
110-119	7.2	3.3	5.8	7.0	4.6	9.5	5.9
120-129	1.5	0.7	1.3	1.1	2.9	5.2	1.8
130-above				0.5		0.9	0.2
Total	265	276	223	185	175	116	1240
Mean	92.1	90.5	90.3	91.6	88.8	95.0	91.2

⁵McAnulty, op. cit., p. 86.

TABLE XIX

COMPARISON OF THE AVERAGE CHRONOLOGICAL AGES OF
THE TWO GROUPS IN TERMS OF MONTHS (BY GRADES)⁶

Grade	City Norm	Control Group	Mexican Group
2	94	92	103
3	107	106	118
4	119	118	130
5	132	131	144
6	144	144	152

⁶McAnulty, op. cit., p. 43.

Comparison of the average chronological ages between a control group and a Mexican group. In Table XIX it may be seen that by comparing the average chronological age, the second grade shows a city norm of ninety four months.

The third grade is 107 months for the city norm, 106 months for the control group norm, and 118 for the Mexican group norm.

The Mexican group generally showed approximately one year's retardation.

Reading comprehension. Table XX shows a study of reading comprehension. The total American cases was 793 and the Mexicans totaled 666. The total relationship between achievement and norm of the entire group studied was .43 for the white children and .13 for the Mexicans. The relationship for the entire group between achievement and grade placement was .11 for the white children and .04 for the Mexicans.

Summary. In view of the low scholastic abilities of the Mexican school children it would seem best to place them in separate schools. The Mexican attitude toward education seems to be one of indifference. The cause of the family comes first regardless of the benefits of education.

TABLE XX

ACHIEVEMENT OF AMERICAN WHITE CHILDREN AND OF
MEXICAN CHILDREN IN READING COMPREHENSION⁷

	GRADES					Total
	2	3	4	5	6	
Number Americans.....	145	123	184	170	169	793
Number Mexicans.....	177	153	131	108	97	666
Average achievement of Americans.....	2.55	3.86	4.76	6.31	7.14	
Average achievement of Mexicans.....	2.49	3.44	4.26	5.25	6.32	
Relationship & Norm Americans*.....	.05	.36	.26	.81	.64	.43
Relationship & Norm Mexicans*.....	.01	.06	.24	.25	.18	.13
Relation between achieve- ment and Int. grade Pl. Americans.....	.28	.09	.05	.24	.40	.11
Relation between achieve- ment and Int. grade Pl. Mexicans.....	.13	.06	.06	.14	.14	.04

*Relationships are expressed in terms of years.

⁷McAnulty, op. cit., p. 26.

Their racial language handicap seems to be a severe liability to their advancement in school. This fact coupled with the fact that the test intelligence of the average Mexican is below that of the average white child makes it seem probable that a separate curriculum adjusted to them is advisable.

The language handicap causes the Mexican to have difficulty with reading and comprehension. This probably could be overcome by having a special staff of teachers trained for remedial work and well acquainted with the problems presented by language handicaps.

It is with these facts in mind that segregation into separate schools for the Mexicans is suggested. A curriculum based upon their abilities, taught by people sympathetic with their problems, would probably help solve the problem of assisting the Mexican in becoming a worthwhile citizen.

Many school districts in southern California have attempted to solve the problem presented by large numbers of Mexican children in their schools by organizing special schools and segregating the children of lower grade than the white children.

In Table III is given a list of school districts which have their Mexican children in special schools.

CHAPTER VII

SEGREGATION IN PRACTICE

It has been suggested in previous chapters that the segregation of Mexicans would be of advantage to both them and the white children. This view gains support from an examination of their cultural background, and mental and physical characteristics. In this chapter the problem of segregation can be further studied through an analysis of actual steps being taken in southern California to solve the problem presented by the Mexicans.

Many school districts in southern California have attempted to solve the problem presented by large numbers of Mexican children in their schools by organizing special rooms and segregating the Mexican children from the white children.

In Table XXI is given a list of school districts which have their Mexican children in special schools or

TABLE XXI

 ISOLATED DISTRICTS COMPOSED OF MEXICANS, OR MEXICANS AND
 OTHER FOREIGNERS¹

Azusa	Pomona
Bakersfield	Porterville
Bell	Redlands
Compton	Riverside
Huntington Park	San Bernardino
Lankersheim	San Fernando
Madera	Santa Barbara
Modesto	Santa Paula
Monrovia	Santa Maria
Montebello	Santa Monica
Napa	Van Nuys
Ontario	Visalia
	Whittier

¹Young, op. cit., p. 22.

rooms have been organized in which the Mexican children are required to attend.

Segregated school districts in southern California.

In Table XXII is shown a list of school districts having schools with 90-100 percent Mexican enrollment. All of the districts named are in southern California. Los Angeles school district has ten schools for Mexican pupils; Orange County has fourteen; San Bernardino County has sixteen; Imperial has eight; Ventura has four; Santa Barbara County has two; Riverside has two, and Carpinteria has one.

The large Mexican population in some of the southern California counties has made a problem of major social as well as economic importance. Imperial County has a Mexican population of 35.4 percent of the total population.

Stability of school enrollment. It is necessary here to make a comparison of the stability of school enrollment in schools where the Mexican children are segregated from the white children and schools where they are not segregated in an effort to determine whether or not segregation contributes to the stability of school enrollment.

It is important to the child as well as to the school district that the school enrollment fluctuate as little as possible. In this study the enrollment of six

TABLE XXII

DISTRICTS SHOWING SCHOOLS WITH 90-100 PER CENT
MEXICAN ENROLLMENT²

Districts	Number of Schools
Los Angeles	10
Orange	14
San Bernardino	16
Imperial	8
Ventura	4
Santa Barbara	2
Riverside	2

²Young, op. cit., p. 19.

schools has been compared, three of which have the Mexican and white children segregated and three which do not.

Monthly record of enrollment. Table XXIII gives the monthly record of enrollment for the school year 1937-1938 for six schools. Three of these schools; Temple, Glendora, and Baldwin Park are non-segregated schools. The other three, Azusa, El Monte, and Hudson are segregated. Reading from the top to the bottom gives the attendance by months for the ten months of the school year. During this year it is found that there is very slight fluctuation in the enrollment in the non-segregated schools, and what fluctuation there is, is irregular. The Baldwin Park school shows the greatest fluctuation with an enrollment of sixty four during the first month, and seventy five during the fifth month. It then drops to sixty seven for the tenth month.

In the El Monte school just the opposite is true. The enrollment during the first month was 458. This decreased regularly for the first four months reaching a total of 350 for the fourth month. The enrollment then increased each month until it gained a total of 441 for the tenth month.

The Hudson school started the first month with an enrollment of 274. During the second month this increased

TABLE XXIII

MONTHLY RECORD OF ENROLLMENT
1937-1938³

Mo.	Non-Segregated Schools			Segregated Schools		
	Temple	Glendora	Baldwin Park	Azusa	El Monte	Hudson
1	27	45	64	339	458	274
2	28	44	72	395	454	278
3	23	48	71	432	378	227
4	24	42	73	435	350	220
5	23	45	75	467	391	223
6	20	47	67	558	410	225
7	24	49	70	510	419	222
8	23	47	69	513	423	222
9	25	48	70	504	427	226
10	22	46	67	489	441	214

³Young, op. cit., p. 21.

to 278; dropped to 220 the fourth month; rose again to 225 the sixth month, then dropped to 214 for the tenth month. Although there was a little irregularity in the enrollment in this school, the general tendency during the year was down. The enrollment dropping from 274 during the first month to 214 during the tenth month.

In Table XXIV is shown the monthly record of enrollment for these same schools for the school year 1935-1936. In the non-segregated schools, the Temple school started with an enrollment of sixty-three. This drops to forty-nine during the fifth month, rises to sixty-four in the sixth month, and drops to fifty-two in the tenth month. There is an irregular drop in the enrollment here from the first to the tenth month.

The Glendora school started with an enrollment of thirty-two, gradually rose to forty-five during the sixth month and dropped to forty-one in the tenth month. The same gradual curve is noted for the Baldwin Park school during this year. They started with an enrollment of sixty-seven in the first month, increased to seventy-two during the sixth month, and then declined to sixty-three in the tenth month.

In the segregated schools, Azusa started the term with a total of 396 pupils. This increased gradually to 540 in the sixth month, then dropped to 537 in the tenth

TABLE XXIV

MONTHLY RECORD OF ENROLLMENT
1935-1936⁴

Mo.	Non-Segregated Schools			Segregated Schools		
	Temple	Glendora	Baldwin Park	Azusa	El Monte	Hudson
1	63	32	67	396	353	250
2	57	33	72	428	367	246
3	52	33	68	441	397	202
4	52	31	69	438	375	188
5	49	41	69	504	402	210
6	64	45	72	540	398	211
7	61	45	72	533	384	205
8	55	42	67	545	373	209
9	55	42	67	557	392	202
10	52	41	63	537	390	195

⁴Young, op. cit., p. 23.

month.

El Monte school does not show as great an increase in enrollment during the year as the Azusa school but the enrollment curve for the year is similiar. They started with an enrollment of 353, rose to 402 in the fifth month and dropped again to 390 in the tenth month.

The Hudson school shows a gradual decrease in enrollment all during the school year. They started the term with 250 enrolled. With slight fluctuations this decreased each month to 195 during the tenth month.

Enrollment for the year 1936-1937 is given in Table XXV. It is found in the non-segregated schools that Temple school has a decreasing enrollment throughout the entire year. It decreased from eighty-one in the first month to sixty-two in the tenth month.

Glendora school increases from thirty-seven in the first month to fifty-six in the fifth month and then decreases to thirty-six in the tenth month.

Baldwin Park school remained fairly uniform during the year 1936-1937. They began the term with an enrollment of seventy-four and ended with an enrollment of seventy-one in the tenth month.

In the segregated schools during this year Azusa again shows a tendency towards greater enrollment during the middle of the term. They started with an enrollment of

TABLE XXV

MONTHLY RECORD OF ENROLLMENT
1936-1937⁵

Mo.	Non-Segregated Schools				Segregated Schools		
	Temple	Glendora	Baldwin	Park	Azusa	El Monte	Hudson
1	81	37	74	405	355	274	
2	68	46	69	471	394	287	
3	68	47	68	476	377	258	
4	69	45	70	492	373	257	
5	67	56	75	519	377	261	
6	59	43	76	536	374	265	
7	62	42	67	533	364	256	
8	68	40	66	529	382	257	
9	61	36	64	525	400	252	
10	62	36	71	508	405	262	

⁵Young, op. cit., p. 25.

405 in the first month, increased to 536 in the sixth month, and decreased to 508 in the tenth month.

El Monte school shows a fairly steady increase during the year beginning with 355 in the first month, increasing to 377 in the fifth month, and to 405 in the tenth month.

The Hudson school again follows a decline in enrollment. This school started the term with 274 enrolled. This dropped in the sixth month, and to 262 in the tenth month.

A study of the monthly record of enrollment of these schools was again made in 1937-1938. These figures are shown in Table XXVI.

From this study of monthly record of enrollment for the three segregated and three non-segregated schools over a period of four years it is found that there is appreciable differences in the stability of school attendance. The fluctuation is irregular in the non-segregated schools, while in the segregated schools the enrollment tends to follow a smooth curve. Where they are not segregated, they seem to be indifferent and uninterested, causing them to be unsatisfied and willing to leave with the least provocation to work.

Summary. The stability of school enrollment is affected by the seasonal occupations such as orange-pick-

TABLE XXVI

MONTHLY RECORD OF ENROLLMENT 1937-1938 ⁶						
Mo.	Non-Segregated Schools				Segregated Schools	
	Temple	Glendora	Baldwin	Park	Azusa	El Monte Hudson
1	113	49	79	503	343	247
2	109	43	71	542	372	231
3	114	46	76	548	415	226
4	106	46	79	554	457	225
5	104	51	81	581	460	207
6	101	49	77	599	468	210
7	103	49	69	590	470	211
8	100	49	69	600	481	203
9	98	50	74	595	481	201
10	93	47	77	587	471	201

⁶Young, op. cit., p. 25.

ing, walnut-picking, and other fruit industries. This migration tends to account for the fluctuation in school enrollment. The study indicates that there is less fluctuation of enrollment in segregated schools than in non-segregated schools.

An evaluation of the facts presented in this chapter shows that it is obvious that there is definitely more progress of the Mexicans in the segregated schools over those in the non-segregated schools. Stability is more constant in the segregated situations also; this tends to raise the average daily attendance of the school population and is beneficial to the community as a whole.

Stability by means of segregation is not positive but the results from the studies seem to show that there is a tendency for more permanence where the segregated situations exist.

anything about the adjustment of racial problems to wait until they have become pronounced before any remedial measures are taken. An adjustment questionnaire enables one to recognize racial disorders in their early stages and makes it possible to bring about improved mental conditions before the disorders develop into a difficult state. It is hoped that this study will bring school people to the realization that a recognition of the Mexican school child is a necessary step in order to alleviate this unfortunate situation.

CHAPTER VIII

SUMMARY AND ANALYSIS

An examination of literature dealing with Mexicans since 1928, supplemented by a canvass of periodicals and reports dealing particularly with the Mexican child has been made to determine whether segregation of Mexican school children is a solution to their school and economic success.

It has previously been stated that educators have repeatedly stressed the importance of the relationship between the child and his school environment. With this thought in mind it has been the purpose of this study to note any existing relationship between the social adjustment of the Mexican child and the school achievement by the use of a questionnaire and visitation to Mexican homes. It has too often been the practice of those who do

4. The white children are allowed in their educational progress because of the giving of...

anything about the adjustment of racial problems to wait until they have become pronounced before any remedial measures are taken. An adjustment questionnaire enables one to recognize racial disorders in their early stages and makes it possible to bring about improved mental conditions before the disorders develop into a difficult state. It is hoped that this study will bring school people to the realization that a readjustment of the Mexican school child is of first importance in order to alleviate this unfortunate situation.

From the first part of this study the following conclusions were derived:

1. The Mexican children have a bi-lingual handicap when they come to the United States.
2. Racial amalgamation has not, to date, been an answer to their assimilation.
3. The Mexican child, though not necessarily below the intelligent standard of the white child, is so harrassed by his unequal living conditions, housing conditions, that he is unable to apply his natural intelligence to the problems presented in school with the same alacrity as his white brother.
4. The white children are slowed in their educational progress because of the slowing down of

the class as a whole in order to allow the Mexican pupils to progress at their own rate.

5. The Mexican child is unable to grasp to the full the education that is offered him.
6. The Mexican has a temperament which is peculiarly his own. To him lying and deceit are not grievous crimes. Honor and dignity are prized virtues to be gained at any cost.
7. There has been a rapid increase in the number of Mexican boys and girls committed to correctional schools.
8. The Mexican race is of a less sturdy stock than the white race. Communicable diseases are common among the Mexican children. They lack personal habits of hygiene.
9. Scholastic abilities of the average Mexican child are low.
10. The Mexican child's attitude toward education is indifferent causing poor mental attitudes.

Since an important function of the school is to lead pupils to become socially adjusted personalities, then it is evident to those who are in the work to make every effort to ascertain the conditions under which this can be brought about.

A study made by the Los Angeles County Police Department showed that of the arrests made in Los Angeles county in 1933, 18.4 percent were Mexicans. The 1930 census lists the Mexican population for Los Angeles county as 7.5 percent of the total population. In view of the foregoing yearly percentages of Mexican arrests and jail bookings the Mexicans show a relatively high percentage for the proportion of population. The same condition exists in juvenile arrests and number of juveniles sent to institutions of correction. A check in the Azusa city school district showed the Mexican children to have a greater percentage of swearing, more cases of obscene note writing, and more cases of questionable conduct.

A report from the United States Children's Bureau shows that the Mexican mortality rate to be much greater than for the general population. Governor C. C. Young's Fact-Finding Committee found that during the years 1931-1935 the average percentage of communicable diseases among Mexican people to be 16.15 percent of the total in Los Angeles county.

Conclusions and recommendations. Considering the above facts, (1) because of the greater social differences of the two races, (2) because of the much higher percentage of contagious diseases, (3) because of a higher percentage of undesirable behavior characteristics, (4) be-

cause of much slower progress in school, and (5) because of their much lower moral standards, it would seem best that:

1. Wherever numbers permit, Mexican children be segregated, and that teachers especially qualified be placed in charge of these groups.

2. A special course of study be prepared to meet the needs of Mexican school children.

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