



FLOWERS FROM SENORITA'S GARDEN

Americanization Through Homemaking

BY

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867



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The enduring patience and unswerving loyalty of my co-workers in the Americanization department of the Goquina City Schools has been an inspiration and to them this book is affectionately dedicated.

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.

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INTRODUCTION

MUCH 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.

QSS
if before help
they were
floundering

"barriers"



A SEWING CLASS OF MEXICAN GIRLS

CHAPTER I

SEWING

MEXICAN girls are very fond of sewing. Girls younger than those accepted often beg to enter the class. There should be no grades in this line of work but promotions to be marked by ability. Often a fourteen-year-old girl just arrived from Mexico, who must take first grade, or adjustment academic work, will surpass others of higher grades in sewing.

Since only about five per cent of Mexican girls who graduate from the eighth grade enter the high school, their ability as seamstresses must be developed in the elementary schools. For this reason it is best to begin instruction in sewing as early as possible—the third year at least—and if the girl is twelve and in the first grade she should have sewing, since she has but a few more years of schooling. Girls who have reached high school have been found to hold their own and often surpass American girls in the work.

The course of study should be varied somewhat from that given our native girls. The needs of the Mexican home and community must necessarily be vastly different from those of our own people. We should strive in every way to make our course of work fit the needs of these people when they come to us in the schoolroom. They will then have a greater respect for the school and for our civilization. Make the course of study fit the greatest needs of the people.

Although the plan is to raise the standard of living gradually, the occasional girl who would array herself throughout in silks at the expense of the family comfort, should be dealt

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with firmly but kindly. A home or visiting teacher could assist in determining conditions in the home. The girl will mature and marry early a young man in her own station of life. With the added responsibilities of matrimony and the rearing of children, she would not be able legitimately to dress so finely, and unhappiness follows unless she has been trained to dress sensibly in accordance with the means at her disposal.

When she leaves school, she should know how to plan and sew for herself and for her future family when she marries. The young matron who depends on charitable institutions to make her first layette is not a good recommendation for our public schools.

What garments shall be made first? When the girls have mastered simple hand sewing, stitches and seams they may be permitted to make garments to wear. Let it be for themselves first lest interest lessen. It is well to begin with undergarments and work outward to dresses, thus they will obtain experience in the simple stitchery first, and they do not enjoy making the former after they have made the pretty dresses. Let material be of good weave and attractive. Mexican girls like pretty clothes. Teach them the importance of clean underwear. They are apt to be lax in this respect.

When shall the girls begin to use sewing machines? The girls should know how to run the machine before they make garments. They should get their practice on straight pieces as hemming towels, etc. If there is a machine in the home, many of them will have learned there. And in response to a question will admit that they have "sewed a little bit."

They will need to know how to take care of the machine. How to thread and oil it, also how to treadle moderately.

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SEWING

Many are liable to accelerate their speed. Stress the value of having a machine instead of having to do everything by hand. Show the importance of caring for it properly.

It is very rare to find a Mexican girl who does not enjoy sewing. If such an one were found, interest might be revived by planning something for a birthday or a Christmas present for a dear friend.

HANDWORK

We eagerly purchase choice pieces of Mexican handwork and place them among our most cherished possessions. Down through the ages has come a manifest appreciation for the intricate creations of needlecraft. Mexican girls have inherited this remarkable aptness with the needle. We should strive to foster it in them that we may not lose this valuable contribution to our civilization with the passing of time.

Having a dearth of words to express themselves; misunderstanding and often misunderstood, these girls find an emotional outlet in handwork. Self-consciousness is replaced by confidence. With inherent pride they weave their unvoiced aspirations for beauty and symmetry into their creative efforts. Each piece of work shows a distinct individuality.

Let it not be assumed that handwork is confined only to the use of the needle. It also includes many forms of arts and crafts as blocking, printing, weaving, molding, and painting. When we recall the surprising skill which their maternal ancestry showed in making conventional and realistic pottery and baskets, we can dimly realize the hidden talent which lies buried in their children.

Another phase of handwork is that it is a disciplinary measure. When the class have mastered the processes of a piece

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Value T
wing
can't be

AMERICANIZATION THROUGH HOME MAKING

of work and only need practice to perfect it, the teacher is at liberty to take three or four pupils at a time from a class of probably twenty-five or thereabouts, and supervise them in cutting garments. Only a small number can be assisted with cutting at one time. Meanwhile the remainder of the class are not idly waiting for her or getting restless but are happily busy with their loved handwork.

SUGGESTED COURSE OF STUDY FOR SEWING

I. Stitches:

1. Running—basting, darning, sewing straight seams
2. Decorative—outline, lazy daisy, French knot, button-hole
3. Hemming—plain, hemming and hemstitching
4. Cutting—practice in cutting small pieces to desired patterns; second, practice in cutting garments
5. Patching—mending holes and tears in apron and other garments
6. Towel Sets—bath, hand, and wash cloths
7. Laundry bags
8. Aprons—plain and fancy
9. Table runners
10. Luncheon sets
11. Slips and bloomers to match
12. Night gowns
13. Baby blankets
14. Baby sacques
15. Pillow slips

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SEWING

16. Buffet sets
17. Plain dresses
18. Nice dresses
19. Underwear to go with best dress

II. Handwork:

1. Crocheted edges on towels, gowns, runners, etc.
2. Crocheted yokes for gowns
3. Embroidery and applique on runners, pillow slips, and dresses
4. Embroidery and cut work

III. Arts and Crafts:

1. Lamp shades
2. Decorated candles
3. Wax flowers
4. Ribbon flowers
5. Individual favors
6. Painting on scarfs or pillows

MILLINERY

If any millinery is introduced into the curriculum of the elementary grades it should be of the simplest. Seasonable sales place simple hats at a low price and should be taken advantage of if the buyer needs a hat. Caps of simple pattern of felt cloth can easily be made. More stress should be placed on care and cleaning of hats than the making. Trimmings can be made of ribbons and flowers. Study style of hats for individual types.

GARDENING

The front garden or lawn is the approach to the home. If it is pleasant in appearance, a good impression is made on the

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visitor or passer-by. Shade trees and shrubbery are inviting on a warm day. Let the class draw plans of a beautiful garden. But if it is untidy and covered with rubbish the opposite effect will be given. Packets of seeds can be obtained cheap, and school gardens can be made on a miniature scale, then reproduced on a larger scale in the home garden. Stress the value of moisture and light to the growing plant.

Flowers provide fragrance, color, and beauty. The gardener also receives the benefit of exercise in the outdoor air in caring for them, and receives her reward when the blooms open and their fragrance fills the air. She studies nature in her flower garden.

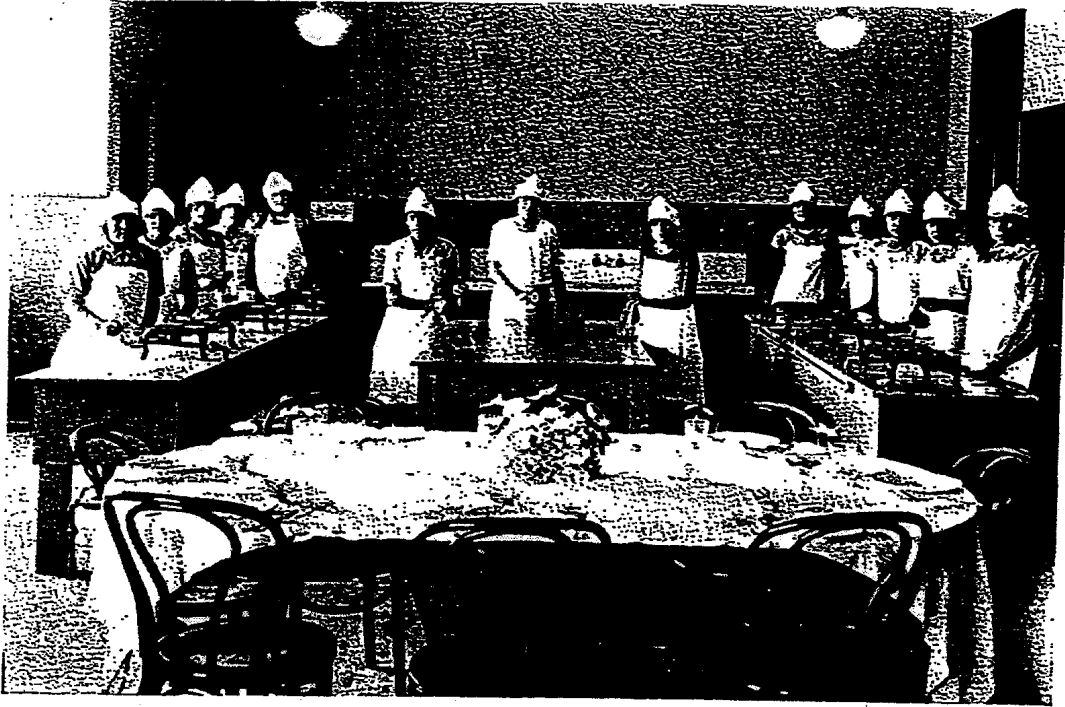
HOME WORK

Beautifying the front and back yards, removing unsightly rubbish, planting shrubs, and making flower beds.

Reports on progress of work.

Project: A School Garden

| | |
|---------------------------|-----------------------|
| Preparation of ground | Caring for the plants |
| Buying seeds, choice of | Picking blooms |
| Plotting the various beds | Saving seeds |
| Sowing the seeds | Transplanting |



A COOKING CLASS OF MEXICAN GIRLS

CHAPTER II FOODS

MEXICAN 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 HOME MAKING

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 vitamin.

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.

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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

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AMERICANIZATION THROUGH HOMEMAKING

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. Purées of vegetable pulp and a foundation of white sauce.

DESSERTS

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

Some recipes for desserts:

Home-made Ice Cream

2 qts. milk
2 cups cream
3 eggs.
Cook milk, sugar, and cornstarch; add beaten egg and flavor.
Cool and freeze.

Orange Sherbet

1 qt. orange juice
1 cup lemon juice
Dissolve gelatin to make one pint of pulp. Freeze.

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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 fat
2 tablespoons flour
seasoning

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AMERICANIZATION THROUGH HOMEMAKING

Oatmeal Cookies

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

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
- 1 egg
- $\frac{1}{2}$ cup sugar
- $\frac{1}{2}$ cup milk
- $\frac{1}{2}$ teaspoonful cinnamon
- 1 teaspoonful melted butter

Lemon Pudding and Pie Filling

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

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

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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 ungreased 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-fourths 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 "ceto" 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 |

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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

¼ cup milk
1 cup brown sugar
Dash cream tartar

1 tablespoonful butter
¼ pound nuts
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 cup sugar
¼ teaspoonful cream tartar

1 tablespoonful butter
¼ cup milk

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.

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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.

(Sensibility to those mothers)

- | | | | |
|---|----------------------|---|-----------------------------|
| 1 | One glass milk | 1 | One graham cracker sandwich |
| | One cheese sandwich | | One apple or pear |
| | One lettuce sandwich | | One cooky |

- | | | | |
|---|---------------------------------|---|-----------------------|
| 2 | One glass milk | 2 | 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 | 3 | 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 mayonnaise and lettuce |
| 2. Crumbled egg and lettuce | |
| 3. Cheese and catsup | 5. Avocado and mayonnaise |

AMERICANIZATION THROUGH HOME MAKING

FOODS

- | | |
|------------------------|--|
| 6. Minced ham | 10. Spinach and mayonnaise |
| 7. Minced beef | 11. Jelly |
| 8. Minced chicken | 12. Powdered sugar, vanilla, 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 pimientos for spots and feelers; mayonnaise

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16. Candle salad—half banana placed vertically with a red cherry on top for the flame; other fruit banded 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, nasturtium, 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:

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AMERICANIZATION THROUGH HOMEMAKING

FOODS

1. French Dressing

3 tablespoons oil
1 tablespoonful vinegar or
lemon juice
Place in glass jar and shake well.

2. Mayonnaise Dressing

1 egg yolk
2 tablespoonfuls vinegar or
lemon juice
1 cup oil (added gradually)

$\frac{1}{4}$ teaspoonful mustard
 $\frac{1}{4}$ teaspoonful salt
 $\frac{1}{2}$ teaspoonful sugar

3. Cooked Dressing

$\frac{1}{4}$ cup sugar
2 tablespoonfuls mustard
1 teaspoonful salt
 $\frac{1}{2}$ tablespoonful flour

2 tablespoonfuls butter
Dash paprika
1 cup water
 $\frac{1}{2}$ 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 member.

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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 homemaker 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.

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AMERICANIZATION THROUGH HOME MAKING

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, pimientos, 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 dollies 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:

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FOODS

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 similar 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,

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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

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color, with the use of Lux, careful rinsing and drying. Also how to wash woolens that they may not shrink, and the value and preparation of starch for clothes. Washing and pressing of silks require skill lest they scorch or become stiff.

IRONING RIGHT OR WRONG SIDE

Equipment:

A neatly wrapped, built-in ironing board full size, also one for sleeves

Stationary tub to avoid heavy lifting

Washing machine—electric or hand

Wringer

Wash board

Necessary utensils for making starch, etc.

Laundry bag

Laundry basket

Clothes pins

Iron and stand

Paraffin

Kettle

CLEANING AND SPONGING

Spots should be sponged at once. The girls should be taught the method of removing ordinary stains and spots.

1. Iron rust—

- (a) Lemon juice and salt. Place both on the spot and hang cloth in the sun. If first attempt is unsuccessful repeat the process.

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FOODS

- (b) Cream of tartar. Boil the spot in a solution of four teaspoonfuls to one pint of water.

- (c) Oxalic or hydrochloric acid in solution.

2. Tar, creosote, etc.—

Soak in turpentine. Carbona is used successfully.

3. Tea and coffee stains—

- (a) These react to borax and boiling water poured through them.

- (b) Lemon juice and salt with exposure to the sunlight for several days.

4. Paints and varnishes—

- (a) Turpentine and ammonia will serve to soften the texture; then wash in soap and warm water.

- (b) Alcohol for fresh stains will cause them to disappear.

5. Fruit and berry stains—

- (a) Pour boiling water through the spot for several minutes, then rub gently.

- (b) Lemon juice or oxalic acid.

6. Iodine—

- (a) Sponge with ammonia.

- (b) Laundry starch left for some time.

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BUDGETING

Given by percentage, rate would be approximately:—

| | |
|-----------------|--------|
| Shoes | 33 1/3 |
| Stockings | 12 1/2 |
| Bloomers | 12 1/2 |
| Vests | 4 1/6 |
| Slips | 8 1/3 |
| Dresses | 20 4/5 |
| Hat | 8 1/3 |

It is equally important that the girls learn to apportion the values in foodstuffs. Some high-priced products have little food value. Others that are reasonably cheap may have a great deal. Girls should be trained in the choice of those that are within the limits of their budget.

It would be difficult to specify a hard-and-fast rule for percentage of main meal and dessert. It is well to remember that if the main meal is heavy, a light dessert may be served, while if the opposite is true the dessert should supply the lack.

Following are three reasonable dinners for a family of two adults and three children under twelve years of age. Notice that the desserts are such as a child can digest. Each child also has milk to drink. Income is limited.

| | | |
|-------------------------------------|---|--------|
| Pot roast..... | 1 | \$0.35 |
| One quart milk..... | | .15 |
| Mashed potatoes..... | | .05 |
| Brown gravy (meat stock) | | |
| One loaf bread..... | | .10 |
| One shredded cabbage..... | | .10 |
| 10 oatmeal cookies (homemade) | | .10 |

\$0.85

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CHAPTER III BUDGETING



IT IS IMPORTANT that Mexican girls be trained in a sense of values. Given a definite sum of money to purchase a wardrobe, how shall they apportion it among their various pieces of wearing apparel? Most girls admire beautiful hats, but it would not do for them to purchase an expensive headdress to exclusion of more important items. In that portion of the country where Mexicans are found in greatest numbers, the climate is mild, and children, especially girls, often go bareheaded. A plain, simple hat would be better, since it is not so much worn.

Shoes should receive special attention. Choose a strong shoe with sensible heel. A girl will need two pairs, one for best. At least three dresses and the same number of slips are necessary, and the same number of stockings and suits of underwear.

Following is a good budget for clothing for a Mexican girl:

| | |
|--|---------|
| Two pairs shoes at \$2.00 each..... | \$ 4.00 |
| Three pairs stockings, one pair silk, two cotton | 1.50 |
| Three pairs bloomers | 1.50 |
| Three cotton vests | .50 |
| Three slips (made in sewing class) | 1.00 |
| Two dresses (made in sewing class) | 1.00 |
| One dress (made in sewing class) | 1.50 |
| One hat or cap..... | 1.00 |

\$12.00

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| | |
|-----------------------------------|--------|
| ¼ pound bacon (15) spinach..... | \$0.25 |
| One quart milk..... | .15 |
| ½ large banana squash..... | .10 |
| Graham muffins (homemade) | .10 |
| Sponge cake..... | |
| Apple sauce (homemade)..... | .25 |
| <hr/> | |
| Round steak (ground)..... | \$0.85 |
| One quart milk..... | \$0.40 |
| Baked potatoes | .15 |
| Creamed beets..... | .10 |
| Tomato salad | .05 |
| ½ pound butter | .10 |
| Five custards (eggs at .30) | .07 |
| Brown bread..... | .15 |
| | <hr/> |
| | .10 |

\$1.12

A good budget of the income of a Mexican laborer whose average wage is forty cents an hour for an eight-hour day or \$19.20 per week:

| | | | |
|------|---------------------------------------|-----|------------------|
| 4/10 | Food | 40% | \$7.68 per week |
| 1/10 | Shelter | 10% | 1.92 per week |
| 2/10 | Clothing | 20% | 3.84 per week |
| 2/10 | Savings | 20% | 3.84 per week |
| 1/10 | Entertainment, church, car-fare, etc. | 10% | 1.92 per week |
| | | | <hr/> |
| | | | \$19.20 per week |

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BUDGETING

The income of a Mexican laborer varies from \$2.50 to \$3.20—sometimes a little more, according to the skill of the man.

It is important that there is a saving. Labor is not constant and a day of adversity comes. Very few do save to meet this situation and suffering follows. If we can get the girls to see the wisdom of doing this there will be less suffering and fewer county charges.

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CHAPTER IV

HOME NURSING



HOME NURSING may be divided into two parts for the Mexican mother, namely, preventatives and cures. The health and welfare of her family depend on her knowledge and application of these factors. She will need to know a great deal about the former and a foundation of simple facts about the latter as half the cure is in the nursing. She should comprehend the right rules of living for herself and family to protect them from the ravages of diseases. Dealing at first with preventatives, beginning with the simplest forms are:

1. Simple food: Children especially need food rich in iron and lime. The working man needs hearty food to keep him in trim. The aged member of the family, whose digestion and assimilation may be impaired, should have a light diet to keep the life-fires burning. The prospective mother needs extra food for herself and child.
2. Exercise: The value of exercise, meaning physical, can hardly be over-estimated. By it the muscles are strengthened and a store of energy laid away for future use. It assists in circulation and assimilation, bringing the glow of health on the cheeks. Mental exercise tends to make facility of expression and accuracy.
3. Rest: Equally important with food and exercise is sufficient rest. The hours of the night spent in refreshing sleep bring new vision and added ambition. Children given rest

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periods at school are found to do better work, especially if they are delicate.

4. Work: Quite often is heard the expression, "Lazy Mexican." Climate conditions and inherited tendencies have united to give him that characteristic. When we see school children like this it is apt to be lack of nourishment which causes their inactivity.

A reasonable amount of work is a boon to an individual. Idleness begets mischief in children and crime in adults. Work completed inspires confidence in the doer and gains the respect of his fellow-men who see his accomplishments. Let the children plan projects with the teacher's help, and carry them on to completion. Train them to have confidence in their ability and work for self-expression, inspiring clean and wholesome mental activity, which will in turn react on their health.

5. Sanitation: Thorough cleanliness and ventilation. Exposure to sunlight, in which germs cannot live. Disinfection and fumigation after a contagious disease, to protect others. Avoid exposing children to these diseases.

6. Vaccination: A few Mexican families object to this method of prevention but more and more of them are coming to accept it as a protection. An examination of a school room of children will reveal the healthy scars of vaccination "takes." School nurses endeavor to make this method go one hundred per cent. In a recent smallpox epidemic in Los Angeles county, the report of the county health officer showed a lower per cent of Mexican cases than our native people. Perhaps one reason for this was the strenuous efforts to have Mexican children vaccinated for fear they would be careless and transmit the

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disease. The preventative treatment for diphtheria is also lessening the danger of contagion in Mexican communities.

Let the girl who will become the future mother gain a thorough knowledge of the above mentioned preventatives.

CURES

In all serious cases a doctor should be consulted without delay, but in many minor instances the mother should be able to handle the situation.

1. Contagious diseases—quarantine: We sometimes find Mexicans who have little regard for quarantine. It may be ignorance rather than a desire to disobey the laws, but if the rising generation are trained this evil will be lessened.

Treatment: Keep the patient in seclusion and comfortable.

Child diseases:

| | | |
|-------------|---------------|------------|
| Chicken pox | Scarlet fever | Mumps |
| Measles | Smallpox | Diphtheria |
| Croup | Rickets | Anemia |

Usually one case is sufficient to immunize the person from a repetition in these diseases. Ravages of smallpox and diphtheria are done away with or lessened in severity by vaccination.

Tuberculosis: As compared with native people it is heavier in Mexican communities, probably on account of fewer precautionary measures being taken, also poor sanitation, overcrowded living quarters, and lack of nourishing food. Probably overwork is not a cause with these people as it sometimes is with Americans. Treatment consists mainly of absolute rest, fresh air, and foods for building up the general tone of the body.

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HOME NURSING

Infant mortality: This is heavy among Mexicans. The Health Department of Los Angeles County, California, is to be commended in that through the work of clinics and other health measures they have reduced the infant mortality among the Mexicans. During the last ten years it has dropped from 284.97 to 96.92 per thousand.

Veneral diseases: These are not so heavy among Mexicans as is commonly believed, although they are prevalent. A course in Eugenics and Biology made simple for the comprehension of the girls would be helpful. The school nurse should give talks to the girls before they leave the public school.

Skin diseases: These are quite prevalent. Here again the school nurse can give instructions as to the treatment. Systemic rashes generally require a doctor's prescription.

Aliments:

1. Headache—generally result of eye-strain or toxic condition, or beginning of some more serious complication.

2. Colic—caused by gas.

3. Vomiting—complication of more serious trouble. Frequent but not dangerous in young children.

Symptoms of contagious diseases: See Red Cross Book, page 286.

Broken bones: Place the broken parts on cushion in as natural position as possible. Bath in hot water to reduce swelling. Send for a doctor.

Sprains: Often as painful as a break. Bathe, relieve pressure, and consult doctor.

Thermometer: Train girls in the use of a good thermometer. Teach them the danger signals in temperature.

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Pulse: Learn to count number of beats per minute. Causes of a high rate of pulse. Sleeping and exercising. Factors affecting pulse.

Respiration: Observation of respirations per minute.

Poultices and cold and hot packs made.

Massage to improve circulation and for pain, etc. Value.

Pain and fevers: Follow doctor's advice thoroughly.

Symptoms of more serious trouble.

THE SICK ROOM

Location: Apart from work room where noise distracts, in a well-ventilated part of house.

Light: Subdued.

Color: Restful, cool; probably tones of green and cream.

Visitors: In serious cases permit callers only on the advice of the attending physician.

Disinfection of utensils used. Extreme caution in case of contagion.

Cleanliness: Insist on everything used being absolutely clean and in order.

Conversation: In extreme cases should be avoided as much as possible. Convalescent patients can converse on pleasant topics of the day.

Flowers: Many friends want to shower invalids with flowers. Patients are sometimes susceptible to odors and are made uncomfortable. They usually bring cheer and pleasant thoughts, but care must be given in choosing a gift of this nature.

The nurse: Clean, pleasant, observing, and unobtrusive.

FACTORS OF ELIMINATION

1. **The lungs:** Teach the importance of deep breathing and having fresh air in the sleeping rooms.

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2. **The skin:** Teach the importance of the daily bath. Mexicans are apt to be lax in this respect, giving rise to the term "dirty Mexican." Impress it upon the girl's mind that a clean body and a clean mind are the attributes of a good citizen. Many schools have shower baths and girls can have practice in taking them and experiencing the exhilaration and improved mental attitude which results from them. A systematic schedule of bathing during a period of time for two first grade girls resulted in a noticeable improvement of mental activity. They were soon at the head of their class.

3. **The kidneys:** Two in number situated in the lower back. Pain in this region implies the need of a consultation with the physician. Urine should be examined at least once a year to detect any diseased conditions.

4. **The bowels:** Probably the most important factor in elimination is the colon. Constipation is the basis for many more serious troubles because toxic poisons are absorbed into the blood stream as a result, which is termed auto-intoxication. Impress on the class the importance of at least one daily movement. Cathartics and enemas relieve for the time being but do not effect a cure. They become a habit.

Factors in the cure of constipation are:

1. Exercise in fresh air.
2. Drink plenty of pure water.
3. Avoid constipating foods.
4. Habit formed.

A diet in the cure of constipation:

1. Bran muffins.

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2. Bran breakfast food (Post's).
3. Plenty of water.
4. Fresh fruits.
5. Green vegetables—peas, spinach, string beans, turnips, carrots.

Deep cuts: Cut arteries bleed in spurts, and the blood is bright red in color. Bind tightly above the wound. Cut veins bleed slowly and the blood is dull red in color. Bind tightly below the wound.

HOME PROJECTS

1. Bathing and dressing the baby for a week.
2. Bathing, cleansing, bandaging, and applying ointment on a bruise or sore.
3. Nursing a sick mother.
4. Care of the sickroom.
5. Preparing food for a patient for a given time.
6. Taking temperature and making chart for doctor regarding sleep, bowel and kidney movements, food taken, respiration.

PROJECT

Some large schools of Home Economics have baby projects in which a girl or small group of girls take entire charge of a baby for a given period of time under supervision of an expert. If sufficient room can be obtained this could be carried out very nicely in a Mexican school for the girls are natural mothers. This would include weighing, feeding, rest, clothing, exercise, and amusement.

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PROJECT

Convert a room into a hospital. Train class in correct making of bed, adjusting light, bathing a patient, feeding a patient in bed, taking temperature, adjusting hot or cold packs, bandaging, enemas, and massage.

REFERENCES

1. Red Cross book on "Home Nursing"
2. Holt's "Care of the Baby"
3. "A Manual of Homemaking" by Van Rensselaer-Rose-Canon.

DIETS FOR THE SICK

Liquid diet for the sick:

| | |
|---------------|-------------------------|
| Beef broth | Cereal gruel |
| Chicken broth | Egg nog |
| Cream soups | Albuminized fruit juice |
| Fruit juices | |

Soft diet for the sick:

| | |
|------------|---------------------|
| Milk toast | Purée of vegetables |
| Custards | Puddings |

Breakfasts for convalescents:

| | |
|------------------------|-----------------------------------|
| 1 slice buttered toast | 2 |
| 1 cup cocoa | 1 poached egg on toast. |
| 1 baked apple | 1 small dish of prunes |
| | 3 |
| | 1 slice buttered toast with jelly |
| | 1 cup cocoa |
| | 1 soft-boiled egg |

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Breakfasts for convalescents should be served attractively. A flower will brighten up the tray. Everything must be strictly fresh. Milk may be substituted for the cocoa if children are being served.

HEALTH RECIPES

1. Bran Muffins:

2 cups Health Bran
(Pillsbury's or A 1)
1 cup flour
1 teaspoonful salt

1 teaspoonful soda
 $\frac{3}{4}$ cup molasses
1 scant cup milk
1 teaspoonful fat

Mix and bake in muffin tins about 25 minutes.

2. Graham Gems:

1 cup graham flour
1 egg well beaten
 $1\frac{1}{2}$ teaspoonfuls baking powder

$1\frac{1}{2}$ teaspoonfuls sugar
 $1\frac{1}{2}$ teaspoonfuls fat
 $\frac{1}{8}$ teaspoonful salt
 $\frac{1}{2}$ cup milk

Bake 15 minutes in small gem pans in a hot oven.

3. Cornbread:

1 cup cornmeal
1 cup flour
2 tablespoonfuls melted fat
 $\frac{1}{2}$ cup sugar

1 cup sour milk
2 eggs
 $\frac{1}{2}$ teaspoonful baking soda
 $\frac{1}{2}$ teaspoonful salt

Mix cornmeal, flour, sugar, and salt. Mix eggs and milk and put with the first combination. Add fat and mix well. Bake in moderate oven 30 minutes.

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HOME NURSING

RURAL VITAL STATISTICS

Following is the report of Health Department of Los Angeles County, excluding incorporated cities, namely, for rural population, for the calendar year of 1927:

Infant Mortality:

| | White | Mexican | Total |
|--------------|-------|---------|-------|
| Births | 2827 | 1406 | 4435 |
| Deaths | 135 | 142 | 286 |

Contagious diseases, not including tuberculosis:

| | White | Mexican | Total |
|--------------|-------|---------|-------|
| Cases | 6934 | 1545 | 8649 |
| Deaths | 257 | 93 | 367 |

Tuberculosis:

| | White | Mexican | Total |
|--------------|-------|---------|-------|
| Cases | 1163 | 357 | 1551 |
| Deaths | 344 | 90 | 459 |

Veneral Diseases:

| | White | Mexican | Total |
|--------------|-------|---------|-------|
| Cases | 140 | 163 | 212 |
| Deaths | 60 | 6 | 75 |

The difference between the sum of Mexican and White and the total number is the number representing other foreign statistics.

MEXICAN IMMIGRATION

In the fiscal year ending June 30, 1928, there were 61,622 Mexican immigrants who came into the United States, which was a decrease of $13\frac{1}{2}\%$ from the preceding year. A possible

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of non-white

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reason for this was agricultural prosperity along the west coast of Mexico. Of this number who entered our country, 2830 became public charges after entry. Among these

| | |
|---|-----------------------------------|
| 101 became insane | 2 psychological inferiority cases |
| 3 tuberculosis | |
| 12 mental incapacity from previous insanity | 62 loathsome contagious disease |
| 11 other mental troubles | 1 other contagious disease |
| 2 epileptics | 15 physical defects |
| | 191 criminals after entry |

As we read and note these statistics, does it not seem doubly important that we emphasize more than at present, the value of strong, healthy bodies?

CHAPTER V

THE PRE-SCHOOL CHILD

 THIS PERIOD has been called the "formative" period of life. The cells are plastic, and habits, both mental and physical, are easily formed. The wise mother takes advantage of this stage to instill in the young mind correct habits of recreation, rest, and feeding. She is well repaid by the sturdy development of her child.

But too often this is a period of neglect. The mother, possibly busy with a new infant, leaves the toddler to the care of a less-interested adult or older child, either of whom is, or may be, ignorant of child care. Left to himself, the average child will find many means of recreation, ranging from pulling poor pussy's tail to painting himself with the contents of the ink bottle carelessly left within his reach. Having spent his abundant energy, Nature steps in, sleep comes, possibly on a cushion in the middle of the floor. Thus his rest and recreation are accomplished, and the unsupervised except at intervals, the normal child will thrive fairly well.

But the third great item, the diet, unbalanced and carelessly handled, given at irregular intervals with an excess of sweets between meals, can not fail to bring disastrous results. These will include general lowering of vitality and enhancing of susceptibility to a long list of childhood's diseases, ranging from temper to predisposition to tuberculosis and degenerative diseases in later life.

The diet must be balanced. During this period the child doubles his weight, therefore tissue-building or growth-promo-

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ting foods are a necessity. If normal, he is also an active youngster and needs energy-giving foods.

Sugar, as a source of energy, is valuable. Given alone it is too concentrated and irritates the delicate lining of the digestive tract. Candy should not be given between meals as it blunts the appetite for the real meal. It may be served as a dessert with good results. Sugar of fruits is very good also.

Starch should never be given in colloidal form.

All cereals must be well cooked. Hot breads should be avoided.

Fats are a necessary part of the diet. They must be wholesome, as the fat of eggs, milk, or butter. Avoid greasy doughnuts and pie. The wholesome fats have a low melting point and are easily digested. However, an excess of fats may cause constipation.

As physical and some organic growth is taking place, the child requires more protein or tissue-building food in proportion than the adult who has completed his growth. This will be more true as the period of adolescence approaches. Green-leaf vegetables contain vitamins and iron, both necessary factors for the child.

At this period the child should have one quart of milk a day. This contains calcium which is needed for bone-formation. Vitamins fat-soluble "A," and water-soluble "B" and "C" are all found in milk, some in vegetables and eggs.

In the feeding of vegetables, the amount may be gradually increased from two to six years of age. Begin at first with puree soup, avoiding the coarser products until the digestive tract can be accustomed to handling them. Avoid potato if the child is getting starch in bread and cereals.

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THE PRE-SCHOOL CHILD

At two years the child should have four or five meals in a day, gradually lessening to three meals by the time he is six years. Meals should be given at regular intervals to promote the best digestion. Only water should be allowed between meals. The child should drink from his own cup, and training in table etiquette should be given. Regularity, serenity, and proper handling of food are the essential factors. All exciting stories should be prohibited.

The poorly fed child is an undernourished one. Undernutrition does not always come from poverty but frequently from ignorance. Rose states: "The caloric requirement of the two-year-old is from 900 to 1200 calories, of the five- and six-year-old, 1300 to 1600."

The diet of the two-year-old should contain milk, well-cooked cereal, fruit juice, egg yolk, vegetable pulp, stale bread.

Rickets, a disease of the bones, is caused by a deficiency of lime—too little milk given, and by lack of direct sunlight—not through glass. It is more nearly universal in some form or other than is generally supposed. It sometimes affects the teeth.

The undernourished child is an easy prey to pathogenic germs. From the effects of these he is often handicapped for life.

Educators are beginning to maintain more and more strongly that this period, the time between the somewhat lessened responsibility of the mother and the assumed responsibility of the teacher and school nurse, is a critical time in laying the foundation for a healthy physique by intelligent care in training and feeding. Some authorities maintain that the strength and progress of the nation in the future will be in direct proportion to the amount of welfare work done for these children of the pre-school age.

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CHAPTER VI

THE MEXICAN HOME



THE Mexican home is often a shack, occupied by a large family, and containing two or three small rooms. Owing to the excellent climate of the section of our country in which most of our Mexicans live, much shelter and protection from the elements is not a necessity.

In a survey of a Mexican community in the outskirts of a small city in Southern California, about one-half of the families were living in their own homes. The other half were drifters, renting here and there where they could find employment for a short time. The children missed a great deal of school on account of these migrations. The home owners took pride in keeping their dwelling repaired and beautified in a crude but humble way. The renters, of course, did the opposite and destroyed much. The owners were more dependable and obtained employment in nut and citrus orchards.

Let the girls make a study of the home as regards:

1. Location
 - (a) Nearness to main arteries of transportation
 - (b) Nearness to schools and church
 - (c) Favorable to light and view
2. Plan of house—according to size of family
3. Size
4. Ownership vs. rental
5. Cost of material for building and furnishing

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THE MEXICAN HOME

6. Care of building
7. Articles necessary in their home and those that are luxuries
8. Beautifying the interior and exterior; value of painting
9. Beautifying the surrounding grounds
10. Lighting and ventilation
11. Sanitation
12. Exposure of various rooms—living rooms generally south, southwest or southeast

INTERIOR DECORATION

Mexican women like nice homes and pretty things in them. Because of conditions of various degrees of poverty they are seldom able to satisfy themselves in this respect, or having no training they buy gaudy decorations.

They spend a large part of the time in their homes. Where the American woman finds manifold interests in clubs, etc., the other, often not having modern conveniences to economize on time, is at home doing the menial tasks to provide for her family. Since she spends so much time doing this, her home should be made a more attractive place in which to live. Here again the school girl may act as a mediator between school and home.

Pictures: To begin, let her study good pictures and choose them to place upon the walls of her home where adults may rest their weary eyes on them, and where impressionable children may learn lessons from them instead of from lurid scenes. Have them choose a few good ones, even though they may be cheap prints, instead of adorning the walls with too many. Show how they may be hung as regards form and space, how certain places are best for a particular picture to be hung.

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Furniture: This should be chosen for use and durability. Practice placing various pieces about a room for a desirable effect (use diagram if furniture is not available in class). Only the better-off class can afford overstuffed furniture. The bridal couple who begin housekeeping on this elaborate scale, and go in debt to do it, soon see their mistake when the pretty home comes to grief.

Drapes: These can make or mar the appearance of the room. Have girls practice in choosing suitable material for drapes and coverings, also in carrying out the following:

1. Material and colors to harmonize with the rest of the room
2. Colors to give appearance of warmth
3. Colors to give appearance of coolness
4. Colors suitable for a young girl's room
5. Color scheme for an invalid's room

Spend considerable time on the study and effect of color. Colors are soothing or irritating to people of sensitive temperaments.

Warm colors have tones of red, yellow, or orange in them.

Cool colors have tones of green or blue in them.

Green is exceedingly restful.

PROJECT

1. If a small room can be had in the school plant, let them convert it into a living room, carrying out color scheme and principles learned in previous lessons. Many of the things can be made in the sewing class. It can be furnished at small cost, and a few small rugs placed on the floor. If you are fortunate to have a loom these rugs can be woven at the school.

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THE MEXICAN HOME

Let a girl or a couple of girls be responsible for keeping this model room in perfect order. Let them entertain other girls as their guests. Have them take turns as homekeepers. Let the conversation be of current topics and in English, thus combining history and oral English with homemaking.

2. The spare room may be converted into a dining room. Let them furnish and decorate it as such and there serve the Christmas dinner mentioned on page 31.

HOMER WORK

Let girls report to the class decorative work done at home. These girls are naturally timid about saying a word that may cast a reflection on their home or family, so great tact will be needed in breaking this reserve and drawing out their expressions.

PROJECT

Building and furnishing a home:

1. House plan: Obtain an architect's plan and study it with the girls. Let them make diagrams of their house according to scale.
2. Materials: Dry goods boxes or heavy cardboard brought from home. Combine this work with problems of finding actual cost if a real house were built.
3. Furnishing: Emphasize the fact that the kitchen should be furnished first as from it comes the daily bread. Miniature furniture for the various rooms can be made of soft wood and painted according to the desired color scheme. Catalogues can be obtained showing style and cost of various types of furniture, which the girls can copy. A trip to a furniture factory or store

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AMERICANIZATION THROUGH HOME MAKING

would be time well spent. Let them compute the total cost as if real furniture were bought.

4. *Decoration:* Secure samples of paper and adapt them to the various rooms. Secure a color chart for selection of color for paint. Secure many samples of materials for drapes and let the girls have practice in carrying out color schemes in the selection of suitable textiles.

5. *Floor covering:* Samples of various kinds of rug material can be obtained and used for covering the floors of the miniature rooms. Compute actual cost for large rugs. Compute total cost of entire house.



AMELIA—A MEXICAN GIRL OF AVERAGE INTELLIGENCE
AND PLEASING PERSONALITY

CHAPTER VII

MOTHERHOOD

THE MOTHER instinct is exceedingly strong in Mexican girls. They begin by mothering little brothers and sisters, of whom there are many, on up until they hold their own child in their arms.

They mature and marry early, many times before the completion of the work of the eighth grade, and sometimes in the first and second grade. At the latter they can have but little command of English and the problems of teaching them citizenship after marriage are manifold. The husband picks up some of our language in his contact with the world outside, but the foreign language is spoken constantly in the home. Children come and there is little time for self-improvement if the wife desires it. Most Mexican women feel that if they have not borne a child they have not fulfilled their mission in life.

Mexican girls have their "hope chests" as well as the American girls, but while the latter has one made of choice cedar the former is apt to have one made of a dry goods box. The same hopes, the same aspirations, and the same breathless anticipations are experienced by both girls. Many choice pieces of handwork find their way into the Mexican girl's chest.

The Mexican girl may be more sentimental than the other. Indeed, Spanish love songs are noted all over the world for their deep and tender feeling. Uncle Sam acts as the bearer of sweet messages between American lovers, but the Mexican pair often have a mutual hiding place for their missives. Sometimes it is a large rock; sometimes a post; sometimes a messenger. These notes are often "mushy" but seldom vulgar.

AMERICANIZATION THROUGH HOME MAKING

The note copied below is one received by a fifth grade girl. Portions of it sound "booky," as if the writer had copied it from some cheap magazine.

One of the first English words the girl comprehends is "sweetheart," and the fourteenth of February is a day of much joy to her. These extreme sentimental traits should be guarded and guided but not thwarted. They are Mother Nature's primitive manner of providing for the family.

The homemaking course is not complete if it does not furnish training for motherhood, which will invariably be the girl's destiny. If the school nurse is available she should co-operate with the teacher in giving this line of work. The girl who is leaving school with marriage as her choice should have a knowledge of the following subjects.

1. Prenatal Care
 - Diet
 - Rest
 - Exercise
 - Habits
2. Care of Child
 - Bathing
 - Feeding
 - Clothing
 - Weaning
3. Health Habits
 - Brushing Teeth
4. Food
 - Daily bath
 - Drinking water
 - Fresh air
 - Milk
 - Cereals
 - Vegetables
 - Soups
 - Orange juice
 - Some sweets
 - Some meats
 - both sparingly

LETTER TO A MEXICAN GIRL (translated)

Dear Adorable, Senorita,

I take my pen in hand to tell you how much I love you,

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MOTHERHOOD

my sweet adorable one. Thanks be to God you are the only one for me. I know I am not worthy of you for you are only fit for the Gods if Gods there could be in mortal form. If so you would be his and I would weep very much, such is the love, very very deep in my heart which I send to you.

Your loving Jesus.

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CHAPTER VIII

THE MEXICAN GIRL AS A POTENTIAL FACTOR IN THE AMERICANIZATION OF THE GROUP

HIS good health of the individual is a safeguard to the community. Sanitary, hygienic, and dietetic measures are not easily learned by the Mexican. His philosophy of life flows along lines of least resistance and it requires far less exertion to remain dirty than to clean up. Avenues of approach are the clinics and the school. The benefits derived from the laws of health taught in these institutions are beginning to be noticeable. It is to be expected that the mothers of tomorrow will enforce these rules more completely and raise the standard of community health. The appalling fatality among infants, even in its decrease, is a challenge for the training of prospective mothers.

When the Bill of Rights as outlined by Herbert Hoover in regard to the American child (are not children born in the United States of Mexican parents, Americans?) is assimilated by the community and nation, a great stride will have been made in its progress. It reads as follows:

"Every child in America shall be born under proper conditions.

Every child shall live in hygienic surroundings.

No child shall ever suffer from mal-nutrition.

Every child shall receive primary instruction in the elements of good health.

Every child shall have the complete birthright of a sound mind in a sound body.

Every child shall be encouraged to express, in fullest measure, the Spirit within, which is the final endowment of every human being."

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THE MEXICAN GIRL AS A FACTOR

The surest solution of the Americanization problem lies in the proper training of the parents of a future citizenry. To secure results, instill in the minds of the girls of this generation an appreciative understanding of life and its complexities and a sincere respect for the ideals of Democracy.

As the mother furnishes the stream of life to the babe at her breast, so will she shower dewdrops of knowledge on the plastic mind of her young child. Her ideals and aspirations will be breathed into its spirit, molding its character for all time. The child, in turn, will pass these rarer characteristics on to its descendants, thus developing the intellectual, physical, and spiritual qualities of the individual, which in mass, are contributions to civilization.

Owing to proper training, the young matron should have a better perspective of life and a clearer vision. Her abiding place should be in the real sense—a home, a place where individuals work, play, and are happy in their co-operation; a place of higher standard than their home of yesterday. Her children should have more facility of expression, and adapt themselves readily to their environment.

As the years pass, she reads the story of her success as a mother and homemaker in the lives of her children as they go forth to meet the economic world and further spread the influence of her teachings on their fellowmen.

The results noted in the preceding paragraphs denote the harvest in the work of Americanization. Many seeds will fall on barren ground. Dark clouds of discouragement will mar the vision. One seed, finding a fertile resting place, may sprout, implanting the sap of ambition, promoting growth and development akin to that of the tiny acorn into the magnificent oak.

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