

# Trying Out Hot Luncheons

*Simplicity in Arrangement and Equipment*

By Mabel E. Finch

**H**OT rural luncheons are being introduced successfully into a great many schools throughout the West. To accomplish the desired end each teacher must work out a practicable plan suitable to prevailing conditions. Difficulties will be found, many and varied, but most of these can be overcome by a little forethought and planning. First and foremost, enlist the parents' sympathy. As their greatest interests are bound up in their children, a teacher may gain co-operation with them by getting on intimate relations with the pupils. Let the pupils feel the benefit and enjoyment of a hot lunch by partaking of one.

For instance, have some one bring a frying-pan to school, and each child a lump of butter, an egg, and a saucer, and great will be the expressions of pleasure over this hot dish—the fried egg cooked on the school stove. Suggest to them the possibility of having one hot dish daily, and children will readily respond. A light program may be prepared, to which the parents and trustees are invited. A clever pantomime may be enacted to bring the matter of the hot luncheon before the eyes of the parents. Divide the stage in two. At one end place one of the children's desks and a child seated thereon eating a thick sandwich out of a tin lard pail. At the other end a child may be seated at a table covered with a cloth, having a can of coffee boiling on a small alcohol stove, and a piece of meat, previously cooked on the stove, on a plate, at which the child is eating. The contrast and appetizing odors will speak for themselves. This will give the teacher an opportunity to introduce the subject.

A short explanation on the effects of gulping the cold lunch in five minutes with regard to the children's health, growth and vigor may be given, as a result most of the parents will be willing to give the hot lunch a trial.

## Utensils Necessary

The greatest expenditure will be in providing the stove and the necessary cooking utensils, but this may be covered by a sum not exceeding \$20, and most trustee boards will be glad to invest their money in such a profitable way. A three-burner coal-oil stove, with an oven, is the safest and most valuable investment. This can be procured for \$12. The other utensils necessary are given in the following list, with an approximate value placed on each:—

1 large saucepan	50
1 smaller saucepan	25
2 large iron frying pans	50
1 bake pan	25
1 dish pan	25
1 tea kettle	75
1 large pudding dish	45
1 rolling pin	25
1 wash basin	25
1 egg beater	10
2 pepper and salt	20
1 masher	25
1 grater	10
1 paring knife	15
2 large spoons	30
1 dipper	25
2 tea spoons	20
1 measuring cup	15
1 can opener	15
1 strainer	15
Towelling	75
Total	\$6.30

A table and benches will be found most convenient, but if they cannot be obtained the pupils' desks can be used.

If the board is willing, a few of the staple articles will be found of great help:

Dutch Cleanser	15
Tea	1.99
Dried Peas	50
Corn Starch	70
Kerosene	70
Rice	50
Salt	70
Soda	15
Flour	1.00
Tapioca	50
Pepper	10
Soap	10
Sugar	1.00
Beans	50
Cocoa	50

These may be obtained, however, by each family bringing its own supply.

Cups, plates, knives, forks, and spoons should be provided by each pupil.

A suitable case will be necessary to keep the food supplies and dishes free from dust. Most schools have a book-case and lunch cupboard. These may be used in the interim till the manual training class manufacture a cupboard from packing boxes procurable at any store. A few extra boards form the doors, so a lock, nails and hinges will be the only expense. Volunteers will furnish the necessary tools, a chisel, plane, saw and hammer, from home, and a neat and inexpensive cabinet can be constructed.

A suitable place for the kitchen is in the anti-room or basement, but space can be used at the back of the classroom. Articles in constant use may be hung on nails above the stove, while the lower part of the cupboard should be used for pots and pans.

In rural schools the attendance varies. If the average is about 20, choose four pupils for each day's work; if about 15, choose about three, etc. A small child should work with others larger. Divide the workers into cook, dish-washer, dish-drier, and monitor, each child assuming a new position every week, which permits him to be cook only once a month, thus making the duty neither monotonous nor irk-

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