

# Americanization Through Homemaking

BY

PEARL IDELIA ELLIS

*Department of Americanization and Homemaking,  
Covina City Elementary Schools*



WETZEL PUBLISHING CO., INC.  
336 SOUTH BROADWAY  
LOS ANGELES, CALIF.

1929

## PREFACE



IF WE assimilate the countless number of Mexicans that cross our southern border, either legally or otherwise, to better their condition in a new land, we must begin at the basic structure of their social order—the home.

The efforts of Neighborhood Houses and charitable organizations furnish relief for the time being and deal with adults, who for the most part are unchangeable. Our main hope lies in the rising generation, and the public school is the greatest factor in its development.

Since the girls are potential mothers and homemakers, they will control, in a large measure, the destinies of their future families. The teacher of homemaking has a large field for instruction. Hers is not a mere calling but an opportunity. It is she who sounds the clarion call in the campaign for better homes.

It has been said that since Mexico is developing irrigation projects to reclaim arid lands, building National highways, and about to furnish free textbooks to pupils, that immigration will decrease and the question of "restriction" will regulate itself. Be that as it may, some will come and many will remain here. As an economic proposition in the Southwest they are a necessity. We who employ them are challenged to raise their standards of living, improve sanitation, and control disease. Strenuous efforts in that direction will redound to the public good. If we expect them to adopt our customs, our ideals, and our country, let us set them a most worthy example.

## INTRODUCTION

**M**UCH HAS been written about homemaking in order that the young American women of today might develop into more efficient homemakers in the future. Little, if any, has been written about homemaking for the foreign girl who comes to us. It is taken for granted that she will be given the same course of study as the home girl. In a large sense this is true. The author maintains that special emphasis on certain phases of homemaking differs with the two types of girls. Their background is so vastly different.

Attempt is being made in this book to give a line of work which has as its object both homemaking and citizenship. It is not theoretical but is the result of the mistakes, attempts, and accomplishments of the author during a period of seven years.

If any thing is said or written here that may prove a ray of light to a younger or to a discouraged co-worker then this little book will not have been in vain.

Many are the obstacles which have to be overcome—natural timidity, language handicap, and in some instances racial prejudice. These racial barriers are being gradually broken down and it is becoming easier for the foreign girl to find herself.

While the work outlined here has been applied to Mexican girls, it is believed that any foreign girl meets the same obstacles, more or less, in adjusting herself to a new civilization. The aim should be to assist rather than to let her flounder helplessly in a sea of despair.

## CHAPTER II

### FOODS

**M**EXICAN families are mal-nourished, not so much from a lack of food as from not having the right varieties of foods containing constituents favorable to growth and development.

It is not expected that the average Mexican girl in our elementary school can comprehend chemical terms as applied to Household Science, but we can teach her a general knowledge of foods for regulating, building, and furnishing energy to the body, also the methods of preparing, cooking, and serving them.

Here again, a system of budgeting is necessary. How much shall they spend for food? How large a variety of proper food-stuffs can she purchase with the amount of money at her disposal? How can she furnish a diet necessary for the child, for the aged, and for the working man? All this involves a careful system of marketing.

#### CLASSIFICATION OF FOODS

- I. Body regulators—water and mineral matter
- II. Body regulators and builders—water, fruits, vegetables, cereals, eggs, and milk (all contain mineral matter)
- III. Body regulators and energy-givers
  1. Carbohydrates—sugar, cereals, root vegetables, starchy foods
  2. Fats—cream, milk, butter, oil from meats
  3. Proteins—eggs, milk, cheese, beef, legumes, fish

# AMERICANIZATION THROUGH HOMEMAKING

---

## VITAMINES

Vitamines are necessary for promoting health and growth.

1. Vitamine "A", a preventative of rickets, is found in milk, eggs, leaf vegetables, cabbage, spinach, etc.

2. Vitamine "B" (anti-neuritic) is found in all parts of vegetables, whole grain, tomatoes.

3. Vitamine "C" (anti-scorbutic) is found in fresh fruits and green vegetables, raw carrots, raw cabbage, orange juice (good for young children).

4. Vitamine "D" enables body to use minerals contained in food. A deficiency causes rickets. Cod liver oil contains this vitamine.

Orange juice is valuable food for young children. In localities where it is not easily obtained, tomato juice is a good substitute.

The babe at birth has enough iron in its body for a year only. Hence the importance of feeding foods rich in iron in the second year. Spinach, eggs, and green vegetables contain iron.

## METHOD OF COOKING

Since the leafy vegetables contain valuable vitamins care should be observed in their cooking that the nutrients are not wasted. They should be cooked in a very small amount of water so that none of the liquid is thrown away.

Baking, where possible, is a valuable method of conserving the nutrients. Potatoes and apples are very palatable cooked in this way.

## FOODS

---

Frying in excess is not to be recommended as foods fixed in this way are often indigestible.

Broiling conserves the liquids containing nutrients, as does roasting, steaming, and poaching.

### THE MEAL

A balanced meal is one in which there are present body regulators, builders, and energy-giving foods, and, last but not least, food containing vitamins.

The girls should have practice in preparing menus which consider all the factors included in a balanced meal.

### SOUPS

In addition to being a valuable food for the convalescent, soups are a sort of introduction to the main meal, in other words, an appetizer. Vegetable soup, as its name implies, is a combination of vegetables in connection with meat stock.

Tomato soup—strained tomato pulp, seasoning, milk, and small dash of soda or cream of tartar to prevent curdling

Corn soup—creamed corn, milk, and seasoning

Oyster soup—milk heated with addition of oysters and seasoning

Celery soup—diced celery, bit of onion, milk, and seasoning

Potato soup—diced potatoes, milk, minced onion, and seasoning

Peanut Butter soup—peanut butter, milk, and seasoning

### VEGETABLES

Potatoes—boiled, baked, fried, and *au gratin*

Peas—stewed

## AMERICANIZATION THROUGH HOME MAKING

---

Corn—cut or on cob, boiled

Beans—boiled or baked

String Beans—boiled with small strips of bacon

Cabbage—cole slaw, creamed, kraut

Sweet Potatoes—boiled, fried with brown sugar after first boiling soft, add ham

Spinach—boiled, add strips of fried bacon

Cauliflower—boiled and creamed, pickled

Tomatoes—boiled, stuffed and baked

Lettuce—garnishes

Radishes—raw with salt

Beets—boiled and creamed, pickled

Turnips—boiled and seasoned with butter, salt, and pepper

Rutabages—boiled and seasoned as turnips

Endive—boiled and seasoned with strips of fried bacon, garnishes

Combination of various vegetables for salads

Onions—boiled and seasoned with butter, cream, salt and pepper; fried and seasoned; flavoring for other foods, soups, etc.

Celery—raw for salads, diced and cooked for soups, creamed

Artichokes—boiled and seasoned

### SAUCES

1. White sauce—

1 cup milk

2 tablespoons flour

2 tablespoons fat

seasoning

## FOODS

---

This recipe can be made thinner or thicker by the reduction or addition of flour. It is the foundation for soups, puddings, etc.

2. Hard sauce—

1 cup sugar creamed with  $\frac{1}{2}$  cup butter. Add seasoning.

3. Hard sauce—

and seasoning.

1 cup sugar creamed with  $\frac{1}{2}$  cup butter. Add egg yolk

4. Purees of vegetable pulp and a foundation of white sauce.

### DESSERTS

Fresh fruits	White sauces for puddings, etc.
Canned and preserved fruits	Cakes
Jellies	Pies
Puddings—fruit, chocolate, rice, bread, plum	Cookies
	Ice Cream
	Sherbet

Some recipes for desserts:

#### *Home-made Ice Cream*

2 qts. milk	3 tablespoonfuls cornstarch
2 cups cream	2 teaspoonfuls vanilla
3 eggs	2 cups sugar

Cook milk, sugar, and cornstarch; add beaten egg and flavor. Cool and freeze.

#### *Orange Sherbet*

1 qt. orange juice	1 $\frac{1}{2}$ cups sugar, melted
1 cup lemon juice	2 tablespoonfuls gelatin

Dissolve gelatin to make one pint of pulp. Freeze.



## AMERICANIZATION THROUGH HOMEMAKING

---

- Corn—cut or on cob, boiled  
Beans—boiled or baked  
String Beans—boiled with small strips of bacon  
Cabbage—cole slaw, creamed, kraut  
Sweet Potatoes—boiled, fried with brown sugar after first boiling soft, add ham  
Spinach—boiled, add strips of fried bacon  
Cauliflower—boiled and creamed, pickled  
Tomatoes—boiled, stuffed and baked  
Lettuce—garnishes  
Radishes—raw with salt  
Beets—boiled and creamed, pickled  
Turnips—boiled and seasoned with butter, salt, and pepper  
Rutabages—boiled and seasoned as turnips  
Endive—boiled and seasoned with strips of fried bacon, garnishes  
Combination of various vegetables for salads  
Onions—boiled and seasoned with butter, cream, salt and pepper; fried and seasoned; flavoring for other foods, soups, etc.  
Celery—raw for salads, diced and cooked for soups, creamed  
Artichokes—boiled and seasoned

### SAUCES

1. White sauce—

1 cup milk

2 tablespoons flour

2 tablespoons fat

seasoning

## FOODS

---

This recipe can be made thinner or thicker by the reduction or addition of flour. It is the foundation for soups, puddings, etc.

2. Hard sauce—

1 cup sugar creamed with  $\frac{1}{2}$  cup butter. Add seasoning.

3. Hard sauce—

and seasoning.

1 cup sugar creamed with  $\frac{1}{2}$  cup butter. Add egg yolk

4. Purees of vegetable pulp and a foundation of white sauce.

### DESSERTS

Fresh fruits	White sauces for puddings, etc.
Canned and preserved fruits	Cakes
Jellies	Pies
Puddings—fruit, chocolate, rice, bread, plum	Cookies
	Ice Cream
	Sherbet

Some recipes for desserts:

#### *Home-made Ice Cream*

2 qts. milk	3 tablespoonfuls cornstarch
2 cups cream	2 teaspoonfuls vanilla
3 eggs	2 cups sugar

Cook milk, sugar, and cornstarch; add beaten egg and flavor. Cool and freeze.

#### *Orange Sherbet*

1 qt. orange juice	1 $\frac{1}{2}$ cups sugar, melted
1 cup lemon juice	2 tablespoonfuls gelatin

Dissolve gelatin to make one pint of pulp. Freeze.

## AMERICANIZATION THROUGH HOMEMAKING

---

### *Oatmeal Cookies*

3 cups oatmeal	2 cups flour
1 teaspoonful salt	1 teaspoonful cinnamon
1 teaspoonful baking soda	$\frac{1}{4}$ cup sour cream or milk
3 eggs	1 cup fat
1 cup chopped dates	1 cup chopped nuts
1 cup chopped raisins	

Mix well together and form in small balls with the hand; pat flat, and lay on tins. Bake in a moderately hot oven.

### *Pumpkin Pie Filling*

1 cup freshly stewed or canned pumpkin	$\frac{1}{2}$ cup milk
1 egg	$\frac{1}{2}$ teaspoonful cinnamon
$\frac{1}{2}$ cup sugar	1 teaspoonful melted butter

### *Lemon Pudding and Pie Filling*

Juice and grated rind of one lemon	$\frac{1}{2}$ cup sugar
2 egg yolks	2 tablespoonfuls cornstarch dissolved in $\frac{1}{4}$ cup water
1 cup milk	

Cook milk, sugar, and cornstarch thoroughly; add beaten egg yolks and lemon juice as you remove from fire. For pie, pour into a previously baked crust and cover with the meringue made from the beaten egg whites and sugar; place in oven and brown slightly. For puddings, pour into molds and set away to cool.

### *Sponge Cake*

4 egg yolks	4 egg whites
1 cup sugar	$\frac{1}{2}$ teaspoonful salt
1 teaspoonful lemon juice	1 cup flour



THIS BOY HAS A GOOD LUNCH, IS HAPPY AND WELL-KEPT

## FOODS

---

**Method:** Beat egg yolks well; add sugar; continue beating; add flavoring; beat again; add salt. Fold in sifted flour and beaten egg whites alternately until all are together. Use oiled pan and bake in moderate oven about forty-five minutes.

### JELLIES

Extract the juice by squeezing or by cooking in a little water and squeezing. Use about three-fourth as much sugar as fruit juice. For fruits that are rather green, use as much sugar as fruit juice. If after cooking a short time of perhaps ten minutes the mixture coats on the spoon or falls in heavy drops, it is cooked enough. Some fruits require the addition of commercial peptin called "certo" or mixing with another fruit rich in peptin and acid.

### CANDIES

Candy is an energy-giving food, but taken in excess or at wrong times it irritates the digestive tract. It may be eaten at the end of a meal as it is then diluted by the other foods eaten at that time. Homemade candies are considered more wholesome than manufactured ones. Probably the stuffed fruits are about the best for the children. The girls should be taught to make their Christmas candy.

#### *Stuffed Fruits*

Dates and prunes stuffed with marshmallows, fudge, or cream candy.

#### *Fudge*

1 cup sugar	Dash salt
$\frac{1}{4}$ cup milk	Dash cream tartar
$\frac{1}{4}$ cup corn syrup	1 tablespoonful butter
1 oz. grated chocolate	$\frac{3}{4}$ teaspoonful vanilla

## AMERICANIZATION THROUGH HOMEMAKING

---

Add vanilla after removing from stove; beat until it thickens, and pour into a buttered pan.

### *Creams*

Powdered sugar, flavoring, and egg white gently molded into shape and rolled in shredded coconut.

### *Panocha*

$\frac{1}{4}$ cup milk	1 tablespoonful butter
1 cup brown sugar	$\frac{1}{4}$ pound nuts
Dash cream tartar	Dash salt

Boil to soft-ball stage (drops from spoon in form of ball), beat and add nuts; cut into squares.

### *Taffy*

1 cup syrup	1 tablespoonful butter
1 cup sugar	$\frac{1}{4}$ cup milk
$\frac{1}{4}$ teaspoonful cream tartar	

Cook until soft-ball stage, cool, beat, and pull.

## THE SCHOOL LUNCH

The noon lunch of the Mexican child quite often consists of a folded tortilla with no filling. There is no milk or fruit to whet the appetite. Such a lunch is not conducive to learning. The child becomes lazy. His hunger unappeased, he watches for an opportunity to take food from the lunch boxes of more fortunate children. Thus the initial step in a life of thieving is taken. Note the child in the picture opposite page 24.

He has a good lunch, is happy and well kept. He ranks well in his lessons.



THE TWINS ARE EATING THEIR MID-MORNING LUNCH OF BREAD AND MILK

## FOODS

---

Following are given three lunches which are believed to be within the limited income of most Mexican laborers, providing for their families.

- |                                 |                                |
|---------------------------------|--------------------------------|
|                                 | 1                              |
| One glass milk                  | One graham cracker sandwich    |
| One cheese sandwich             | One apple or pear              |
| One lettuce sandwich            | One cooky                      |
|                                 | 2                              |
| One glass milk                  | One piece sponge cake          |
| One minced meat or egg sandwich | One cooky                      |
| One lettuce sandwich            | One peach or orange            |
|                                 | 3                              |
| One nut and olive sandwich      | Three plums or bunch of grapes |
| One glass milk                  | One cooky                      |
| One lettuce sandwich            | One piece gingerbread          |

### THE MID-MORNING LUNCH

The pre-school child at home and the young child in the school should have a light lunch between the breakfast and the noon meal. A systematic schedule cannot fail to result in increased physical well-being and accelerated mental activity.

### SANDWICH FILLINGS

Below are given a number of fillings for sandwiches which are both wholesome and nutritious.

- |                             |   |
|-----------------------------|---|
| 1. Lettuce and mayonnaise   | 4. Nut and olive with<br>mayonnaise and lettuce |
| 2. Crumbled egg and lettuce |   |
| 3. Cheese and catsup        | 5 Avocado and mayonnaise                        |



## AMERICANIZATION THROUGH HOMEMAKING

---

- |                        |   |
|------------------------|---|
| 6. Minced ham          | 10. Spinach and mayonnaise                |
| 7. Minced beef         | 11. Jelly                                 |
| 8. Minced chicken      | 12. Powdered sugar, vanilla,<br>and cream |
| 9. A commercial spread |   |

### SALADS

Cheap and wholesome salads containing vitamins.

1. Hearts of lettuce with French dressing
2. Celery, apple, and date with mayonnaise
3. Grated carrots and apples with raisins or nuts and mayonnaise
4. Shredded cabbage with French dressing
5. Shredded cabbage and fish with boiled dressing
6. Cabbage and apple with mayonnaise
7. Spinach cooked and mayonnaise
8. Tomato and mayonnaise
9. Tomato, cucumber, and mayonnaise
10. Fruit salad, combination of fruits, and mayonnaise
11. Pear
12. Asparagus tips with mayonnaise
13. Combination of vegetables with mayonnaise
14. Potato salad—boiled potatoes diced, boiled egg, olives, onion, and mayonnaise
15. Butterfly salad—pineapple cut in halves and outsides placed together; olives or pimentos for spots and feelers; mayonnaise

## FOODS

---

16. Candle salad—half banana placed vertically with a red cherry on top for the flame; other fruit banked around; mayonnaise
17. Pineapple and avocado salad with mayonnaise to carry out a green and yellow color scheme
18. Minced avocado, mayonnaise, and salt

Salads are valuable in that they contain vitamins so necessary to the diet. They are also body regulators and are useful in carrying out different color schemes for table decorations. As a part of the table menu they are recommended for the entire year but especial stress should be placed on their use during the warm summer months when less bodily energy is required. All of the salads mentioned above are garnished with lettuce leaves or cress. Mexican girls need to be trained in the use of lettuce. As one was heard to say, "Lettuce is for cows and horses to eat." Salads are easily prepared and are a wholesome substitute for beans in the warm weather.

### SALAD GARNISHES

The garnish is to the salad what the decorations are to a room. Some of the simplest and the ones most commonly used are lettuce, parsley, endive, nasturtiums, and celery leaves.

### SALAD DRESSINGS

Of equal importance with a good looking salad is the dressing put on it. A poor dressing can mar the most delicious looking salad. Following are three recipes for dressings in most common use:

## AMERICANIZATION THROUGH HOME MAKING

---

### 1. *French Dressing*

3 tablespoonfuls oil	$\frac{1}{4}$ teaspoonful salt
1 tablespoonful vinegar or lemon juice	$\frac{1}{4}$ teaspoonful pepper Dash paprika

Place in glass jar and shake well.

### 2. *Mayonnaise Dressing*

1 egg yolk	$\frac{1}{4}$ teaspoonful mustard
2 tablespoonfuls vinegar or lemon juice	$\frac{1}{4}$ teaspoonful salt $\frac{1}{2}$ teaspoonful sugar

1 cup oil (added gradually)

### 3. *Cooked Dressing*

$\frac{1}{4}$ cup sugar	2 tablespoonfuls butter
2 teaspoonfuls mustard	Dash paprika
1 teaspoonful salt	1 cup water
1 $\frac{1}{2}$ tablespoonfuls flour	$\frac{1}{2}$ cup vinegar

Tartar Sauce is made by adding finely chopped onions, cucumber pickles, parsley, and olives to mayonnaise dressing.

## NUTRITION AND CRIME

Nutrition plays a very important part in our lives, and affects us for good or ill. The old adage, "As a man thinketh, so is he," might easily be translated to, "As a man eateth, so is he," for his thinking is controlled to a greater extent than we are wont to realize by his eating and digestive processes. Efficient brain power is not found in an undernourished people. Nowhere is this better illustrated than in a Mexican community in a year when the supply of cheap labor exceeds the demand. Men congregate in idle groups. The severe strain falls on the housewife, who deals out sustenance to each mem-

## FOODS

---

ber of her family from her meager and disappearing supply of foodstuffs. The crisis comes. The pangs of hunger are accelerators of criminal tendencies. Forgery or stealing follows. The head of the family lands in jail. The rest of the family are helpless, and soon become county charges. Property owners pay the taxes for their maintenance.

If we can teach the girls food values and a careful system of budgeting; how to plan in prosperity for the day of no income and adversity, we shall avoid much of the trouble mentioned here, in the future. Children will not come to school then without breakfast.

Employers maintain that the man with a home and family is more dependable and less revolutionary in his tendencies. Thus the influence of the home extends to labor problems and to many other problems in the social regime. The homekeeper creates the atmosphere, whether it be one of harmony and cooperation or of dissatisfaction and revolt. It is to be remembered that the dispositions, once angelic, become very much marred with incorrect diet and resultant digestive disturbances.

### PROJECT—A CHRISTMAS DINNER

Color scheme—red and green.

Committee for table decorations.

Committee for planning and preparing menu, carrying out color scheme.

Servers—correct way of service.

The hostess chosen.

The guests chosen and notes of invitation sent. Acceptances received.

The dinner with pleasant conversation in English.

## AMERICANIZATION THROUGH HOMEMAKING

---

The farewell, and departure of guests.

Committee for clearing up after the guests have departed.

Foods that could be used in above dinner to carry out correct color scheme—

Green—lettuce, spinach, cress, endive, mustard leaves, avocados, pears, beans.

Red—tomatoes, apples with skins on, cranberry sauce, jelly, colored icings, red candies, pimentos, red cherries.

Decorations—red flowers and green foliage are suitable. Red candles, centerpiece of red fruit, place cards done in red, and napkins with red flowers or prints on them. Red favors.

The notes of invitation and acceptance should be a part of the lesson in English, which is correlated with the work. Girls should be familiar with books on table etiquette.

Project could be varied by having the girls entertain the boys of their class at a Christmas dinner.

A suggested menu—fruit salad in the apple shells, mashed potato, stewed chicken and gravy, cranberry sauce, stewed tomatoes, and cup cakes decorated with colored icing or red candies.

### MARKETING

The young matron who goes forth to purchase foodstuffs for her family must take the following facts into consideration:

1. Dry produce is not perishable and can be bought cheaper in large amounts, as sugar, flour, etc.

2. Vegetables must be fresh. Vegetables grown in season have a better flavor than those grown out of season, and are more economically bought.



TABLE SERVICE

## FOODS

---

3. Fruits are also seasonal. Their value depends on their freshness and state of preservation. It is more economical to purchase in quantity and preserve the surplus for a time of out of season.

4. Expensive foods do not always contain the most nutrients.

5. It is always cheaper in the long run to purchase for a week rather than for a day and in addition saves time and energy.

### PROJECT

Let a small group of girls do the buying of foodstuffs for one week for the cooking classes. Under supervision.

### HOME WORK

Select foodstuffs for the family for a period of one week.

### ETIQUETTE OF TABLE SERVICE

Here again the background of the American and that of the Mexican girl differ. The former has learned the little courtesies of table etiquette in the home, but the latter, who may not have had a table in the home, must obtain her knowledge in the school room.

1. Table covering—white and clean, cloth and silencer, or if the table finish be of pleasing appearance doilies may be used. Cloth should be laid straight, with the overhanging ends of equal length.

2. The individual cover consists of knives, forks, spoons, glass, napkin, and plate.

Location of each article:

## AMERICANIZATION THROUGH HOMEMAKING

---

Knife at right with sharp edge toward the plate.

Spoon at right of knife.

Forks are placed at left of cover with tines up.

Napkins may be placed at left of fork, right of knife, or in front of the cover. They should be placed in a straight line and similiar corner in the same position.

The water glass should be placed at the tip of the knife and a little to the right. They should be in a straight line, all on one side of the plate.

The plate should be placed one inch from the edge of table to prevent tipping.

Individual favors are placed in front of the cover.

Centerpiece, as its name implies, should be placed exactly in the center of the table. Size, shape, and color vary according to the scheme. It is generally fruit or flowers.

Food is passed at the left of a person sitting at a table, and in general it may be more convenient to remove food from the right. If guests are present they should be served first. A woman should be served before the man guest, and an older woman before a younger woman.

The knife is used to cut and spread food.

The fork is used to pick up and transport food. Nearly all foods should be eaten with a fork.

The spoon is used to stir liquids and transport softer foods to the mouth. The spoon must not be left in a glass or cup after being used but should be placed on the plate or saucer to prevent accidents. The glass holds pure water, which should not be gulped down but drunk quietly and slowly.

The napkin serves to protect the clothes of the individual. If more than one meal is to be eaten at the particular table,



## FOODS

---

it should be folded and placed in the ring or by the side of the plate.

Conversation should be within the comprehension of every member at the table. If it lags or becomes controversial the hostess should lead it away from boring or exciting subjects.

The hostess should see that her table is immaculate; should receive her guests and seat them; should lead the conversation, and see that all her guests are served and comfortable. She should steer away from all embarrassing subjects.

The waitress should be neat in appearance, quiet and unobtrusive in her movements, observant of the needs of those whom she serves, and alert in carrying out instructions of the hostess.

Mexican girls need a great deal of training in serving and table etiquette, as being a waitress may be their method of obtaining a livelihood. Sloppy appearance and uncleanness of person would not be tolerated in a waitress and would be the cause of no position or losing one already obtained.

## LAUNDRY

Mexican women are noted for the clean wash which they hang on the line. It is likely that a large amount of energy is consumed to produce this cleanliness. Her children are also noted for being dirty in appearance most of the time. If she could transfer some of the energy used in washing the child's clothes to teaching it habits of cleanliness, much would be gained.

Probably the Mexican girl knows how to do ordinary washing as well as the teacher. Many small girls are seen bending over a tub, washing their own clothes. We can teach them how to wash the more delicate fabrics so as to retain their