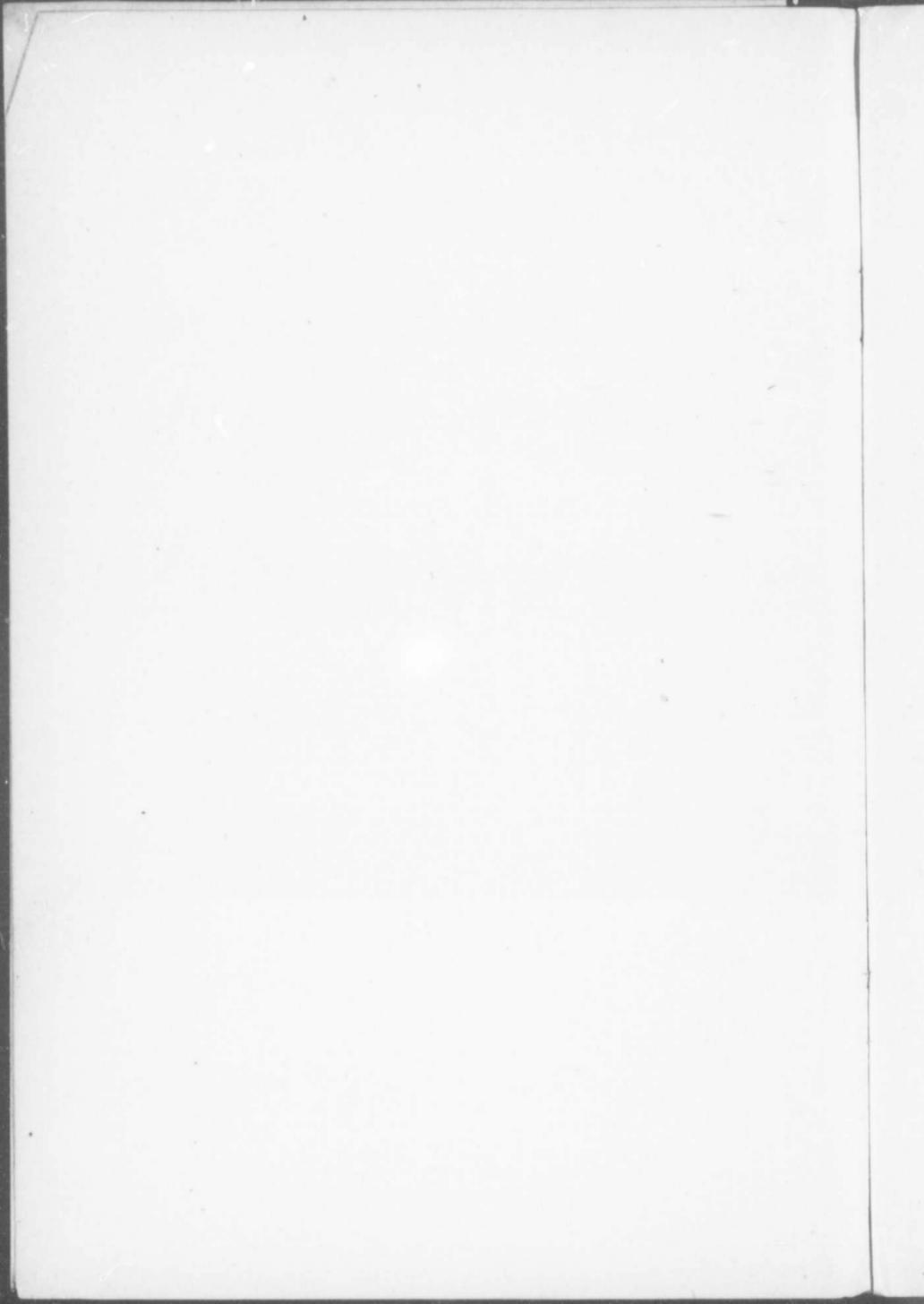


THE FEDERAL  
SCHOOL LINCROFTON

641 562



HOUSEHOLD SCIENCE CIRCULAR No. 1

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# The Rural School Luncheon

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*DEPARTMENT OF EDUCATION, SASKATCHEWAN*

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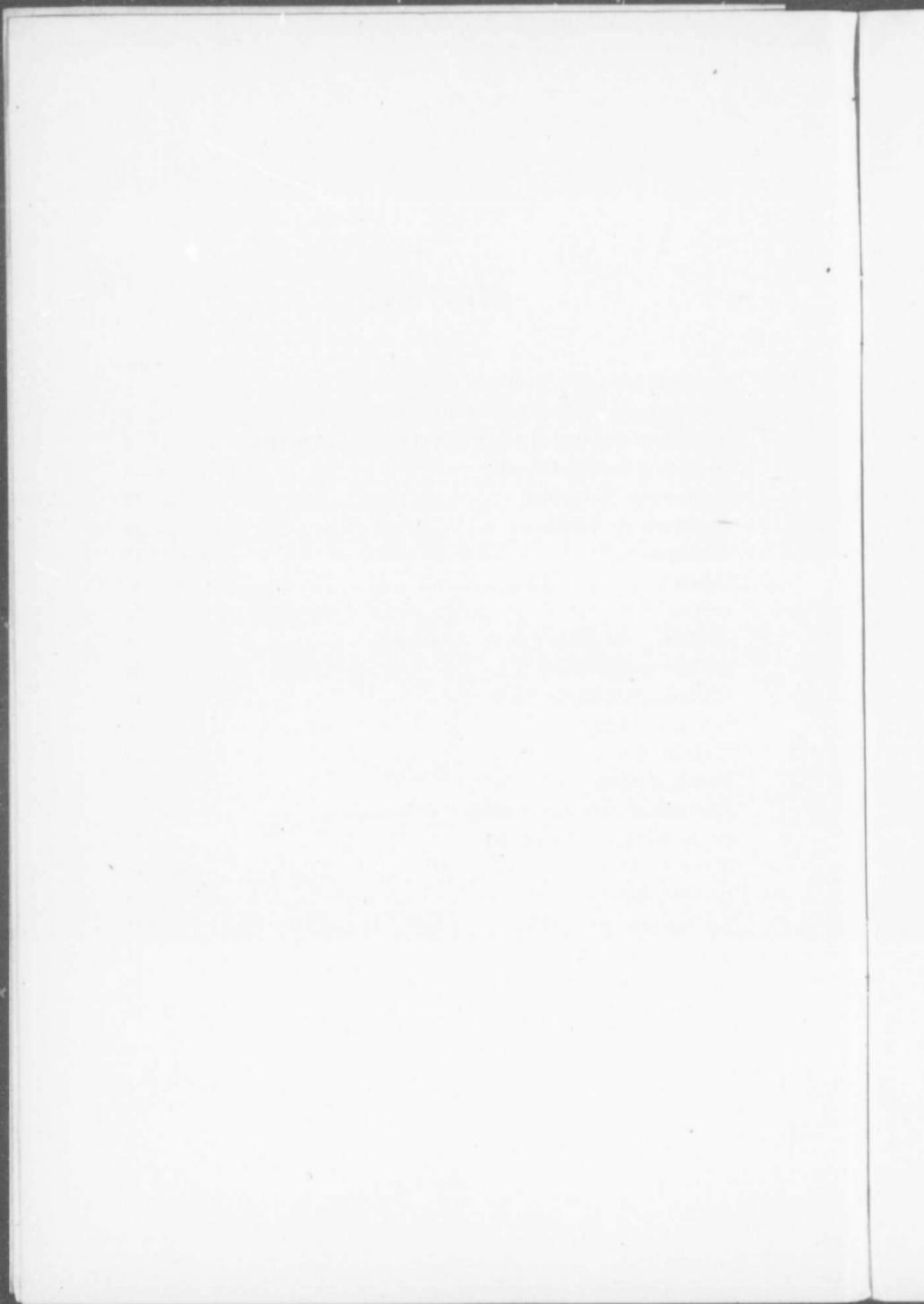
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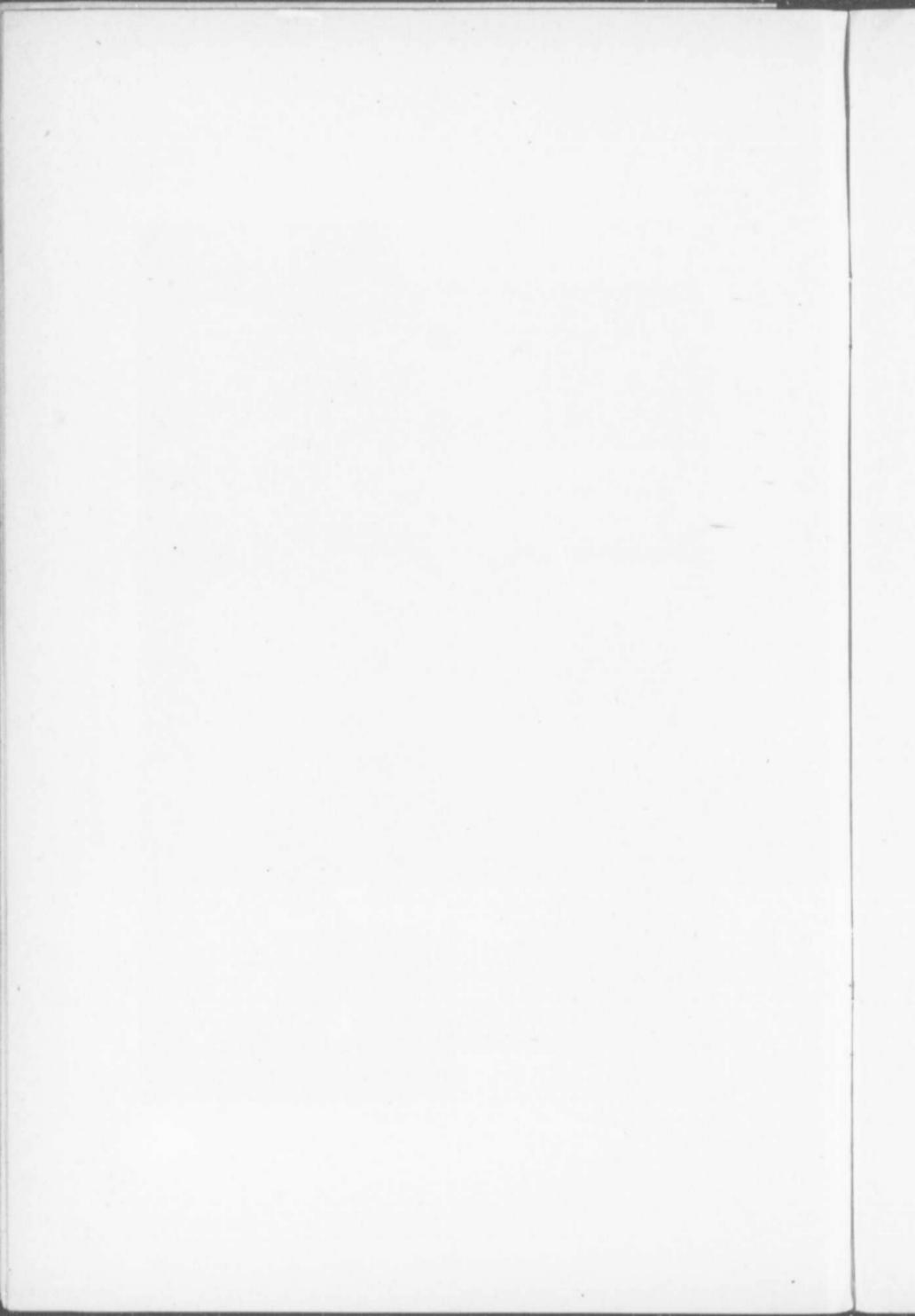
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A visit from the School Inspector, the School Board and the Mothers  
Cobourg School District No. 614, Saskatchewan



## The Rural School Luncheon

Nothing will so much hasten the time when the body and mind will both be adequately cared for as a diffusion of the belief that preservation of health through proper feeding is a duty. Few are conscious of a physical morality, but when this is seen, then will the physical care of the young receive all the attention it deserves.—SPENCER.

In the Province of Saskatchewan 58.1 per cent. of the school children attend the rural school and the greater number of these on account of living long distances from school, bring lunches which are eaten at the noon hour. In the majority of the schools the children have liberty to eat their lunch where and how they choose, and the way in which it is done is not conducive to health. In fine weather they may be seen eating their food while playing; or gulping it in order to get to their games quickly; it is not an uncommon sight to see a child with a sandwich in one hand and a stick in the other chasing a gopher. In inclement weather they huddle in groups about the steps or the stove, munching their food and discarding the crusts and other pieces which do not appeal to them.

Probably the lunch does not attract them. It is commonly carried without wrappings of any kind in a tin lard pail where it gets the taste of the tin; often it is wrapped in a newspaper and gets the added flavour of printers' ink. Some of the lunches are wrapped in cloth which is not always clean. Such conditions are not fair to the child. He comes a long way to school and does what is a heavy day's work for him, and it is necessary that he receive proper nourishment served in an attractive way.

We know that adequate nutrition is necessary for healthy growth and that the lack of it is the most productive cause of low vitality, which favours tuberculosis and certain other diseases, such as anæmia. In this province, in the year 1915, 15.4 per cent. of the total deaths of persons from 6 to 19 years of age was due to tuberculosis and 24.19 per cent. of the total deaths of persons from 20 to 29 years of age was due to the same scourge. To how many of these may we not trace as cause, the lack of proper nourishment and healthful habits in the earlier years of life. The pale anemic faces of our school children in the spring time tell the tale of a winter with an insufficiency of the great factors necessary for health—fresh air, exercise and nutritious food. There is hardly a defect among school children which is not to a greater or less extent produced by a lack of proper nutrition. Because nutrition is of primary importance in all lines of child development, the school must consider it

seriously, and the problem of the school luncheon becomes essentially a problem of education.

The children will sit around a table at the head of which is the teacher and will enjoy that touch of home life. Lessons in neatness, cleanliness and good manners may be incidentally taught. The children will learn something about the proper selection of food, its care, the importance of thorough mastication and the care of the teeth. The social side of the child will be developed, for nothing else lends itself so well to training in service to others.

The agencies concerned with this problem are the school boards, the teacher and the parents of the children, and there must be the closest co-operation among these agencies in order that the school luncheon be a success.



Fig. 1. Noonday Lunch, Cobourg School District No. 614

## THE SCHOOL BOARD

The school board must undertake the furnishing of the necessary equipment and, if necessary, a portion of the supplies. The whole outlay for equipment need not exceed \$20 or \$25. The following suggestions will be helpful:

### Equipment

There should be utensils sufficient for making one hot dish which supplements the cold lunch brought from home, and dishes for serving and for cleaning.

A cupboard for storing these will be necessary. If the school has a furnace or a stove which is not well adapted to this work, an oil stove should be supplied. The equipment may be placed in the basement (Fig. 2) or in a small anteroom (Fig. 3). If the classroom is large enough, it may be placed at the back of the room. When erecting a new school house, provision should be made by having a small workroom off the classroom.

The following lists will give a definite idea of the requirements for the noonday lunch. They have been used in schools in this province and are quite satisfactory:

#### Equipment for Noon Lunch

|   |          |
|---|----------|
| 1 saucepan.....                             | \$ .30   |
| 1 saucepan (straight sides).....            | .50      |
| 2 saucepans (small).....                    | .25      |
| 2 frying pans (25c each).....               | .50      |
| 2 granite pie plates.....                   | .25      |
| 1 kettle.....                               | .80      |
| 2 pudding dishes.....                       | .50      |
| 1 strainer.....                             | .20      |
| 1 masher.....                               | .20      |
| 1 egg beater (Dover).....                   | .15      |
| 1 grater.....                               | .15      |
| 1 butcher knife.....                        | .40      |
| 1 paring knife.....                         | .15      |
| 3 asbestos mats.....                        | .15      |
| *2 teaspoons (15c each, for measuring)..... | .30      |
| *1 tablespoon (for measuring).....          | .35      |
| 1 measuring cup (half pint).....            | .20      |
| 1 flour sifter.....                         | .15      |
| 1 can opener.....                           | .20      |
| 1 lemon reamer.....                         | .20      |
| 2 salts and peppers.....                    | .50      |
| 2 dish pans (35c each).....                 | .70      |
| 2 dish pans (55c each).....                 | 1.10     |
| 2 vegetable brushes.....                    | .10      |
| 1 soap dish.....                            | .20      |
| 1 wash basin.....                           | .30      |
| 1 roll Manilla paper.....                   | .80      |
| Brass hooks.....                            | .25      |
|   | —\$ 9.80 |
| 1 stove (oil) 2 burners.....                | 11.00    |
| 1 stove (oil) 3 burners.....                | 14.00    |

\* Half pint measuring cups (made by Fletcher Mfg. Co., Toronto) and measuring spoons may be obtained through Campbell & Cooper Hardware, Saskatoon, or Ashdown Hardware, Winnipeg.

### Towels

|  |    |        |
|--|----|--------|
| 5 yards plain white linen towelling..... | \$ | .68    |
| 1 yard plain white linen (narrow).....   |    | .09    |
| 3 yards cheese cloth .....               |    | .15    |
|  | —  | \$ .92 |
| 500 paper table napkins .....            |    | .75    |
| 1 pound oil paper.....                   |    | .25    |
|  | —  | 1.00   |

An oven equipment is valuable because of the food which may be baked, *e.g.*, potatoes, apples, biscuits, etc. The following is sufficient:

|                        |    |        |
|------------------------|----|--------|
| Oven to fit stove..... | \$ | 4.00   |
| Bake pan.....          |    | .35    |
| Bake sheet.....        |    | .15    |
| Muffin tins.....       |    | .50    |
| Rolling pin.....       |    | .25    |
|                        | —  | \$5.25 |



Fig. 2. Equipment for Noon Lunch  
Cobourg School District No. 614

In the illustration (Fig. 1) trestle tables already in the school were used. The linen for the tablecloth was purchased by the school board at a cost of \$3.60 for the required six yards. The children hemmed the tablecloths and towels in their sewing lesson on Friday afternoon. The children brought their own cups and saucers, forks and spoons. The school board provided the following staple supplies which were stored in the cans on the cupboard.

#### Groceries—

|                          |             |
|--------------------------|-------------|
| 8 lbs. flour.....        | \$ .40      |
| 12 lbs. sugar.....       | 1.00        |
| Salt (small sack).....   | .05         |
| 1 lb. cocoa.....         | .55         |
| 5 lbs. farina.....       | .25         |
| 1 pkg. oats, rolled..... | .25         |
| 1 pkg. rice.....         | .25         |
| 1 pkg. beans.....        | .25         |
| 2 pkgs. cornstarch.....  | .20         |
| 4 tins tomatoes.....     | .50         |
| 3 tins peas.....         | .30         |
| 2 pkgs. macaroni.....    | .25         |
| 2 lbs. dates.....        | .25         |
| 2 pkgs. raisins.....     | .25         |
| 2 lbs. apricots.....     | .25         |
| 2 lbs. prunes.....       | .25         |
| 1 tin baking powder..... | .25         |
| Spices.....              | .10         |
|                          | ———— \$5.60 |

#### Cleansing Agents—

|                           |        |
|---------------------------|--------|
| 5 bars Sunlight soap..... | \$ .25 |
| 2 lbs. washing soda.....  | .05    |

#### Fuel—

|                       |             |
|-----------------------|-------------|
| 5 gals. kerosene..... | 1.25        |
| 1 box matches.....    | .10         |
|                       | ———— \$1.65 |

The cost of fuel was three cents per day. The cost of supplies furnished by the school board was a little over two cents per capita per week. The cost of the supplies furnished by the mothers of the children was three cents per capita per week. This makes the total cost about one cent per capita per day.

### Equipment in South Weyburn School

|                                  |          |
|----------------------------------|----------|
| 1 kettle.....                    | \$ .65   |
| 1 kettle.....                    | .50      |
| 1 frying pan.....                | .35      |
| 2 paring knives.....             | .20      |
| 1 large spoon.....               | .10      |
| 1 ladle.....                     | .20      |
| 1 masher.....                    | .10      |
| 1 beater.....                    | .05      |
| 1 measuring cup (half pint)..... | .20      |
| 1 tablespoon for measuring.....  | .35      |
| 1 teaspoon for measuring.....    | .15      |
| 2 dozen bowls.....               | 2.90     |
| 2 dozen cups.....                | 2.00     |
| 2 dozen spoons.....              | .50      |
| Salt and pepper shakers.....     | .10      |
|                                  | — \$8.35 |
| 1 oil stove.....                 | 11.40    |
| 10 dozen paper plates.....       | 1.00     |
| 500 paper table napkins.....     | .75      |

The children at this school sat at their desks (Fig. 5), using paper plates on which were placed their dishes, which were purchased as part of the equipment.



Fig. 3. Equipment for Noon Lunch  
South Weyburn School District No. 670



South Weyburn School District No. 670



Fig. 4. Noon Lunch, South Weyburn School District No. 670

## THE TEACHER

To the teacher falls the duty of actually working out the problem of the noon luncheon, so that it fits into the conditions of the school and the community. In many communities the interest of the pupils is aroused by the teacher sitting down with them around a table. A simple dish, cocoa, is served. For this, the teacher supplies the cocoa and the sugar, and the pupils the necessary dishes and utensils. The pupils go home talking about it, with the result that they gain the interest and eventually the assistance of the parents and the school board.

The teacher should have a meeting of the school board and of the mothers of the children and place the proposition before them. It is only in this way that co-operation can be obtained, without which there can be no success.

The following directions regarding the organisation of work in connection with the hot dish for the noon lunch will be found helpful.

### The Organisation

The children large enough to work should be arranged in groups for the duties, each group taking the work in turn. If each group is composed of five children or six, the work may be arranged as follows: Two prepare the dish, two get the table or the desks ready for the meal, and the remaining two wash the dishes.

The recipe should be discussed the day before and supplies arranged for so that there are no hazy ideas as to the work required or the way to do it. The two who prepare the dish may make necessary preparations before school or at recess and must time the cooking so that it will be ready when required. They should have liberty during school hours to leave their desks to give it attention if necessary. This privilege has never been abused, nor have the other scholars been less attentive on account of it. In the recipes chosen, the food requires little or no attention while cooking.

At twelve o'clock, while the two pupils are getting the dish ready for serving, the table is set by two other pupils. The remainder wash hands, faces if necessary, tidy their hair and get lunch boxes, so that all may be ready at the stated time. At a word from the teacher all pass to their places. If so arranged, one of the children may say grace, this being taken in turn. The serving may be done in one of two ways: The two who prepared the dish may serve it, using trays, or the children may pass in line before the serving table, receive their portion and pass to their places. This latter method is a time saver, especially in schools of large attendance.

All remain seated until all have finished. This may take twenty minutes, which is time enough to allow children to eat their food slowly and masticate it sufficiently. Cheerful conversation and laughter should be encouraged.

When finished, all rise and each child brings his dish to the serving table and stacks it with the other dishes. Two remain behind to clear and wash the dishes, while the remainder go to play. If desks are used, each child is responsible for leaving his own desk clean.

The directions for the workers (see page 31) may be type-written or hektographed and pasted on small wooden tablets for reference when needed.

The teacher will find that the furnishing of the supplies is a problem which has to be solved according to the conditions in the community. It is wise for the school boards to furnish those which can be stored, while the mothers of the children furnish the perishable supplies, such as milk and butter. As often as possible let each child bring individual supplies, such as a potato, a carrot, an apple, an egg, etc. These may be prepared in quantities. The school garden should supply many vegetables in season. The children will have a quickened interest in their study of plant life when they have an opportunity of following the plant to its ultimate use—that of food.

Let the scholars keep account of the cost of the food they use and compute the cost per capita per day or week. Have a table of market prices for food in a conspicuous place and let them in turn take the responsibility of keeping this list up to date. This will furnish many practical problems close to the life of the pupil. Each may have a book, with cover designed and decorated in the art class, in which to place the recipes used. Each recipe should state the number its quantity will serve and the cost at present market prices. Ascertain cost of fuel and let scholars make a statement of the total cost of the hot dish for the term or the year.

### Utensils

The teacher must select the utensils carefully so that they may be large enough to hold the quantities sufficient for the school when in full attendance. A large double boiler is difficult to obtain; one may be improvised by setting a covered saucepan on a pie-plate turned upside down in water in a pan. If an oil stove is used, get the best kind and teach the children the care of the wick so that it will burn well at all times. The lunch boxes should be stored where there is no dust or flies in summer and where the food will not freeze in winter. There should be a cupboard in the school room for this.

## Recipes

The recipes given have been tried in rural schools in Saskatchewan and have been found entirely satisfactory. In the majority of them the quantities have been worked out for eighteen children.

Each day a little before four o'clock, the recipe for the following day should be discussed, the quantities worked out to suit the number and the supplies arranged for. The method of making the dish should be discussed so that each worker will have a clear idea of how to proceed. It may be necessary occasionally for the teacher to demonstrate the making of some recipe, *e.g.*, white sauce or salad dressing. This might be arranged on Friday just before twelve o'clock.

The benefit which the child derives from the hot noon lunch is obvious. He receives nourishment at a time when his body needs it most—that is, in the middle of his day's work. The hot food assists greatly in accomplishing a more rapid and thorough digestion of the cold food. As a result, he has more energy for the play he needs during the noon hour; and for the tasks of the afternoon, which he performs with as much vim and eagerness as he does those of the morning. The greatest gain to the child is that he forms proper habits of eating and develops a healthy appetite for the wholesome ordinary foods within the reach of all. This lays the foundation of a better vitality, which manifests itself in an increased mental alertness and a greater power of resistance to disease.





Arbor Day  
Dunfermline School District No. 2445



"Luncheon in the Bluff Nearby"  
Dunfermline School District No. 2445

## THE MOTHERS

The mothers of the children have the responsibility of selecting and preparing the food for the lunch box. The problem is to select the necessary foods in sufficient quantity to meet the needs of the growing child; to have variety in choice from day to day; and to pack the food carefully in a suitable receptacle that it may be in perfect condition when it is served.

### Food for the Lunch Box

The child needs muscle-building foods for growth, and heat and energy producing foods for activity. The muscle-building foods are such protein foods as milk, eggs, bread, lean meat, cheese and beans. The heat and energy producing foods or carbohydrates are such as the fruits and vegetables, milk and bread. The mineral matter in the fruits and vegetables is very valuable in its assistance in the body processes. It is clear that, as the child has breakfast and the evening meal at home, while a cold lunch is eaten at the school at midday, there must be careful selection in order that he does not lose in total daily food. Too much care cannot be expended in making the lunch sufficient and attractive. It should contain sandwiches, a juicy food, *e.g.*, fruit, a dessert and a sweet such as cake or candy occasionally.

There are many kinds of bread—white, brown, graham, raisin, nut and date, from which many kinds of sandwiches may be made. The bread should be a day old at least, and should be cut evenly and about a quarter of an inch thick. Leave the crusts on and cream the butter that it may spread evenly. Spread each half of the sandwich so that the filling will not soak in. Place the filling in nicely and cut the sandwich in such a shape as will fit into the box.

### Filling for Sandwiches

Cooked warm or cold meat, fish, fresh greens, eggs, nuts, cheese, fruits or jellies, may be used as filling. Mayonnaise or cooked salad dressing may be used to combine many of the materials used. In some kinds, cream, gravy or meat stock may be used. The following combinations are suitable for fillings:

1. Meat—Preparations of Meat.—Remove all superfluous fat, gristle and dried parts and put the remainder through the food chopper; mix with salad dressing to a paste for spreading and season.

Meat may be cut in thin slices, fat and gristle removed and fitted between the slices of bread, with seasoning spread over.

2. Egg and Ham.—Chop hard cooked egg fine, chop or grind an equal amount of ham; mix all with salad dressing or white sauce. Season.

3. Egg, Hard Cooked.—Chop egg, mix with melted butter, salad dressing or white sauce to the consistency to spread. Season.

4. Equal parts of finely cut nuts and grated cheese, with salad dressing.

5. Equal parts of grated cheese with olives chopped.

6. Equal parts chopped celery, apples and nuts with dressing.

7. Sardines with lemon juice or with a little dressing.

8. Dates chopped with a little cream. Nuts may be added.

9. Thinly sliced tomatoes (seasoned).

10. Sliced cucumbers.

11. Marmalade. Chopped nuts may be added.

12. Jelly.

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

14. Raisin Filling.—Grind or chop one cup of stoned raisins. Add one-half cup of sugar and one-half cup of water. Stir one tablespoon of flour into as much vinegar. Add this with the juice and rind of one lemon to the mixture. Cook in double boiler until thick.

15. Date and Raisin Filling.—Stone and chop equal amounts of dates and raisins. Moisten them with grape juice or other fruit juice.

### Suggestions for Desserts

Fresh fruit should form a part of the child's lunch throughout the year. If it cannot be obtained, dried fruits, such as dates, figs, raisins, have excellent food value. Stewed or canned fruit carries well in a jelly glass with tight cover. Cup custards or puddings will carry in this way also. Cookies, plain or with nuts and fruit, plain cakes and home made candy make a good dessert also. Pleasant surprises may be planned for the child by giving him a dessert he is fond of. This adds to his pleasure in his lunch and aids digestion.

### Packing the Lunch

The packing of the lunch is very important because it is necessary to keep the food clean, whole and attractive looking. Sandwiches should be wrapped in waxed paper to prevent them from drying out or absorbing flavour from the other food. Raw

fruit should be wrapped by itself; also dried fruit. Cooked fruit and other juicy food should be placed in the jelly glass with tight cover. Fit the food compactly into the lunch box and place paper or linen table napkin over the top. If waxed paper is not available for wrapping the lunch, plain white paper will answer, but on no occasion use newspaper.

### The Lunch Box

The lunch box should be dust proof and of washable material. The tin pail has both of these qualities, but unless the food is wrapped very carefully it will take the taste of the tin. If a basket is used, it should be cleaned often by dipping it in suds. A covered box with handle—the regulation lunch box—is best, because it lends itself to better packing and better carrying than any other. Air the box well before using.

The following are the recipes referred to as being suitable for noon lunch. Tables of weights and measures are given and a schedule showing three weeks' menus used in Cobourg School. Directions for the work are given also.

## NOONDAY LUNCH—MENUS AS TRIED.

|           | Recipe   | Mothers' supplies                                       | Pupil's supply                                   | Quantities | Time required to prepare   | Cooking  |
|-----------|--|---|--|------------|--|----------|
| Monday    | Soft cooked eggs                                 |   | 1 egg  |            |  |          |
| Tuesday   | Cream of wheat pudding                           | 1 quart milk  |  | The recipe | Water boils by recess<br>Make at recess  | 1 hour   |
| Wednesday | Serambled eggs                                   | 1 quart milk<br>4 tablespoonfuls butter                 | 1 egg  | The recipe | Prepare at recess<br>Cook at noon  | 15 mins. |
| Thursday  | Creamed potatoes                                 | 1½ pints milk<br>1½ tablespoonfuls of butter            | 1 potato baked<br>or boiled                      | The recipe | Prepare potato before noon.<br>Make sauce after twelve                                   | 15 mins. |
| Friday    | Potato soup (left over<br>potatoes)              | 4 quarts milk<br>1 tablespoonfuls butter                | Sufficient potato<br>that total may<br>be 4 cups | 18 cups    | Potato sieved at recess.<br>Make sauce after twelve                                      | 15 mins. |
| Monday    | Rice pudding                                     | 3 pints milk  |  | The recipe | Prepare and put on to cook at<br>recess  | 1 hour   |
| Tuesday   | Bean soup  | 3 cups milk   |  | The recipe | Soak overnight<br>Cook from 9-12 o'clock   | 3 hours  |
| Wednesday | Cocoa  | 1 quart milk  |  | The recipe | Measure at recess. Boil water<br>before noon. Make at twelve                             | 15 mins. |
| Thursday  | Creamed macaroni                                 | 1½ pints milk. 1 cup cheese<br>3 tablespoonfuls butter  |  | The recipe | Cook macaroni 11.20-12 o'clock<br>Sauce at noon  | 15 mins. |
| Friday    | Cornstarch pudding                               | 2½ quarts milk  |  | The recipe | Make at recess   |          |
| Monday    | Emergency Biscuit                                | 1½ cups milk<br>4 tablespoonfuls shortening.            |  | The recipe | Make at recess<br>Bake at recess   |          |
| Tuesday   | Cocoa<br>Salad dressing                          | 4 cups milk<br>1½ cups milk, 3 tablespoonfuls<br>butter |  |            | Measure at recess. Boil water<br>before noon. Make at twelve<br>Salad dressing at recess | 15 mins. |
| Wednesday | Potato salad                                     |   | 1 cooked potato                                  |            | Recess   |          |
| Thursday  | Vegetable soup (left over<br>and raw vegetables) | 2 quarts milk, 1 onion<br>4 tablespoonfuls butter       |  | The recipe | Cook vegetable before noon and<br>scald milk. Make white sauce<br>at noon. Combine       |          |
| Friday    | Peanut brittle                                   | 10 cups peanuts   |  |            | Recess in morning  |          |

Each pupil's allowance is 1 cup of liquid food or ¼ cup solid food.

### Abbreviations

|        |                           |      |                    |
|--------|---------------------------|------|--------------------|
| tblsp. | stands for tablespoonful. | oz.  | stands for ounce.  |
| tsp.   | stands for teaspoonful.   | lb.  | stands for pound.  |
| c.     | stands for cupful.        | min. | stands for minute. |
| qt.    | stands for quart.         | hr.  | stands for hour.   |
| pt.    | stands for pint.          |      |                    |

### Table of Level Measurements

|                          |            |
|--------------------------|------------|
| 3 tsps.                  | = 1 tblsp. |
| 16 tblsps. (dry measure) | = 1 cup.   |
| 12 tblsps. (liquid)      | = 1 cup.   |
| 2 cups                   | = 1 pt.    |

N.B.—In measuring powders, level the spoonful with the sharp edge of blade of paring knife. In measuring granular substances, level it with the flat side of knife blade.

### Table of Comparisons between Weights and Measures

|                                |             |
|--------------------------------|-------------|
| 2 c. butter, packed solidly    | = 1 lb.     |
| 2 c. sugar (granulated)        | = 1 lb.     |
| 2 c. meat, finely chopped      | = 1 lb.     |
| 2 2-3 c. brown sugar           | = 1 lb.     |
| 2 2-3 c. oatmeal               | = 1 lb.     |
| 4 $\frac{3}{4}$ c. rolled oats | = 1 lb.     |
| 4 c. flour                     | = 1 lb.     |
| 2 tblsps. butter               | = 1 oz.     |
| 4 tblsps. flour                | = 1 oz.     |
| 1 egg                          | = 4 tblsps. |
| 9 or 10 eggs                   | = 1 lb.     |
| 1 lemon (juice)                | = 3 tblsps. |

## RECIPES SUITABLE FOR HOT DISH FOR NOONDAY LUNCH

### White Sauce.

|                             |                                  |
|-----------------------------|----------------------------------|
| 1 cup milk                  | $\frac{1}{4}$ tsp. salt          |
| 2 tblsps. flour             | $\frac{1}{8}$ tsp. white pepper. |
| $\frac{1}{2}$ tblsp. butter |                                  |

Reserve one-quarter of the milk and put the remainder over the fire to scald. Mix the flour with two tablespoonfuls of cold milk and thin it down with the remainder. Stir this into the hot milk gradually and stir the mixture constantly until it thickens and boils a minute. If it must stand, cover the saucepan closely and stand it in a pan of hot water or over steam. In making large quantities use the double boiler, stirring mixture occasionally as it thickens. Allow 30 minutes for cooking.

The above recipe makes a sauce of medium consistency. To make a thin white sauce use 1 tablespoonful of flour. To make a thick white sauce use 3 or 4 tablespoonfuls of flour to one cup of milk.

This recipe is given first because it will be referred to so frequently. The children should be taught at the first to make a smooth white sauce.

Unless stated otherwise, the quantities in each of the following recipes will serve eighteen persons:

### 1. Cream of Wheat.

|                                    |                                      |
|------------------------------------|--------------------------------------|
| $1\frac{1}{2}$ cups cream of wheat | $1\frac{1}{2}$ tsps. salt            |
| 10 cups boiling water              | $1\frac{1}{2}$ cups dates (chopped). |

Put boiling water and salt in the upper part of the double boiler directly over heat. When boiling, add cereal slowly. Stir constantly until the mixture thickens. Add the dates. Cook 5 minutes. Place in lower part of double boiler, cook at least 1 hour. Serve with milk and sugar.

### 2. Scrambled Eggs.

|             |                  |
|-------------|------------------|
| 18 eggs     | 4 tblsps. butter |
| 2 cups milk | 2 tsps. salt     |
|             | Pepper.          |

Beat the eggs until the yolks and whites are well mixed. Add the seasonings and milk. Heat frying pan, melt butter in it and turn in the egg mixture. Cook slowly, scraping the mixture from the bottom of the pan as it cooks. As soon as a jelly-like consistency is formed, remove at once to hot plates or toast. (2 pans would be necessary for this amount.)



### 7. Split Pea or Bean Soup.

|                             |                             |
|-----------------------------|-----------------------------|
| 1½ cups dried peas or beans | 1 tblsp. butter             |
| 3 qts. water                | 3 tblsps. flour             |
| 3 cups milk                 | Small ham bone (if desired) |
| 1 small onion (sliced).     |                             |

Wash beans thoroughly. Soak over night in soft or boiled water. Drain, add water, ham bone (if used) and onions. Simmer until very soft (3 hrs. at least). Press through a sieve. Thicken with the flour first mixed with an equal amount of cold water. Add the butter. Season and add the milk, water or strained tomato juice to make a thick soup. Serve hot.

### 8. Creamed Macaroni.

|                 |               |
|-----------------|---------------|
| 3 cups macaroni | 3 tsps. salt. |
| 3 qts. water    |               |

Wash macaroni according to directions for rice. Break into inch pieces. Boil rapidly in salted water until tender, stirring frequently with a fork to keep macaroni from sticking to the bottom. Drain through a strainer and pour cold water over the macaroni to separate the pieces. Make 3 cups medium white sauce, when cooked add 1 cup grated cheese, reheat the macaroni in this and serve hot.

Note.—Tomato juice may be used in the sauce in place of the milk.

### 9. Corn Starch Pudding.

|                   |             |
|-------------------|-------------|
| 2 qts. milk       | 1 tsp. salt |
| 1 cup corn starch | vanilla.    |
| 1½ cups sugar     |             |

Scald milk in a double boiler. Mix together sugar, corn starch and salt. Gradually add to the hot milk. Stir constantly until it thickens. Cover, cook 30 minutes. Add vanilla, pour into cold wet moulds. When set, turn out, serve with milk and sugar.

Note.—For chocolate corn starch use  $\frac{3}{4}$  cup corn starch and  $\frac{1}{2}$  cup cocoa. Mix according to directions given above.

### 10. Emergency Biscuits.

|                       |                                    |
|-----------------------|------------------------------------|
| 4 cups flour          | 4 tblsps. shortening               |
| 8 tsps. baking powder | 1½ cups chopped raisins            |
| 1 tsp. salt           | 1½ cups milk or more if necessary. |
| 4 tblsps. sugar       |                                    |

Mix and sift flour, salt and baking powder together. Add the sugar. With the tips of the fingers rub in the shortening. Dredge

the raisins with a little of the flour and add to the flour mixture. Gradually add the milk, cutting it in with a knife to make a stiff batter. Drop on a baking sheet, bake 5 minutes in a hot oven.

#### 11. Salad Dressing.

|                       |                 |
|-----------------------|-----------------|
| 2 eggs or 4 egg yolks | 3 tbsps. sugar  |
| 1½ cups milk          | 3 tbsps. butter |
| 1 tsp. salt           | 2 tbsps. flour  |
| 1 tsp. mustard        | ½ cup vinegar.  |

Scald the milk. Beat the egg until well mixed and stir in the dry ingredients. Stir in a little of the scalded milk, return all to the remaining milk and heat all in the upper part of a double boiler until the mixture thickens. Stir in the butter and the vinegar. Remove from the fire and cool.

N.B.—If vinegar is strong use ¼ cup and ¼ cup water.

#### 12. Potato Salad.

|                               |                             |
|-------------------------------|-----------------------------|
| 1 cup cold diced potatoes     | ¼ cup salad dressing (cool) |
| ½ tsp. salt                   | A little cream or milk      |
| 1/16 tsp. pepper              | A few sprays of parsley     |
| ½ tsp. onion juice or         | (if desired).               |
| 2 green onions finely chopped |                             |

Dice the potatoes. Add the salt, pepper and onion and mix by tossing with two forks. Allow this to stand for an hour. Thin the dressing with the cream or milk to the consistency of thick cream and mix carefully with the potatoes just before serving. Pile lightly into the serving dish and garnish with a little parsley, if it can be obtained.

#### 13. Vegetable Soup.

|                        |                         |
|------------------------|-------------------------|
| 4 cups vegetable pulp  | 2 slices onion          |
| 8 cups vegetable water | 8 cups thin white sauce |
| Seasonings.            |                         |

The vegetables for this soup may be combined. Carrot and parsnip, carrot and turnip or carrot and potato. Cook enough vegetable in sufficient water so that there may be 8 cups of vegetable water when it is cooked and 4 cups of vegetable pulp. Place onion in milk to scald. Skim it out and make white sauce. Add to this the vegetable pulp and water and seasonings. Serve hot.

#### 14. Peanut Brittle.

|                       |                 |
|-----------------------|-----------------|
| 4 cups white sugar    | 2 tbsps. butter |
| 1 cup chopped peanuts | ½ tsp. soda.    |

Melt the sugar in a frying pan, stirring constantly until it melts and browns; be careful not to burn it. Add nuts, stir well and pour at once into shallow ungreased pans. Mark in squares. Soda and butter may be added just before turning out. This makes a light porous candy.

#### 15. Cream of Pea Soup

|                  |                         |
|------------------|-------------------------|
| 2 pt. cans peas  | 2 tsps. sugar           |
| 1 qt. cold water | 2 qts. thin white sauce |

Seasonings.

Drain peas from their liquor, add sugar and cold water and simmer 20 minutes or until tender. Rub through a sieve and to the pulp add the water in which peas were cooked. Add this gradually to the thin white sauce, stirring continually.

#### 16. Cream of Corn Soup.

|                  |                            |
|------------------|----------------------------|
| 2 pt. cans corn  | 2 slices onion             |
| 1 pt. cold water | 2 qts. of thin white sauce |

Seasonings.

The process is the same as in cream of pea soup. When making the thin white sauce, place the onion in the milk and leave it until the milk is scalded. Then take the onion out and make the sauce. This gives sufficient onion flavour.

#### 17. Cream of Tomato Soup.

|                |                         |
|----------------|-------------------------|
| 1 can tomato   | ½ tsp. soda             |
| 2 slices onion | 2 qts. thin white sauce |
| 1 tblsp. sugar | Seasonings.             |

Scald milk with onion in it. Skim out onion and make the thin white sauce. Simmer tomatoes and sugar for 10 minutes. Add soda, rub through a strainer and combine with the white sauce just before serving.

#### 18. Lima Bean Soup.

|                  |                         |
|------------------|-------------------------|
| 1 cup Lima beans | 3 tblsps. butter        |
| 2 qts. water     | 1 tblsp. flour          |
| 2 whole cloves   | 3 tblsps. minced onion  |
| 1 bay leaf       | 1 tblsp. minced carrot  |
| 1 tsp. salt      | 1 tblsp. minced celery. |
| ¼ tsp. pepper    |                         |

Soak beans over night in soft water or in hard water which has been boiled and cooled. If cold hard is used, add ¼ tsp. baking soda

to 1 quart of water. In the morning, drain and put on to cook in 2 quarts of water. Simmer until tender. It takes 2 hours. Cook the minced vegetables in the butter for 20 minutes, being careful not to brown them. Drain out the vegetables and put them into the soup. Put flour and butter in pan and stir until smooth. Add this mixture to the soup. Add the cloves, bay leaf and seasonings and simmer 1 hour. Rub through a sieve. One cup of milk may be added. Bring to simmering point and serve.

### 19. Junket.

|             |                    |
|-------------|--------------------|
| 2 qts. milk | 2 junket tablets   |
| ½ cup sugar | 1 tbsp. cold water |
| 1 tsp. salt | 1 tsp. vanilla.    |

Reduce tablets to a powder and dissolve in the cold water. Put the milk, sugar and salt in a saucepan over the fire until it reaches blood heat. Be careful that it gets no hotter or it will not coagulate. When it reaches blood heat take from the fire at once and add the flavouring. Stir in the dissolved tablets and pour at once into serving dish. Stand in a warm room until it sets, then move it carefully to a cold place to chill before serving. If it is jarred while coagulating or after the curds and whey will separate. Serve with cream or fruit.

Cocoa, chocolate, orange juice or other fruit juice may be added.

### 20. Mashed Potatoes.

Boil potatoes, drain and mash in the kettle in which they were boiled. When free from lumps add to each cup of mashed potato:

|                          |
|--------------------------|
| 1 tsp. butter            |
| 1 or more tbsp. hot milk |
| ¼ tsp. salt.             |

Beat all together until light and creamy. Reheat and pile lightly without smoothing in a hot dish.

### 21. Creamed Carrots, Parsnips or Celery.

Scrub clean and scrape a very thin skin. Cut into ¼ or ½ inch pieces and cook in boiling water until soft. Drain and serve with butter or vegetable sauce.

#### VEGETABLE SAUCE

|                  |                                  |
|------------------|----------------------------------|
| 2 tblsps. flour  | 1 cup milk or                    |
| 2 tblsps. butter | 1 cup vegetable water, or [water |
|                  | ½ cup milk and ½ cup vegetable   |
|                  | Seasoning.                       |

Melt the butter, add the flour and stir until frothy. Add slowly the liquid, stirring until smooth. Cook 3 minutes, add seasonings and reheat vegetables in the sauce.

## 22. Apple Sauce.

|                |                                  |
|----------------|----------------------------------|
| 18 tart apples | Piece of lemon rind (if desired) |
| 1½ cups water  | 12 whole cloves (if desired).    |
| 1½ cups sugar  |                                  |

Wipe, peel, quarter and core the apples. Put water, apples, lemon rind and cloves into a saucepan. Cook covered until tender, but do not break up. Remove lemon peel and cloves. Add the sugar a few minutes before taking from the fire. The apples may be mashed or put through a strainer. Serve hot or cold.

(N.B.—The lemon and cloves may be used when apples have lost their flavour.)

## 23. Apple Compote.

|                             |              |
|-----------------------------|--------------|
| 6 or 9 apples (firm apples) | 2 cups sugar |
| 1 slice lemon (if desired)  | 1 cup water. |

Wash, pare and core the apples, keeping them whole, or cut in halves. Boil the sugar and water five minutes to make a syrup. Add the apples, cover closely and simmer until tender, turning occasionally. Take out the fruit, carefully arrange it in serving dish or dishes and pour the syrup over it. Serve hot or cold.

N.B.—This recipe made twice will serve 18.

## 24. Stewed Prunes or Apricots.

|  |                         |
|--|-------------------------|
| 1½ lbs. prunes                           | 2/3 cup sugar           |
| 1½ qts. water                            | 2 or 3 slices lemon, or |
| a few cloves and piece of stick cinnamon |                         |

Wash the fruit thoroughly. Put it to soak over night in the water. Put to cook in the water in which it was soaked. Cover and simmer until tender. Add sugar and lemon juice when nearly cooked. Cloves and cinnamon should cook with the prunes. All flavourings may be omitted.

## 25. Gruel.

A gruel may be prepared by making any breakfast cereal according to general directions for cereal, using half the quantity of dry cereal. When cooked and while hot rub through a strainer and add enough hot milk to make it of the right consistency. Season with salt, sugar and a little grated nutmeg.

## 26. Lemon Pudding.

|                       |                                  |
|-----------------------|----------------------------------|
| 3 cups boiling water  | 3 lemons (juice and grated rind) |
| 10 tblsps. cornstarch | 2 eggs                           |
| 2½ cups sugar         | ½ cup cold water.                |

Mix cornstarch and cold water. Gradually add the boiling water and cook, stirring constantly until it boils and thickens. Boil until clear, then add sugar. Beat egg yolks and lemon rind. Gradually stir into this the boiling mixture. Place over bottom part of double boiler and cook until it thickens. Remove from the fire and add the lemon juice. Pour into serving dish and let cool. Beat the egg whites until stiff and arrange over mixture. Serve cold.

## 27. Chocolate Fudge.

|                                    |                         |
|------------------------------------|-------------------------|
| 2 cups sugar (brown or granulated) |                         |
| 1 cup milk                         | ½ tsp. vanilla          |
| 1 tblsp. butter                    | 2 squares chocolate, or |
| ¼ cup nuts                         | ¼ cup cocoa.            |

Cook the sugar, milk and chocolate until it forms a soft ball when tried in cold water. Add the butter and remove from the fire. Let stand until nearly cool, then add vanilla and nuts and beat hard until it begins to thicken and wrinkle at the edge of the pan. Spread quickly 1 inch thick on a buttered pan; cool, cut in 1 inch squares.

The following recipes may be used if an oven is provided:

## 28. Baked Potatoes.

Select medium sized potatoes as uniform in size as possible. Wash and scrub with a vegetable brush. Place in a pan or on a rack and bake in a hot oven for 40 minutes or until soft. When cooked, break the skins so as to allow the steam to escape, else they will become soggy. Serve at once with butter, salt and pepper.

## 29. Baked Apples.

Select apples of uniform size. Wash and dry and remove the core. Place in a baking pan, fill the cavities with sugar and add water to cover the bottom of the dish. Bake until tender in a moderate oven (about 30 minutes). They may be basted often with the syrup.

Serve with cream or milk.

### 30. Baked Bananas.

Remove peeling from the bananas and cut in halves lengthwise. Arrange in a shallow dish, sprinkle a few drops of lemon juice over each banana, 1 tablespoonful of sugar and 1 teaspoonful of melted butter. Add enough water to keep the fruit from burning (it should barely cover the bottom of the dish). Bake in a moderate oven until fruit is tender (about 30 minutes).

### 31. Baked Custard.

|              |                      |
|--------------|----------------------|
| 1 egg        | 1 tblsp. sugar       |
| 2/3 cup milk | Flavouring to taste. |

Beat the egg until well mixed. Add the other ingredients and stir until sugar is dissolved. Turn the mixture into a pudding dish and stand dish in a pan, pour boiling water around it and bake in a moderate oven until set in the centre. Test by inserting knife point in centre of custard. If nothing adheres to it the custard is baked.

N.B.—This quantity serves two.

### 32. Rice Custard.

|                       |                    |
|-----------------------|--------------------|
| 2 cups milk           | 1/2 cup sugar      |
| 2/3 cup rice (cooked) | 1/2 tsp. salt      |
| 2 eggs                | Little flavouring. |

Other ingredients may be used, as a few raisins, sliced fruit, etc. Cook rice. Add the beaten egg mixed with the milk and the other ingredients. Bake as a plain custard.

## DIRECTIONS FOR WORK

The following are the directions for work:

### Duties of Cook

1. The day before, note the dish to be made.
2. Study the recipe.
3. Prepare as much as possible before nine or at recess.
4. Cook the food, keep it warm until ready to serve.
5. Serve food, place on serving table.
6. Stack soiled dishes, soaking any requiring it.
7. Cupboards must be left in order, and things used put back in their places.
8. Put on water for dish washing.

### Duties of Dish Washer

Before the meal—Preparation of tables.

1. Put plates or cups to be used in serving on the serving table.
2. Spread napkins on one-half of the desks (individual napkin and serving plate); or lay the table.
3. Lay spoon or fork in place.

After Meal—

1. Get wash pan and rinsing pan. Half fill with warm water.
2. Get soap, make the water soapy, but do not leave it in the water.
3. Wash dishes in the following order: Glass, silver, china, cutlery, granite.
4. Wash table and dry it.
5. Wash towels, dish washers and driers, in rinsing water.
6. Empty dish pan; wash, dry, hang in place.
7. Rinse cloths in a pan of clear water.
8. Fold, hang in place.
9. Empty pan, wash, dry, hang in place.

### Duties of Dish Drier

Before Meal—Preparation of tables.

1. Put plates or cups to be used in serving on serving table.
2. Spread napkins on one-half of the desks (individual napkins and paper plates; or lay the table.
3. Lay spoon or fork in place.

After Meal—

1. Remove any left over food from the tables.  
Scrape dishes (soak those requiring it). Stack all like dishes together and in the order in which they are to be washed.
2. Dry the dishes.
3. Put away the dishes; see that the cupboards are in order.  
The dish drier is responsible for this.

### Duties of Housekeeper

1. Open windows.
2. Close cupboard and pantry doors.
3. If necessary to sweep, sprinkle the floor with wet paper.

4. Sweep floor.
5. Hang broom in place.
6. Wipe stove clean with stove cloth.
7. Dust cupboards, etc.
8. Shake cloth, hang in place.

Wash it on Friday.

Housekeeper is responsible for the appearance of the room.

Each child is responsible for:

1. Desk dusted before meal.
2. Face and hands clean, towel put away.
3. Get plate of food from serving table and take it to his place.
4. When ready, serve lunch.
5. When finished, carry soiled cup or plate, spoon or fork, to serving table. Empty any unused food.
6. Put napkins and paper plate in order in cupboard.
7. See that desks and floor are free from crumbs.

### THE HEKTOGRAPH

The hektograph is a device for making several copies of written work. This will be found invaluable to teachers with limited blackboard space. The rules for work and the recipes may be copied in this way. The following directions should be followed carefully:

- 1½ ozs. white glue
- 3 ozs. water
- 6 ozs. glycerine.

Soak the glue in the water until it is softened. Cook in a double boiler until the whole mass is smooth. Remove from the fire and add the glycerine. Mix well, reheat, skim and pour into a shallow pan or on a slate. Prick the bubbles as soon as they show. Allow the mixture to stand 24 hours before using. Wash with a wet soft cloth before and after using.

#### To use the Hektograph—

Use *hektograph ink* for writing what is to be copied. Use a sheet the size of the one used in copying. Write very clearly and space carefully. Wipe the hektograph with a damp cloth. Lay a sheet of unglazed wrapping paper on the hektograph and rub it carefully and take it off at once. This removes any drops of water and leaves the surface of the hektograph moist but free from drops.

Carefully lay on the written sheet with ink side against the hektograph and do not let it wrinkle. Rub it to be sure that every particle of the writing is against the surface of the hektograph. Leave it there for four or five minutes. Peel it off. Lay a plain sheet on the hektograph. Rub it to be sure it touches in all places and then take it off. If the copy is not clear leave the next one on a little longer. When finished using, wash with a wet cloth before putting away. Keep in a cool, dry place.

### THE FIRELESS COOKER

The Fireless Cooker is our modern application of the principle underlying the old outdoor oven of brick used by our grandparents

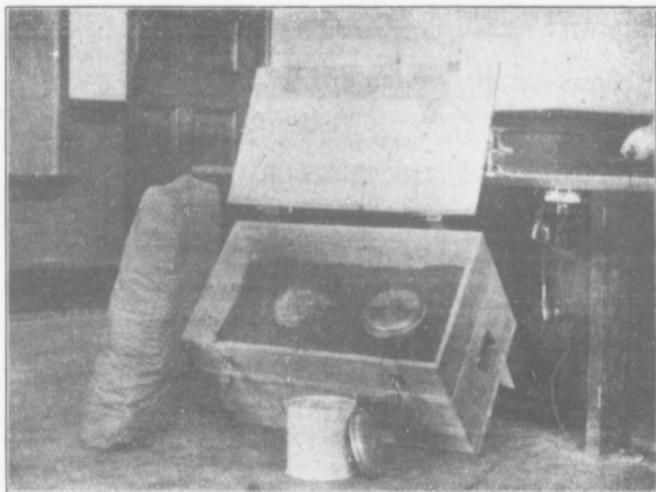


Fig. 6. Fireless Cooker

and the hot stones in a hole in the ground used by the primitive peoples. In the fireless cooker the food at boiling temperature is placed and finishes cooking in its own heat.

The fireless cooker can be made by means of a tight box—a trunk would serve the purpose well—filled with material which is a good nonconductor of heat. In this material are nests in which are inserted tightly covered vessels which hold the food to be cooked. Over the top of the vessels is a cushion of nonconducting material which is thick enough that the lid of the box must be pushed forcibly

in order to shut it. The material for packing may be soft hay, excelsior, sawdust, newspaper, cotton batting, wool or ground cork.

Figure 6 represents a box with inside measurements as follows: Length, 31 inches, width 17 inches, depth 16 inches. The cover is tight and is fastened on with hinges and hasps. It is wise to line the box with one thickness of heavy paper or several thicknesses of newspaper. Asbestos sheeting may be used instead. Pack the bottom tightly to a depth of four inches with the nonconducting material. Excelsior was used in Fig. 6. The vessels are two granite pails 7 inches deep and 7 inches in diameter. Set them about 8 inches apart and pack firmly all around them until level with their top. When they are lifted out they leave a hole just large enough to slip them in again. Cover this surface with a dark cotton material, *e.g.*, print or denim, cutting holes the size of the top of the nests (Fig. 6). Tack the print to the sides of the box. The space above the pails may be filled by one cushion of excelsior covered by the print or two cushions, each filling half of the space and fitting tightly.

It is an advantage to line the nests with circular pieces of cardboard just the height of the pails. The pails must have straight sides and must be made of seamless, rustproof material. Granite is very serviceable. The covers must fit very tightly.

The fireless cooker box would be very useful in the lunch equipment of rural schools because the use of it would mean economy of fuel, of stove space, of utensils and of time and effort. It could be made by the scholars themselves and would make excellent manual training.

Many of the dishes in the recipes given may be cooked in this way, but more time must be allowed for cooking as there is a fall of temperature in placing the food in. The box should be as near the stove as possible when transferring the vessel from the stove to the box. It should be done very quickly, if possible before the food stops boiling. Place the cushion on very quickly and fasten down the top. The pail should be filled almost to the top because there is more loss of heat when there is space above the food. If the quantity of food is small, cook it in a smaller, tightly covered vessel and place this on an inverted bowl or pan in the larger pail which is filled with boiling water. This boiling water will hold the heat better than air would.

The fruits may be cooked in the fireless cooker. Apple sauce: Bring to boiling temperature and place in cooker, leaving about 2 hours. Apple compote may be done if apples are cut in halves or quarters so that they need not be turned. Leave them about 3 hours. Dried fruits soaked over night—bring to boiling point and leave

at least 3 hours. The cereals need longer cooking. The granular cereals, *e.g.*, cream of wheat, need to be boiled until they thicken, then place in the cooker over night, if possible, and reheat in double boiler before using. Rolled oats should be boiled 5 minutes before placing in the cooker. Leave at least 3 hours, and longer if possible.

Macaroni: Boil, then place in cooker 2 hours.

Rice: Boil, then place in cooker 1 hour.

All vegetables may be cooked in the cookers. They must be given time according to their age. A safe rule for all green vegetables is to allow two and a half times as long in the cooker as if boiled on the stove.

The success of the cooker depends upon the nonconducting material being packed well enough to prevent the loss of heat from the food. The nearer the temperature can be kept to boiling the better the results.

### HOME PROJECT WORK

The boys and girls of the rural schools of the province have hitherto had home project work only in connection with the school fairs, which are under the direction of the Rural Education Associations. This work has been in connection with contests in home garden produce, sewing and cooking for the girls and home garden produce and rearing poultry and farm animals for the boys.

Why cannot the training the children get in the noonday lunch be made of some value in the home? The teacher should encourage the pupils to perform home duties by giving school credit for them. The parents of the children may judge of the work done as excellent, good, fair, poor; also the time in performing it as rapid, medium or slow. The following tasks may be set:

1. Making any one of the various dishes made for the noonday lunch.
2. Sweeping floor and dusting pupil's bedroom.
3. Making the bed.
4. Laying the table for tea or breakfast.
5. Clearing the table and washing the dishes.
6. Doing outside "chores" as designated.
7. Tidiness of appearance—clothes, shoes, hair, finger nails—while at these tasks, should be taken into consideration.

The following diagram is suggested as suitable for cards on which to record this work. These cards may be made of stiff paper or thin cardboard and may be cut, ruled and written by the pupil:

| Month..... Name of Pupil..... |     |      |      |         |                          |                   |               |
|-------------------------------|-----|------|------|---------|--------------------------|-------------------|---------------|
| Task                          | No. | Date | Time | Results | Tidiness or Housekeeping | Parents' Initials | School Credit |
|                               |     |      |      |         |                          |                   |               |

On the back of the card for guidance to the parent may be written the following:

Time required to do work—Slow, medium, rapid.

Results—Poor, fair, good, excellent.

Housekeeping

or

Tidiness while

working and

when finished.

} Poor, fair, good.

Each week the cards may be handed to the teacher, who keeps a record of the work done and gives credit for it. If the school elevates home duties in this way, the child's attitude toward them will change. He will consider them commonplace tasks no longer and will approach them with keen interest. The development of this interest instilled in early years will help to keep the youth from leaving the rural districts.

## EDUCATIONAL VALUE OF THE RURAL SCHOOL LUNCHEON

The noon luncheon, conducted as outlined in the foregoing pages, may be made of great educational value to the child and to the community. It is the best means whereby may be taught the necessity of thorough mastication and the care of the teeth; the danger of flies and the importance of good drinking water. In no other connection can the child learn so well the sources of our common foods, their composition, and, in a general way, their use in the body; also the proper care and handling of food, especially in relation to the lunch box. Table etiquette cannot be properly taught in any other way. The preparation of the meal gives training in working together and in serving one another. The child's interest in school is increased and this results in more regular attendance.

The community cannot fail to profit by participating in this valuable work. There will be many social gatherings at the school house. Parents and teacher must meet often because they are co-operating in a common cause. This brings a larger social life, which is the great factor in rural betterment.



After the Noon Lunch, Cobourg School District No. 614

## BIBLIOGRAPHY

Of the many books and bulletins dealing with various phases of household science work, the names of a few, which will be helpful to rural school teachers and to parents, are as follows:

The Macmillan Co., Toronto, Ont.:

|   |     |
|---|-----|
| Food and Health. <i>Kinne and Cooley.</i> .....     | 65c |
| Clothing and Health. <i>Kinne and Cooley.</i> ..... | 65c |
| How We Are Fed. <i>Chamberlain.</i> .....           | 40c |
| How We Are Clothed. <i>Chamberlain.</i> .....       | 40c |
| How We Are Sheltered. <i>Chamberlain.</i> .....     | 40c |

Copp, Clark Co., Toronto:

|  |     |
|--|-----|
| Teachers' Manual of Household Science..... | 25c |
| Teachers' Manual of Sewing.....            | 30c |

The Educational Book Co., Ltd., Toronto:

|   |     |
|---|-----|
| How to be Healthy. <i>Halpenny.</i> ..... | 50c |
|---|-----|

Department of Agriculture, Ottawa:

|                                |      |
|--------------------------------|------|
| Canada Food and Drugs Act..... | Free |
|--------------------------------|------|

U.S. Department of Agriculture, Washington, D.C.:

|   |      |
|---|------|
| Farmers' Bulletin No. 717. Food for Young<br>Children ..... | Free |
|---|------|

University of Saskatchewan, Saskatoon, Sask.:

Bulletins—

|                                   |      |
|-----------------------------------|------|
| The House and its Furnishing..... | Free |
| Home Nursing .....                | Free |
| Preservation of Food.....         | Free |

Publications from the Bureau of Public Health, Regina, covering all the infectious diseases, in addition to the following:

|                                     |      |
|-------------------------------------|------|
| Circular No. 7—Infant Feeding ..... | Free |
| Circular No. 12—War on Flies .....  | Free |

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