THE SCHOOL LUNCHEON

BY

AVA B. MILAM
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The Extension Service of the Oregon Agricultural College embraces all instructional work done by the College staff outside the institution. This includes institute, lecture, and fair work in all its varied phases, supervision of the county demonstration and farm work provided for by state legislation; correspondence courses; preparation of educative exhibits; publication of bulletins and distribution of news matter; cooperative work with granges, farmers’ unions, schools, churches, commercial clubs, and other progressive organizations in the promotion of industrial and social enterprises. The Extension Service, in short, consists of carrying out to the people of Oregon practical and usable information on all subjects taught at the College.

Applications for assistance along any of the lines indicated, together with all particulars relating thereto, should be sent to the Director of Extension as far in advance as possible. It is the desire of the College to help all who apply, but its staff, facilities, and funds are limited; consequently, short-notice requests may not find the department in position to render the best service.

Particular attention is called to the fact that counties desiring to organize for agricultural field and demonstration work, under the provisions of Chapter 110, Laws of 1913, must make an initial appropriation in order to secure the State aid. Those interested in promoting this work should communicate with the Director of Extension, or the State Leader, at the Agricultural College, with reference to the best methods of procedure.

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THE SCHOOL LUNCHEON

FOREWORD

Proper nourishment for our boys and girls in school who are unable to go to their homes for a warm noon meal, is becoming a matter of general concern. There is a growing demand on the Agricultural College for information on the subject of proper foods and their proper preparation for school lunches. These requests can be divided into three distinct classes which may be defined as follows:

1. Inquiries from mothers who find it necessary to plan, prepare, and pack school lunches for their children.

2. Inquiries from teachers of rural schools who feel the need of adding some warm dish to the cold lunch which the children bring from home.

3. Inquiries from school officers and public-spirited persons in the larger towns who wish to establish as a part of the school machinery a system for serving warm lunches.

The bulletin accordingly has been divided into three sections designed to treat the three classes of inquiries defined above.

R. D. HETZEL,
Director of Extension.

NOTE OF ACKNOWLEDGMENT

This bulletin was prepared by Miss Ava B. Milam, Professor of Domestic Science, Miss Helen Cowgill, Assistant State Leader in Girls' Industrial Club Work, and Miss Anna M. Turley, Home Economics Extension Specialist.

Acknowledgment should be made,
First: To Mrs. Henrietta W. Calvin, Home Economics Specialist, U. S. Bureau of Education, for valuable suggestive material;
Second: To County School Superintendents and teachers who so willingly responded with practical results of their experiences;
Third: To reports on the “Hot Noon Lunch” from parents and teachers in the states of Oregon and Washington;
Fourth: To teachers of Home Economics in colleges and educational institutions who have by their publications supplied recipes and other data of value in preparing this bulletin;
Fifth: To the report of the School Lunch Committee of Philadelphia, from which the writers have drawn freely.
The school lunch problem is a comparatively new one to our country. It is not essentially a relief problem, but it is a problem of education. Boards of education are coming to realize that, considering the problem merely from the economic viewpoint, it is wise to provide food for physical development of the poorly nourished child, and then consider his mental development; for improper physical development affects materially the mental growth of a child. Much of the so-called backwardness and apparent stupidity of children is due to improper nourishment.

The school luncheon presents three distinct problems; one to the housewife or mother who prepares the cold meal to be carried by the child to school; one to the teacher who, if wise and far-seeing, soon realizes that some hot soup or cocoa will add materially to the nourishment, efficiency, and happiness of the children under her care; and another to the school board—whose province it is to meet the needs of the school and teachers.

In preparing the luncheon there are four fundamentals to be considered:

1. There must be a sufficient quantity.
2. It must be of the right food constituents and quality.
3. It must consist of a variety from day to day, so that the appetite may not flag.
4. The active, growing school child requires more food in proportion to his size than does either his father or mother. There are many children from our so-called best homes whose growth is hindered, because of the wrong kind and amount of food. One of our prominent educators once said: "No greater shock ever came to me than when I once called a physician to see my small child who was ill, and after a careful examination was told very bluntly that what primarily ailed the child was lack of food."

It is very difficult to measure the result of proper feeding of the child in concrete terms, but three things stand out clearly:

1. There is a fuller physical development.
2. There is a greater resistance to disease.
3. There is increased mental alertness.

To attain its best physical development, the child must be supplied at all times with an abundance of easily digested, properly prepared foods. These foods must be taken at regular intervals and prepared in such a manner as to be attractive to the child. It is not necessary that the child be restricted to three meals a day; but if food is taken oftener, it must be eaten at definite and regular intervals. The growing child must meet the day's expenditure of energy by a sufficient quantity of food, and besides this, he must consume enough extra food to make the necessary growth of bone, muscle, nerve, and other tissues.
sufficiently fed, the child does not attain proper growth, and certain tissues are so ill nourished that deformity of structure results.

Any child that is regularly indisposed to physical exertion or is irritable and nervous, is probably the victim of some error of diet. There is either an insufficient amount of some needed variety, a total excess of quantity, or the food is so prepared and eaten as to disturb digestion and absorption. Because children are building nerve, muscle, and bone, it is essential that they have a greater proportion of fat, protein, and mineral matter in their diet than is required in the diet prepared for adults.

The child of school age should use a great deal of milk; since milk supplies the essential constituents in a form easily assimilated. Eggs and a small amount of meat are both necessary to the child, and it is a mistake to attempt to substitute for them bulky, coarse vegetables and expect these to supply material for the building of tissue.

The school child should be encouraged to eat an easily digested and nourishing breakfast. Fruit, well-cooked cereal, lightly-cooked eggs, toast, and either cocoa made with milk or milk alone, furnishes an ideal breakfast. The child should be encouraged to rise early enough to eat his breakfast in a leisurely manner without haste or anxiety.

**PROBLEM I, TO THE HOUSEWIFE OR MOTHER**

**SELECTION OF FOOD**

The box luncheon carried to school presents a serious problem when we consider the great number of children who must depend upon it for their noon meal. A part of this meal must necessarily be cold; hence great care should be exercised to make it most appetizing. In selecting the food for this luncheon one should bear in mind that sandwiches, a succulent food, dessert, or dainty should always be present.

With the great variety of breads, meats, cheese, jams, etc., innumerable kinds of sandwiches may be made,—for example: there are the white, brown, graham, rye, raisin, nut, and date breads,— There are equally as many meats, fish, cheese. Such a variety makes it quite unnecessary to have each day in the lunch box an egg sandwich or hard-cooked eggs. While eggs are very valuable in the diet, a lunch with hard-cooked eggs five times each week becomes monotonous, and the appetite of the consumer flags. With skill and thought, one can make little scraps of meat, or other left-overs, into attractive sandwiches. Ends of meat, ground and mixed with salad dressing or cream, constitute a delicious sandwich filling.

**SANDWICH MAKING**

The bread should be cut evenly. The thickness of the slice should vary according to the appetite of the consumer.
The crust of bread should not be removed in making sandwiches for the school child. Butter should be creamed for spreading. Both slices of bread should be buttered in order to prevent the absorption of the filling. The sandwiches should be wrapped in waxed paper to prevent drying.

SOME SUGGESTIONS FOR SANDWICH FILLING

EGG OR HAM

Three eggs, hard cooked and chopped fine or ground. An equal amount of chopped or ground boiled ham. Salad dressing. Mix and spread.

RAISIN FILLING

One cup raisins ground or chopped. One-half cup water. One-half cup sugar. One tablespoon flour stirred into vinegar. Juice and grated rind of one lemon. Cook in double boiler until thick.

CHICKEN SANDWICH FILLING

Chop cold boiled chicken, and moisten with salad dressing; or season with salt and pepper and moisten with rich chicken stock. Chopped cold boiled chicken and ham, mixed with creamed butter, makes a delicious filling.

FRUIT SANDWICH FILLING

Remove stems, and finely chop figs; add a small quantity of water; cook in double boiler until a paste is formed, then add a few drops of lemon juice. Chopped peanuts may be added.

CLUB SANDWICHES

Arrange on slices of bread, (toasted or untoasted) thin slices of cooked bacon; cover with slices of roast chicken and cover chicken with salad dressing. Place a slice of bread on top.

STUFFED EGGS

Cut hard-cooked eggs in halves, lengthwise or crosswise; remove yolks and season with salt, pepper, vinegar, and mustard to suit taste. Add butter to make mixture of smooth consistency. Refill whites, wrap halves or whole eggs in wax paper.

SUGGESTIONS FOR VARIETY

Baked beans may be used for older children as a source of some of the protein. Cottage cheese, well made and fresh, will be a good food. Celery, lettuce, and radishes may be included when they are in season. When possible, a bottle of clean sweet milk should be a part of every lunch.
SUGGESTIONS FOR DESSERTS

Cup custards of various flavors.
Cookies—with nuts and fruit.
Cakes—not too rich.
Pies—well made and with good filling.
Candy—plain, home made.
Preserves.
Canned fruits.
Fresh fruits.

As often as possible surprises should be included, generally in the form of a dessert, something the child is fond of. A pleasant surprise adds to the child's pleasure in eating and indirectly aids digestion.

PACKING THE LUNCH BOX

The third main consideration for the mother who is putting up the school lunch, is the method of packing. It is desirable not only to have food of the right composition, to have a choice of food synonyms nearly enough alike to be substituted one for the other, and prepared properly, but it must be clean, convenient, neat, and appeal to the child by being attractive looking when packed.

EQUIPMENT NECESSARY FOR GOOD PACKING

Lunch box.
Wax paper.
Paper napkins.
Cup or container with screw top.
Drinking cup.
Knife, fork, and spoon.
Thermos bottle or jar for milk or other liquids.

Plain paper napkins can be bought for ten cents a hundred. Wax paper, which can be obtained from the grocery store, should be kept to wrap the sandwiches and other foods separately. The cup or container with tight lid should be used every day, permitting of variety in form of some moist food. It may contain baked beans one day; cottage cheese the next, fresh fruit or canned fruit another, and jelly or jam the following, etc.

Since clean, sweet milk should make a part of each school lunch, we must consider the method of carrying this. Though the thermos bottle is most desirable, it is rather expensive, and a glass jar with tight cover may be substituted.

The box itself should be of material without odor, permanent, and light to handle, admitting of some means of ventilation. Paper bags should never be used for school containers, as it is impossible to pack the lunch in them firmly and well, and as there is danger of their being torn or of insects or flies creeping into them.

Boxes of either fiber, tin, basket weave, or other material may be used, and with proper care would prove acceptable. Even with every precaution in packing, however, the box will need to be scrubbed frequently and dried and aired well. Many types of lunch boxes have compartments provided for various kinds of food.
POINTS IN PACKING LUNCHES

1. Wrap foods well in waxed paper before placing in the box.
2. Place conveniently as possible in the order in which the food will be eaten.
3. Pack compactly in order to reduce the size and prevent the food from shaking about.

PROBLEM II, TO THE TEACHER OF THE RURAL SCHOOL

Before preparing this bulletin the authors sent a questionaire to the teachers in the State who had served hot lunches in the rural schools last year. The questions and the summarized replies follow.

1. Do you find the hot lunch an aid in obtaining better work in the afternoon? Everyone who replied said yes.
2. What are you serving? Some served only cocoa, others served cocoa and soups; others added baked potatoes, occasional steamed puddings, rice, macaroni and cheese, fruit dumplings, and vegetables.
3. Do you find that the preparation of the food interferes with the children who are studying or reciting? One said that where there were very few children in the school, so that the same ones had to prepare the lunch at frequent intervals, it did interfere. The others all said that it did not. Most of the work was done at recess or before nine o'clock. In some cases, it was done in another room, or in the basement; in others, in the cloak room.

4. What equipment are you using and how did you obtain it? Not one had any more equipment than that given under the list in this bulletin. Many had less. One had only a large kettle, spoon, knife, and individual cups, plates and spoons. Nearly all replied that they obtained it by donation.

5. Did you have any difficulty in convincing the patrons to permit you to try the plan? Are they satisfied now? Nearly all answered that they met with no opposition. One said that she had some difficulty in persuading the people to let her try it, but that now the Board and all the patrons are so enthusiastic that the Board is going to build on a kitchen and equip it for next year. In every case, the pupils and patrons are thoroughly satisfied now and would not do without it.

6. How do you obtain your supplies? Most of them are obtained by donation. In one case, a woman is hired and the children are charged a small amount for their hot stew or soup. In another case, each child furnishes all the material for one day's hot dish for the school.

7. What advantages do you consider the hot lunch brings to the pupils?
   1. Enables the pupils to do better work in the afternoon.
   2. Adds interest to school work.
   3. Gives some practical training.
   4. Gives better balance to meal.
5. Encourages pupils to take sufficient time to eat.
6. Teaches neatness.
7. Gives opportunity to teach table manners.
9. Aids digestion as compared with a cold lunch.

SOME SUGGESTIONS FROM THE STATE OF WASHINGTON

Can be served easily for 2c for each pupil a day.
Helps to keep pupils well.
Children more willing to go to school on cold days.
Good lessons in Domestic Science.
One patron believes it ought to be provided for by directors.
Binds all more closely together—fathers, mothers, children, teacher
Strengthens relation between home and school.
Materially improves the afternoon work of the pupils.
Is a means of teaching children how to make some new dishes
for the home.
Brings a better lunch pail from home.

Figure 1. Simple equipment for the Rural School Home Economics work showing the use in serving hot cream soup and cocoa with the usual cold school lunch.
## RURAL SCHOOL CHEST AND EQUIPMENT

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>box for table (constructed from new material)</td>
<td>1</td>
<td>$5.00</td>
</tr>
<tr>
<td>tin dish pans</td>
<td>2</td>
<td>$.30</td>
</tr>
<tr>
<td>double boiler, large</td>
<td>1</td>
<td>$.50</td>
</tr>
<tr>
<td>paring knife</td>
<td>1</td>
<td>$.05</td>
</tr>
<tr>
<td>case knife</td>
<td>1</td>
<td>$.05</td>
</tr>
<tr>
<td>fork</td>
<td>1</td>
<td>$.05</td>
</tr>
<tr>
<td>*12 tablespoons</td>
<td></td>
<td>$.60</td>
</tr>
<tr>
<td>*12 teaspoons</td>
<td></td>
<td>$.50</td>
</tr>
<tr>
<td>wooden spoon</td>
<td>1</td>
<td>$.05</td>
</tr>
<tr>
<td>mixing bowls</td>
<td>2</td>
<td>$.50</td>
</tr>
<tr>
<td>saucepans, covered</td>
<td>2</td>
<td>$.50</td>
</tr>
<tr>
<td>salt shake</td>
<td>1</td>
<td>$.10</td>
</tr>
<tr>
<td>Dover egg beater</td>
<td>1</td>
<td>$.25</td>
</tr>
<tr>
<td>can opener</td>
<td>1</td>
<td>$.10</td>
</tr>
<tr>
<td>paper napkins</td>
<td></td>
<td>$.10</td>
</tr>
<tr>
<td>paper</td>
<td></td>
<td>$.25</td>
</tr>
<tr>
<td>tin container</td>
<td></td>
<td>$.50</td>
</tr>
<tr>
<td>*12 small soup bowls</td>
<td></td>
<td>$1.50</td>
</tr>
<tr>
<td>*12 small bowls for cocoa</td>
<td></td>
<td>$1.20</td>
</tr>
<tr>
<td>*12 small plates</td>
<td></td>
<td>$1.20</td>
</tr>
<tr>
<td>stove</td>
<td></td>
<td>$1.20</td>
</tr>
</tbody>
</table>

**Total** $13.20

*One small soup bowl, cup and plate, 2 spoons for each pupil.

Figure 2 Chest, or cupboard, closed, for storing home economical equipment.
This chest, designed by Miss Ava B. Milam, may be constructed from a large dry goods box. When closed, it serves as a cupboard; when open, as a work table or serving table around which eight of the children may be served.

(Dimensions of large box: 28"x32"x36")

The common heating stove, a two-burner kerosene, or an alcohol stove may be used.

Dish cloths and towels may be furnished by the children.

Sometimes a school board will provide the equipment from school funds. In other instances the school can give an entertainment to raise money for the purpose. Another plan is to ask for donations or loans. Each child may bring his own service dishes and take them home at the end of the school year.

**ABBREVIATIONS**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>t</td>
<td>teaspoon</td>
</tr>
<tr>
<td>T</td>
<td>tablespoon</td>
</tr>
<tr>
<td>c</td>
<td>cup</td>
</tr>
<tr>
<td>pt</td>
<td>pint</td>
</tr>
<tr>
<td>f. g.</td>
<td>few grains</td>
</tr>
<tr>
<td>lb</td>
<td>pound</td>
</tr>
<tr>
<td>qt</td>
<td>quart</td>
</tr>
</tbody>
</table>

**TABLE OF MEASURES**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 t</td>
<td>= 1 T</td>
</tr>
<tr>
<td>16 T (dry)</td>
<td>= 1 c</td>
</tr>
<tr>
<td>12 T (liquid)</td>
<td>= 1 c</td>
</tr>
<tr>
<td>2 c</td>
<td>= 1 pt</td>
</tr>
<tr>
<td>2 pts</td>
<td>= 1 qt</td>
</tr>
</tbody>
</table>

**DIRECTIONS FOR MEASURING**

Dip spoon into dry material.
Level by scraping off surplus with a knife.
Fill cup with a spoon or scoop. Level with a knife.
Divide a spoon lengthwise to measure half a spoonful.
Divide a half-spoonful crosswise to measure a quarter spoonful.

**RECIPES**

**CHOCOLATE OR COCOA**

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 t cocoa or grated chocolate</td>
<td>2 T water</td>
</tr>
<tr>
<td>1½ t sugar</td>
<td>1 cup scalding-hot milk</td>
</tr>
</tbody>
</table>

Cook the cocoa or chocolate with the sugar and hot water until thick and glossy. Then add to the hot milk in double boiler and beat with Dover egg beater until frothy. This beating is called "milling."
WHITE SAUCE
(As Basis for milk soups.)

1 c milk
1 to 4 T flour
1 to 4 T butter
½ t salt.

Scald milk in double boiler. Rub butter, flour, and salt to smooth paste and stir into hot milk. Stir until thick. Cook twenty minutes in double boiler.

Note.—When the expression “one to one” white sauce is used it means 1 c of milk and 1 T of flour. “One to two” white sauce means 1 c of milk and 2 T of flour. “One to three” white sauce means 1 c of milk and 3 T of flour. The quantity of butter usually increases at the same rate as the flour increases.

For cream of tomato soup, use equal parts of “one to one” white sauce and strained tomato pulp. For cream of salsify, corn, bean, pea, asparagus, celery, onion, use two parts of “one to one” white sauce to one part of vegetable pulp. A slice of onion heated in the milk and then removed before combining the ingredients, gives a new flavor to corn soup which is very pleasing.

SOUP STOCK.

Use soup bone and some lean meat with it. Cut lean meat into one inch cubes—two-thirds lean meat, one-third bone and fat. Put in soup kettle and cover with cold water, using one pint to each pound of meat, bone and fat. Let stand one hour—then heat gradually that juices may be drawn out. Cook six or seven hours at low temperature. Vegetables, spices, and all should be added the last hour of cooking. Strain and cool.

SOFT STEAMED CUSTARD

2 c milk
2 eggs
6 T sugar
A speck of salt
½ t of vanilla.

Heat milk scalding hot in double boiler. Add sugar and salt to egg, and beat moderately. Pour hot milk slowly onto egg. Return to double boiler. Cook, stirring constantly, until spoon when lifted from the mixture is coated. Remove immediately from heat, add vanilla, and pour into cold bowl. Lift upper from lower portion of boiler occasionally to avoid too rapid cooking. This amount will serve six persons.
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TAPIOCA CUSTARD PUDDING

3 c scalded milk
4 T pearl or minute tapioca
2 eggs slightly beaten
6 T sugar
2 T butter
Few grains of salt.
Minute tapioca requires no soaking. Soak pearl tapioca one hour in cold water to cover, drain, add to milk, cook in double boiler thirty minutes. Add to remaining ingredients, pour into small, buttered, baking dish, and bake about twenty-five minutes in a slow oven. This serves eight persons.

CHOCOLATE CORNSTARCH MOLD

2 c milk
1 square of chocolate
4 T sugar
8 t cornstarch
1-8 t salt
½ t of vanilla.
Heat chocolate in double boiler. Mix cornstarch and salt thoroughly, and add enough of the cold milk to make smooth paste. Add rest of cold milk to chocolate and bring to scald. Stir cornstarch mixture into heated milk and cook twenty minutes. Pour into wet molds. When cold, unmold and serve with sugar and cream. This will serve six persons.

RICE AND RAISINS

½ c rice
½ c raisins
3 c boiling water
1 t salt.
Wash and seed raisins. Pick over and wash rice thoroughly. Place boiling water in upper portion of double boiler and put directly over heat. Add salt and raisins. When boiling rapidly add rice slowly and boil five minutes. Then place upper into lower portion of double boiler and cook forty-five minutes. Serve with sugar and cream.

APPLE TAPIOCA

¼ c tapioca
¼ c cold water
1 1/3 c boiling water
1/8 t speck of salt
½ t of lemon juice
½ c sugar
2 good, sour, cooking apples, pared and cut into eights.
If pearl tapioca is used soak in the water ½ hour. Place all the ingredients in a double boiler and cook one hour. When cold serve with sugar and cream. This serves six persons.
BAKED POTATO

Use medium-sized potatoes.
Scrub thoroughly in water with brush. Pare thin strip around lengthwise. Place on pan in hot oven. Bake forty-five to sixty minutes. When done, roll in clean napkin and twist until skin is broken. Serve immediately. (If no oven is available, place a wire rack on top of the stove. Put the potatoes on this rack and cover with a large pan. When half cooked, turn.)

STEW

Aitchbone — 5 lbs
4 cups potatoes cut in ¼ inch slices
2/3 cup turnips
2/3 cup carrot
½ small onion cut in thin slices
¼ cup flour
Pepper.
Wipe meat, remove from bone, cut in one-and-one-half inch cubes, sprinkle with salt and pepper; and dredge with flour. Cut some of the fat in small pieces and fry out in frying pan. Add meat and stir constantly, that the surface may be quickly seared, when well browned put in kettle and rinse frying pan with boiling water. Add to the meat, remaining fat and bone sawed in pieces, cover with boiling water and boil five minutes, then cook at a lower temperature until meat is tender. Add carrot, turnip, and onion, with salt and pepper the last hour of cooking. Parboil potatoes and add to stew fifteen minutes before taking from fire. Remove bones, large pieces of fat, and skin. Thicken with ¼ cup flour mixed with a little cold water; cook and serve.

SETTING THE TABLE

Since in most rural schools it is much more convenient to serve each child at his desk, there is no occasion to give directions for more than the individual place or “cover” as it is commonly called.
Spread a paper napkin for a table cloth. The plate should be placed directly in the center front. The knife and teaspoon at the right of the plate, the fork and napkin at the left. The cutting edge of the knife should be toward the plate. The bowl of the spoon and the tines of the fork should be up. Place the glass at the end of the knife and the cup and saucer to the right of the spoon, with the handle to the right.

SERVING

In the school room only a few of the rules for serving are of use. Always pass a dish from which the guest is to help himself to his left and hold it low enough to be convenient and easy for him to help himself without danger of a mishap. Place all dishes from the right.
HOW TO WASH DISHES

Scrape and stack dishes neatly. Have a pan of hot, soapy water and a clean dish cloth for washing the dishes. Have a second pan of hot water in which to rinse the dishes. Have clean dish towels.
Wash glasses first, then silver, then china and lastly cooking utensils.
Rinse and drain.
Dry carefully and put away neatly.

TABLE ETIQUETTE

The noon lunch hour offers excellent opportunity for some lessons in the fundamental principles of table manners. With this idea in mind the following suggestions are offered:
Sit upright, do not lean over the table or sit too close.
Spread the napkin in the lap.
Fill soup spoon by dipping toward the back of the bowl.
Always take food from the side of the spoon.
Keep elbows at the side.
Never attempt to talk with the mouth full.
Never use the knife for any purpose except that of cutting food.
Eat slowly and quietly.
Place the knife and fork straight on the plate and a little to one side.
Remember that happy, cheerful conversation is an aid to digestion.

CORRELATION WITH OTHER SUBJECTS

The hot lunches are easily made to help vitalize regular school work by furnishing new subject matter for the basis of many lessons. For example, in arithmetic the measures used in various recipes will lend themselves to quite a series of problems such as the following:

If it takes 1 t of dry cocoa to make 1 c of the beverage, what fraction of a c will it require to make 7 cups of the beverage?

In language work, stories about the products and the countries from which they come, can be written or told orally.

In agriculture, the methods of growing the various products, the type of soil required, etc.

In physiology, a study of the digestion and use of food in the body.

Of course, it would not be desirable to overdo such study and probably it could not be carried on during the whole year, but to lend variety to the daily routine it will be found very useful.

Another phase of work with which this can be correlated is the school gardening and canning. Interest the boys in raising beans, peas, corn and tomatoes, then teach the girls to can them and the basis for many soups, escalloped dishes, and creamed vegetables is ready for the coming year.

For this purpose, it would be very useful to organize an Industrial Club with a good local leader. This is being tried out in one or two instances this year and bids fair to be very successful.
SOME GOOD BOOKS

Food and Household Management, Kinne & Cooley, MacMillan & Co.
Nutrition and Diet, Conley, American Book Co.
Principles of Cooking, Conley, American Book Co.
Household Science and Arts, Morris, American Book Co.
Basic Principles of Domestic Science, Fritch, Muncie Normal Institute, Muncie, Indiana.
Pure Foods, Olson.

GOVERNMENT BULLETINS

F. B. 34. Meats: Composition and Cooking.
F. B. 85. Fish as Food.
F. B. 121. Beans, Peas, and other Legumes as Food.
F. B. 128. Eggs and Their Uses as Food.
F. B. 218. The School Garden.
F. B. 256. Preparation of Vegetables for the Table.
F. B. 298. Use of Fruit as Food.
F. B. 295. Potatoes and Other Root Crops as Food.
F. B. 332. Nuts and Their Uses as Food.
F. B. 363. The Use of Milk as Food.
F. B. 375. Care of Food in the Home.
F. B. 413. The Care of Milk and Its Use in the Home.
F. B. 535. Sugar and Its Value as Food.
F. B. 654. How Farmers May Improve Their Personal Credit.
F. B. 607. The Farm Kitchen as a Workshop.

PROBLEM III, THE SCHOOL LUNCH PROBLEM OF THE CITY AND TOWN

The school luncheon in cities and towns is usually started by a school committee, the purpose of the committee being:
1. To find out whether or not children will buy wholesome food at school if given the opportunity, and what price they can pay for it.
2. To demonstrate a method of serving school lunches which will:
   a. Maintain a definite standard of food service at lowest possible cost.
   b. Be self-supporting to the extent of food cost, preparation, and service.

After proving to the satisfaction of the community the advisability of extending the school lunch, the school lunch committees turn the
problem over to the school systems, where it rightfully belongs. In most cases the Board of Education gives the use of space in school buildings, and light, heat, water, gas for cooking and janitor service. Frequently lunch rooms are in basement playrooms, or in unused class rooms.

Careful estimates indicate that the cost of equipping a lunch room in city or town schools would not exceed $150.00, and in many it need not exceed $100.00. The income accruing from the sales of food even at a very low profit, could make the system self-supporting after the schools are properly equipped.

DESCRIPTION OF SCHOOL LUNCH IN PHILADELPHIA

In all of the elementary schools a penny lunch is served at the 10 o'clock recess. It consists of:

1. One or two hot dishes, such as
   Rice pudding
   Cocoa
   Creamed lima beans
   Macaroni and tomato sauce
   Bean soup
   Cream of tomato
   Succotash
   Cream of corn soup

2. Milk

3. Crackers, such as
   Royal lunch
   Pretzels (hard)
   Ginger snaps
   Graham
   Spice wafers
   Oatmeal crackers and others.

4. Jam sandwiches made of Royal lunch crackers and apple butter or jam.

5. Fresh, dried, or stewed fruit.


7. Ice cream sandwiches (cut 6 to a 5-cent block).

Each portion costs one cent.

The children are urged to buy the hot dishes or milk, but are not forced to do so.

In addition to the recess lunch, several other types are served, but they are relatively unimportant when compared with the “penny lunch” at 10 o'clock.

RECIPES FOR PENNY LUNCHEES

BEAN SOUP

<table>
<thead>
<tr>
<th>Materials</th>
<th>Measure</th>
<th>Weight</th>
<th>Cost</th>
<th>Calories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beans</td>
<td>4 qts.</td>
<td>6 1/2 lbs.</td>
<td>$ .360</td>
<td>11,304</td>
</tr>
<tr>
<td>Pot herb</td>
<td>1</td>
<td></td>
<td>.010</td>
<td></td>
</tr>
<tr>
<td>Meat (brisket)</td>
<td>1 lb.</td>
<td></td>
<td>.120</td>
<td></td>
</tr>
<tr>
<td>Onions</td>
<td>3</td>
<td></td>
<td>.005</td>
<td></td>
</tr>
<tr>
<td>Celery</td>
<td>3/4 stalk</td>
<td></td>
<td>.003</td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td>16 qts.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

110 penny portions               .503
Per portion                      .004
### CREAM OF TOMATO SOUP

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Quantity</th>
<th>Unit</th>
<th>Price per Portion</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tomatoes</td>
<td>1 gal.</td>
<td></td>
<td></td>
<td>.320</td>
</tr>
<tr>
<td>Milk (skim)</td>
<td>5 qts.</td>
<td></td>
<td></td>
<td>.250</td>
</tr>
<tr>
<td>Water</td>
<td>4 qts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sugar</td>
<td>1 c</td>
<td>8 oz.</td>
<td></td>
<td>.030</td>
</tr>
<tr>
<td>Butterine</td>
<td>¼ lb.</td>
<td>4 oz.</td>
<td></td>
<td>.050</td>
</tr>
<tr>
<td>Onion</td>
<td>1</td>
<td></td>
<td></td>
<td>.002</td>
</tr>
<tr>
<td>Flour</td>
<td>2 c</td>
<td>8 oz.</td>
<td></td>
<td>.020</td>
</tr>
</tbody>
</table>

85 penny portions... | .672 | 4,924

Per portion... | .008 | 58

### CREAMED LIMA BEANS

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Quantity</th>
<th>Unit</th>
<th>Price per Portion</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lima beans</td>
<td>5 c</td>
<td>2 lbs.</td>
<td></td>
<td>.150</td>
</tr>
<tr>
<td>Pot herb</td>
<td>1</td>
<td></td>
<td></td>
<td>.010</td>
</tr>
<tr>
<td>Milk (skim)</td>
<td>2 qts.</td>
<td>4 lbs.</td>
<td></td>
<td>.100</td>
</tr>
<tr>
<td>Flour</td>
<td>½ c</td>
<td>2 oz.</td>
<td></td>
<td>.005</td>
</tr>
<tr>
<td>Butterine</td>
<td></td>
<td>2 oz.</td>
<td></td>
<td>.025</td>
</tr>
</tbody>
</table>

45 penny portions... | .290 | 4,471

Per portion... | .006 | 99

### CORN SOUP

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Quantity</th>
<th>Unit</th>
<th>Price per Portion</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corn</td>
<td>1 gal.</td>
<td>6½ lbs.</td>
<td></td>
<td>.420</td>
</tr>
<tr>
<td>Milk (skim)</td>
<td>6 qts.</td>
<td>12 lbs.</td>
<td></td>
<td>.300</td>
</tr>
<tr>
<td>Water</td>
<td>3 qts.</td>
<td>6 lbs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Onion</td>
<td>1/2</td>
<td>½ oz.</td>
<td></td>
<td>.005</td>
</tr>
<tr>
<td>Butterine</td>
<td>1/8 lb.</td>
<td>2 oz.</td>
<td></td>
<td>.025</td>
</tr>
<tr>
<td>Flour</td>
<td></td>
<td>8 oz.</td>
<td></td>
<td>.020</td>
</tr>
</tbody>
</table>

85 penny portions... | .770 | 6,128

Per portion... | .009 | 72

### COCOA

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Quantity</th>
<th>Unit</th>
<th>Price per Portion</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cocoa</td>
<td>1 c.</td>
<td>1/4 lb.</td>
<td></td>
<td>.056</td>
</tr>
<tr>
<td>Sugar</td>
<td>1 1/4 c.</td>
<td>7/8 lb.</td>
<td></td>
<td>.043</td>
</tr>
<tr>
<td>Milk (whole)</td>
<td>3 qts.</td>
<td></td>
<td></td>
<td>.240</td>
</tr>
<tr>
<td>Water</td>
<td>3 qts.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

40 penny portions... | .339 | 4,035

Per portion... | .008 | 100

### RICE PUDDING

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Quantity</th>
<th>Unit</th>
<th>Price per Portion</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rice</td>
<td>2 c.</td>
<td>17 oz.</td>
<td></td>
<td>.053</td>
</tr>
<tr>
<td>Sugar (gran.)</td>
<td>2 c.</td>
<td>16 oz.</td>
<td></td>
<td>.052</td>
</tr>
<tr>
<td>Milk (whole)</td>
<td>2 qts.</td>
<td>4 lbs.</td>
<td></td>
<td>.160</td>
</tr>
<tr>
<td>Water</td>
<td>2 qts.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

40 penny portions... | .265 | 4,744

Per portion... | .006 | 119
### MACARONI AND TOMATO SAUCE

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Quantity</th>
<th>Weight</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macaroni</td>
<td>3 lbs.</td>
<td>3 lbs.</td>
<td>.198</td>
</tr>
<tr>
<td>Tomato puree</td>
<td>1 gal.</td>
<td>6 1/2 lbs.</td>
<td>.320</td>
</tr>
<tr>
<td>Water</td>
<td>1 gal.</td>
<td></td>
<td>.002</td>
</tr>
<tr>
<td>Onion</td>
<td>1</td>
<td>4 oz.</td>
<td>.014</td>
</tr>
<tr>
<td>Sugar</td>
<td>1/2 c.</td>
<td>1/8 lb.</td>
<td>.025</td>
</tr>
<tr>
<td>Butterine</td>
<td>1</td>
<td>4 oz.</td>
<td>.010</td>
</tr>
</tbody>
</table>

80 penny portions: .569
Per portion: .007

### SUCCOTASH

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Quantity</th>
<th>Weight</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corn</td>
<td>1 gal.</td>
<td>6 1/2 lbs.</td>
<td>.420</td>
</tr>
<tr>
<td>Lima beans</td>
<td>3 1/2 qts.</td>
<td>5 1/2 lbs.</td>
<td>.394</td>
</tr>
<tr>
<td>Milk (whole)</td>
<td>1 qt.</td>
<td>2 lbs.</td>
<td>.080</td>
</tr>
<tr>
<td>Butterine</td>
<td>2 oz.</td>
<td>2 oz.</td>
<td>.025</td>
</tr>
<tr>
<td>Flour</td>
<td>1/2 c.</td>
<td>2 oz.</td>
<td>.005</td>
</tr>
<tr>
<td>Onion</td>
<td>1</td>
<td></td>
<td>.002</td>
</tr>
<tr>
<td>Water</td>
<td>16 qts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

100 penny portions: .926
Per portion: .009

### VEGETABLE SOUP

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Quantity</th>
<th>Weight</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meat (brisket)</td>
<td>1 lb.</td>
<td>1 lb.</td>
<td>.120</td>
</tr>
<tr>
<td>Bone</td>
<td></td>
<td></td>
<td>.050</td>
</tr>
<tr>
<td>Pot herb</td>
<td>1</td>
<td></td>
<td>.010</td>
</tr>
<tr>
<td>Celery</td>
<td>1/2 stalk</td>
<td>1 oz.</td>
<td>.008</td>
</tr>
<tr>
<td>Turnips</td>
<td>3</td>
<td></td>
<td>.030</td>
</tr>
<tr>
<td>Carrot</td>
<td>1</td>
<td></td>
<td>.010</td>
</tr>
<tr>
<td>Sweet potato</td>
<td>1</td>
<td></td>
<td>.060</td>
</tr>
<tr>
<td>White potatoes</td>
<td>1 qt.</td>
<td></td>
<td>.050</td>
</tr>
<tr>
<td>Lima beans</td>
<td>1 c.</td>
<td>6 1/2 oz.</td>
<td>.028</td>
</tr>
<tr>
<td>Rice</td>
<td>2 c.</td>
<td>1 lb.</td>
<td>.050</td>
</tr>
<tr>
<td>Soup beans</td>
<td>1 c.</td>
<td>8 oz.</td>
<td>.031</td>
</tr>
<tr>
<td>Cabbage</td>
<td></td>
<td>2 lbs.</td>
<td>.020</td>
</tr>
<tr>
<td>Tomatoes</td>
<td>1 pt.</td>
<td>1 lb.</td>
<td>.060</td>
</tr>
<tr>
<td>Flour</td>
<td>1 c.</td>
<td>4 oz.</td>
<td>.010</td>
</tr>
<tr>
<td>Water</td>
<td>12-16 qt.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

100 penny portions: .477
Per portion: .004

### TOMATO SOUP

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Quantity</th>
<th>Weight</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tomato puree</td>
<td>1 gal.</td>
<td>6 1/2 lbs.</td>
<td>.320</td>
</tr>
<tr>
<td>Water</td>
<td>1 gal.</td>
<td></td>
<td>.002</td>
</tr>
<tr>
<td>Onion</td>
<td>1</td>
<td></td>
<td>.025</td>
</tr>
<tr>
<td>Sugar</td>
<td>1 c.</td>
<td>8 oz.</td>
<td>.030</td>
</tr>
<tr>
<td>Flour</td>
<td>1 c.</td>
<td>4 oz.</td>
<td>.010</td>
</tr>
</tbody>
</table>

50 penny portions: .387
Per portion: .007
### STEWED APPLES

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Quantity</th>
<th>Unit</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apples</td>
<td>1/2 pk.</td>
<td>7 lbs.</td>
<td>.120</td>
</tr>
<tr>
<td>Sugar</td>
<td>1/2 lb.</td>
<td>8 oz.</td>
<td>.025</td>
</tr>
</tbody>
</table>

- 25 penny portions: .145
- Per portion: .006

### STEWED PRUNES

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Quantity</th>
<th>Unit</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prunes</td>
<td>1 lb.</td>
<td>1 lb.</td>
<td>.105</td>
</tr>
<tr>
<td>Sugar</td>
<td></td>
<td>8 oz.</td>
<td>.025</td>
</tr>
</tbody>
</table>

- 16 penny portions: .130
- Per portion: .008

### PLAN OF SCHOOL LUNCH SERVICE

1. Each school is provided with equipment.
2. At each school a saleswoman is in charge of preparing and serving the lunch and receiving the children's money.
3. Each week she reports in person at the office of the superintendent of lunches.
4. All food is ordered through the office except milk, which is ordered daily at the school.
5. The recipes for all hot dishes are prepared by the superintendent of lunches.
6. So far as is desirable, the food served in all schools is the same.
7. All schools have telephone connections. They are visited once every week or ten days.
8. All accounts and records are kept at the office on blanks especially designed for the purpose.

The a la carte plan is more popular than the table d'hote, that is, the children prefer a choice of three penny units to a three-cent combination. More lunches are sold at 10 o'clock recess than at any other time. All children want something to eat at that time, and they will buy wholesome food if given the opportunity. This is clearly shown by their patronage of the school lunch counter, which meets a real need. If it is not there, they buy elsewhere; some kind of a lunch they will get.

Waste is an important item when dealing with food costs. It is of especial importance when planning a self-supporting penny lunch service. In any well-organized service, however, waste can be practically eliminated by serving only those foods which experience shows are popular with a large proportion of the children. When only one hot dish, in addition to cocoa and milk, is served each day, eight or ten of the most popular dishes will give sufficient variety to satisfy the children. Occasionally all of the food prepared is not sold the first day. In such a case, with a little management, it can be disposed of the second day. This is especially true of bean soup, which in some schools is so popular that it is customary to prepare enough for two days.
21

PENNY INVESTMENTS

Which Pays Better?

Penny Lunches
Bought at School

<table>
<thead>
<tr>
<th>Item</th>
<th>Penny Lunches Bought on Street</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bean Soup</td>
<td>Sausage and Roll</td>
</tr>
<tr>
<td>Rice Pudding</td>
<td>Pretzel</td>
</tr>
<tr>
<td>Cocoa</td>
<td>Cinnamon Bun</td>
</tr>
<tr>
<td>Milk</td>
<td>Iced Cake</td>
</tr>
<tr>
<td>Royal Lunch</td>
<td>Marshmallow Cake</td>
</tr>
<tr>
<td>Graham Crackers</td>
<td>Popcorn Roll</td>
</tr>
<tr>
<td>Spice Wafers</td>
<td>Candy Egg</td>
</tr>
<tr>
<td>Dates</td>
<td>Licorice</td>
</tr>
<tr>
<td>Sweet Chocolate</td>
<td>Chocolate Peppermint</td>
</tr>
<tr>
<td>Stick Candy</td>
<td>Candy Roll</td>
</tr>
</tbody>
</table>

ECONOMIC POSSIBILITIES

A Big Business

What the children in the Public Elementary Schools in our eight largest cities spend for lunches each school year.

- New York: $712,000
- Chicago: $280,000
- Philadelphia: $201,000
- Boston: $96,000
- St. Louis: $82,000
- Baltimore: $75,000
- Cleveland: $63,000
- Pittsburg: $55,000

Total: $1,564,000.

Do They Get Their Money's Worth?

LUNCHES IN HIGH SCHOOLS

A Typical School Luncheon
- Cocoa and Whipped Cream... 3c
- Egg Sandwich.................. 4c
- Banana.......................... 1c
- 4 dates.......................... 1c
- 3 cookies........................ 1c

Total: 10c

Food Value — 700 Calories

A Typical Luncheon Purchased Elsewhere
- Three Crullers ............... 5c
- Cup of Coffee with Cream and Sugar 5c

Total: 10c

Food Value — 250 Calories
The following are reports from some of the schools of Oregon where lunches are being served.

Report from the Kenton School, one of the elementary schools of Portland, on school lunches:

“There are about two hundred children attending the schools at Kenton, some of whom are poorly nourished. We fed on the average more than fifty each day; some stormy days the attendance was seventy-five. Some of these were given lunches, in cases where they were not able to pay for them. We placed the minimum price of 5 cents a lunch. A doctor’s wife did the buying and planning of all menus. The teachers were regular customers of the lunch.

“The school board gave much material and support. They gave a room in the school; they equipped it with a long table covered with zinc, and with doors or cupboards beneath. There we kept our stock of crackers, apples, or anything left in the way of supplies. We also had a fine electric plate to keep the foods warm while serving. Various enterprises of North Portland donated sufficient money to buy all the dishes, knives, and spoons. We have six dozen plates, cups, bowls, small extras like salt and pepper shakers and cooking vessels; paper napkins like those used in the hospitals were bought, for they were cheaper.

“The following are some of our typical menus:

1 apple
2 slices of bread and butter
2 crackers
bowl of thick soup

“The best of everything was used; no second-quality food. The menu was varied by giving them scalloped potatoes or macaroni, but the children would invariably ask for soup. Large cookies or oranges were sometimes furnished in place of apples, and sometimes we had doughnuts, but always some good dessert. The mothers served the lunches and prepared the tables, two ladies working each day. A schedule was made, and forty ladies were asked to serve one day each during the month. The burden fell principally upon the women who planned the lunches and paid all bills, the one who cooked and the one who had the general oversight of all. The mothers supervised the lunches, but two girls washed the dishes and cleared the tables and the room; girls were selected who were needy and wanted to help themselves. No child was ever denied a lunch, whether it could pay or not, as this was the very thing we wanted to do — feed the needy without pauperizing them or letting them feel charity was being given. We sold twenty-two tickets for $1.00. A mother collected them each day as the children passed on. Every child held his own ticket; no child knew what other was given his lunch. Two boys were given the lunch for carrying the soup kettles to school each day.

“The lunches extended over a period of twelve weeks. Three to four hundred children were served, and seven hundred and twenty free
lunches given. The mother who made the soup was paid $3.00 per week. We made all expenses until the last two or three weeks; spring weather cut our attendance.

“We feel that our lunches were a great success, and there was a hearty community spirit created.”

—Kenton School Lunch Committee.

From County High Schools of Oregon:

1. Cost of lunch for each student, 5 to 15c.
Foods served at cost.
Some typical cafeteria luncheon dishes and charges:

<table>
<thead>
<tr>
<th>Item</th>
<th>Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bread</td>
<td>1c</td>
</tr>
<tr>
<td>Butter</td>
<td>1c</td>
</tr>
<tr>
<td>Crackers</td>
<td>1c</td>
</tr>
<tr>
<td>Soup (potato)</td>
<td>1c</td>
</tr>
<tr>
<td>Meat</td>
<td>5c</td>
</tr>
<tr>
<td>Salad</td>
<td>3c</td>
</tr>
<tr>
<td>Pudding</td>
<td>2c</td>
</tr>
<tr>
<td>Milk, per glass</td>
<td>2c</td>
</tr>
</tbody>
</table>

Potatoes were roasted, boiled, mashed, etc. Meat was cooked in different ways each day. Fruit and cake were often the dessert. Most of the students took 10c lunches.

In most places no one ever took more than 15c lunches.

2. Milk, per glass... 2c

Vegetable soup... 2c

Crackers... 1c

Roast meat... 5c

Scalloped potatoes... 1c

Canned peas... 3c

Ice cream and cake... 6c

Bread... 1c

Butter... 1c

3. Cream of tomato soup... 3c

Crackers... 1c

Meat loaf... 5c

Mashed potatoes... 1c

Cauliflower... 3c

Chocolate blanc mange with whipped cream... 4c

Cocoa... 2c

4. Lettuce salad... 3c

Roast meat... 5c

Apple sauce... 1c

Browned potatoes... 1c

String beans... 3c

Olives... 1c

Custard pie... 3c

Bread... 1c

Milk... 2c

As to the administration of the school lunch service in the town school or rural high school, the greatest satisfaction had been found where a competent woman had been hired by the school board as one of the faculty members—qualified with some knowledge of food values, as well as with the practical ideas. It was considered desirable that these women advise with or be under the direct-supervision of the Home
Economics department. There were usually one or two student assistants, during the lunch period, to help in the serving.

Other results of the cafeteria lunch mentioned by those who have tried it out were: the marked improvement in student deportment during the noon hour, and the increase in the average scholarship of the school.

Thus we see, as Lillian Wald, in "Charities and Commons," says: "The school lunch is not a departure from the principle of the obligation assumed by educational authorities toward the child, but an intensive application of the measures adopted for the physical nurture of the child, to the end of securing in adult years the highest efficiency of the citizen."