

# FOOD AND NUTRITION CLUB

## School Lunch

4-H CLUB CIRCULAR 49

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**COOPERATIVE EXTENSION WORK IN  
AGRICULTURE AND HOME ECONOMICS**  
UNIVERSITY OF MISSOURI COLLEGE OF AGRICULTURE AND THE UNITED  
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"A haze on the far horizon  
 The infinite tender sky,  
 The ripe, rich tint of the cornfields  
 And the wild geese sailing high;  
 And all over upland and lowland  
 The charm of the goldenrod;  
 Some of us call it autumn,  
 And others call it God."

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# FOOD AND NUTRITION CLUB SCHOOL LUNCH\*

The object of the school lunch club is to aid girls and boys in developing good food and health habits, to teach them to plan, prepare and pack some adequate school lunches and to learn to work with other people with ease and pleasure.

## REQUIREMENTS

**Work Required.**—1. Each member is required to know the foods that should be included in each day's meals; to prepare at home ten foods suitable to be packed and carried in a school lunch; to prepare at home five dishes that may be used as a hot dish at school; to plan, prepare and pack five school lunches; to help ten times with serving the lunch, with dish washing and putting the school room in order after the lunch; to keep a record of food habits for a week at the beginning and at the end of the club project and to keep the project records.

It is desirable to prepare the hot dish for the lunch at school for all the children but if necessary each child may bring from home a jar of food to be heated at school.

2. Each club is required to plan the needed changes in the school room and to make a list of the utensils and staple supplies needed to prepare and serve one hot dish for lunch at school; to plan the menus for each week and note how the supplies of food are to be obtained; to have a hot lunch at least twelve weeks of the school year. Each club is required to prepare and serve all of the children of the school one hot dish for lunch at least three times during the year or serve parents once.

**Records Required.**—Each member is required to keep a record of food habits and a record of the variety and number of the products made and to write a story of the club activities for the year.

If club members do more than the above requirements, a report of the work done should be included in the record blanks.

**Expense.**—Each member is required to furnish the necessary food for the project.

**Time Required.**—Time is required to attend regular club meetings and to do the work requested.

**Organization.**—School lunch clubs should be organized with the cooperation of parents, school board and teacher. The teacher

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usually is the leader, however. A woman of the community may be the club leader and the teacher the assistant leader. The leader attends the club meetings and assists in the planning and the teacher supervises the daily lunch.

It is preferable to organize these clubs in September or October but they may be organized in November.

## ACTIVITY

The club members may carry on an activity as Everyday Courtesies or one phase of Conservation, etc., in addition to the project work that is required of the club.

## I. ORGANIZATION

There shall be five or more members in the School Lunch Club who are 10 to 21 years of age and who are meeting regularly, with their own officers in charge, under the direction of a local club leader.

Standard clubs are required to have six or more regular meetings. These meetings should be held at least once a month. The meetings should be divided into the business, discussion and social sections as outlined in the suggested programs. It is suggested that the subjects be taken up in the order outlined but it may be necessary to devote two or more meetings to some of the discussions. Local leaders and clubs are expected to adapt these subjects to local conditions.

### SUGGESTED PROGRAMS FOR MEETINGS

#### I. Organization of the Club.—(See Club Secretary's Record Book).

1. Business meeting.—The local club leader in charge.
  - (1) Explanation of the duties of the club officers and members. (See Club Secretary's Record Book).
  - (2) Election of officers from the membership of the club; President, Vice-President, Secretary-Treasurer, Song Leader and Reporter.
  - (3) Selection of time and place for meetings.
  - (4) Selection of a name for the club.
  - (5) Appointment of program committee.
  - (6) Adjournment of the business meeting for project instruction.
2. Discussion.—The local leader in charge.
  - (1) Distribution of club literature and the record blanks.
  - (2) Explanation of club requirements.
  - (3) Discussion of the school lunch, Club Plan I and Plan II.
  - (4) Explanation of 4-H Club activities (See Sec. Record Book). Select activity, if any, to carry in addition to project work.
  - (5) Setting of one or more goals for the club, such as: Every member will attend every meeting of the club. Every member will complete the project. Every member will demonstrate. The club will plan, prepare and serve a lunch to invited guests.
  - (6) Assignment for the next meeting. Learn 4-H club pledge. Invite parents to the second meeting.  
Topic for roll call: "My reason for wanting a School Lunch Club."
3. Social hour. (See Recreational Activities for 4-H Clubs).

**II. Club Meeting.—Planning the School Lunch Club.**

1. Business meeting.—The club president in charge.
  - (1) Meeting called to order by the president who leads the club members in repeating the National 4-H Club Pledge, as follows: "I pledge my *head* to clearer thinking, my *heart* to greater loyalty, my *hands* to larger service, and my *health* to better living, for my club, my community and my country."
  - (2) Roll call by the secretary.
  - (3) Reading of the minutes of the last meeting by the secretary.
  - (4) Unfinished business.
  - (5) New business.
  - (6) Songs.
  - (7) Adjournment for work.
2. Discussion and demonstrations.—The local leader in charge.
  - (1) Planning for the School Lunch Club.  
The club decides on Plan I or Plan II. (See page 7)  
Leader shows how to use Food Habits Score Card and record blanks and demonstrates measuring. Members practice measuring. Members make a list of equipment needed to carry on the school lunch club. Discussion or demonstration of club activity.
  - (2) Assignment of work: Check food habits for a week. Individual demonstrations, measuring. Topic for roll call: "Food that can be prepared at school."
3. Social hour.

**III. Club Meeting.—Foods that Should Be Included in Each Day's Meals.**

1. Business meeting. (Follow suggested outline for Club Meeting II.)
2. Discussion and demonstration.—The local leader in charge.  
Foods that should be included in each day's meals. (See page 13. Demonstrate preparation and serving milk dishes. Plan the hot dish for lunch for each school day between meetings. (See page 15). Individual demonstrations by club members of measuring.  
Assignment of work: Prepare and serve milk dishes at home. Individual demonstrations or prepare the hot dish for the club (See pages 15 to 18). Topic for roll call: "The milk dishes I have prepared at home."
3. Social hour.

**IV. Club Meeting.—The School Lunch.**

1. Business meeting.
2. Discussion and demonstrations.—The local leader in charge.  
The School Lunch. (See page 18). Preparation of sandwiches and starchy foods for school lunches. Dishwashing. (See page 29). Plan the hot dish for lunch for each school day to use between meetings. Individual demonstrations by members. Progress report on activity.  
Assignment of work: Prepare sandwiches. Individual demonstrations making sandwiches, preparing starchy foods, and doing dishwashing.  
Topic for roll call: "The sandwiches that I like best."

**V. Club Meeting.—The School Lunch.**

1. Business meeting.
2. Discussion and demonstrations.  
Demonstrate and serve vegetables and fruits for school lunch (See pages 14 to 15). Plan the hot dish for lunch for each school day to use between meetings. Individual demonstrations. Check record blanks. Discussion or demonstration of club activity.  
Assignment of work: Prepare vegetables and fruit. (See pages 14 to 15). Team demonstrations (See page 31). Topic for roll call: "One point to consider in serving the school lunch." (See page 27).
3. Social hour.

**VI. Club Meeting.—The Main Dish of the School Lunch.**

1. Business meeting.
2. Discussion and demonstrations.  
Meat and Egg Dishes. (See page 24). Plan hot dish for lunch for each school day to use between meetings. (See page 23). Team demonstrations.  
Assignment of work: Prepare and serve meat and egg dishes. Team demonstrations on selected subjects. Topic for roll call: "A good eating habit that I have acquired." (See page 28).
3. Social hour.

**VII. Club Meeting.—The Main Dish of the School Lunch.**

1. Business meeting.
2. Discussion and demonstration.  
Cheese Dishes and Sweets. (See page 24). Plan the hot dish for lunch for each school day between meetings. Team demonstrations. Progress report on club activity.  
Assignment of work: Continue to prepare foods to meet requirements. Check Food Habits Score for one week. Topic for roll call: "A menu for the school lunch."
3. Social hour.

**VIII. Club Meeting.—Serving the School Lunch.**

1. Business meeting.
2. Discussion and demonstration. Serving the lunch. Efficient management (See page 25). Planning the lunch menu for guests. Division of work for each member in preparation of the lunch. Division of responsibility when lunch is served as hostess, cooks, waitresses, etc. (See "Everyday Courtesies" Circular 48). Check record blanks. Demonstrate serving, acting as hostess, and as a guest. Practice serving.  
Assignment of work: Invite guests. Practice serving food and practice table manners. Complete record blanks. Bring all provisions assigned.
3. Social hour.

**IX. Club Meeting.—Club Lunch for Guests.**

Prepare and serve lunch to invited guests.  
This can serve as the achievement program. Some clubs may want to hold an additional achievement program.

**X. Club Meeting.—The Achievement Program.**

The achievement program should be held at the close of the work for the club year. Each member should hand in to the local club leader the completed record blank so that the results of all the work of the club may be summarized in the back of the Secretary's Record Book and in the leader's final report for the club.

Only club members who make a complete report or have their records up-to-date should be eligible to take part in county, district, state, interstate or national contests, club camps or take achievement trips.

The result of the club work for the year should be carefully prepared and offered to the local newspapers for publication.

**SUGGESTED PROGRAM**

1. Typical club meeting.
2. Exhibit of school lunch equipment.
3. A talk on 4-H Club work.
4. Individual and team demonstrations.
5. A report on the 4-H Club Activities.
6. Awards. Each member who completes the work is eligible to receive a 4-H Club achievement pin, if given.
7. Songs.
8. Plans for the following year.

## II.—PLANNING FOR THE SCHOOL LUNCH CLUB

An adequate school lunch is essential if one is to make the most of the opportunities that school offers. Ideally, all who have their noon meal at school, would be served the same well planned lunch. In rural communities the lunch problem is probably most easily solved by bringing a box lunch from home and supplementing this with one nutritious dish cooked or heated, at school. Sandwiches, milk, a raw fruit, a vegetable and a sweet added to this one hot main dish would make an adequate school lunch.

**Starting a School Lunch Club.**—Before starting a school lunch club the club members and leader should do the following things:

1. Talk the matter over with the school teacher.
2. Get the consent of the County Superintendent.
3. Talk to the school directors to get their consent and suggestions regarding the possibility of obtaining needed equipment and arranging a suitable place for the preparation of the lunches from school funds.
4. Call a meeting of parents, at least the mothers, to discuss:
  - a—The two school lunch project plans (see pp. 7 and 10).
  - b—Possible ways of getting equipment.
  - c—Methods of getting food supplies, farm products and staple foods. Mothers at the meeting will usually give a list of the foods they can most easily send or donate.

**Possible Methods for Obtaining Needed Equipment.**—It is necessary to have a stove and some other equipment at school to have a school lunch club. Some communities have obtained the equipment by the following methods:

1. Bought by directors from school funds.
2. Donations of unused home equipment.
3. Bought with money earned through school, club, or community entertainments.
4. Donations from school boards, community clubs or from individuals.
5. Assessments of families or of club members.

**Two Plans for School Lunch Club.**—There are two plans for having a 4-H school lunch club which would serve one hot dish at school for all the children. A school lunch club may follow either of these plans.

### Plan I—The Hot Dish Prepared at School

One main dish is prepared at school each day by the members of the club, under the supervision of their leader or teacher. Well

worked out plans for preparing and serving the lunch, and for cleaning up after the lunch, are made by the club. These plans state the definite responsibilities to be assumed by individual members at stated times. A committee for cooking and a committee for cleaning up may be appointed each week. The cooking committee decides what dish will be prepared each day and submits the menus to the leader and teacher who help work out the proportions and make decisions in regard to getting the needed supplies. The week's menu should be decided upon and put on the blackboard or a copy given to each pupil to take home so the lunch brought from home will fit in with the hot main dish. The cooking committee prepares and serves the lunch either to the pupils at their desks or cafeteria style. Most of the preparation of the food is done before school or at recess time, but some school time is needed to prepare and serve the food. The clean up committee washes the dishes and sees that the equipment, the supplies and the school room are left in good condition.

**Minimum Equipment for Preparing the Hot Dish at School.—**

Two or three burner oil stove. (One in the neighborhood may be borrowed through the winter.)

Two large kettles, one of which is large enough to provide each pupil with  $\frac{1}{2}$  pint of food and the other small enough to fit into the large one so they may be used as a double boiler.

Two covers for above kettles	One medium sized strainer
One water bucket	One bowl, crock or pan
One garbage pail	One quart and one half-pint
One set of measuring spoons	measuring cup
Two paring knives	One ladle or dipper
One bread knife or butcher knife	Two teaspoons
One asbestos mat	One vegetable scrub brush
One wooden mixing spoon	Two dish pans
Two forks	One soap shaker or soap dish
Two tablespoons	Dish cloths and towels
Cans for storing staples	1 can opener

Adequate space for food preparation, dish washing and storage of equipment and supplies. Often the cloak room can be changed to make a place for preparing the food if the hooks for the wraps are placed at the back of the room. When there is no extra room, one corner at the back of the school room may be screened off, a table secured and a cupboard built of a packing box or boards by the older boys or fathers. The bottom of a wash stand will serve to store cooking utensils, its drawer to store knives, egg beaters, ladles, etc. and the top covered with oil cloth can be used for a



work table. An old bookcase with doors is sometimes used for food supplies and dishes. Other desirable equipment which will make it possible to prepare a variety of dishes is an oven, frying pan, other stew pans and baking pans (2 or 3 inches deep) to fit the oven.

Serving dishes, spoons and forks may be purchased or collected by having each child furnish his own. A cup, a small plate, fork, and spoon is the minimum serving equipment needed by each child. Chowder, soup or cocoa may be served in the cup, while vegetables, eggs or puddings are served on the plate.

**Methods of Securing Food Supplies.**—1. Families may take turns furnishing all the materials required by all the pupils for a school lunch.

2. Staple supplies as oil, matches, salt, soap, flour, sugar, cocoa, cereal, dry beans, may be bought from an assessment of 10 or 25 cents from each pupil at the beginning of the year, or from proceeds of entertainment, and the remainder brought from home.

3. A community donation party may be held at the school if there is adequate storage space for supplies and if the patrons are given suggestions as to the supplies desired. Sometimes a 4-H Canning Club or a Woman's Club or other community organizations will can for the school lunch.

Where canned goods are given, some of them may need to be stored at a nearby house during the cold weather because of the danger of freezing at the schoolhouse.

**Foods to Cook.**—The choice of the foods to cook will depend somewhat upon:

Supplies that can be furnished by the families, the season of the year, the time required in preparation, the equipment, and the skill of the club members.

Milk, egg and vegetable dishes should be served most often because these contain the essential food materials frequently lacking in the diets of school children. It is important to choose foods that are easily and quickly prepared, easily digested, and with sufficient variety from day to day.

**Advantages of Plan I.**—All the children have one hot dish for lunch. The club members have the opportunity to work together for the good of all, to develop initiative, a sense of responsibility and the spirit of cooperation. Club members learn to cook food at home for the family and at school for a larger group of people. All the school children will learn to eat and enjoy a greater variety of food and to become more interested in forming good food habits.

**Disadvantages of Plan I.**—This plan takes time and energy on the part of the teacher and leader, for planning and managing the food plans, and supervising the cooking. The club members use some school time for preparing and serving the lunch. This plan takes more equipment and more cooperative activity to have supplies for the lunch than Plan II.

### Plan II—The Individual Jar Method

A nourishing main dish is prepared at home and taken to school in a jar, or a thermos bottle. At recess time the jars are



Fig. 2.—Individual jars of food may be heated easily over an oil stove. At the left is a homemade rack on which the jars can be placed in the bottom of a washboiler.

placed on a rack in a pan, a roaster or a wash boiler, water is poured into the container. The container is covered and placed on the stove to heat. Each child is served at noon the jar of food he brought from home.

**Equipment Needed.**—A thermos bottle for each child or a jar of food and a method of heating it. A one or two burner oil stove or a heating stove with a flat top, and a pan, roaster or wash boiler with a rack may be used. If there are a large number of pupils a steam cooker with shelves may be used, or a double deck rack

can be used in a wash boiler. Where there are several children in the family they may bring their product together in one large container and thus save space. The jars the children bring should be marked so there will be less difficulty in serving the lunch.

**Kinds of Food That Are Suitable to Send in the Jar.**—Cocoa; vegetables as string beans, baked or boiled dried beans, spinach, sauerkraut, tomatoes, peas, etc.; escalloped dishes as potatoes, corn, macaroni and cheese, rice and tomatoes, etc.; cream soups as celery, asparagus, potato, salsify, bean, corn, pea; chowders; soups made with meat or chicken or other foods; creamed dishes as potatoes, chicken, chipped beef, hard cooked egg, vegetable; meat stew, chicken and noodles.

**Advantages of Plan II.**—The individual club members learn to prepare foods at home and become more interested in foods. This plan takes less of the leader's and club members' time with fewer interruptions in the usual routine of the school work for cooking and dish washing. Plan II for the school lunch can be carried on when it would be impossible to have a satisfactory place to cook, wash dishes and store equipment and supplies. The cost of equipment is very little.

**Disadvantages of the Individual Jar Method.**—All the children will not bring the jar of food to be heated and often the children who need it most will not have it. Club members do not learn to eat a greater variety of foods. If all the children are served the same things, new foods are more favorably accepted. Club members do not have the chance to work with other children and to enjoy the opportunity of doing for others. This plan does not develop as much initiative or ability to take responsibility.

### Measurements

In order that results will be the same each time a dish is prepared, the materials should be measured accurately in standard measuring spoons or cups. Level measurements are used in all standard recipes.

For fine materials, such as flour, the edge of a knife or a spatula may be used to scrape off the extra quantity; for coarse materials, such as sugar or corn meal, the flat side of the spatula is used, as the edge removes too much of the material.

In measuring parts of a spoonful of dry material, the following methods are used:

1. For one-half spoonful divide in half lengthwise.
2. For one-fourth spoonful divide a half crosswise of the spoon.

3. For one-eighth spoonful divide a quarter diagonally.
4. For one-third spoonful divide in thirds diagonally.

To increase or reduce standard recipes, it is necessary that one knows equivalents in measuring. They are as follows:

<i>Dry Measure</i>	<i>Wet Measure</i>
3 teaspoons—1 tablespoon	2 teaspoons—1 tablespoon
16 tablespoons—1 cup	12 tablespoons—1 cup
2 cups—1 pint	2 cups—1 pint
2 pints (4 cups)—1 quart	2 pints—1 quart

*In General*

- 2 cups sugar—1 lb.
- 2 cups butter—1 lb.
- 4 cups flour—1 lb.
- 2 tbsp. water—1 ounce.

*Abbreviations*

The following abbreviations are commonly used for measurements.

teaspoon — tsp.	pint — pt.
tablespoon—tbsp.	quart—qt.
cup—c.	

The recipes in this circular are made on the basis of 6 servings. If there are 10 or 12 persons to serve multiply the proportions by 2 and write the amount down before beginning to prepare the food. If there are 16 to 18 persons multiply by 3, if 23 to 25 persons multiply by 4, etc.

**Sanitary Measures**

1. Wash hands before beginning to cook, serve or eat food.
2. Never use a mixing spoon to taste the food being prepared. Drop a little from the mixing spoon upon a separate teaspoon for tasting. The tasting spoon should never be put into the food.
3. Do not handle cups near the top. Someone may drink where your fingers have been. Use the handle or put the fingers around the cup near the bottom. Handle spoons, and forks by the handle not the bowl of the spoon or the tines of the fork.
4. Do not use the same cup, spoon or fork that someone else has used.
5. Keep dishes and food covered.
6. The school room should be clean and screened and well ventilated and the dishes carefully cleaned.
7. A child who shows signs of a cold should not prepare or serve food for others.
8. Use hot suds for washing dishes and boiling hot water for scalding. It is more sanitary to scald thoroughly and not dry with a towel. If towels are used, wash them often.

### III.—FOODS WHICH SHOULD BE INCLUDED IN EACH DAY'S MEALS

In order to be strong and well, vigorous and able to enjoy many things, enough food and enough of the *right kind* of food must be included in every day's meals. The body is an intricate mechanism which is constantly being built and repaired by the food one eats.

The right kind of food would include:

1. Foods that can be used for heat and other forms of energy.
2. Foods that can be used to build and repair the body tissues.
3. Foods that promote the intricate chemical changes on which growth and health depend. These are often called regulating foods.

The foods that give heat and energy needed for daily activities, are sugar, starches, and fats or such foods as cereals, potatoes, rice, hominy, macaroni, sugar, preserves, jellies, honey, candy, cookies, butter, bacon, lard and cream.

The foods that build new tissues and repair old tissues fall into three groups: the proteins, chief among which are, meat, fish, eggs, milk, cheese and dried beans, peas and nuts; the minerals found in abundance in such foods as milk, egg yolk, dark green and yellow vegetables and fruits, liver and whole grain products; and water which really makes up about 76% of the weight of the human body.

The third big group of foods called the regulating foods are the minerals, vitamins and water. Foods that contain all three of these, in comparatively large amounts, are, milk, fruits, vegetables, egg yolks, liver and whole grain products. If the following foods are included in each day's diet all the food needs of a normal boy or girl will be met:

1 quart of milk (a glass each meal and one glass used in other foods.)

2 fruits and 2 vegetables, one a leafy, dark green or yellow vegetable; and one fresh, raw vegetable or fruit, or tomatoes.

1 egg or a serving of meat, fish or cheese.

A whole grain bread or cereal, as whole wheat bread, oatmeal, ground wheat porridge.

6 glasses of water.

Some butter and other fats and some sweets.

Any boy or girl who desires straight strong bones, good rich red blood and sound teeth will try to include all of these different foods in the three meals of the day. After he has eaten these foods it does not make so much difference what other foods are included in the day's meals. The body will be able to use these foods most

effectively if one eats only at meal time. Eating in an atmosphere of calm and leisure will help the food to digest normally.

### **Milk and Milk Dishes**

Milk has often been called the "perfect food." It is probably the most nearly perfect food we have but a variety of foods is preferable to any one food. Milk will do more to offset the deficiencies left by an inadequate diet than any other food. It is particularly important in the diet because of the generous amount of available minerals it contains, particularly calcium and phosphorus. These minerals are essential to building strong bones and teeth. The body needs many kinds of minerals, mostly in very minute quantities, but each mineral is entirely irreplaceable in its special job of regulating the body and in building the various tissues and fluids of the body. Milk also contains protein, which is an excellent muscle building material and vitamins which promote growth and help build up resistance to disease. Whole milk contains more vitamin than skimmed milk.

Boys and girls who have a quart of milk a day have a better chance to grow and be strong and healthy than those who have less. It is a good plan to like or learn to like to drink milk.

Milk may be used in many kinds of drinks, soups, creamed and escalloped dishes, salads, desserts, and various types of beverages. It is easy to have a generous amount of milk in the diet if one drinks a glass of milk each meal and then has at least one food made with milk each day.

It is preferable to heat milk in a double boiler as it scorches easily and unless it is stirred frequently some of the valuable minerals and protein collect in a scum at the top of the milk.

### **Vegetables and Fruit**

Milk, vegetables and fruits are frequently called the "Protective Foods." They are excellent sources of the minerals and vitamins which have much to do with the proper functioning of various body processes and the building up of a resistance toward various kinds of illnesses. It would be well to have 6 or 8 servings of fruits and vegetables in the diet each day.

Either raw or cooked fruits and vegetables are excellent in school lunches. Raw fruits and vegetables are frequently most desirable because of their lovely color, crisp texture and good flavor. Nothing adds more zest to a school lunch than a crisp raw vegetable. Most of the foods are likely to be soft and a raw crisp food adds variety.

In cooking vegetables the following points should be noted: All vegetables except dried ones are put on in boiling salted water. As small an amount of water as possible is used in cooking the vegetables. Strong flavored vegetables as cabbage, onions and turnips should be cooked in a larger amount of water. The juice of freshly cooked or canned vegetables should not be drained off and thrown away, as the minerals and vitamins and other important food materials are dissolved in this liquid. To keep the color, green vegetables are cooked without a lid, red ones with a lid, yellow ones are color fast and may be cooked with or without a cover. The quality of the vegetable and the size of the pieces will make a difference in the length of time needed to cook the vegetable tender. Usually 3 to 5 minutes is sufficient time to cook spinach or cabbage and 25 to 30 minutes is long enough for good quality green beans. Most people over-cook vegetables, cooking them until they are soft instead of tender. Vegetables may be seasoned simply by adding butter and salt, or salt and cream.

The vegetables should be served as soon as they are cooked. No vegetable is at its best after it waits on the back of the stove 10 minutes. The preferred method for cooking vegetables and fruits, to save food values, is to bake them either in their skins or in a baking dish with a lid. Vegetables and fruits may also be steamed, boiled, panned or fried.

Fruits are always appetizing and they carry well in a school lunch. Juicy fruits are especially good with sandwiches which are likely to be dry. Cold fruit juices are refreshing in school lunches, on warm days. Fruit juices left over from canned fruit make a pleasing variation in flavor and may be used alone or with lemon, orange, grape, pineapple or other fresh fruit juices. These fruit juices may also be used in stewing fruit or baking meat. Many fruits are delicious baked. Baked pears, peaches and cherries have a very different flavor than when they are boiled or stewed.

#### COCOA—(6 servings)

3 tbsp. cocoa	1 c. water
¼ c. sugar	5 c. milk

Mix cocoa, sugar and water together. Boil 3 minutes after the boiling point is reached. Add milk and heat to boiling point but do not boil. Beat and serve.

#### COCOA PASTE

1 c. cocoa	Few grains salt and few
1 c. sugar	drops vanilla
	3 c. water

Mix cocoa, salt and sugar in a double boiler. Add water and cook to a smooth paste, add the vanilla. By cooking a long time (about 1 hour) a better flavor is obtained. This may be poured in a jar and used later for milk drinks or chocolate sauces.

## CHOCOLATE MILK SHAKE

1 tbsp. cocoa paste                                      1 c. milk

Add cocoa paste to cold milk in a shaker or pint jar. Add ice if available. Shake well and serve immediately.

## EGG NOG

1 egg    Few drops vanilla or  
1 c. milk                                        few grains of nutmeg  
1 tsp. sugar                                    Few grains salt

Beat egg with sugar and salt, just enough to break it up but do not make it frothy. Add milk and flavoring. Serve cold.

## OTHER MILK DRINKS

Add slowly any sweetened fruit juice such as cherry, strawberry, grape or raspberry to cold milk, stirring constantly. Use only enough fruit juice to flavor the milk. Ice may well be added. Serve immediately.

Chill good fresh soured milk, add a teaspoon of sugar and a few grains of nutmeg. Stir to break up the curd. Serve cold. A few drops of lemon juice may be added.

## General Directions for Creamed Soups

1½ to 2 c. cooked vegetable or vegetable pulp and juice,  
Onion, celery, celery salt or other seasoning  
1 quart of thin white sauce made of—  
¼ c. butter                                      1 qt. milk  
\*¼ c. flour                                      2 tsp. salt

\*When a starchy vegetable as potato, dried or lima beans or corn soup is made, only half as much flour is needed.

Cook the vegetable and the seasonings until they are tender, in the smaller of the two kettles, then chop, mash, or put through a strainer so the vegetable is finely divided. Make a white sauce in the larger kettle by melting the butter, stirring in the flour and salt and when this mixture is bubbling thoroughly, add the milk.

Cook until thickened and smooth, stirring constantly. When a large amount is to be made, the time of stirring will be shortened if the milk is first heated. When heating milk, rinse out the pan with cold water first and heat over a slow flame. Add the vegetable pulp to the thickened milk and reheat over a low flame. Taste to see if soup is well seasoned.

Vegetables that make good soup are salsify, celery, asparagus, tomatoes, lima or navy beans, spinach, peas, corn and potatoes. One half cup of finely chopped meat, fish or cheese may be used in place of ½ cup of the vegetables, or in place of all the vegetables.

## POTATO SOUP (6 servings)

4 medium-sized potatoes                      2 tbsp. butter  
½ onion    1 qt. milk  
¼ tsp. celery salt                              2 tsp. salt  
2 tbsp. butter

Pare potatoes. Cook with onion until soft in boiling salted water. Cut potatoes in small pieces or push through a strainer saving enough water to mix with pulp to make about 2 cupfuls. Melt butter, add flour and salt. When it has bubbled thoroughly, add milk and stir constantly until it is thickened. Combine with potato pulp and water, reheat if necessary and taste to see that it is well seasoned.



## CREAM OF TOMATO SOUP (6 servings)

1 pt. tomatoes	$\frac{1}{4}$ c. butter
1 slice onion	$\frac{1}{4}$ c. flour
1 qt. milk	2 tsp. salt

Cook the onion with the tomato until tender, then strain. Melt butter, add flour and salt. When it is bubbling thoroughly, add milk. Stir constantly until thickened. Just before ready to serve, add the hot tomato pulp to the thickened milk. Tomato soup is apt to curdle and the tomato should not be combined with the milk sauce until just before serving and the tomato must be put into the milk. If it curdles, beat it thoroughly.

## CREAM OF SPINACH SOUP (6 servings)

2 c. spinach fresh, cooked or canned	$\frac{1}{4}$ c. butter
1 slice onion	$\frac{1}{4}$ c. flour
2 tsp. salt	1 qt. milk

Melt butter, add flour and salt. When mixture is bubbling thoroughly, add milk. Stirring constantly, cook until thickened. Add chopped spinach and reheat.

## General Directions for Creamed Dishes

3 tbsp. butter	$\frac{3}{4}$ tsp. salt
3 tbsp. flour	$1\frac{1}{2}$ c. milk

Melt butter, add flour and salt and cook until mixture bubbles thoroughly. Add milk and cook, stirring until sauce is thick and smooth. Add the cooked vegetable, meat, fish, hard cooked eggs, or cheese and then reheat.

Some vegetables that may be creamed are green beans, carrots, turnips, cabbage, onions, peas, spinach. Other creamed dishes are creamed chipped beef, chicken, ham, hard cooked eggs and ham, potatoes and hard cooked eggs, cheese or cheese and ham.

When cheese is creamed, care must be taken not to overheat the cheese, otherwise, it will be tough and stringy. Grate or shave the cheese, add it to the hot sauce and place the pan containing it over a very slow fire or in another pan of hot water until the cheese is melted. Stir occasionally.

## CREAMED EGGS

6 eggs	6 slices of toast
$1\frac{1}{2}$ cups medium white sauce	salt

Cover the eggs with water and bring to the boiling point slowly. Simmer for 15 minutes. Cut the eggs into the white sauce. Mix carefully and serve on buttered toast or crackers.

## ESCALLOPED VEGETABLE

4 c of cooked vegetable
1 c medium white sauce
1 c buttered bread crumbs

In a baking pan or dish, alternate layers of cooked vegetable and white sauce. Cover with buttered bread crumbs, 3 tbsp. of melted butter to 1 c. of dried bread crumbs. Bake 20 minutes in a moderate oven.

Hard cooked eggs or cheese may well be added between the layers of vegetable for a more nutritious dish and a very palatable one.

## BUTTERED VEGETABLES

Cook the vegetable until tender in salted water. Add butter or cream and serve immediately. (Usually 1 tbsp. butter to 1 c. of diced vegetable).

## VEGETABLE CHOWDERS (6 servings)

4 tbsp. salt pork or drippings	3 c. milk
1 onion	½ c. rice or barley or
2 c. vegetables	4 medium potatoes cut in ½ inch
Salt and pepper	pieces
Green pepper if desired	8 soda crackers (may be omitted)

Cut pork in small pieces and fry out in a kettle large enough so that the chowder can be cooked in it. Cut up onion and brown slightly in fat. Cut vegetables in ½ inch cubes. Add vegetables of which chowder is to be made, potatoes, rice or barley and enough boiling water to cook them. If chowder is made of a vegetable that needs long cooking, do not add the potatoes or rice until half an hour before vegetable will be done. When vegetables are tender, add milk; and when hot through, break crackers into the chowder and serve.

Some kinds of chowder are:

Canned or fresh corn and potato, with green pepper if desired.

Salsify and potato or barley.

Lima bean, carrot and rice.

Tomato, potato, carrot alone or with green peppers and celery.

Any attractive combination of left-over vegetables.

## IV. and V.—THE SCHOOL LUNCH

The school lunch should be considered in connection with the other meals of the day. Breakfast, the school lunch, and the evening meal should, together, supply all the various foods needed by a growing active body. If either meal lacks, in amount, or kind of foods, then this extra food should be furnished in the other meals of the day.

It is very important for people who need to carry a lunch to school or to work to eat an adequate breakfast. A good breakfast for a 4-H boy or girl might be fruit or tomato juice, a hot cereal, toast and milk. An egg may be added, one or two mornings a week. The evening meal should furnish all the foods listed under "Foods which should be included in Each Day's Meals" (page 13) that were not included in the breakfast and lunch. Ample time should be taken to eat the lunch—20 minutes is not too much time to take to eat an adequate school lunch. Chewing the food is the first step in digesting it and if it is swallowed in large pieces digestion is more difficult and less efficient.

**Characteristics of an Appetizing Wholesome Cold School Lunch.**—Each food is wrapped in waxed paper so it is kept clean, moist, and with its flavor unmixed with that of the other foods.

An adequate amount of easily digested food is essential for all children. Older, vigorous children who play actively may be able to digest almost all foods without discomfort, but care must be used in packing lunches for underweight and young children. One will be better able to concentrate on his lessons if such foods as very sour pickles, highly seasoned sausage, chilli, other highly

seasoned foods, fat meats, fried foods, pie, and large pieces of rich cake, are not included.

A good school lunch has a variety of textures, a nice contrast and blend of flavors, and a variety in color, that is, the food is not all soft, solid or dry, but offers something a little soft and moist and something crisp and crunchy to chew.

The food is varied from day to day and there are surprises with new combinations of everyday foods, new ways to cut or decorate cookies or sandwiches, different breads or cakes or unexpected foods.

The school lunch with the morning and evening meal should furnish all the foods needed for energy, for body building, and for regulating the body processes.

**Packing the School Lunch.**—The desirable lunch box is one that is easy to carry, is well ventilated yet will protect its contents from dust and insects. It is made of durable, odorless material which may be washed and scalded. It is very difficult to pack an attractive adequate lunch in a paper sack or newspaper. Use plenty of waxed paper for wrapping sandwiches, fruit, vegetables and sweets separately to keep them clean, moist and palatable.

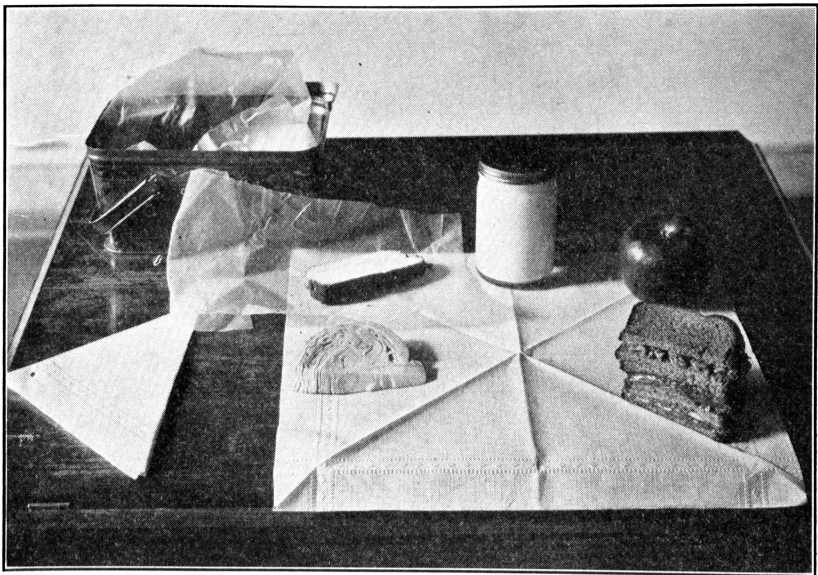


Fig. 3.—A well balanced lunch following the suggested pattern: substantial food, succulent food, milk, fruit, and sweet.

A clean cloth or a paper napkin gives the lunch a note of refinement. Some people have found it a good plan to have a lunch box drawer, or a shelf, for such supplies as paper napkins, waxed paper, small jars, paper cups, spoons, forks, straws, roll of gummed paper, scissors, paper cartons, one-half pint milk bottle, one-half pint jars, etc.

Uninteresting lunches are likely to result if lunches are not previously planned. A variety of sandwich spreads and dishes, that will carry, can be made from home produced foods and new and different foods may be purchased. Some families have an emergency shelf for school lunches on which they have such things as peanut butter, specially flavored cheese in glass jars, canned fish, boxes of cookies, dried fruits, olives, etc. The hot dish should fit in with the other foods in the lunch. If creamed eggs are served hot the cold lunch should not include eggs, meat or cheese. Bread and butter sandwiches, a vegetable, a fruit and a sweet would be sufficient with creamed eggs.

**Suggested School Lunches.**—Graham bread sandwiches filled with bacon and soft scrambled eggs, pickled beets, milk, gingerbread, apple.

Cold meat or liver, finely chopped, with onion or green pepper in sandwiches, baked custard, oatmeal cookie, grape juice.

Chicken salad sandwich, bread and butter sandwich, asparagus, or string beans drained and wrapped in oil paper, fruit gelatine molded in paper cup, cookie, milk.

Baked beans, sandwiches made with brown bread, celery, stewed peaches, milk, cake.

Pieces of chicken, bread and butter sandwiches, sticks of scraped raw carrot or slices of raw turnip, dried apricots (not cooked), cocoa.

Cottage cheese and lettuce sandwiches, pickled watermelon rind, chocolate corn starch pudding molded in cup, graham crackers, fruit drink.

Raisin and cheese sandwiches, stuffed eggs, a small section of cabbage head, cream puff, milk.

Ham sandwich, potato salad, grape juice, banana custard, fig newton.

Cheese and carrot sandwich, pickled peach or crab apple, or square of cranberry jelly, date and nut sandwich, milk, chocolate bar.

Chicken sandwich, tomato juice, apple, sponge cake, whipped cream in paper cup, popcorn ball.

**Sandwiches.**—Whole wheat, graham, raisin, salt rising or rye bread may be used, as well as white bread, in making sandwiches.

Boston brown bread, nut, prune, date or raisin bread; even crackers may be used occasionally. Baking powder biscuit and cornbread do not make very palatable cold sandwiches. Day old bread will cut better than fresh bread. Butter each slice of the bread all the way to the edge. Creaming the butter makes it easier to spread. Salad dressing may be used instead of butter.

When making the sandwiches, for active boys the bread should be cut thicker than for small girls or children with finicky appetites who may need to have dainty small sandwiches, with crusts off, to tempt their appetites. In general bread is cut one-fourth to one-third inch thick and the sandwiches cut in convenient sizes for handling.

Sandwich fillings are usually softened or thinned so they will spread easily. Meat liquor; cream; salad dressing; orange juice with peanut butter; white sauce with hard boiled eggs or chipped beef are suggestions of foodstuffs that make it possible to spread sandwich fillings more easily. Preserves, and chopped pickle may also be used occasionally. Care must be taken not to get such fillings too soft. A lettuce leaf will protect, to some extent, the filling from soaking into the bread. Ham, cold meat and lettuce unless very tender, should be cut or torn into bits, so they will not pull out of the sandwich at the first bite.

If there is a nutritious and filling main dish in the lunch, plain bread and butter sandwiches are preferable. Instead of chopping up the vegetable and using it with a mild salad dressing for a sandwich filling, try using raw carrot sticks, turnip sticks, leaves of lettuce, section of cabbage and serve with plain bread and butter sandwiches.

**Sandwich Fillings.**—Meat or chicken, sliced or chopped and mixed with salad dressing, pickle, relish, tomato catsup, chilli sauce, celery, or a combination of these materials.

Cottage cheese, plain or mixed with nuts, celery, jelly, jam, pimento, green pepper, salad dressing.

Eggs, hard cooked and mixed with pickles, salad dressing, lettuce, celery, meat, or American cheese.

Peanut butter, plain or with salad dressing, pickles, relish or jelly.

Sweet sandwiches, such as ground raisins, dates, figs or prunes. These sweet fillings may be mixed with salad dressing, nuts or lemon juice.

### STARCHY FOODS

Starchy foods are cooked to make them more palatable and more easily digested. Starchy foods such as cereals, potatoes, rice,

macaroni and spaghetti are dropped into boiling, salted water slowly so the water does not stop boiling, and stirred occasionally to prevent the pieces from sticking together. Cereals require varying amounts of water but most cereals require one quart of water to one cup of cereal. Rolled oats is an exception. Three cups of water to one cup of rolled oats gives a better consistency. Long cooking improves the flavor of most cooked cereals. One-half cup of cereal will make an ample serving. Stewed, dried or fresh fruits, are good served with cereal. Cereals may be cooked in milk instead of water. It is preferable to use a double boiler when cooking the cereal in milk.

Whole grain flour and cereals contain minerals, vitamins and fiber not found in the highly refined cereals and flour. Alternated with the refined flour and cereals, they add variety and provide interest in the diet. Home grown wheat that is washed, roasted in the oven and then put through a food chopper makes an excellent cereal and, too, it may be used in biscuits, muffins or yeast bread.

When cooking macaroni, spaghetti or rice boil them as other starchy foods and when they are tender pour off any additional water and rinse with cold water. This helps to keep the pieces all separate.

#### MACARONI OR SPAGHETTI (6 servings)

2 c. Macaroni or spaghetti broken in 1 inch pieces.  
2 qts. water 2 tsp. salt

Put water on in a large kettle so that there will be plenty of room to boil without boiling over. Add the salt and when water is boiling vigorously add the macaroni a little at a time so the water does not stop boiling. Boil, stirring occasionally to prevent sticking, until macaroni is tender. Test it with the side of a fork or the dull side of a knife. When it cuts through easily pour off the cooking water. Serve with cheese or tomato sauce.

#### MACARONI OR RICE WITH TOMATO (6 servings)

Cook macaroni or rice as given above.

Make a tomato sauce as follows:

1 pt. tomato	3 tbsp. flour
1 slice onion	½ tsp. salt
3 tbsp. butter	

Cook tomato and onion 15 minutes and run through strainer. Melt butter, add flour and brown slightly. Add tomato pulp and cook until it is thickened. Add cooked macaroni or rice to sauce and reheat. Cheese may be added if desired.

#### SPANISH RICE (6 servings)

1 c. white or brown rice washed and dried or	2 slices bacon
4 c. cooked rice	2 green sweet peppers
4 ripe tomatoes (large) or	1 onion
½ can tomatoes	2 tsp. salt
	¼ tsp. pepper

Cut bacon, fry out the fat, add chopped onion, sweet pepper, and brown lightly, add rice if uncooked and cook until light brown. Add other ingredi-

ents, cover and let simmer until rice is done (45 minutes to 1 hour). Add boiling water from time to time as rice swells. If cooked rice is used, no additional water is needed and the time of cooking may be reduced to 20 minutes. Using uncooked rice and browning it gives a different and attractive flavor. The green pepper may be omitted.

## VI. and VII.—THE MAIN DISH OF THE SCHOOL LUNCH

The main dish of the school lunch should be nourishing and appetizing and preferably a hot dish, though in warm weather it may be in the form of a meat, cheese, egg or ham salad or sandwich. It may be prepared at home and brought to school and heated or preferably prepared at the school. Creamed vegetables, meat and vegetable stews, nourishing soups rich in vegetables or broth or milk, beans, eggs and cheese prepared in a white sauce or tomatoes or escalloped dishes, if there is an oven, offer a variety so there need be no duplications for several weeks. Each week's main dishes should include all of the kinds of food essential to health and growth. Main dishes for a week should include the following: Soup, containing much milk, an egg dish, a mixture with meat, one with fish and one dish using or made of dried beans or peas. Two of the recipes for the week should include tomatoes.

SUGGESTED MAIN DISHES FOR 4 WEEKS

<i>Days</i>	<i>1st Week</i>	<i>2nd Week</i>	<i>3rd Week</i>	<i>4th Week</i>
Mon.	Potato Soup	Macaroni with Cheese or Tomatoes	Cocoa	Lima beans with tomato sauce
Tues.	Creamed eggs	Baked Hash	Baked beans	Cream of spinach soup
Wed.	Beef Stew	Split Pea Soup	Escalloped potatoes with ham	Spanish Rice
Thurs.	Bean Soup	Scrambled eggs	Cream of tomato soup	Creamed Peas
Fri.	Escalloped Salmon with Tomatoes	Veg. Chowder	Creamed salmon or tuna fish	Chicken and Noodles

If most of the children bring meat, eggs or cheese sandwiches from home the hot dish might not be the main dish. It would then preferably be made largely from milk and vegetables.

SUGGESTED HOT DISHES FOR 4 WEEKS

<i>Days</i>	<i>1st Week</i>	<i>2nd Week</i>	<i>3rd Week</i>	<i>4th Week</i>
Mon.	Cocoa	Creamed Peas	Lima Beans with Tomato Sauce	Creamed Cabbage
Tues.	Veg. Soup	Beef Stew	Buttered Turnips	Whole Wheat and Milk
Wed.	Escalloped Potatoes	Cream of Spinach Soup	Veg. Chowder	Potatoes and Salmon or Tuna
Thur.	Creamed String Beans	Macaroni and Tomatoes	Spanish Rice	Buttered Beets
Fri.	Sauer Kraut	Scrambled eggs	Potatoes with Cheese Sauce	Tomato Soup

To any of these hot main dishes suggested, add a sandwich, a vegetable, a fruit, milk and a sweet and you have a nourishing noon meal for a school child. This makes the school lunch problem much simpler. If the main dish is filling, as well as hot, and nutritious, one bread and butter sandwich is sufficient for all but the very active older boys. The flavor, color and texture as well as the nutritious value of the lunch as a whole should be considered.

**Meat, Egg, and Cheese Dishes.**—These foods and milk are our best building foods. One serving of any two of these should be included in each day's meals. These foods belong to the protein foods and heat has a different effect on protein foods than on carbohydrates (starch and sugars) and on fats. Meat which has been heated at a high temperature becomes hard and dry, and cheese becomes stringy. This makes them less palatable and more difficult to digest.

Hard cooked eggs are much more tender and better flavored if they are cooked in simmering water. Fried eggs usually have their protein toughened, by the high temperature. Scrambled eggs cooked in a double boiler have an excellent texture.

Cheese dishes should be cooked very slowly with just enough heat to melt the cheese. A higher temperature will separate the fat from the cheese and make the protein tough and somewhat indigestible.

#### BAKED HASH (Serves 6)

2 c. finely chopped or ground meat	1 onion
3 medium sized potatoes	1 tbsp. salt
2 tbsp. butter	1½ c. water
2 tbsp. flour	

This is a good way to use canned meat left over from soup or other dishes. Dice the potato finely. Heat the fat, brown the onion in it, stir in the flour until smooth, and add water gradually. Cook, stirring constantly until gravy thickens. Mix meat, potatoes, and gravy thoroughly. Add remainder of salt, place in buttered baking dish and bake in moderate oven until brown on top.

#### SCRAMBLED EGGS (Serves 6)

6 eggs	2 tbsp. butter
1-3 c. milk	salt

Break the eggs in a bowl. Beat slightly. Add the milk and season with salt. Melt the butter in the top of a double boiler. Add the egg and milk mixture. Stir slightly until egg thickens and is almost dry. Serve at once.

#### CHEESE SAUCE

1 c. cheese cut in small pieces	2 tbsp. butter
1 c. milk	salt
2 tbsp. flour	12 crackers

Cut the cheese fine. Make a white sauce of other ingredients. Add cheese to white sauce. Cook over slow flame, stirring constantly, until cheese is melted. Serve on crackers.

This sauce may be served on toast, or on potatoes, rice, spaghetti, green beans, asparagus and other vegetables.



## BEEF STEW (6 servings)

1½ lbs. meat	Salt and pepper
3 medium potatoes	2 tbsp. flour for each c. of
1 carrot	liquid when meat and
½ onion	vegetables are done.

A less tender cut of beef, mutton or veal may be used. Cut the meat into inch cubes, trimming off the fat. Heat the fat slowly in the kettle until the fat is extracted. Add meat and brown. Add salt and enough hot water to cover well. Bring quickly to the simmering point. Cook slowly, but do not boil, 40 to 50 minutes or until meat begins to get tender.

Pare and cut up the vegetables and add to meat with more water if necessary. Cook until tender. Pour off the liquid, and measure. Mix the required amount of flour with an equal amount of water to a smooth paste. Add enough more water so the mixture will pour, and add to the boiling liquid, stirring constantly. Boil well until gravy is thickened and then add meat and potatoes. Taste to see that stew is well seasoned.

## ESCALLOPED POTATOES WITH HAM (Serves 6)

1 qt. raw potatoes, sliced thin	1 tbsp. minced onion if desired
1 lb. ham—cut in cubes	1 pt. milk
2 tbsp. of flour	Salt, pepper if desired.

Place a layer of potatoes in a buttered baking pan. Sprinkle with flour, onion and salt. Place layer of ham over potatoes. Continue until both ham and potatoes are used, having potatoes on top layer. Pour in milk until you can see it well between the potatoes. Cover and bake slowly. Remove cover at last so potatoes will brown on top. Other types of meat, canned meat or cheese may be used in place of the ham.

## SPLIT PEA SOUP (Serves 6)

1 c. split peas	2 tbsp. butter
3 c. water	2 tbsp. flour
1½ c. ham stock	1 pt. milk
Salt, pepper and onion if desired	

Pick over peas, soak over night. Bring peas to boil in water and ham stock and keep just below boiling until peas are soft. Put through a sieve, add to butter and flour and boil a few minutes, add seasoning and hot milk. Beans may be used in place of the split peas.

## Suggestions for Efficient Management

In doing any piece of work, time and energy can be saved by making, and following, a definite plan. The boy or girl who learns to plan his work and work his plan finds he is able to participate in community and county affairs when it would not be possible if he worked in a hit and miss fashion. He is able to manage his work and does not let his work manage him.

In preparing any one dish, or a school lunch, at home or at school, take time to think through all the things that need to be done, and write down the order of doing them. Before starting to prepare a dish, read the recipes carefully and collect all the utensils and supplies needed. Accurate measurements will prevent waste and help assure uniform results. Utensils should be put to soak as soon as one is through using them and supplies should be put away as soon as the preparation is completed.

In preparing school lunches as well as other meals many people find it a good plan to make and use a recipe and menu file. A shoe box, a cigar box or other strong box or a note book may be made into a filing case. Cut index cards to fit the box and label them with the proper headings and file the recipes and menus under their headings. In a school lunch file, the following headings might be used — Sandwiches, Main Dishes, Fruits, Vegetables, Sweets, Menus.

When preparing and serving the hot dish at school it is important to keep accurate accounts of the money and food supplies received and the amount used and paid out. The account book should be kept up to date and balanced at the end of the month.

The following suggestions for purchasing foods should be considered before buying foods for the school lunch club:

Foods in season, when abundant, are usually good buys. Foods purchased in large packages, in large amounts, usually cost less per pound than the same food when purchased in small units. However, if there is no satisfactory storage place it would be undesirable to purchase even staples in quantities sufficient for several weeks.

Most canned foods are available in No. 10 cans which hold from 12 to 13 cupfuls, some are in No. 5 cans which hold 7 cupfuls. It may be a good plan to buy cases of the canned foods most frequently used.

Dried beans or peas and rice may be purchased in 25 and 100 lb. sacks, macaroni and spaghetti in 4 lb. boxes, peanut butter in 5 or 10 lb. pails, spice in 1 lb. packages, flour in 5, 12, 24, 48 or 96 lb. bags, while apples, potatoes, onions, carrots, turnips and other relatively non-perishable fruits and vegetables may be purchased by the bushel or in 100 lb. sacks.

The U. S. Bureau of Standards has set up quality standards for many different foods. Any company that meets these quality standards may print on the label the quality grade. The terms Grade A, Grade B, Grade C are used to indicate this quality grade. It is desirable to purchase products that are graded and labeled according to this quality standard.

### Sweets

A sweet of some kind in a school lunch seems to "top it off" just right. American people use more sweets than people of other lands and American children are very likely to eat too much sugar. Too much sugar dulls the appetite and interferes with digestion. Sweets are less likely to be used in excess when taken most fre-

quently as simple puddings, custard and in fresh or dried fruits. If some of these foods are included in the daily diet, the average person will have his need and desire for sweets satisfied. All sweets should be given at the end of a meal and never between meals or at the beginning of a meal.

### General Directions for Making Custards

In making custards successfully the problem is to have the egg thicken the milk smoothly and not to overcook the eggs so that the custard curdles. Stir soft or boiled custards, constantly while cooking in a double boiler. Set the custard to be baked in a pan of water and do not let the water boil. If a soft custard should curdle set it in a pan of cold water and beat it vigorously with a Dover egg beater.

#### BAKED CUSTARD (Serves Six)

1 pt. milk	$\frac{1}{8}$ tsp. salt
2 eggs	Flavoring, vanilla, nutmeg
$\frac{1}{4}$ cup sugar	and cinnamon

Scald the milk in a double boiler. Beat the egg slightly; add the sugar, salt and flavoring or spice; add the scalded milk, stirring while adding. Pour into individual baking dishes and bake in a slow oven until firm, or set in a pan of water and bake in a moderate oven. If baked in a larger pan, an extra egg for each pint of milk must be used.

#### SOFT CUSTARD

For soft or "boiled" custard, pour the same mixture as that used for baked custard in a double boiler and cook until the spoon is coated. Stir constantly while cooking. Strain, cool and serve in sherbet cups.

When eggs are scarce flour may be substituted for as much as half of the eggs. Use one tablespoon of flour for each egg left out. When this is done the flour is mixed with a little cold milk until a smooth paste is formed. It is then added to the hot milk and stirred until the mixture thickens.

#### VARIATIONS IN CUSTARDS—FLOATING ISLAND

A floating island pudding is a soft custard served with beaten whites of eggs on top. To make the meringue, beat the egg whites until stiff but not dry, and fold in sugar without stirring. Put the beaten egg whites upon the surface of the milk which is scalding. Cover and steam for three minutes or until set. Remove egg white from milk by spoonfuls and place either in a bowl or individual serving dishes. Make the soft custard with the rest of the materials and when done pour around the meringue.

**Cocoa Custard**—Substitute cocoa for milk in making custard. Pour custard over fruit, as canned peaches, plums, or apple sauce. Pour custard over cake or gingerbread. Serve custard with hot boiled rice.

## VIII.—SERVING THE SCHOOL LUNCH

When lunch time comes at school all the books, papers, and pencils are put away. The windows are opened and the boys and girls wash their hands. One should always wash the hands before eating and with a school lunch it is especially important because books, pencils, chalk and other things about the school rooms are not free from dirt and dust and the hands are used in carrying much of the school lunch to the mouth.

After the hands are washed and all are seated, a napkin is spread out on the desk, the food is taken out of the lunch box and arranged neatly on the napkin. The lunch box is placed on the seat out of sight. The silver and china needed for the hot dish are placed on the desk.

The same plan as that used at home is followed in setting the individual cover at school. All silver is placed about an inch from the edge of the desk, so that it will not be brushed off the desk when the individual leaves his desk or is seated. Forks are placed on the left side with the prongs or tines turned up; knives are placed on the right with the sharp edge turned toward the fork and space enough between the two for a plate. Spoons are placed on the right of the knife with the bowls turned up also. If there is a cup for milk or water, it is placed on the right at the tip of the knife. The second napkin is left folded and is placed at the left of the fork with the open corner toward the fork and the lower edge of the desk.

The lunch may be served in two ways. The plan used depends upon the kind of food served. The cafeteria plan is the one in which the pupils line up and pass by the stove where the cook serves the food and the assistant hands it to each one. With the other plan the food is put in the dishes by the cook and as many servings are placed on the tray as the cook or assistant can carry safely. The one who is not carrying the tray sets the food on each desk in the proper place for it. Soup, cereal, a vegetable, or meat dish should be placed in front of the pupils and are placed from the left of the person served. Cocoa or any other drink should be placed from the right to the right of the spoons. The teacher should be served first in either kind of service. If there are guests they should be served immediately after the teacher.

It takes about 20 minutes to eat a meal leisurely as one should. The lunch hour should be an orderly, cheery and a most enjoyable affair. Conversation and laughter are aids to good digestion. All the boys and girls in the schoolroom should be encouraged to have their rightful part in the lunch hour conversation.

Boys and girls who form habits of cleanliness and orderliness in regard to food or paper on the floor usually make citizens who are not guilty of littering up public places.

#### **Good Eating Habits**

1. Sit "tall" with feet on the floor and do not lean on elbows or arms or keep them on the desk.

2. No one begins to eat until all have been served. If the school group is a large one; it could be divided by rows and the

pupils in each row of seats could begin eating when all in the row have been served.

3. Eat slowly and without noise. The mouth should be kept closed while eating.

4. Eat foods in order with dessert last.

5. Eat some of all the food served. Make an effort to learn to like all foods and do not make unkind remarks.

6. If an accident occurs call as little attention to it as possible. Ask to be excused if a noticeable blunder is made or if it is necessary to leave your desk.

7. Use a napkin to catch crumbs or food that may drop and to wipe the fingers and mouth.

8. Place the spoon and other pieces of silver on the plate or saucer when they are not in use.

9. The knife is used for cutting food too difficult to be cut with a fork, for spreading butter, but never to carry food to the mouth. The fork is used for holding food which is being cut with the knife, for cutting some soft foods, for conveying food to the mouth, and for putting jelly or preserves on small portion of bread. The spoon is used for all soft foods, which can not be eaten with a fork, as custards, soups, juicy vegetables, etc. It is also used to stir sugar into a beverage and to test temperatures.

10. No one should leave the table or their desk until all have finished eating.

### Handwashing

The equipment needed for handwashing is a cake of soap or a bottle or can of liquid soap, paper towels, a box of toothpicks to clean nails, a pitcher of water and a drain pail, for cold days. Liquid soap may be made by boiling a shaved bar of soap in 2 qts. water until dissolved. To wash the hands quickly, the children line up and the soap is passed or the liquid soap is poured into the palm of each child's hand. Each child rubs the soap into his hands; then water is poured over each child's hands from the pitcher. Each child is given a paper towel, he dries his hands, takes a tooth pick and cleans his nails and then throws the toothpick and towel into a waste basket.

### Cleaning up After the Lunch Is Over

After the noon meal is finished each child brings his dishes to the serving table and carefully cleans his desk. If the windows and door of the school room are opened, no odor of food will remain in the room. The committees, appointed to clean up, see that there is plenty of hot water, that the floor and all of the room is in order.

It is absolutely necessary that all the dishes and equipment used in preparing and serving the lunch be thoroughly washed and kept clean and sanitary. Do not use soiled dish cloths or towels. Use a pan full of rich suds in washing the dishes. If the water is hard add washing soda. (Dissolve 1 pound of washing soda in one quart of boiling water. Use from two to four tbsps. of this to each gallon of dish water). Use a wire dish drainer as dishes rinsed with boiling water and air dried are cleaner than dishes dried with towels.

Use the following procedure in washing the dishes:

1. Rinse the cups.
2. Wipe the bowls or plates with paper napkins.
3. Stack similar dishes together and place them at the right of the dish pan.
4. Wash glasses, silver, dishes and then pans.
5. Stack the washed dishes in the dish drainer so that the boiling water can strike all the dishes on the inside with some on the outside.
6. Rinse with boiling water, then turn cups, pitchers and bowls upside down. Quick drying, so the dishes do not have to be wiped, depends on getting the dishes really hot.
7. Put dishes and utensils away.
8. Wash table and stove. Rinse out dish cloths and towel.
9. Put down windows and see that all the room is in order.

### DEMONSTRATIONS

In so far as possible, all club members should be instructed in the regular club meetings by the demonstration method. By this method, the leader saves time by teaching all of the club members at one time.

As a usual thing, one or more members can begin demonstrating useful phases of the project work to the club soon after the processes have been demonstrated to the club by the leader or by some other successful person of the community or county.

After an opportunity has been given for individual demonstrations, a team of the best demonstrators (two members to be preferred) should then be selected from the membership of the club, either by individual try-outs, by vote of the club, by mutual consent of the members or by designation of the leader.

All teams should have the opportunity of demonstrating before their home community, and the best teams may demonstrate approved practices to other community groups and to county groups.

**Suggested Subjects for Team Demonstrations**

Some ways of preparing and serving vegetables, eggs, cheese, starchy foods, soups, sandwiches; preparing and packing a school lunch or preparing and serving a school lunch; and any other subjects that the leader or club selects.

**Suggested Outline for a Demonstration—Preparing and Serving Milk Drinks**

<p><i>A speaks and demonstrates</i></p> <p>Leads in giving the 4-H Club pledge; tells what club and community team represents; introduces teammate and self; gives brief history of club.</p> <p>Tells that they will demonstrate preparing and serving milk drinks. Demonstrates making and serving one or more milk drinks.</p> <p>"..... will continue the demonstration."</p>	<p><i>B assists</i></p> <p>Joins in giving pledge. Stands at attention while being introduced.</p> <p>Assists.</p> <p>Gets equipment and materials ready for use.</p> <p>Assists with materials for making drinks.</p> <p>Cleans up.</p>
<p><i>A assists</i></p> <p>Gets all needed things ready for "B."</p> <p>Cleans up.</p>	<p><i>B speaks and demonstrates</i></p> <p>Gives introductory sentence in regard to milk drinks. Demonstrates preparing and serving one or more milk drinks.</p> <p>"..... will conclude the demonstration."</p>
<p><i>A speaks</i></p> <p>Summarizes demonstration.</p> <p>Asks for questions.</p> <p>Concludes demonstration.</p>	<p><i>B assists</i></p> <p>Quietly collects equipment and cleans up the table if time permits.</p> <p>Stands at attention for questions.</p>