

T H E S I S

SOCIAL AND CULTURAL ASPECTS
OF THE
SPANISH-AMERICAN PEOPLE IN SAN LUIS, COLORADO

Submitted by
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In partial fulfillment of the requirements
for the Degree of Master of Science

Colorado
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Chapter I
INTRODUCTION

In the southwestern part of the United States there are several communities composed chiefly of Spanish-speaking people. The majority of these people are "descendants of the original conquerors of New Mexico, with some admixture of later Spanish immigrants, of other outside blood, and of an occasional newcomer from Old Mexico " (37) .

In these communities, cultural remnants of Old Spain are still evident. They were established on patterns brought from Spain and have remained in partial isolation from other cultures. Some knowledge of the new terrain and techniques for making a living in the new country were borrowed from the native Indians. The influence of the Indian culture is seen today in the mud-plastered houses, in the foods and crops, in the methods of farming and in the irrigating technology of the Spanish-American.

The early Spanish Colonists blended the knowledge obtained from the indigenous peoples with their own, at the same time holding fast to the language, traditions, religion and superstitions of Spain. Out

of this combination came the new product--Spanish-American culture.

Since the late 1500's, when the first white settlements were established in the Southwest (25), the forefathers of the Spanish-Americans had lived there relatively undisturbed by outside cultures. With the coming of the Anglo-Americans from the eastern States at the beginning of the nineteenth century, the conflict of cultures began.

The obvious cultural differences between the Spanish-Americans and the Anglo-Americans were dissimilarities in languages, religions and institutions. More important but less well known were the different outlooks on life of the two peoples (45). The clash between the Latin, Romanized culture of Spain and the North European, Teutonic culture, brought a consequent struggle over problems which are still evident.

In contrast to the Spanish language, Catholic religion, mission system, paternal type of government and agricultural economy, the Anglo-Americans brought with them the English language, Protestant religion, democratic form of government and industrial economy. All this was new and different to the Spanish-Americans, and because it was so foreign to them they found it more convenient to withdraw from the Anglo-American society into their own. The Spanish-Americans were

unwilling to give up their cultural heritage and were unable to understand the Anglo-American culture. As a consequence, they have had to struggle through circumstances with which they find it difficult to cope. They have continued to isolate themselves in small communities where they find security and comfort in old patterns of living. Circumstances, however, are forcing them from the old Spanish culture into the Anglo-American culture. The change is bringing many difficulties.

The problem

The majority of Spanish-Americans remains unassimilated and faced with distinct social, economic and educational disadvantages, although a small proportion has made a successful adjustment to the Anglo-American culture.

With the above facts in mind, the writer selected the town of San Luis, Colorado for special study of the Spanish-American culture and of the processes of adaptation which result in a new unified culture. Because an understanding of the backgrounds of a community is necessary before one attempts to offer a solution for its problems, the writer has outlined briefly some origins of the difficulties related to this problem.

Problem analysis

What are the social and cultural characteris-

tics of the Spanish -speaking people of San Luis and how do these affect adjustment in the community?

To understand the characteristics of the Spanish-speaking people of San Luis and the effects on community adjustment, answers to the following questions were necessary.

1. What is the nationality background and nativity status?
2. What language is most frequently spoken?
3. What are the educational levels?
4. What are the religious affiliations?
5. What is the participation in social organizations?
6. What are the means of making a living?
7. What is the political participation?
8. What is the socio-economic status?

Definitions

Some terms are defined below so that the reader may get a more comprehensive understanding of the sense in which they were used in the study.

1. Spanish-American: a citizen of the United States whose ancestors were Spanish, or whose ancestors came with the early Spanish settlers to establish homes within the territory which later became part of the United States.

2. Spanish-speaking people: Mexicans, Mexican-Americans, Spanish or Spanish-Americans whose language

background is Spanish.

3. Mixed families: families where only one of the parents is Spanish-American.

4. Mexican: any citizen of the Republic of Mexico, regardless of ancestry or present residence.

5. Mexican-American: an individual whose ancestry is Mexican but who was born in the United States or who became a citizen by naturalization.

6. Anglo-American: a person whose ancestors were North European, but not necessarily English.

7. Southwest: the area in the United States which includes western Texas, New Mexico, southern Colorado, Arizona and southern California.

8. Culture: the sum total of the cumulative processes, products and achievements of any people including those characteristics which are transmitted through individuals and institutions to succeeding generations (29).

9. Social: the collective aspect of human relationships.

10. Native: any person born within a country or of parents who were citizens of that country at the time of his birth.

11. Civilization: a special stage and level of culture at a given period of time.

12. Household: a body of persons living in the same house with one of the persons as the head or

manager.

13. Family: a group of closely related persons living in one household.

14. Biological family: a group of persons including parents and children.

15. Church: the churches referred to in this study by abbreviated titles have the following official names.

- a. Catholic--The Holy Catholic Apostolic Roman Church.
- b. Presbyterian--The Presbyterian Church in the U. S. A.
- c. Methodist--The Methodist Church.
- d. Jesus Only--The Church of Jesus Only.
- e. Episcopal--The Apostolic Episcopal Church.

Early history

From the Spanish conquest of Mexico (1519-1521) to the Mexican War (1846-1848) the Spanish frontier in North America had been gradually pushed northward. By the beginning of the nineteenth century, Taos, New Mexico, was the most northern outpost of Spanish possessions and the base for later northward movements. Arroyo Seco and Arroyo Hondo, in New Mexico, were established in 1815 at distances of about 10 miles from Taos (7).

The Mexican Government, in an effort to extend colonization, made vast grants of land. Some of these ex-

tended into Colorado (13). Those grants applicable to Colorado were Baca Grant, Conejos Grant, Nolan Grant, Las Animas Grant, Tierra Amarilla Grant, Maxwell Grant and Sangre de Cristo Grant. It was in the Sangre de Cristo Grant (sometimes known as Beaubien Grant) that San Luis was established.

On December 2, 1843, Stephen Luis Lee and Narciso Beaubien of Taos, petitioned the Governor of the Territory of New Mexico, Don Manuel Armijo, for the tract of land (13) which embraced the Culebra, the Costilla and the Trinchera rivers and extends from the Rio Grande to the summit of the Sangre de Cristo Mountains. The governor directed that if the land was not otherwise disposed of, their petition be granted. So in January 1844 they were given formal possession of the Sangre de Cristo Grant lying in southern Colorado, in the San Luis Valley, and extending into New Mexico, comprising a land area of 1,038,195.55 acres (8).

Both Stephen Luis Lee and Narciso Beaubien lost their lives in the Taos Massacre of January 19, 1847. Carlos Beaubien, Narciso's father, became heir to his son's share. Joseph Pley, administrator to Lee's estate, could not find enough personal possessions to pay the debts, so he was instructed by the court to sell real estate to cover these claims. Accordingly, he sold Lee's half of the grant to Carlos Beaubien for one hundred

dollars (13).

From the time the grant was made it appears to have been used (13), perhaps by sheep and goat herders for grazing their flocks. It was not until 1851 that a permanent settlement was established in the Sangre de Cristo Grant on land that was later to become part of the State of Colorado. The settlement was established on the Culebra River, and it was named San Luis de la Culebra. It was originally founded about three-fourths of a mile south of its present site.

Early settlers

Among the first settlers in San Luis were Mariano Pacheco, Ramon Riviera, Juan Angel Vigil, Juan Manual Salazar, Benicio Jacquez, Diego Gallegos, Antonio Jose Vallegos, Jose Gregorio Martinez, Dario Gallegos, Juan Ignacio Jacquez and Jose Hilario Valdez (4:5). The following year after their jacales (huts) were built, these men returned to Taos and surrounding villages for their wives and families.

The men who settled within the town of San Luis when it was established secured their property rights from Carlos Beaubien. Details of these transactions were not available for this study. Land titles which date from the original Mexican grants have been the subject of considerable litigation and expense. Some titles have never been settled satisfactorily. The area marked "14" on Figure 2,

Chapter IV, for example, has no recorded ownership, other than the original grant, and exists today as "no man's land" within the town of San Luis.

The settlers in the early Spanish Colonies led the perilous lives of pioneers. Their hardships were made doubly hazardous by the hostile and powerful Utes and Jicarilla Apaches who inhabited the mountains and plains of southwestern Colorado. These Indians made frequent raids on the Colonies carrying off stock and killing settlers.

The settlers of San Luis united with those of the near-by settlements for protection against the Indians. They divided the work and responsibility of the settlements. Some of the settlers took care of the stock which consisted of sheep and goats, a few cows, oxen and horses. Others took care of the crops and the rest manufactured bows and arrows for, in 1854, San Luis had possession of but two guns, one of which was a musket (46).

In 1852, under the jurisdiction of the Department of New Mexico, the United States Government built Fort Massachusetts on Ute Creek near the base of the Sierra Blanca (14). This was replaced in 1858 by Fort Garland, about six miles to the south. The protection of the newly formed settlements in the San Luis Valley was the reason for establishing these forts in the region (12).

As the problems of the inhabitants of San Luis became more complex, Don Carlos saw the need for rules to govern the town. He issued the following:

RULES FOR THE TOWN OF SAN LUIS OF THE CULEBRA ^{1/}

Inasmuch as no civilized society can endure in good order, peace and union, which constitute the happiness of the civilized peoples and established the superiority and advantages which Christian people enjoy over the manners of the barbarians, we come to propose to establish the following rules, viz:

1. To maintain the cleanliness of the town and not consent that there be placed therein any nuisance.
2. That drunken revels will not be permitted in the presence of the families of the town, nor fights nor similar disorders.
3. That no person from outside will be admitted to live in the town, without having previously presented himself before the Judge or Justice of the Peace and received his permission, whether or not he may have acquired property in the town.
4. It will not be permitted that any obstruction be placed in the entrances and outlets of the town.
5. Everyone who wishes to take a dwelling or lots in the town will have to request it of the Judge, paying its value which will remain for the benefit of the Chapel.

(signed) Carlos Beaubien

Witnesses:

J. L. Gaspar
Nasario Gallegos

1/ The original of this document, written in Spanish, appears in Book I, page 256, Public Records, Costilla County, Colorado.

The San Luis Valley was part of Taos County and administered as a part of New Mexico from 1850 to the organization of the Territory of Colorado in 1861, (14). San Luis has been the county seat since Costilla County was organized in 1861, (8:13). Following is a partial list of the proceedings of the Board of County Commissioners at the April term, 1862.^{1/}

1. The County Treasurer will be bonded for \$500 to the people of Colorado Territory.
2. The house of James Woodson, known as the house of Antonio Vigil will be rented at \$35.00 per annum for General County Office (three rooms).
3. The Sheriff, (Deputy or Constable) shall go and bring the Laws and books for the County from Denver City, and shall take animals enough to bring the books if printed in Spanish and English and also paper, ink and pens.
4. Streets:
East to west street shall pass between the Rito Seco on the north and the property of Ventura Lucero on the south. The street to the east shall pass between the lands of Juan Quintana on the north and lands of Bascual Cordova on the south, and shall be seven yards wide. And the road from north to south the same as it is at present, also a road which shall pass between the lands of Isiah Young on the south and land of

^{1/} The record of these proceedings of the Board of County Commissioners is found in Book I, Public Records, Costilla County, Colorado.

Ignacio Pacheco on the north and shall be four yards wide.

5. All persons who have their corrals in the town of San Luis shall remove these corrals outside of the outer walls of the town on the east and the same in the west side of the town, and the Justice of the Peace shall give an order to the Constable to give notice to all the people, and if any person does not comply with the order issued shall be fined in the sum of not less than five dollars nor more than ten dollars and costs.
6. That the town shall be kept clean and the holes shall be filled and leveled, and that all dead animals shall be removed five hundred yards from the outside limits of the town, and that all persons shall fill and level the lands upon which they reside, and as far as their limits extend, and all persons who shall not comply with the instructions of this section, shall be fined in the sum of not less than five dollars nor more than ten dollars and costs for each and every offense.

(signed) J. L. Gaspar
Clerk of Commissioners

Early life

The advance to the north from Taos was first made by sheep and goat herders venturing out with flocks and herds in search of suitable pasture. When they found a good location, generally near a stream, they built their adobe huts, planted some crops and built irrigation ditches from the streams. Since they usually traveled in groups, as a means of protection against Indian depredations, they formed small villages where

they settled.

The principal industry of the early settlers was grazing of sheep, goats and cattle. There was an abundance of grass and water for their flocks and herds. Pasture land was plentiful and unfenced. Each family had its garden plot where food was raised in adequate amounts. Nearly every family had a milk cow, chickens and hogs. Plowing was done with the primitive Mexican plow.

Steinel, in his book, History of Agriculture in Colorado (38), stated:

.....The earliest settlers from New Mexico (Taos, Abiquiu, Santa Fe and other places) well understood the need of being prepared to feed themselves; and practically all of them went to their new homes with livestock and with seed for planting. These people were agricultural pioneers, not mere adventurers expecting to make their living by hunting, trapping or trading; and they expected to raise their own food crops and to grind their own grain as soon as practicable. Until they could live on their own products they would send to Taos or Abiquiu or even Santa Fe, for the flour and corn meal to supply their pressing needs (38:30).

The Spanish Colonists brought with them a social pattern which centered around the Church and the family, so that social activities were not only sanctioned but conducted by the Church. The roles of the members of the family were clearly defined. The author-

ity of the father was accepted without question by the family. The wife's duties were to take care of the home and to instruct the children in the Christian faith. The children were taught strict obedience to their elders which included brothers and sisters.

The oldest member of the group held a position of respect and occupied the seat of honor at every occasion. It was he, by virtue of his age, who would make final decisions on most of the affairs of the village. It was for him to say when the crops should be planted or harvested or how the land should be initially divided among or used by the villagers. His advice was sought whenever members of the village were faced with a problem. (23).

Money had no great attraction in the Spanish Colonies. Capital consisted largely of land and stock, and homes were a product of their labors. There were few incentives to economic competition. Labor and tools were freely shared in this communal society. In agriculture they followed the crude methods of their fathers of generations before them. They were scarcely toughed by the life of the outside world.

Chapter II

REVIEW OF RELATED LITERATURE

Studies have been made on different phases of the problems of Spanish-speaking people in the Southwest. The majority of these studies are concerned with migrant laborers in northern Colorado, most of whom are new-comers from Mexico. However, there are similarities in the culture of the Spanish-Americans and that of the Mexicans. Consequently their problems are alike in many respects.

The problems of the Spanish-speaking people are so broad in scope that it is impossible to cover all the significant aspects in the present study. A review of related literature will familiarize the reader with factors other students have found significant in the problems of the Spanish-speaking people, and it may also indicate methods for the solution of those problems.

A study was made by Leonard and Loomis (23) in 1941 of El Cerrito, New Mexico, a rural Spanish-American community in which they found the people still clinging to many ancestral culture traits.

The most marked difference between the present

generation and that of the early settlers in El Cerrito lay in the difference of land tenure and class structure. The once large, land estates have been disposed of, or lost through sale, mortgages, sub-division to heirs and by various forms of exploitation. Consequently, the dons who once owned large herds of stock and many acres of land and who employed many peons, have disappeared along with their holdings.

The people of El Cerrito did not show any desire to leave the community. Through necessity, some of the men left for other States in search of work. But contrary to what might be expected, because of better financial opportunities in other communities, few failed to return.

Leonard and Loomis were of the opinion that the reason the people of El Cerrito preferred their village as a place to live was that they met with many discomforts while living elsewhere. The authors state in part:

They are a distinct racial group, speaking their own language and tenaciously clinging to old custom and tradition. They are ill at ease with the Anglo, who has never held an exalted opinion of a culture differing from his own. Because of antipathy toward them they are driven closely into their own group for appreciation and self expression (23:7).

George I. Sanchez (34) in his study of the social and economic conditions of the Spanish-speaking people of New Mexico, stated that with the Treaty of

Guadalupe Hidalgo these people were forced into cultural isolation. They were cut off from Mexico and neglected by the United States. Being thus isolated, they were compelled to perpetuate the only mores they knew--those of sixteenth century Spain.

Sanchez found that in every grade beyond the first, children, on the average, were over-age and that their accomplishments in school subjects were far below national and state standards. The explanation for these conditions lies in the nature and quality of educational facilities available to these children. Teachers' salaries are lower, teachers are less well prepared, school terms are shorter and equipment and buildings are inferior.

Olibama Lopez (24) made a study of the Spanish settlers of the San Luis Valley and their descendants. The study includes a brief historical survey of the first known Spanish explorations in Colorado, a description of the home, dress and occupation of the early inhabitants, a sketch of the government and the establishment of churches and schools. She also includes an account of the folk song, the folk tale, the refran (adage) and the riddle, and a description of holidays, weddings and leisure activities.

Walter (49) considered the following factors very important in trying to understand the situation of

Spanish-speaking communities in New Mexico:

1. More than half of the population of New Mexico were not migrants but descendants of people who resided there before the United States took over the territory in 1849.

2. About a quarter of a million Spanish-speaking people were given oaths of allegiance and then ignored.

3. The Spanish-speaking population was concentrated mainly along the upper valley of the Rio Grande.

4. The culture of the Spanish-speaking people was indigenous; homogeneous and deeply rooted in the habits of thought of the people.

5. The typical Spanish-speaking community was a relatively self-sufficing rural village, somewhat communal in economic organization and characterized by an extremely low standard of living.

Senter and Hawley (37) discovered that the Spanish-speaking people in the rural village can be divided into three classes as follows:

1. Rural upper class--Their education included high school and usually business or professional college. They concentrate more on economic and political advancement than on cultural amalgamation for their people.

2. Rural middle class--They were small farmers and day laborers. They were more interested in family

and village social participation than in social mobility. They lacked worldly possessions and emphasized human values.

3. Rural lower class--They were usually very poor; many were illiterate. Beliefs in magic and witchcraft were apparent among them. Their average of cleanliness and health was generally low.

A nutrition study among Spanish-speaking people in northern Colorado, by Pijoan and Roskelley (30) in 1943, indicated that the social, cultural and economic factors influenced the nutritional level and habits of these people. Most of the people in their study were migrant workers who had come from the Southwest and Mexico, and those who did not return to their former homes formed small communities in northern Colorado. The people who came from Mexico came from a background in which they had been subject to a patron-peon system. Those from the Southwest were from a settled farming group, many of whom had lost their farms and property.

The food patterns of the Spanish-speaking people in northern Colorado were primarily those brought with them from southern Colorado, New Mexico and Old Mexico. The diets were high in carbohydrates and low in proteins and fresh vegetables, since their earnings were insufficient to provide adequate food.

In the same study, Pijoan and Roskelley state that:

The houses of any group have a direct bearing on problems of nutrition and health. The houses in which Spanish-Americans of northern Colorado live are in the main inadequate even if defined in terms of substandard levels. The roof, windows and walls seldom provide more than limited protection from the weather, insects and rodents. Many of these people sleep and live in the same room, so that infectious disease which may manifest itself has a high contagious index. Sanitary conditions are inadequate, and the facilities for refrigeration are relatively non-existent (30:6).

Johansen (19) in his doctor's dissertation, named three forms of adjustment, the first of which has taken place in the Spanish-culture areas of Dona Ana County, New Mexico. They are:

1. Accommodation: adjustment under which the identity of the contending groups is not lost.
2. Assimilation: adjustment by which the cultures of the groups are fused.
3. Amalgamation: adjustment by which the divergent groups merge into one.

Johansen concluded that the society in those culture areas was in a state of disintegration. There was a decline of self-sufficiency together with a lack of economic security. Infiltration of new ideas had brought new wants and desires without knowledge of how

to increase economic returns in order to meet them. This dissatisfaction had caused a breakdown of family mores. The importance of the culture also was declining because sociability and recreational activities take place more outside community centers than once was the case.

Julian Samora (33) studied the acculturation of Spanish-speaking people of Fort Collins, Colorado, including such items as mythology and scientific knowledge, language, food patterns and family patterns. He found that there has been a change from the old culture patterns to the Anglo-American culture patterns. This change was most marked in the youngest age group and least noticeable in the oldest age group.

In the same study, Samora found among all age groups of Spanish-speaking people in Fort Collins, an awareness of the importance of and a desire for personal cleanliness. There was also a general concern for the educational backwardness of the group. Many parents expressed the wish that their children obtain at least a high-school education, and a majority of these parents wanted them to get a college education. However, there was a correlation between income, social acceptance and education.

Samora states in part:

... it is with great difficulty that an individual can stay in school, particularly when group discrimination is

dominant while in school, and there is pressure at home for help for the support of the family (33:134).

Olaf F. Larson (21) published a bulletin in 1937 on a survey of 192 Spanish-speaking families on relief in Weld County, Colorado, whose chief source of income was beet field labor. Some of his findings were summarized as follows:

1. Cases (households) averaged 5.6 persons.
2. Living quarters averaged $2\frac{1}{2}$ persons per room.
3. Three out of four children between the ages of 14 and 15 worked in the beet fields.
4. Beet labor had been the occupation of the heads of these households for a number of years; six out of every 10 had been so engaged for 10 years or more.
5. Practically the only other work besides beet labor was some type of agricultural work.
6. Average income per household was \$436 for the year March 1935-February 1936.
7. Beet labor accounted for 50 percent of the average income; public assistance accounted for 40 percent, and the balance came from miscellaneous sources.
8. Food accounted for one-half of the total cost of living.
9. Knowledge of the English language was very limited.
10. School attendance was poor.

11. One-fourth of the children between the ages of 6 and 15 had no school attendance record for the year 1935-1936.

Eva R. Borrego's study (4) in 1946, was concerned with the educational problems of the Spanish-speaking student in the San Luis Valley. She pointed out that the first attempts at organized education were made by priests of the Catholic Church, consequently education was primarily religious in character. Private tutors were among the first teachers in the San Luis Valley until public schools took over.

Miss Borrego's findings indicate that culture conflict between the Anglo-Americans and the Spanish-Americans in the San Luis Valley appears to have had its first expression about the year 1860--after Colorado became a territory, and it increased with the coming of the railroad in 1878 and with the greater influx of Anglo-Americans into the Valley. This conflict apparently was based on fear of social and economic competition.

CHAPTER III

METHODOLOGY

The procedure used to collect the data necessary for this study, was as follows:

A demarcation of the area to be studied was necessary. This was obtained by means of a map defining the limits of the town of San Luis.

An accurate number of households within the area was required. The sources solicited for information were inadequate. The Catholic Church had the names of the current, regular contributors of the parish. This list excluded all the Catholics who did not contribute regularly to the Church and included people from outside the town limits. There were no other churches in the town. The school records did not include families without school-age children nor those families whose children attended out-of-town schools. The United States census gave the population of the precinct, which extends beyond the town of San Luis and, therefore, included people beyond the town.

It was necessary to make a house to house canvass to determine the number of families living in San Luis. This was done successfully as the writer had a life-long acquaintance with the town and was aided by

a native-born citizen of San Luis who had lived there all his life.

The list of names obtained in the above manner was checked against the files of the Costilla County Health Association which includes the majority of San Luis families. The revised list was then examined for possible errors by three individuals who were well acquainted with the town and the people.

There were 263 households in San Luis. Of this number, 13 were Anglo-American households. Since this study is concerned with the Spanish-American people, all households of non-Spanish descent were eliminated from the survey. This left 250 Spanish-American households or mixed families available for study in 1947.

The households to be interviewed were selected by giving every household on the compiled list a number from 1 to 250 consecutively. Corresponding numbers were then written on individual slips of paper. Each slip was folded separately and placed in a box where all slips were shuffled. One slip was drawn at a time, and the name to which the number corresponded was checked off. The slip was placed in the box again and reshuffled. This process was repeated until 50 names, or a 20 percent sample of the population, had been drawn. A 20 percent sample was thought sufficient because of the homogeneity of the population.

Chapter IV
DESCRIPTION OF AREA

Location and size

The San Luis Valley lies in the south central part of Colorado, a small portion extending into northern New Mexico. It has approximately 3,100,000 acres of arable land in Colorado (28). In area it is larger than the State of Connecticut. Its greatest distance, lying north and south, is about 100 miles, and it averages 40 miles in width. Its boundaries are the Sangre de Cristo Range on the east and the Continental Divide on the west. These two mountain ranges converge at the north side and with their spurs on the south entirely enclose the Valley.

Prehistorically the San Luis Valley was the bed of an inland sea or large lake fed by streams from the surrounding mountainous watersheds. Large quantities of silt and soil were deposited by the streams on the bottom of the lake. The sediment was distributed evenly by the action of the water, making it a remarkably level plain of rich soil, sloping gently to the center. The lake was finally drained by the cutting of the canyon to the south by the overflow waters (28).

Climate

The San Luis Valley, sheltered by high mountains, has a distinct climate. The mountains intercept most storms so that snow falls gently and blizzards are uncommon. There is almost a complete absence of wintry winds. In some areas of the Valley, the temperature on winter nights may drop lower than 25 degrees below zero, but the weather is tempered by a high proportion of sunny and pleasant days. Summers are cool and dry. Extremes of heat or cold are not felt as keenly as they are in the more humid climates.

Soil

Types of soil in the different parts of the San Luis Valley were determined by the character of sediment brought in by the different streams. The soil varies from a heavy adobe, through a dark alluvium, to a lighter sandy or gravelly loam, (28). Most of it is rich and productive under proper cultivation and irrigation.

Economic agencies

Agriculture is the principal industry of the San Luis Valley. Wheat, oats, barley, field peas, potatoes, alfalfa, and native hay are the staple crops. The Valley is well adapted to the growing of celery, lettuce, beets, turnips, cabbage, cauliflower and all sorts of root crops. Stock raising is very important,

with hogs, sheep and cattle leading in the industry.

San Luis de la Culebra

In the eastern end of the San Luis Valley is the town of San Luis, with an altitude of approximately 7,800 feet above sea level. It is bordered by the mesa on the northwest, the vega (meadow) on the east and the ditch from the Culebra river on the south. The original boundaries, together with some other stipulations about San Luis, are indicated by the following:

TOWN OF SAN LUIS DE LA CULEBRA May 11, 1863^{1/}

Note:

The limits of the town of San Luis de la Culebra are, on the south side, the ditch that is located by the mill of Messrs. St Vrain and Esterday, to the foot of the mesa on the north, to the entrance of the vega. And the houses which are built without permission above this point, and from the Chapel, will have to pay five dollars for each twenty baras* from north to south and in proportion having their corresponding right from east to west. / The original Spanish was not clear at this point. / The rights of the Chapel from all four directions will be 50 baras. And 200 baras to the north from the rights of the limits of the Chapel, there will be left 100 square baras, with the understanding that the inhabitants will have to fence it immediately and sufficiently, so as to prevent the entrance into the cementary of animals, etc.

Witnesses: (signed) Carlos Beaubien
J. L. Gaspar
Nasario Gallegos

1/ The original document, in Spanish, appears in Book I, page 256, Public Records, Costilla County, Colorado

* Bara: a Spanish unit of measurement, equivalent to 33 1/3 inches.

A new addition has been made to the old town of San Luis on the north side, (Figure 2) but the center of activity and business is still in the original plaza. The Catholic Church is located in the site which was set aside for it when the town was established. The court house, post office, health center, fire-fighting equipment, Welfare Department, stores, theater and dance hall, are all in the older part of town. Two small grocery stores and a shoe shop have been established in the new addition, but it is primarily a residential area.

At the time of this survey, (1947) San Luis had three grocery stores, five general stores, two clothing stores, one lumber and hardware store, one feed store and four liquor stores. There were also six cafes, three of which had a bar. There were two hotels, two beauty parlors, two barber shops, three filling stations, three garages, one theater, one dance hall, one flour mill, two shoe repair shops, two welding shops and one wood-carving shop.

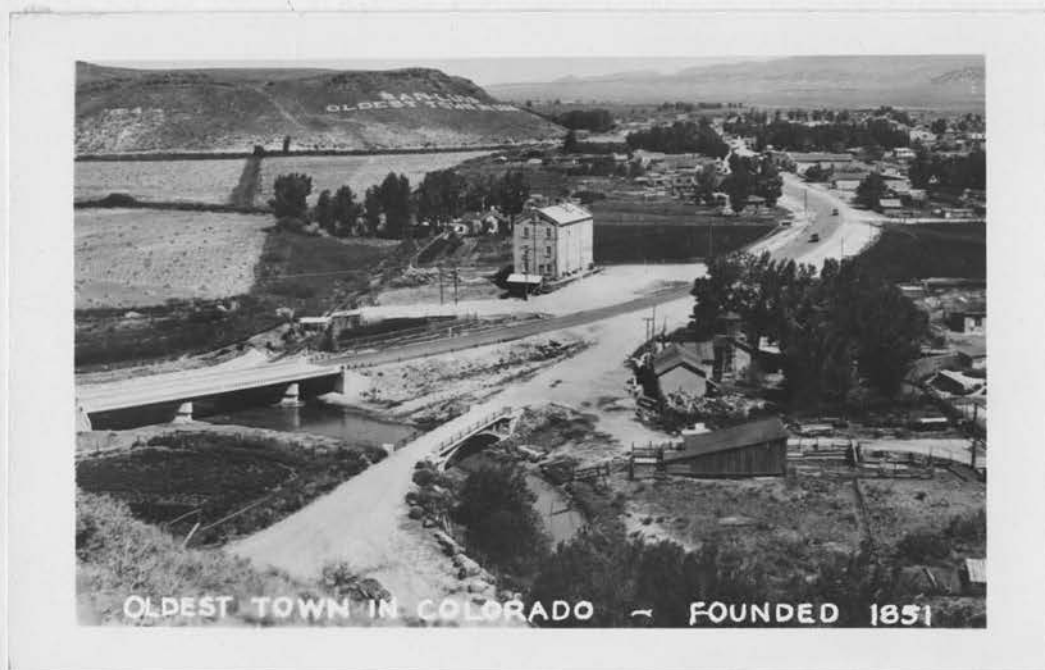
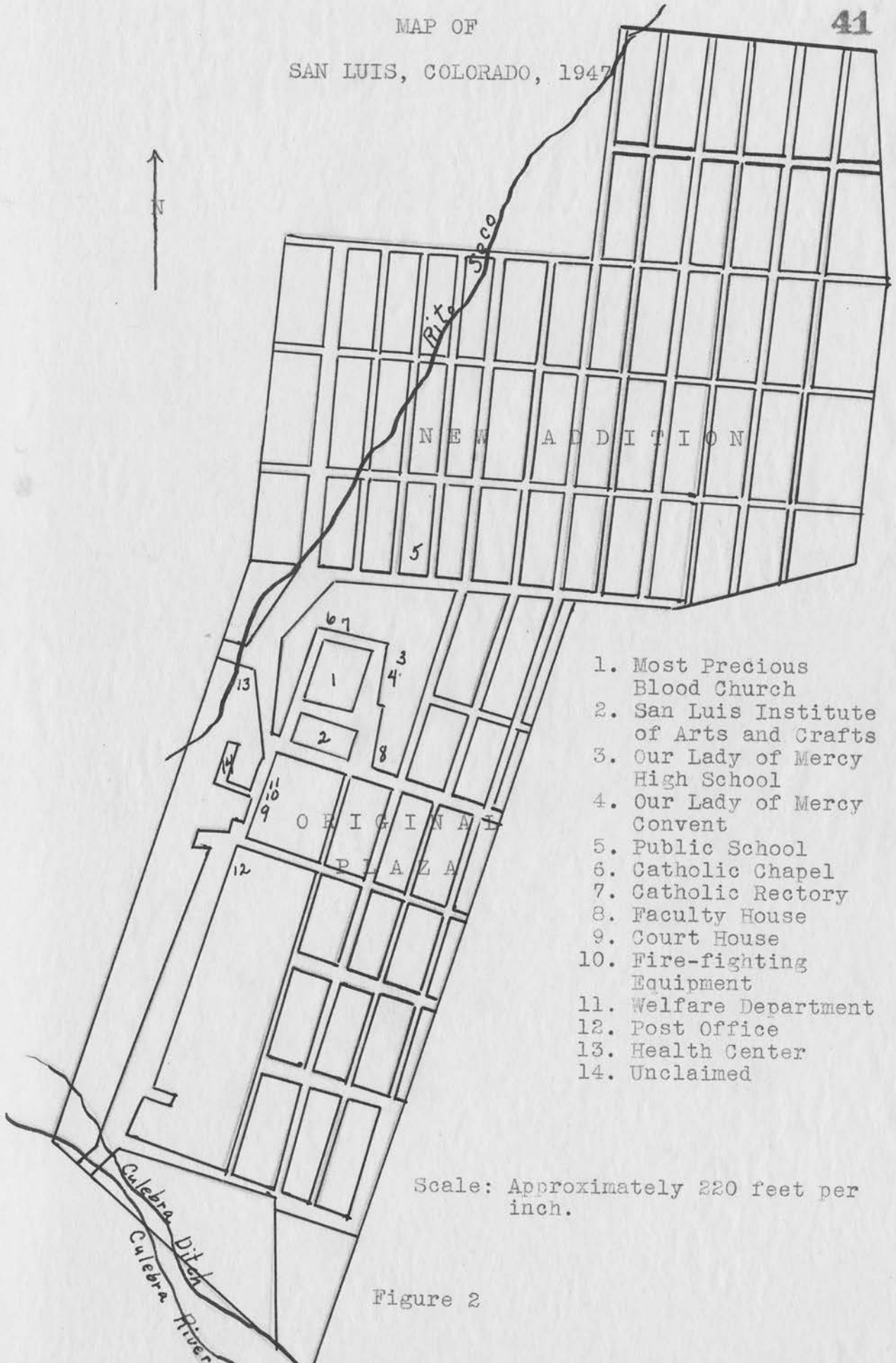


Figure 1.--SAN LUIS, OLDEST TOWN IN COLORADO--
FOUNDED IN 1851.

MAP OF
SAN LUIS, COLORADO, 1947

41



1. Most Precious Blood Church
2. San Luis Institute of Arts and Crafts
3. Our Lady of Mercy High School
4. Our Lady of Mercy Convent
5. Public School
6. Catholic Chapel
7. Catholic Rectory
8. Faculty House
9. Court House
10. Fire-fighting Equipment
11. Welfare Department
12. Post Office
13. Health Center
14. Unclaimed

Scale: Approximately 220 feet per inch.

Figure 2

Chapter V

DESCRIPTION OF SELECTED GROUP

Racial descent

The ratio of Spanish-Americans to Anglo-Americans in San Luis was almost 20 to 1, as there were 250 Spanish-American households to 13 Anglo-American households. The majority of Anglo-Americans living in San Luis at the time of the survey, were families who came to establish business places. Some of the Anglo-Americans, especially among those who came to San Luis shortly after the town was established in 1852, intermarried with the settlers, and as a result such names as Maxwell, StClair, Taylor, Payne and Gold are common among the Spanish-American people in San Luis. Other mixed-marriages have taken place more recently, adding to the variety of names.

Of the 50 Spanish-American households studied, seven were mixed-families. The husbands of four families were respectively, English, Polish, Spanish-English and Syrian. The wives of three families were respectively, English, Irish and Syrian; thus, the seven mixed-families included two English, one Irish, one Polish, one Spanish-English and two Syrian members, as Table 1 shows.

Table 1. RACIAL DESCENT OF HUSBANDS AND WIVES
OF 49 HOUSEHOLDS*

Racial Descent	Number of Males	Number of Females	Number of Males and Females
Spanish	39	44	83
English	1	1	2
Spanish and English	1		1
Syrian	1	1	2
Irish		1	1
Polish	1		1
Deceased			
Spanish	5	2	7
Abandoned family			
Spanish	1		1
Total	49	49	98

* One household in the survey was not included in this table because it had neither husband nor wife.

Composition of households

There were 29 biological families, 9 childless couples, 7 broken homes and 5 mixed households in the population studied. Biological families had a size range of from one to nine children. The seven broken homes were the result of the deaths of four husbands and two wives, and by the desertion of the family by one husband. The five mixed households consisted respectively of, (1) husband, wife and wife's mother, (2) husband, wife and granddaughter, (3) husband, wife, children and adopted child, (4) mother, son and adopted

child and (5) brother and sisters, as shown in Table 2.

Table 2. COMPOSITION OF HOUSEHOLDS

Type of Household	Number of Households
Childless couples	
Husband and wife	9
Biological families	
Husband, wife and children	29
Broken homes	
Mother and children	5
Father and children	2
Mixed households	
Husband, wife and granddaughter	1
Husband, wife and wife's mother	1
Husband, wife, children and adopted child	1
Mother, son and adopted child	1
Brother and sisters	1
Total	50

Table 3 shows that 24, almost one-half, of the households in the survey had three members or less. However, there were 5 households that had 10 members or more. The average size of household was 4.6 persons. That of the United States as a whole was 3.28 persons for the year 1940, (40:33). The majority of households with three members or less involved new families or households where the children had married and left home. There appeared to be no deliberate effort to limit the number of children. This was indicated by older couples

mentioning their grown sons and daughters, by younger couples expecting to have children and by the average size of biological family which was 5.5 persons, as indicated in Table 4.

Table 3. SIZE OF HOUSEHOLDS

Number of Persons in Households	Number of Households
2	12
3	11
4	7
5	4
6	7
7	1
8	2
9	1
10	3
11	2
Median 4.6	Total 50

Table 4. SIZE OF BIOLOGICAL FAMILIES

Number of Members in Family	Number of Families
3	8
4	4
5	4
6	5
7	
8	2
9	1
10	3
11	2
Median 5.5	Total 29

As indicated by Table 5, 44 out of the 50 households had male heads and 6 of the households had female heads. In those instances where the head of the household was a female member, one became head through separation and five at the death of the husband. In one household, where neither parent was living, the brother became the head of the household although one of the sisters was older than he.

Table 5. DISTRIBUTION OF POPULATION, BY RELATIONSHIP TO HEAD AND BY SEX

Relationship to Head	Male	Female	Male and Female	
	Number	Number	Number	Percent
Head	44	6	50	21.5
Wife		41	41	17.7
Child	74	59	133	57.3
Grandchild	1	1	2	.9
Adopted child	1	1	2	.9
Parent		1	1	.4
Other relative		3	3	1.3
Total	120	112	232	100.0

Table 5 shows also, that of the population studied, 21.5 percent were heads of households, 17.7 percent were wives, 57.3 percent were sons and daughters, 0.9 percent were grandchildren, 0.4 percent were parents of the husband or wife, and 1.3 percent were other relatives. The above percentages include 44 male heads of households, 6 female heads of households, 41 wives of

heads of households, 74 sons, 59 daughters, 2 sisters of heads of households and 1 each of nieces, grandsons, granddaughters, adopted sons, adopted daughters and wife's mother.

The percentages in Table 5 show a marked difference from the percentages given by the United States census reports for the population of the United States for 1940, Table 6. In the latter, 27.2 percent were heads of households, 20.7 percent were wives, 39.9 percent were children, 1.9 percent were grandchildren, 1.7 percent were parents, 4.3 percent were other relatives, and 4.3 percent were lodgers, servants or hired hands. It appears that the comparatively large proportion of children in San Luis during the survey accounts for the discrepancy in percentages.

Table 6. POPULATION IN PRIVATE HOUSEHOLDS, BY RELATIONSHIP TO HEAD AND BY SEX, FOR THE UNITED STATES:1940 *

Relationship to Head	Number	Percent
Head	134,948,366	27.2
Wife	26,570,502	20.7
Child	51,304,634	39.9
Grandchild	2,394,462	1.9
Parent	2,226,755	1.7
Other relative	5,485,672	4.3
Lodger	4,462,606	3.5
Servant or hired hand	1,033,772	.8
Total	128,428,069	100.0

*(43:26)

Sexes and ages

There were 232 persons included in the study, of this number, 120, or 51.8 percent, were males and 112, or 48.2 percent, were females. Fifty, or 41.8 percent, of the males and 49, or 43.7 percent, of the females were 14 years of age or less. Thirty-one, or 25.8 percent, of the males and 27, or 24.1 percent, of the females were between the ages of 15 and 29. Twenty, or 16.7 percent, of the males and 16, or 14.3 percent, of the females were between the ages of 30 and 44. Sixteen, or 13.3 percent, of the males and 16, or 14.3 percent, of the females were between the ages of 45 and 64. Above the age of 65, there were 3, or 2.5 percent of the males and 4, or 3.6 percent of the females, Table 7.

Table 7. POPULATION DISTRIBUTION, BY SEX AND AGE

Age Group	Male		Female		Male and Female	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Under 5 years	21	17.6	15	13.4	36	15.5
5- 9	15	12.5	18	16.1	33	14.2
10-14	14	11.7	16	14.2	30	12.9
15-19	14	11.7	10	8.9	24	10.3
20-24	9	7.4	11	9.8	20	8.6
25-29	8	6.6	6	5.4	14	6.1
30-34	8	6.6	6	5.4	14	6.1
35-39	6	5.0	10	8.9	16	6.9
40-44	6	5.0			6	2.6
45-49	3	2.5	3	2.7	6	2.6
50-54	5	4.2	5	4.5	10	4.3
55-59	6	5.0	5	4.5	11	4.7
60-64	2	1.7	3	2.7	5	2.2
65-69	3	2.5	3	2.7	6	2.6
70-74						
75 & over			1	.8	1	.4
Total	120	100.0	112	100.0	232	100.0

As Table 7. above. indicates, the most marked difference between the number of males and the number of females lay in the age group "under 5 years" where 21 out of 36 children were males. Figure 3 shows that there was not much difference in the ratio of males to females in the age groups above 5 years.

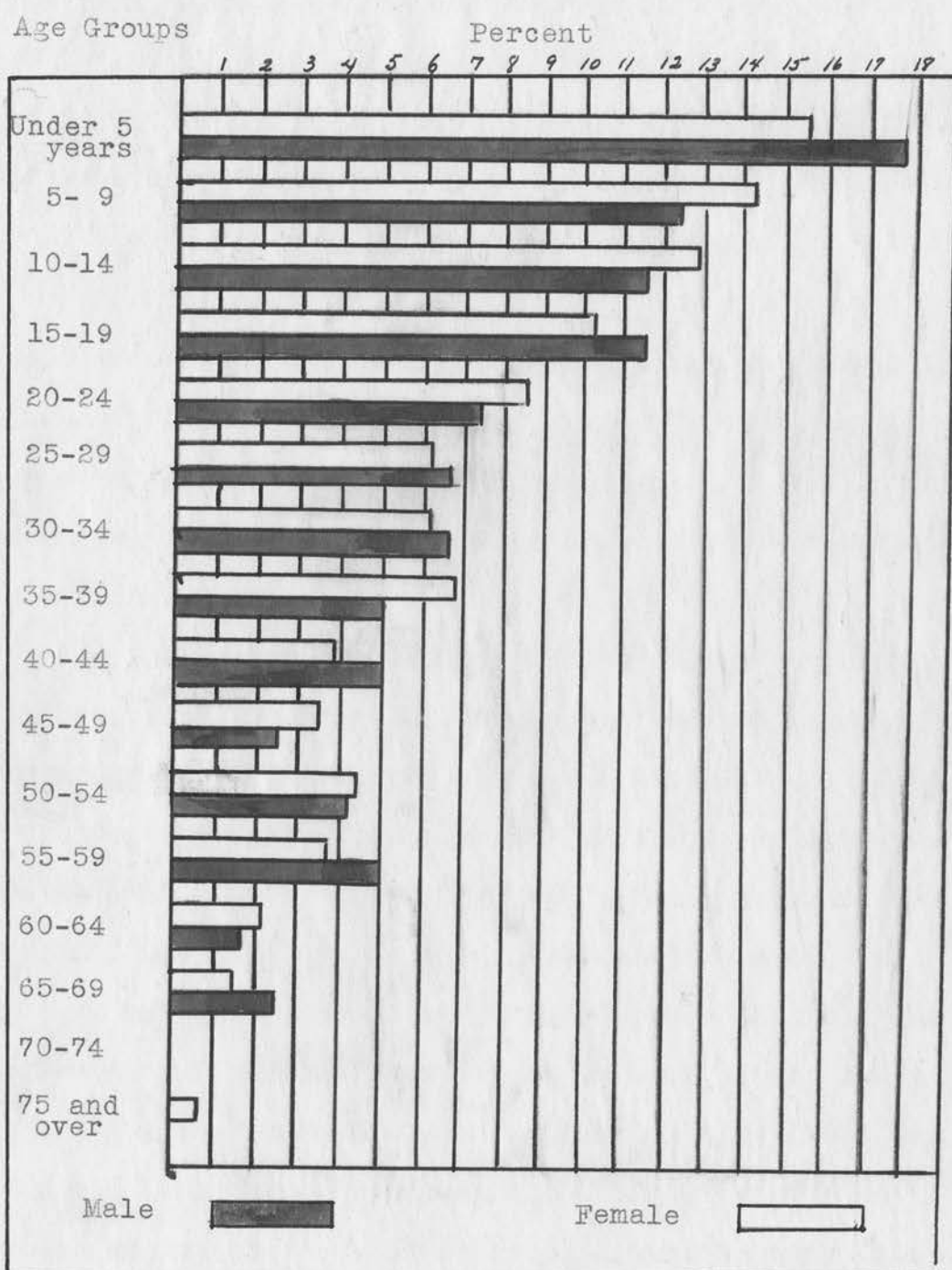


Figure 3.--PERCENTAGE DISTRIBUTION OF MALES AND FEMALES, BY AGE, SAN LUIS, 1947

The United States census figures show that

Precinct number 1, of which San Luis is a part, had a population of 1,135 persons in 1930 (39:326), and a population of 1,572 persons in 1940 (42:758). This indicates that the population of that precinct increased by 437 persons, or 25.98 percent, in 10 years.

It was estimated in the present study that in the town of San Luis alone, the population was about 1,200, 1,150 of whom were Spanish-Americans. The estimated number of Anglo-Americans would be higher, but all persons belonging to mixed-families were considered as Spanish-Americans.

The percentage distribution of the population studied, shows that more than one-half of the population was under 30 years of age. This indicates that it is a progressive type of population (51:189). A large percentage, 42.6 percent, of the population was under 14 years of age; 43.2 percent was between 15 and 49 years of age, and 14.2 percent was over 50 years of age. The percentage of persons between the ages of 15 and 49 years of age was less than 50.0 percent, which shows that San Luis has lost through emigration. This situation is primarily due to the lack of occupational opportunities in and around the town. Several persons are forced to leave in search of employment.

Figure 4 shows that San Luis had a higher percentage of persons below the age of 14 in 1947 than

the State of Colorado had in 1940; but the percentages of persons above the age of 20 was less than that of the State.

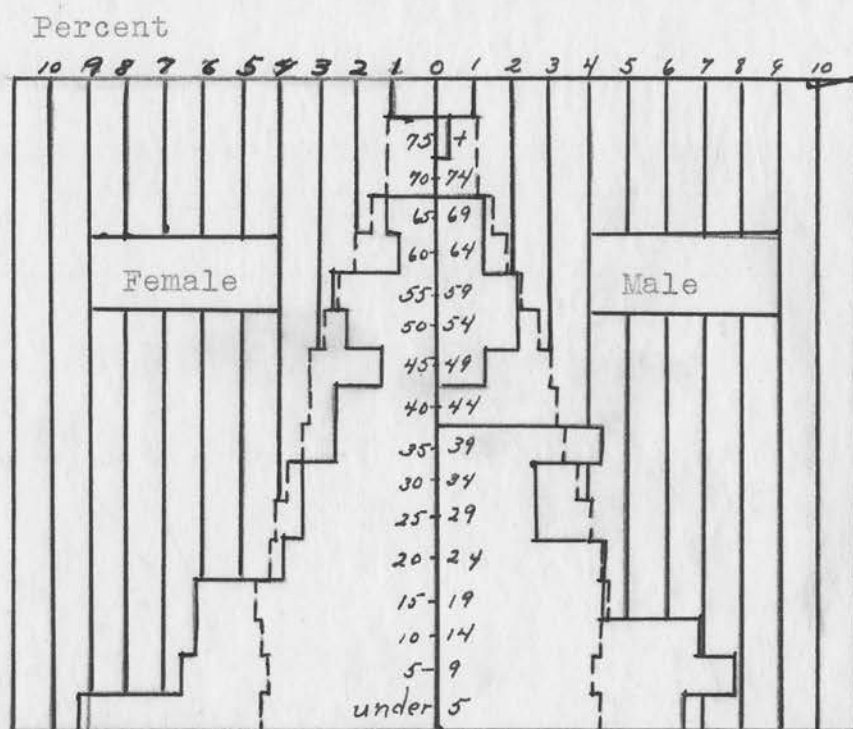


Figure 4. San Luis, 1947----- Colorado, 1940 _____

Figure 4.--AGE PYRAMID OF POPULATION DISTRIBUTION FOR SAN LUIS, COLORADO, BY AGE GROUPS: 1947, SUPERIMPOSED ON AGE PYRAMID OF POPULATION DISTRIBUTION FOR THE STATE OF COLORADO, BY AGE GROUPS: 1940, (42:697).

Length of residence

The majority of persons interviewed had lived in San Luis more than three-fourths of their lives, as Table 8 shows. All persons over 65 years of age had lived there at least 32 years. Some of the persons who had lived there less than one-fourth of their lives were

from families who were living in town temporarily while the children attended school. The permanent homes of these people were in neighboring communities or farms. Others were new residents who had established homes in San Luis within the last five years.

Table 8. LENGTH OF RESIDENCE

Age Group	Fraction of Life Lived in San Luis				Totals
	Less than 1/4	From 1/4 to-1/2	From 1/2 to -3/4	From 3/4 to life	
0- 4		1		35	36
4- 9	2	1	2	28	33
10-14	3	5	1	21	30
15-19	1	1		22	24
20-24	5		1	14	20
25-29	4	2	1	7	14
30-34	3	1	1	9	14
35-44	3	4	3	12	22
45-54	3	2	2	9	16
55-64	2	1	4	9	16
65-74			2	4	6
75 & over			1		1
Total	26	18	18	170	232

Marital status

Table 9 shows that 60.0 percent of the population were single, 35.3 percent were married, and the other 4.7 percent were either widowed or separated.

Table 9. MARITAL STATUS OF POPULATION

Marital Status	Number	Percent
Single	139	60.0
Married	82	35.3
Widowed or separated	11	4.7
Total	232	100.0

In the age group between 15 and 29 years, about one-third of the males and about one-half of the females were married, while in the group above 30 years of age, the majority of both males and females were married. The percentages are given in Table 10.

Table 10. MARITAL STATUS, BY SEX AND AGE

Age Group	Male		Female		Male and Female	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Under 15 years						
Single	50	41.7	49	43.7	99	42.7
15-29						
Single	22	18.3	13	11.6	35	15.1
Married	9	7.5	14	12.5	23	9.9
30 and above						
Single	3	2.5	2	1.8	5	2.2
Married	32	26.7	27	24.1	59	25.4
Widowed	3	2.5	6	5.4	9	3.8
Separated	1	.8	1	.9	2	.9
Total	120	100.0	112	100.0	232	100.0

The percentages of persons 15 years of age and over who were widowed or separated were smaller for the population studied in San Luis in 1947 (Table 11) than were the percentages of persons 15 years of age or over who were widowed or divorced in the State of Colorado in 1940 (Table 12). In San Luis, 0.8 percent of the males and 0.9 percent of the females were separated; in Colorado as a whole, 2.0 percent of the males and 2.4 percent of the females were divorced. In San Luis, 4.3

Table 11. MARITAL STATUS OF PERSONS 15 YEARS OF AGE AND OVER, BY SEX: SAN LUIS, 1947

Marital Status	Male		Female		Male & Female	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Single	25	36.2	15	23.8	40	30.3
Married	40	58.0	41	65.1	81	61.4
Widowed	3	4.3	6	9.5	9	6.8
Separated	1	1.5	1	1.6	2	1.5
Total	69	100.0	63	100.0	132	100.0

percent of the males and 9.5 percent of the females were widowed, and in Colorado, as a whole, 4.7 percent of the males and 12.0 percent of the females were widowed.

Table 12. MARITAL STATUS OF PERSONS 15 YEARS OF AGE AND OVER, BY SEX, FOR THE STATE OF COLORADO: 1940 *

Marital Status	Male		Female	
	Number	Percent	Number	Percent
Single	132,778	31.4	92,675	22.5
Married	261,748	61.9	260,043	63.1
Widowed	20,096	4.7	49,661	12.0
Divorced	8,547	2.0	9,765	2.4
Total	423,169	100.0	412,144	100.0

*(44:273)

There were no divorces in the population studied, although there were two separations. Perhaps the main reason for this situation is that San Luis is predominantly a Catholic community, and the Catholic Church does not recognize divorce. A separation is accepted in a case where the parties cannot live together, but this does not leave either party free to remarry while the other is living. Therefore, it is rare that a person who is separated from his spouse takes another. Another factor accounting for the absence of divorce is the fact that homes broken by divorce are less common in rural areas than in urban areas (20). As would be expected, San Luis being both a Catholic community and a rural area, has a comparatively small percentage of homes broken by divorce

or by separation.

Occupations

San Luis is located in a farming area; yet the population studied shows only three persons under the classification "farmers and farm managers" and two persons under the classification "farm laborers." This is not as paradoxical as it may appear, for although San Luis is the business center for many farmers of the area, it is not their residence. The majority of the farmers live outside the limits of the town.

The classification "other workers", includes 18 of the 64 males above the age of 16 years. The majority of persons in this classification were employed irregularly as laborers on near-by farms, in seasonal work in potato fields of southern Colorado or in beet fields in northern Colorado. Some were doing odd jobs in the town; others were looking for work. One was herding sheep and two were doing construction work outside of the State. In the "professional and semi-professional" group were two males and three females, all of whom were teachers. In the "proprietors, managers and officials" group were 10 males and 2 females. Most of these were proprietors or managers of stores or of other small businesses. The largest percentage of females above the age of 16 years was classified as "domestic." These persons were not employed but were keeping their own homes as will

be noticed later by place of occupation in Table 14. In the "unclassified" group were students over the age of 16, men in the armed service of the United States and persons living on pensions. The above mentioned figures are to be found in Table 13.

A large majority of the population studied were employed or were receiving their education in San Luis. Of the male population, 36.7 percent were employed in San Luis, 9.2 percent were employed in another town or State, 23.2 percent were students in San Luis, 3.4 percent were attending school in another town or State, 24.1 percent were pre-school children and 3.3 percent were unclassified as to occupation but were living at home. Of the female population, 36.6 percent were at home, 4.5 percent were employed in San Luis, 1.8 percent were employed in another town, and 5.3 percent who were unclassified as to occupation were living at home. Those attending school included 28.6 percent of the females in San Luis and 3.6 percent in another town as shown in Table 14.

Table 13. OCCUPATIONAL STATUS OF POPULATION, BY SEX

Type of Occupation*	Male		Female		Male and Female	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Operators	3	2.5			3	1.3
Craftsmen, foremen	3	2.5	1	.9	3	1.3
Other laborers	2	1.7	1	1.9	3	1.3
Proprietors, managers, officials	10	8.3	2	1.8	12	5.2
Clerical and sales	8	6.6	1	.9	9	3.9
Professional and semi-professional	2	1.7	3	2.7	5	2.1
Farm laborers	2	1.7			2	.9
Other workers	18	15.0			18	7.7
Farmers and farm managers	3	2.5			3	1.3
Domestic (homemakers)			42	37.5	42	18.1
Unclassified	13	10.8	11	9.8	24	10.3
Children under 16	56	46.7	52	46.4	108	46.6
Total	120	100.0	112	100.0	232	100.0

* The above classification is based on Kolb and Brunner's classification of Rural families (20:115).

Table 14. PLACE OF OCCUPATION, BY SEX

Place of Occupation	Male		Female		Male and Female	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
At home			41	36.6	41	17.7
In San Luis but not at home	44	36.7	5	4.5	49	21.1
In another Colorado town	2	1.7	2	1.8	4	1.7
In another State	9	7.5			9	3.9
Unclassified						
At home	4	3.3	6	5.3	10	4.3
Students and school children						
San Luis	28	23.3	32	28.6	60	25.8
In another Colorado town	2	1.7	4	3.6	6	2.6
In another State	2	1.7			2	.9
Pre-school children						
At home	29	24.1	22	19.6	51	22.0
Total	120	100.0	112	100.0	232	100.0

Education

Table 15 shows that over one-half of the husbands and wives in the survey had a formal education of eighth grade or less. Fifteen out of 43 husbands had an education of seventh grade or less; six had an eighth grade education, seven had from one to three years of high school, eight had finished high school and seven had some education above high school. Twenty-two out of 47 wives had an education of seventh grade or less, six had an eighth grade education, four had one to three years high school seven had finished high school, and eight had education above high school.

Table 15. EDUCATIONAL LEVEL OF 43 HUSBANDS
AND 47 WIVES*

Grade Completed	Husbands	Wives	Husbands & Wives
	Number	Number	Number
0-7	15	22	37
8	6	6	12
9-11	7	4	11
12	8	7	15
Above High School	7	8	15
Total	43	47	90

* Out of 50 families, seven had no husbands and three had no wives.

The highest average grade completed by any age group above the age of 17 years was 8.5. For the age groups, 17-19, 20-24, 25-29 and 30-34, the average grade completed was 8.5. For the age groups 35-44 and 45-54, the average grade completed was 7.0. For the age group 55-65, the average grade completed was 6.0. For the age group 65-74, the average grade completed was 4.0. There was only one person above the age of 75 years, and this person had had no formal education, as Table 16 shows. These percentages indicate that the younger persons are getting more education than the older persons did.

Table 16. YEARS OF SCHOOL COMPLETED BY PERSONS 17 YEARS OF AGE AND OVER, BY AGE GROUPS

Grade Completed	Age Groups									Total
	17-19	20-24	25-29	30-34	35-44	45-54	55-64	65-74	75--	
	Num- ber	Num- ber	Num- ber	Num- ber	Num- ber	Num- ber	Num- ber	Num- ber	Num- ber	
None		1		1		2	2	1	1	8
Elementary										
1-4	1	2		1	4	2	5	1		16
5-6	1	1	1	2	4	3	1	1		14
Junior high										
7-8	4	5	6	4	4	4	2	1		30
High school										
1-3	4	1	3	1	3	4	2			18
4	1	6	2	5	2	2	1			19
College or other										
1-3	1	3	2	2	4		2			14
4 or more		1					1			2
Total	12	20	14	16	21	17	16	4	1	121

In table 17 we find that 56.2 percent of the population above 17 years of age did not receive any education above the eighth grade. In the same age group, 30.6 attended high school, and 13.2 attended college or had some other formal education beyond high school.

Table 17. YEARS OF SCHOOL COMPLETED BY PERSONS 17 YEARS OF AGE AND OVER

Years of school completed	Number of persons	Percent
None	8	6.6
Elementary school		
1-4	16	13.2
5-6	14	11.6
Junior high school		
7-8	30	24.8
High school		
1-3	18	14.9
4	19	15.7
College or business		
1-3	14	11.6
4 and over	2	1.6
Total	121	100.0

The average grade attainment for children between the ages of 6 and 16 years shows that the percentages of grades completed lag behind the years of age. The average grade attainment for children 60 years of age was below the first grade. Above this age group,

the average grade was, 1.0 for 7-year olds, 2.0 for 9-year olds, 3.0 for 10-year olds, 5.5 for 11-year olds, 5.0 for 12-year olds, 6.5 for 13-year olds, 7.0 for 14-year olds, 8.0 for 15-year olds and 8.5 for 16-year olds. (Table 18). Eleven children in the age group 6 to 16 years were not going to school yet. Of these, nine were 6 years old, one was 7 years old and one was 8 years old. One girl, 16 years of age and a cripple, had had only one year of formal schooling.

An awareness of the need for education was evidenced in several ways among the Spanish-Americans of San Luis. Three of the families in the schedule had moved to San Luis from near-by communities because they believed that the teachers in the San Luis schools were better qualified and that the school buildings and equipment were better. As one mother stated, "The children have a better opportunity to learn to speak English here, [in San Luis] because in our community the children, and even the teachers, speak Spanish most of the time."

One family that had moved to San Luis for the school year was renting two rooms in an old house. The cracks on the windows and doors let much of the cold in. One of the rooms was too cold for the children to sleep in, consequently they had two large beds in the kitchen. The floor was made of rough, uneven pine boards, un-

Table 18. YEARS OF SCHOOL COMPLETED BY CHILDREN 6 TO 16 YEARS OF AGE, BY SINGLE YEARS OF AGE AND BY SINGLE GRADES IN SCHOOL

Grade Completed	Ages											Total
	6	7	8	9	10	11	12	13	14	15	16	
	Num-ber	Num-ber	Num-ber	Num-ber	Num-ber	Num-ber	Num-ber	Num-ber	Num-ber	Num-ber	Num-ber	
None	9	1	1									11
Elementary												
1	3	5		1							1	10
2				2	3							5
3			2	1								3
4				2	2		4	1				9
5						3	2					5
6						1	2	2	3	1	1	10
7								2	2	1		5
8								1	1	2	1	5
High school												
9									1	1	1	3
10										1	2	3
Total	12	6	3	6	5	4	8	6	7	6	6	69

doubtedly hard to clean and impossible to cover successfully with linoleum. A blanket covered the door from the kitchen to the other room. The approach to the house from the outside was muddy, and naturally, mud was tracked into the house on entering. It was one of the small boys' jobs to sweep up the mud by the door so as to keep it from spreading over the floor. This he did with an old, worn-down broom. The mother said their home in their farm in Chama was larger, more modern and more convenient. They liked living on the farm much better, but they came to San Luis so that the children would get a better education.

In another case, the mother stayed in San Luis with the children in a rented house while the father worked at their farm several miles away, where they owned a large, comfortable home. Even in the winter time, the husband could spend only short periods of time with his family in San Luis since he had to take care of his livestock at the farm. The reason for renting the San Luis home was the children's education.

Another woman, a widow with five children, said, "I tell the boys [her children] to learn now that they have the opportunity so that they will not have so many troubles when they grow up. That's why we're living here in San Luis although it is more expensive. Up above [in the community of San Francisco]

they don't have good schools like here. And I was very angry here too, because the teacher was teaching my boys to knit and embroider. I can teach them that. To learn to read and write and work problems is the reason I send them to school. I try to help them myself but I don't know much. They didn't send me to school when I was young; I guess parents didn't care then, but I do want my boys to learn."

A man 58 years of age said, when asked about his education, "When I went to school, it was very different from now. We didn't have such a thing as grades; we were just taught to read and write and spell in Spanish. We had teachers who taught in their own homes, often at night. Mr. Choury and Mr. Valdes were two of those teachers. What we have learned we have learned mostly by ourselves. You younger people are lucky to have such good [educational] opportunities and you are wise to take advantage of them."

Language

The majority of the population in the survey, or 76.6 percent, as shown in Table 19, could speak both Spanish and English. Eight persons, or 3.7 percent of the population, could speak only English. Four of these persons were members of mixed-families who were not Spanish-Americans, and the other four were children of mixed-families or of Spanish-American families who seldom,

if ever, spoke Spanish at home. Forty-two persons or 19.7 percent of the population, could speak only Spanish. Most of them were persons in the older age groups. A few were pre-school children who apparently did not have the opportunity to learn English at home.

Table 19. LANGUAGES SPOKEN BY POPULATION*

Language spoken	Number	Percent
English only	8	3.7
Spanish only	43	19.7
English and Spanish	167	76.6
Total	218	100.0

* Out of 232 persons in the survey, 14 were not included in this table because they were children who could not talk yet.

In the age group under 9 years of age, there were 69 children out of whom three could speak only English, 27 could speak only Spanish, 25 could speak both English and Spanish and the other 14 were too young to talk. Of the 88 persons in the age groups, 10-14, 15-19, 20-24 and 25-29, three could speak only English, two could speak only Spanish and 83 could speak both Spanish and English. Of the 52 persons in the age groups, 30-34, 35-44 and 45-54, two could speak only English,

seven persons could speak only Spanish, and 43 persons could speak both Spanish and English. Of the 23 persons above the age of 55 years, seven persons could speak only Spanish, and 16 persons could speak both Spanish and English, as Table 20 shows.

Table 20. POPULATION SPEAKING SPANISH AND ENGLISH, BY SEX AND AGE

Age Group	Male		Female		Male and Female	
	No.	Percent	No.	Percent	No.	Percent
0- 4						
Neither	10	8.4	4	3.6	14	6.0
English only	1	.8			1	.4
Spanish only	7	5.8	8	7.1	15	6.5
Both	3	2.5	3	2.7	6	2.6
5						
Spanish only	2	1.7	3	2.7	5	2.2
Both	1	.8			1	.4
6- 9						
English only	1	.8	1	.9	2	.9
Spanish only	4	3.3	3	2.7	7	3.0
Both	7	5.8	11	9.8	18	7.8
10-14						
English only			1	.9	1	.4
Both	14	11.7	15	13.4	29	12.5
15-19						
Spanish only			1	.9	1	.4
Both	14	11.7	9	8.0	23	9.9
20-24						
Spanish only			1	.9	1	.4
Both	9	7.5	10	8.9	19	8.2
25-29						
English only	1	.8	1	.9	2	.9
Both	7	5.8	5	4.5	12	5.2
30-34						
Spanish only			1	.9	1	.4
Both	8	6.7	5	4.5	13	5.6
35-44						
English only	1	.8	1	.9	2	.9
Spanish only			1	.9	1	.4
Both	11	9.2	8	7.1	19	8.2
45-54						
Spanish only	3	2.5	2	1.8	5	2.2
Both	5	4.2	6	5.3	11	4.7
55-64						
Spanish only	2	1.7	2	1.8	4	1.7
Both	6	5.0	6	5.3	12	5.2
65-74						
Spanish only			2	1.8	2	.9
Both	3	2.5	1	.9	4	1.7
75 and over						
Spanish only			1	.9	1	.4
Total	120	100.0	112	100.0	232	100.0

Many of the Spanish-Americans of San Luis who could not speak English could understand it, and they were generally the people in the older age groups. If they could not speak English very well, they hesitated to speak it at all for fear of criticism. One woman said, in Spanish, "I understand almost everything in English, but when I go to the stores, I always look for the clerks who I know can speak Spanish, because the Anglos laugh at me and think I am very stupid. I like to talk with someone who can speak my own language. I think it is good to be able to speak both languages [Spanish and English] then you don't suffer so many embarrassments."

The general use of English was evident in the school-age children. English was used more than Spanish among themselves, but at home where there were older persons in the family, Spanish was used more. In some homes Spanish was not spoken at all, but in other homes it was apparent that English was used very little. In one of these homes, while the schedule was being filled out, a 4-year-old boy, who had been listening intently asked his mother, "Why are you speaking so much English now? I don't know what you're saying."

The only language that children under the age of 9 years could read and write was English. This, of course, is to be expected because English is the language used in the school. Above this age, the number of persons

who could read and write both English and Spanish was a majority. Their ability to read and write Spanish was primarily due to their speaking knowledge of the language. This made it easier for them to learn to read it and to write it. Some of them studied it as a foreign language in high school and college. In the older age groups, or those above the age of 45, there was an increasing number of persons who could read and write only Spanish. This was due to their more limited knowledge of English and also to the type of schooling they had where they studied only in Spanish.

Table 21 shows that out of 69 children under 9 years of age, nine could write only English; 60 could not write at all. Of the 88 persons in the age groups 10-14, 15-19, 20-24 and 25-29, 63 could write both English and Spanish, 23 could write only English and two could not write. In the age groups 30-34, 35-44 and 45-54 there were 52 persons. Forty of these persons could write both English and Spanish, four could write only English, five could write only Spanish and three could not write. Above the age of 55 years there were 23 persons, of whom, 14 could write both Spanish and English, seven could write Spanish only and two could not write.

The number of persons who could read either Spanish or English or both was almost identical to the number of persons who could write these languages. (Table 22).

Table 21. POPULATION WRITING SPANISH AND ENGLISH, BY SEX AND AGE

Age Group	Male		Female		Male and Female	
	No.	Percent	No.	Percent	No.	Percent
0- 4						
Neither	20	16.6	15	13.4	35	15.1
5						
Neither	4	3.3	3	2.7	7	3.0
6- 9						
Neither	8	6.7	10	8.9	18	7.8
English only	4	3.3	5	4.5	9	3.9
10-14						
English only	9	7.5	9	8.0	18	7.8
Both	5	4.2	7	6.2	12	5.2
15-19						
Neither			1	.9	1	.4
English only	1	.8	1	.9	2	.9
Both	13	10.8	8	7.1	21	9.1
20-24						
Neither			1	.9	1	.4
English only			1	.9	1	.4
Both	9	7.5	9	8.0	18	7.8
25-29						
English only			1	.9	1	.4
Both	8	6.7	5	4.5	13	5.6
30-34						
Spanish only			1	.9	1	.4
Both	8	6.7	5	4.5	13	5.6
35-44						
Neither			1	.9	1	.4
English only	2	1.7	2	1.8	4	1.7
Spanish only			1	.9	1	.4
Both	10	8.3	6	5.3	16	6.9
45-54						
Neither	1	.8	1	.9	2	.9
Spanish only	2	1.7	1	.9	3	1.3
Both	5	4.2	6	5.3	11	4.7
55-64						
Spanish only	2	1.7	3	2.7	5	2.2
Both	6	5.0	5	4.5	11	4.7
65-74						
Neither			1	.9	1	.4
Spanish only	1	.8	1	.9	2	.9
Both	2	1.7	1	.9	3	1.3
75 and over						
Neither			1	.9	1	.4
Total	120	100.0	112	100.0	232	100.0

Table 22. POPULATION READING SPANISH AND ENGLISH, BY SEX AND AGE

Age Group	Male		Female		Male and Female	
	No.	Percent	No.	Percent	No.	Percent
0-4						
Neither	21	17.5	15	13.4	36	15.5
5						
Neither	3	2.5	3	2.7	6	2.6
6-9						
Neither	8	6.7	10	8.9	18	7.8
English only	4	3.3	5	4.5	9	3.9
10-14						
English only	9	7.5	9	8.0	18	7.8
Both	5	4.2	7	6.2	12	5.2
15-19						
Neither			1	.9	1	.4
English only	1	.8	1	.9	2	.9
Both	13	10.8	8	7.1	21	9.1
20-24						
Neither			1	.9	1	.4
English only			1	.9	1	.4
Both	9	7.5	9	8.0	18	7.8
25-29						
English only	1	.8	1	.9	2	.9
Both	7	5.8	5	4.5	12	5.2
30-34						
Spanish only			1	.9	1	.4
Both	8	6.7	5	4.5	13	5.6
35-44						
Neither			1	.9	1	.4
English only	2	1.7	2	1.8	4	1.7
Both	10	8.3	7	6.2	17	7.3
45-54						
Neither	1	.8	1	.9	2	.9
Spanish only	2	1.7	1	.9	3	1.3
Both	5	4.2	6	5.3	11	4.7
55-64						
Spanish only	2	1.7	3	2.7	5	2.1
Both	6	5.0	5	4.5	11	4.7
65-74						
English only			1	.9	1	.4
Spanish only	1	.8	2	1.8	3	1.3
Both	2	1.7			2	.9
75 and over						
Neither			1	.9	1	.4
Total	120	100.0	112	100.0	232	100.0

Religion

The majority of the population in the survey were members of the Catholic Church, as indicated by Table 23. Two hundred, or 86.2 percent of the entire population studied, gave their religious affiliation as Catholic. There were 32 persons, or 13.8 percent of the population, in all other religions combined, among which were Methodist, Presbyterian, Jesus Only, and Episcopal.

Table 23. RELIGION OF POPULATION, BY SEX

Religion	Male		Female		Male and Female	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Catholic	105	87.5	95	84.8	200	86.2
Presbyterian	3	2.5	2	1.8	5	2.2
Methodist	1	.4	1	.9	1	.4
Jesus Only	11	9.2	12	10.7	23	9.9
Episcopal	1	.8	2	1.8	3	1.3
Total	120	100.0	112	100.0	232	100.0

The Church of Jesus Only, more commonly known in San Luis as the Yglesia Apostolica de Jesucristo, had the next largest membership. It claimed 23 members of the population in the survey. It is a religion that was established in San Luis within the last 15 or 20 years. Some of its members apparently felt pressure of disapproval



Figure 5.--MOST PRECIOUS BLOOD
CATHOLIC CHURCH, BUILT IN
1886.

al from the predominantly Catholic community. One man said, "We say we belong to the Yglesia Apostolica de Jesucristo, but we never attend services." One woman, when asked about the family's religion said, "Well, I guess we are [members of the Church of] Jesus Only, but it's better that you write down 'Catholic'; we used to be Catholics."

That the Catholic Church is an important part of the town of San Luis, is evident in several ways. The Church building is one of the most prominent structures in the town. It is located in the land set aside by Don Carlos Beaubien for it when the town was first built, although it is not the original building. The only high school within miles is Our Lady of Mercy High School, a Catholic parochial school.

Our Lady of Mercy school was first established as Our Lady of Mercy Academy by the Reverend S. J. Lucero in 1905 as a grade school, and in 1911 the high school was added to it to take care of the increased enrollment, (4:74). In the 15 years from 1932 to 1946, 188 students were graduated from that high school, of whom 179 were Spanish-Americans. (4:22). The school is attended by children from San Luis as well as from all the surrounding communities.

The San Luis Public School had 12 teachers in the fall of 1947. Of this number, four were Catholic



Figure 6.--ELEMENTARY PUBLIC SCHOOL BUILDING.



Figure 7.--ELEMENTARY PUBLIC SCHOOL BUILDING--
NEWER ADDITION.

Sisters of Mercy, and the other eight were Spanish-Americans, including the principal.

Social functions of the school and the college, as well as those of the town are influenced by the Catholic Church. The Church disapproves of dancing and social affairs during Lent, consequently social affairs for enjoyment are not held at that time. A few dances that have been attempted during Lent have been failures because of poor attendance. Other occasions for canceling dances, are deaths among the members of the Church in town, which are announced by the tolling of the Church bells.

Programs for social improvements apparently get better results if recommended by the priest. One example of this is the Costilla County Health Association. To organize it, a certain number of members was required by a certain limited time. The drive for membership was progressing slowly until the benefits of the Association were explained by the priest to the congregation and they were convinced that it was worthwhile to enroll. Soon after that, the membership quota was not only reached but also exceeded. This was probably due to two factors, first, that more people could be contacted in a shorter time through the Catholic Church and second, that the Spanish-Americans of San Luis have much faith in what their pastor recommends and are inclined to mistrust new



Figure 8.--OUR LADY OF MERCY HIGH SCHOOL,
SAN LUIS, COLORADO.



Figure 9.--SAN LUIS INSTITUTE OF ARTS AND
CRAFTS, SAN LUIS, COLORADO.

projects introduced by outsiders.

Church functions, like Midnight Mass on Christmas Eve, and combined Church and school functions like high school graduation and May Crowning, which are always held in the Catholic Church, attract such large crowds to the church that in order to get a seat, people come in one or two hours early. The Most Precious Blood Church, as that particular church building is named, seats about 600 persons, but those who come later must either stand along the side aisles, in the vestibule or crowd outside around the door. These functions are attended by Catholics and Protestants alike.

The young people of San Luis receive much of their encouragement to become better educated from the local priest. He frequently reminds them of the values of regular school attendance and urges them to take advantage of the educational services of the elementary and high schools and of the San Luis Institute of Arts and Crafts.

The Institute of Arts and Crafts was established in 1943. It is located in the center of town across the street from the Catholic Church, on a piece of land set aside for public purposes by Don Carlos Beaubien. It is a part of Adams State College in Alamosa, 43 miles away. A two-year college course is offered there and many graduates of Our Lady of Mercy High School as well

as students from other places, attend.

Social Organizations

Perhaps the most influential organization in civic matters in San Luis, is the Chamber of Commerce. Its membership is not large; for in the year 1947 it was 22. The membership included persons from out of town who conducted business in San Luis. Only eight of the total membership were Spanish-Americans.

Besides the Chamber of Commerce, the Costilla County Health Association, the American Legion and the Welfare Department, there are few other organizations, and most of them are religious societies. There is The Knights of Columbus for male adults, The Sacred Heart League for female adults, The Crusaders for young boys and the Young Catholic Daughters of America for young girls.

No information was obtainable about the Penitentes, sometimes referred to, in San Luis, as Los Hermanos de Nuestro Padre Jesus, or Los Hermanos Penitentes. No one seemed to know who the leader was nor how large the membership was at the time of the survey. There were a few old men who claimed they belonged to the organization, but it is apparent that if the society still exists, it is in a state of disorganization. The Morada which was their meeting place is now in ruins and neglected. There appears to be no effort being made

to re-build it.

There are two other organizations in San Luis which are Valley-wide and to which several persons from San Luis belong. They are the Sociedad Protection Mutua de Trabajadores Unidos, more commonly known as S. P. M. D. T. U., and the Femenilas. They are very similar in essence, but the Sociedad Protection Mutua de Trabajadores Unidos is an organization for men while the Femenilas is an organization for women. Their main purpose is mutual aid for members and their families by personal help and insurance. Their funds are raised by dues and contributions and by sponsoring social functions.

Political participation

The number of persons over the age of 21 years who voted at the last local and general elections were, 50 out of 55 men and 47 out of 51 women, or a total percentage of 91.6, as shown in Table 24. The people of San Luis, in general, show more interest in local elections than in state or national elections. The local candidates are, as a rule, people whom they know and from whom they expect to gain benefits once they are put in office.



Figure 10.--THE MORADA, THE OLD MEETING
PLACE OF THE PENITENTES.

Table 24. PERSONS 21 YEARS OF AGE AND OVER VOTING AT LAST GENERAL AND LOCAL ELECTIONS

Last Election	Male	Female	Male and Female	
	Number	Number	Number	Percent
Local				
Voting	50	47	97	91.6
Not voting	5	4	9	8.4
Total	55	51	106	100.0
General				
Voting	50	47	97	91.6
Not voting	5	4	9	8.4
Total	55	51	106	100.0

At the time of the study, the Costilla County offices of Judge, Clerk and Recorder, Sheriff, Treasurer, Assessor, Superintendent of Schools, Coroner and Clerk of District Court were all filled by Spanish-American officials. The deputies to the County officials and the three members of the Board of County Commissioners were also Spanish-Americans. The single exception being the office of County Surveyor, which was filled by an Anglo-American official.

In precinct number 1 (San Luis), the two Justices of the Peace were Spanish-Americans and the Constable was Anglo-American. Altogether, 17 out of 19 County and precinct officials, were Spanish-Americans.



Figure 11.--COSTILLA COUNTY COURT HOUSE,
BUILT IN 1883.



Figure 12.--UNITED STATES POST OFFICE, SAN
LUIS, COLORADO.

Chapter VI

SOCIO-ECONOMIC ASPECTS OF SELECTED GROUP

Types of homes

The Pueblo, the Spanish-American and the Anglo-American types of architecture can be traced in the buildings of San Luis. The earliest buildings no longer stand, but vestiges of the Pueblo type of architecture are found in the older buildings with their massive walls, uneven vigas (rafters) and mud plastering. The Spanish-American architecture is evident in the groups of one-storied, flat-roofed, adobe houses which were originally built in clusters around a patio. Homes were erected fort-like in a square with thick arrow-proof walls. This type of architecture grew out of the need for defense. Only parts of these structures remain, as they have been giving way to the newer, Anglo-American type of building.

The new buildings have retained many of the qualities of Spanish-American architecture. Adobe is still used in most buildings, which vary in quality according to the economic status of the owner. Some adobe buildings are carefully built, with a great deal of skill and labor. The walls are stuccoed and the roofs are shingled or covered with tar paper, tile or other commercialized roofing. Most of the newer homes have gabled

roofs which are superior to the flat roofs that leak almost every time it rains damaging the ceilings which, in the flat-roofed houses, are frequently made of white muslin cloth tightly stretched from wall to wall. A few new buildings are of brick and recently cinder blocks are being used for construction. The shift is a noticeable change from old Spanish-American to new Anglo-American architecture.

Table 25 shows that 28 households lived in homes that were either cement plastered or stuccoed. Some of these homes were new; others were remodeled and made to appear more modern. Two households lived in frame houses and the remaining 20 households lived in mud-plastered or unplastered homes. One man, whose new house was not plastered, said, "I intend to put stucco on the walls, but I have to wait because it is very costly and I can't afford it yet."

Table 25. CONSTRUCTION OF HOUSES

Type of house	Number of houses
Brick or stuccoed	28
Adobe--mud-plastered or unplastered	20
Frame	2
Other	--
Total	50



Figure 13.--MUD-PLASTERING IS COMMON AMONG THE HOMES OF PEOPLE IN LOWER-INCOME BRACKETS.



Figure 14.--ELECTRICITY HAS FOUND ITS WAY INTO OLD ADOBE HOMES.



Figure 15.--SOME NEW HOMES ARE WELL
CONSTRUCTED AND MODERN.



Figure 16.--GABLED ROOFS AND STUC-
COED WALLS ARE TO BE FOUND IN
SEVERAL NEW HOMES.

Room-person ratio

The homes of the population in the survey had a size range of from 1 to 10 rooms (Table 26). The average size of house was 4.2 rooms (Table 27), and the average size of household was 4.6 persons, therefore there was an average of less than one room, or about nine-tenths of a room, per person (Table 28).

Table 26. NUMBER OF ROOMS PER HOME, BY SIZE OF FAMILY

Size of Family	Number of Homes										
	Number of rooms per home:										
	1	2	3	4	5	6	7	8	9	10	Total
2	1	3		4	2		1		1		12
3	2	1	1		3	2	2				11
4			3	2	1						6
5		1	1	1			1			1	5
6		2	2	2		1					7
7							1				1
8		1		1							2
9					1						1
10				1	1	1					3
11				2							2
Total	3	8	7	13	8	4	5		1	1	50

Table 27. NUMBER OF ROOMS PER HOME

Number of Rooms Per Home	Number of Homes	Percent of Homes
1	3	6.0
2	8	16.0
3	7	14.0
4	13	26.0
5	8	16.0
6	4	8.0
7	5	10.0
8	--	--
9	1	2.0
10	1	2.0
4.2 (median)	50	100.0

Table 28. NUMBER OF ROOMS PER PERSON

Rooms Per Person	Number of Homes	Percent of Homes
.01- .49	9	18.0
.50- .99	15	30.0
1.00-1.49	10	20.0
1.50-1.99	3	6.0
2.00-2.49	9	18.0
2.50-2.99	2	4.0
3.00-3.49	--	--
3.50-3.99	1	2.0
4.00-4.49	--	--
4.50-4.99	1	2.0
.90 (median)	50	100.0

Table 29 shows that the majority of households had one or more persons per room. Eighteen households had one or more persons per room. Eighteen households had fewer than one person per room. The United States census for 1940 shows that 88.1 percent of the dwelling units in Colorado had 1.50 or fewer persons per room. (41:334). In comparison, the population in this study shows that 60.0 percent of the homes had 1.49 or fewer persons and that 72.0 percent of the homes had 1.99 or fewer persons, which indicates that there was less crowding in these homes at the time of the study than there was in the State of Colorado as a whole, in 1940.

Table 29. NUMBER OF PERSONS PER ROOM

Persons Per Room	Number of Homes	Percent of Homes
.01- .49	6	12.0
.50- .99	12	24.0
1.00-1.49	12	24.0
1.50-1.99	6	12.0
2.00-2.49	5	10.0
2.50-2.99	4	8.0
3.00-3.49	4	8.0
3.50-3.99	--	--
4.00-4.49	--	--
4.50-4.99	1	2.0
1.10 (median)	50	100.0

Three of the families in the study were living in single rooms in houses occupied by other families. They were all young couples living temporarily in their

parents' homes.

Household facilities

Electricity is perhaps one of the most essential modern facilities in the American home, and it is easily accessible to most of the people of San Luis. Although the majority of the households had electricity, there was a comparatively high number, 8 out of 50 households, that did not have it, as can be seen in Table 30. Two of the homes that did not have electricity were new and wiring was not completed, but the other six were homes of families in the lower-income brackets where not only electricity but other conveniences were lacking. In these homes kerosene lamps were used for lighting, washing was done on scrub boards and wash tubs and ironing was done with flatirons which were heated on the cook stove, and coal and wood stoves were used for heating. Neither running water, refrigerators, radios nor automobiles were owned by these households.

Table 30 also shows that only 10 out of 50 households had water piped into the house. Those households that did have running water had private water pumps electrically powered to furnish water for the house. This situation was due to the absence of a town water system. Open wells and hand-pumps were common. Several persons expressed the desire for running water in the house but considered it a difficult and expensive project

to undertake individually and hoped that the town would soon have both a water system and a sewage disposal system. One woman said, "We have been working in Denver for three years, and now that we are back home we can't get accustomed to the lack of modern conveniences; so we are planning to go back to Denver. The thing I miss most out here is running water."

Table 30. CONSTRUCTION OF HOUSE AND HOUSEHOLD FACILITIES OF 50 HOUSEHOLDS

	Number	Percent
Construction of House		
Brick or Stuccoed	28	56.0
Adobe--Mud Plastered or Unplastered	22	44.0
Lighting Facilities		
Electric	42	84.0
Gas Mantle or Pressure Oil or Other	8	16.0
Water Piped into House		
Yes	10	20.0
No	40	80.0
Power Washer		
Yes	37	74.0
No	13	26.0
Refrigerator		
Mechanical	10	20.0
Ice	--	--
None	40	80.0
Radio		
Yes	33	66.0
No	17	34.0
Telephone		
Yes	7	14.0
No	43	86.0
Automobile		
Yes	20	40.0
No	30	60.0
Daily Newspaper		
Yes	19	38.0
No	31	62.0

More than one-half of the population in the survey, either owned washing machines or had access to them. Table 30 shows that 37 out of 50 households owned washing machines, all of which were operated by electric power. Refrigeration facilities were less common, for only 10 households had refrigerators. These were electrically operated.

Communication

The most common means of contact with the outside world for the people of San Luis, is the radio. Table 30 shows that 33 out of 50 families in the survey had radios. The radio has probably done more than any other one thing to bring news to the residents of San Luis. It is also an important factor in familiarizing the people with the English language, however, it is used more as a means of entertainment than of information. Most people showed a preference for the musical programs. One mother said that she used to listen to all the news broadcasts during the war, but now that the war was over and her boys were back, her worries were over. She would rather listen to music now. Radio has brought the popular songs into common use among the younger population. They are familiar with the English songs of the day, but they have forgotten or have never learned many of the Spanish songs.

Almost every business place in San Luis had a

telephone, but very few families had them in the homes. Table 30 shows that 7 out of 50 families had telephones at home. The small number of telephones in the homes was partly due to the expense involved, and partly due to the lack of need for the telephone. Stores, business and neighbors were within walking distance and a telephone was not of much use.

Table 30 shows that 19 out of 50 households received a daily newspaper. Some persons stated that although they did not receive a newspaper regularly in their home, they bought one frequently. However many of the households received the "Heraldo del Valle" or "Valley Herald", a local weekly, printed both in Spanish and in English and containing mostly local news.

Twenty households owned automobiles as Table 30 indicates. A few others owned small trucks. The automobile has been another noticeable factor in breaking down isolation and in bringing new ideas to the people of San Luis. There are few persons who have not traveled by automobile to other States for pleasure or in search of employment.

San Luis had four main highways at the time this survey was made. One led to the north, one to the west, one to the southwest and one to the southeast. These roads are shown in Figure 17. The north and the southwest roads are paved and well traveled. The north road runs

to Fort Garland, 16 miles away and from there to points in northern Colorado. The southwest road runs to Costilla, New Mexico, 19 miles away and to southern localities. The west road runs to San Acacio, nine miles away, and to the large farming areas west of San Luis. The southeast road runs to the several small communities southeast of San Luis, including San Pedro, San Pablo, San Francisco, San Isidro and Chama. This road also joins with the Whiskey Pass road which was begun about ten years ago but construction was discontinued during the war. When completed, the Whiskey Pass road, will open a shorter route from Costilla County across the Sangre de Cristo Range into Huerfano County.

Trailways Bus service connects San Luis with other towns of Colorado and New Mexico. The bus goes through San Luis twice daily making stops in town on each trip.

MAP OF THE PRINCIPAL ROADS IN SAN LUIS

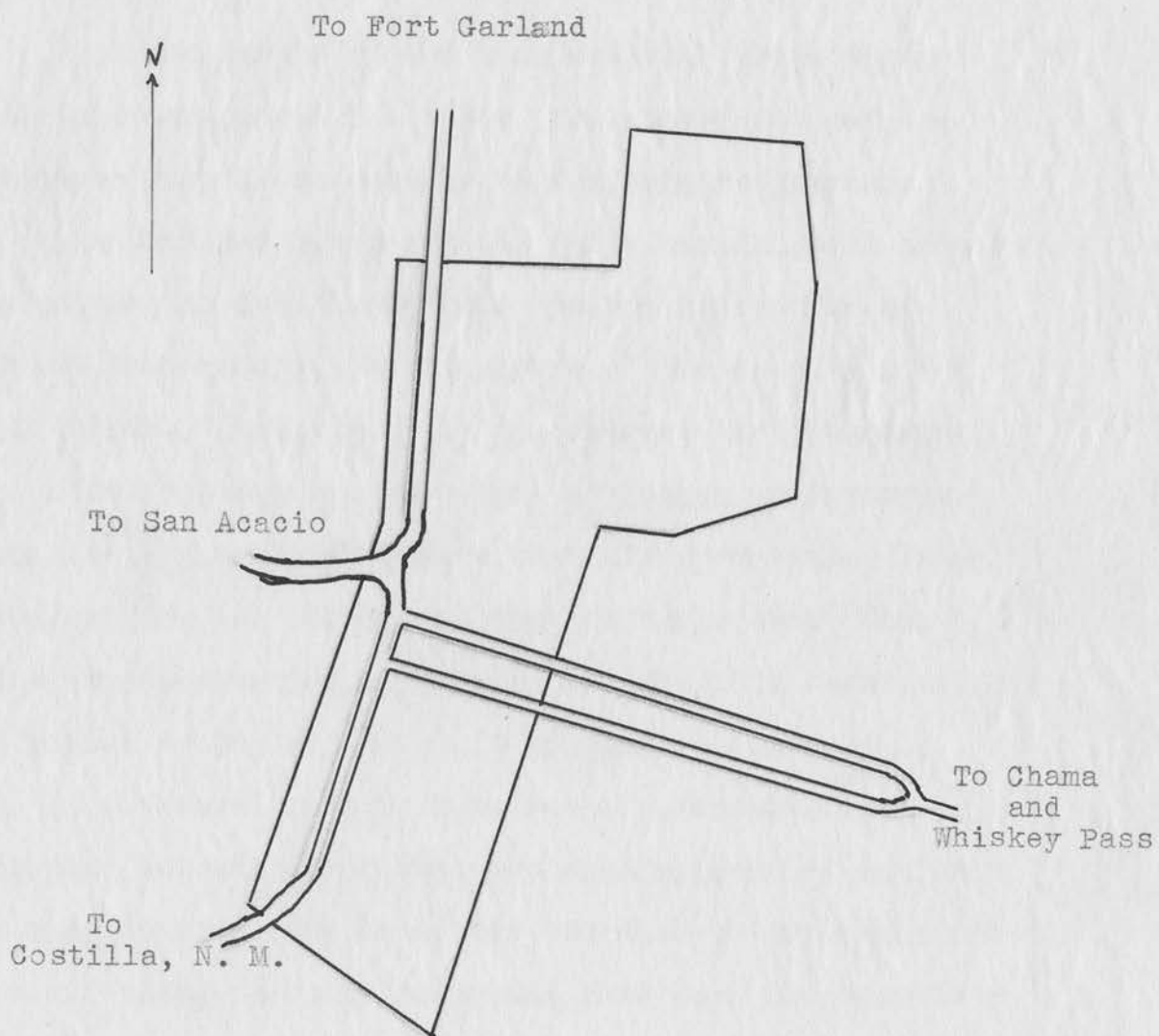


Figure 17.

Chapter VII

THE EFFECT OF SOCIAL AND CULTURAL CHARACTERISTICS
UPON COMMUNITY ADJUSTMENT

The people of San Luis are not living in an isolated community. The radio, the automobile and the newspaper are all accessible to the greatest number. These facilities, together with daily bus and mail service, are helping to familiarize the present generation of Spanish-Americans with the culture of the country of their birth. Its language, its customs, its government, its industry and its economy are no longer as incomprehensible to them as they were to their ancestors. They are accepting its culture as part of their own. Each succeeding generation is making a better adjustment to the civilization into which it is born.

Several factors have been responsible for hastening adjustment of the Spanish-Americans of San Luis not only to their own community but also to the world outside. Perhaps the most important have been the schools and appreciation of education. The Spanish-Americans have discovered that education improves their economic security and comfort, and consequently larger numbers are completing high school and attending college.

Another factor in adjustment is the knowledge

of English that the Spanish-Americans have acquired. English has replaced Spanish in the schools and to a large extent in business and in conversation. Many of the older people regret the enforced change but admit that they wish they could speak English more fluently when they come in contact with English-speaking people. The matter of preference is apparently not a factor in this change. The use of language is more the result of learning, habit and convenience than of choice.

None of the social organizations in San Luis is exclusive to either Spanish-Americans or to Anglo-Americans. Meetings are attended by all citizens, but by virtue of their majority in numbers, Spanish-Americans comprise the greater part of the membership. They also fill most of the political offices of the County.

The broader understanding brought about by the factors favorable to adjustment have to a large extent removed, in recent years, the earlier feeling of suspicion and hostility existing between both the Spanish-speaking people and the English-speaking people. Each group now sees the other more as human beings with similar needs and possibilities than they did before. In San Luis, members of both groups can be found planning together and working together toward community improvement. The effects of such cooperation are evident in the improved health and educational facilities, in the plans for more

and better recreational activities, and in improved safety regulations and fire prevention.

Some factors have retarded adjustment of the Spanish-Americans to their community. There are still traces of complete satisfaction with old customs and traditions, almost one might say a feeling of respect for the ancient days and a pride in past achievements. There is, especially among some of the older people, a reluctance toward accepting the newer ways of living. Occasionally one hears stories, real or imaginary, of earlier injustices committed against Spanish-Americans by Anglo-Americans. These stories are carried down from father to son and are not easily forgotten.

Unfortunately there are some among the least informed Anglo-Americans, who consider the Spanish-Americans inferior regardless of their own status. Because of this, some Spanish-Americans are faced with prejudices which will plague their progress. Occasionally, too, they are faced with social disapproval from those of their own group who despise the dominance of the Anglo-American and who claim that those who turn to education are trying to rise above their people or feel too good for them. This social disapproval acts as a non-reward or punishment and results in discouraging further attempts at learning.

Most of the factors retarding adjustment are

apparently in the minds of the rank and file of citizens toward each other, while most of the favorable factors are concrete activities of the current times. Therefore, positive adjustment depends upon the reorganization of many of the attitudes of individuals. This will be accomplished only on the basis of a general advance of citizens to the level of understanding.

Somewhat reluctantly, but inevitably, the Spanish-American culture is yielding to the dominant Anglo-American culture. The change is not complete and the Spanish-Americans still meet many difficulties in the process of adjustment, but the trend is definitely leading to a complete absorption of the culture of the Spanish-American by that of the Anglo-American. In the process, however, the Anglo-American culture is modified, for the Spanish-American culture has left its indelible marks in language, music, folklore, architecture, foods, crafts, customs and Southwestern nomenclature.

Chapter VIII

SUMMARY

The Spanish-American people now residing in San Luis have had a combination of nationality backgrounds since the coming of the first Europeans to the present time. In changing from Spanish to Mexican rule their culture was relatively undisturbed, but the Anglo-American influence brought with it a culture different from that which they had known for generations.

Circumstances are forcing the Spanish-Americans to replace their old Spanish heritage with the Anglo-American culture. These changes have been slow and gradual, but when the present status of the culture of the Spanish-Americans is compared with that of their earlier culture it reveals that many changes have taken place, and that others are still taking place.

In this study, the writer found that many of the Spanish-American families in San Luis were mixed families. Although some of them still call themselves Spanish, their names are non-Spanish, they are children of mixed-parentage, or they are married to Anglo-Americans. The nationality background of these people and of their children is no longer Spanish alone.

Both the Spanish and the English languages are

used in conversation among the Spanish-Americans of San Luis. But the significant fact is that the younger groups use English more frequently and on more occasions than do the older groups.

The majority of the population realizes the importance of education. The older people wish they had had more formal education and are hopeful that their children will receive as much as possible. The younger people are making greater efforts to attain it and are receiving more than their parents did before them.

The Catholic Church is still the predominating religious body as it was in 1851, when San Luis was established. Its influence is felt in several ways in the community, but most obviously in education. It was the first source of formal education in the community. Until 1943, when the San Luis Institute of Arts and Crafts was established, it had provided the highest available formal education in that area.

The social organizations in San Luis are few in number, and their memberships are not large. Religious societies have, by far, the largest active memberships of the organizations in the community.

The writer found that the Spanish-American people of San Luis participate actively in politics, especially in local politics. A large majority of the population of voting age voted at both the last local

and national elections. And almost all the Costilla County offices were filled by Spanish-American officials.

The types of occupations that the people of San Luis engage in are varied. The greatest proportion of adult males are unskilled workers and the greatest proportion of adult females are homemakers. There are few farmers in San Luis although it is the center of a farming area, but most of the farmers do not live within the town limits.

The homes in which the majority of Spanish-American households in San Luis live indicate a low economic status. Most homes are three-room and four-room houses, built of adobe. Nevertheless, the majority of homes have stuccoed walls and gabled roofs, in contrast to the mud-plastered walls and flat-roofed homes of a few generations ago. This is another indication of a cultural change.

Electricity is easily available to the homes in San Luis, and the majority of homes do have this convenience. Radios and washing machines are common, but very few homes have running water and refrigerators. Telephones are found only in the homes of the few people in the higher economic brackets.

A P P E N D I X

Appendix A.--THE SCHEDULE

SCHEDULE

Number of schedule _____

Part I

Racial descent of Husband _____

Date _____

Racial descent of Wife _____

Number	Name	Sex	Age	Rel. to Hd.	Marital Sta.	Grade Level	Lgth. of Res.	Occupation	Place of Work	Voted at last Election				Language						Religion
										Local		National		English			Spanish			
										Y	N	Y	N	R	W	S	R	W	S	
1.																				
2.																				
3.																				
4.																				
5.																				
6.																				
7.																				
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10.																				
11.																				
12.																				
13.																				
14.																				

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