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Recommended Citation

Dolve, M., "The School Lunch" (1922). *Cooperative Extension Circulars: 1917-1950*. Paper 49.
http://openprairie.sdstate.edu/extension_circ/49

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THE SCHOOL LUNCH

by

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The School child's main business is to grow physically as well as mentally. The three meals provided for him during the day must adequately take care of his food needs.

I. Factors that tend to interfere with adequate feeding of the school child:

- A. Start the day with a poor or no breakfast.
- B. The breakfast is eaten under the strain of excitement or an improper frame of mind for fear he will not reach school on time.
- C. A cold unpalatable lunch which he does not eat or enjoy if he does eat it.
- D. A lunch which does not satisfy his food needs.
- E. Worry over his school work.
- F. Fatigue.
- G. Lack of sufficient sleep.
- H. When coming home fill up on cookies or pie or bread and jelly which spoils his appetite for the foods he should eat at the evening meal.

II. To insure good feeding of the school child.

- A. Start the day out with a good breakfast.
 - 1. A fruit when possible.
 - 2. Generous supply of milk. May be eaten on breakfast cereal, chocolate, etc.
 - 3. Use cereals, toast, eggs, etc., to round out breakfast.
 - 4. Enough time should be given to breakfast so it is eaten slowly and without worry for fear of being late.
- B. The School Lunch should be adequate.
 - 1. It must be attractive.

First of all the lunch must be attractive so that the child will eat what is provided for him. Cleanliness and packing are the big factors.

The carriers should be so constructed that it can

be easily cleaned, scalded and aired. For liquid or semi-liquid foods such as cooked fruits, non-leakable jars should be used. A thermos bottle is good for hot or cold liquids. Include paper napkins or other napkin in the lunch box. Cut the bread evenly and not too thick. Cut the sandwich into convenient size. The lunch will be palatable and make an appeal only when neatly packed and the various articles kept separate by wrapping.

2. Contents

The question of what the lunch box shall contain is answered by the need it is called upon to supply. To the child it is to satisfy a big empty feeling, but the wise mother knows that it is to meet the requirements of a growing body under the abnormal conditions of the school-room.

- a. Growing foods: Sandwich fillings of eggs, meat or cheese; fruits, vegetables, custards, milk; milk drinks and other milk dishes prepared at school or carried in thermos bottles.
- b. Fuel foods; bread, butter, plain cakes or cookies, Parisian Sweets. etc.
- c. Regulatory foods: Fruits and vegetables.
- d. Hot dish: The best school lunch is the packed lunch supplemented with a hot dish because:
 - (1.) It puts milk into the lunch in an attractive way.
 - (2.) Also affords opportunity of putting vegetables into the lunch.
 - (3.) The child often walking to school in cold weather needs something hot.
 - (4.) It stimulates the appetite so that the packed lunch tastes better and as a result it will be eaten.
 - (5.) The lunch will be eaten more slowly and in an orderly way.

D. When the child returns from school and is hungry he should not be given rich cakes, or anything that will destroy his appetite for supper, for he has a decided need for a good meal at this time. If he can't wait a glass of milk, a piece of fruit, a slice of bread and butter will appease him and still not interfere with his evening meal.

E. Sufficient sleep, plenty of fresh air, are very important factors bearing on the nutrition of the growing child and should be provided by all means.

Sugrestions for Sandwich Filling

Good bread is the basis of the lunch. The bread may be varied from time to time, graham, oatmeal, nut bread, etc. Meat, cheese, hard cooked eggs, dried fruits and nuts are easier to handle and to digest if finely ground. Lettuce can be used to good advantage whenever possible.

Hard Cooked Eggs:

1. Eggs minced seasoned with salt, pepper and little butter.
2. Eggs minced moistened with salad dressing.
3. Eggs minced with spinach or chopped parsley.
4. Eggs thinly sliced on lettuce leaf.
5. Eggs and olives or small amount of pickles chopped together.
6. Eggs minced with sardines.
7. Scrambled eggs.
8. Eggs and ham or bacon chopped together.
9. Eggs minced with chopped nuts.
10. Eggs and veal minced together.

Cheese:

To cream cheese, grate and add some liquid and work together until of creamy consistency and soft enough to spread.

1. Creamed cheese - moisten with cream.
2. " " - moisten with tomato juice.
3. " " - moisten with salad dressing.
4. " " - with chopped olives or pickle.
5. " " - with chopped nuts.
6. " " - with pimento.
7. Cheese creamed with butter, seasoned.
8. Grated cheese moistened with cream.
9. Grated cheese and spinach.
10. Cottage cheese with or without ground nuts.

Nuts and fruits:

1. Chopped nuts with dates, raisins or figs (run nuts and fruits together through a meat grinder.)
2. Crushed peanuts moistened with cream or salad dressing.
3. Banana sliced thin and sprinkled with nuts.
4. Chopped nuts moistened with salad dressing or cream.
5. Apple and celery chopped fine moistened with salad dressing.
6. Peanut butter moistened with milk, cream or salad dressing.
7. Peanut butter and apple sauce.
8. Raisins stewed with sugar and small amount of water until thick.
9. Marmalade.

Miscellaneous:

1. Meats of all kinds, meat loaf, chipped beef, (best when ground or chopped fine.)
2. Salmon minced and moistened with cream or salad dressing.
3. Tuna fest moistened with lemon juice.

4. Sardines minced, lemon juice may be added.
5. Chicken with chopped celery.
6. Baked beans.
7. Rice and tomato cooked together.
8. Lettuce leaf moistened with salad dressing.
9. Hollowed out biscuit filled with any vegetable salad.

Suggestions for Desserts

1. Custards - different flavors.
2. Fruits gelatin puddings.
3. Canned fruit.
4. Fresh fruit.
5. Plain cake or cookies.
6. Steamed prunes stuffed with nuts and rolled in sugar.
7. Stuffed dates.
8. Parisian Sweets - figs, dates, raisins, and nuts put through grinder. Sugar a pan and pack ground mixture solid. Cut into squares and roll in sugar.
9. Prune Confection - Wash sunsweet prunes in warm water, dry, remove pits and fill centers with salted almonds. Press together, brush over with slightly beaten white of egg and roll in shredded cocoanut. Set aside to dry. Walnut or pecan nuts may replace almonds.

Note: Do not feel that just bread or crackers is sufficient to supplement the hot dish prepared at school. Send at least two slices of bread and butter put together with some good sandwich filling, some wholesome dessert, and if possible, some fresh fruit.

For the purpose of making the mother's acquainted with the teacher's problem in connection with the hot lunch the following circular is attached herewith. This circular has been written from the teacher's standpoint which the patrons of a school should fully understand.

The easiest way to make the Hot School Lunch permanent in any school is for someone of the patrons to act as chairman or to whom the teacher can go for help, etc. When a new teacher comes into the district if she receives a call from such a person and is made to feel that the patrons are interested and eager to cooperate she will invariably enter into the project wholeheartedly and with enthusiasm.

THE HOT LUNCH FOR RURAL SCHOOLS

"You can educate a long time by externals and cannot accomplish as much as good feeding will accomplish by itself." --Dr. Stanley Hall

"The prosperity of the Nation depends upon the health and moral of its citizens and the health and the morals of a people depend mainly upon the food they eat and the homes in which they live."

-- Ellen H. Richards.

It is estimated by the best authorities that three out of every four children in this country are suffering from some physical defect which might be prevented or corrected. This means that there are perhaps 15,000,000 such school children in this country to-day.

The relationship between health and adequate food is being realized more and more. It is the under-nourished child who is the first to become sick and the last to recover. For a long time the farmers have found it worth while to cook feed for the hogs, to heat water for the cows, and to make coffee for themselves when out in the fields or woods at dinner time. Is it not equally worth while for the school child to have something warm for his noon lunch?

The following is a brief summary of the advantages of a hot dish at school as expressed by county superintendents, teachers, and parents in South Dakota:

I. From boys and girls standpoint

- A. Gives them a better noon meal which increases their vitality and ability to work better in the afternoon and hence the scholarship is improved.

B. Teaches

- (Table courtesies
- (Good manners in general.
- (Food preparation
- (Food value
- (Food habits
- (Accounts

C. From Mother's Standpoint

Children more willing to help with work at home.
Creates more interest in foods.
Simplifies lunch preparation.
Relieves some anxiety.

D. From Teacher's Standpoint

Direct bearing on { Attendance
 { Scholarship
 { Discipline
 { Attitude of children and parents.

E. From Community Standpoint

Increases community spirit
Encourages local advancement
Better foundation for citizenship.

HOW TO CONDUCT THE HOT LUNCH

Because of the important place nutrition holds in all lines of child development it essentially becomes a problem of the schools.

The hot lunch work succeeds best when it becomes an enterprise, put on a business basis carried on by the pupils themselves with the encouragement of the parents and supervision and interest of the teacher. This of course implies the closest cooperation of parents, teachers and pupils.

To make it permanent, that is, continued from year to year, someone in the district should have the responsibility of getting in touch with the new teacher and make her feel that it is wanted and that the patrons are back of it. Also one to whom the teacher can go for suggestions and help.

Under the average conditions of the one room school it is practical to serve only one hot dish. Failure is often times due to trying to make it too elaborate.

Awaken the children's interest in the lunch by showing them the value from a health standpoint. This can be done in various ways, e. g.:

"We have all noticed how the engineer or automobile man cares for his engine to get the most work out of it with the least expense of fuel and with the least wear and tear on the engine. We can learn something from him if we will think of our body as an engine. It is really one, for it produces heat and power like an automobile engine."

Our bodies are much more delicately made than any engine invented and made by man, but many of the rules for our body are the same as for the engine. The engine must have the right kind of fuel to make it work well and the body must have the right kind of food for the same reason. Food is the fuel of the body, and is actually burned up in the body to keep us warm and to produce the strength we use up in work or play. But the food for the body must do more than this. The bodies of boys and girls must grow, and they grow very fast at the school age. Very often the body is doubled in size between the seventh and fourteenth years. You see then, that it is very necessary that the food eaten should supply all the building

material needed by the body to grow right and it is just as easy to grow right if you give the body a chance. The automobile needs to be repaired often. The same with the body. It is constantly being repaired by the food we eat.

It is hard to pack a lunch that supplies just what our bodies need for the noon meal as we need something hot and something that is a good growing food.

We know what kind of fuel is best for the body just as we know what kind is best for the automobiles.

Milk is the very best growing food there is, in fact, every boy and girl should have a quart every day. Milk has more teeth and bone building material than any other food. So we need lots of milk to build fine white strong teeth. When you are away at school there is a very great danger that you do not get all the milk you ought to have, but this danger can be done away with if we make a hot dish at school for our noon meal containing milk.

Vegetables are also important because they contain minerals that the body must have in order to grow good bones teeth and furnish iron for rich red blood. Vegetables are hard to carry in the lunch basket but creamed vegetables and creamed soups can very easily be made right at school. By so doing you can have at noon the very best food for growing boys and girls, milk and vegetables.

EQUIPMENT

After the children are interested they will bring the message home. The next thing is to get the parents and school board interested because equipment will be needed. The ideal way is to get the school board to supply the equipment as it should be made a regular part of the school work from year to year. In case this is not possible, the next best plan is to have a school and community entertainment, at which enough money can be raised to buy equipment. Some of the common methods of raising the money is by basket socials, charging admissions to a program, fish ponds, etc. The third way of obtaining the equipment is to get interested mothers to donate the necessary utensils for use. In most communities some one has an oil stove that they are not using during the winter which they would let the children use for their school work. In some schools the heater can be used. In case it seems to be impossible to obtain equipment so the dish can be prepared at school, the preparation can be made at home and re-heated at school, the various homes taking turns to furnish the dish made.

The cupboard may be made by the larger boys from grocery boxes. They can also make some sort of a work surface. Often times they combine the cupboard and table.

The following is a list of equipment necessary for serving one hot dish. The size of kettles, etc., should be in proportion to the number served.

LIST OF EQUIPMENT

Oil stove.

2 dish pans (12" - 18")

2 kettles (3 qt. - 7 qt.)

1 long-handled spoon

1 small long-handled dipper or ladle.

2 paring knives

1 egg beater

2 table spoons

2 tea spoons

2 measuring cups

1 case knife

1 steel fork

1 can opener

1 mixing bowl

1 water pail (drinking water pail may be used)

1 cupboard (closed)

1 table of work surface (oil cloth)

1 garbage pail

6 or more dish towels (pupils may supply them in turn or wash in turn)

2 dish cloths

Containers with lids for supplies.

Individual

1 large cup or small bowl

1 spoon

HOW TO CONDUCT WORK

The children should be made to feel that they are doing the work and that they are responsible for it, and that to succeed, they must put it on a business basis. An appeal should be made to make each one anxious to do his share of the work.

There are three kinds of work to be done in connection with the hot lunch; Preparing the dish, straightening up after the lunch, and keeping accounts. In order to give every one a chance to serve the teacher should divide the pupils into three equal groups, seeing that each group is uniform as to ability, etc., boys and girls serving alike. These groups are to be called cooks, housekeepers and book-keepers. These groups are in turn divided into teams. The first team of each group will act the first week, the second team of each group will act the second week and so on until each team has served once. Then the groups are promoted to another task; namely, the group serving as cooks during the first period will serve as book-keepers, the book-keepers will serve as house-keepers, the house-keepers will serve as cooks during the second period. When each team of the three groups has served in the second capacity, they are promoted to the third. In this way each pupil can get the experience to be obtained by doing all kinds of work.

DUTIES OF GROUPS

Cooks: Prepare the food
Serve the food
Put away the food material
Put on the dish water.

Housekeepers:
Wash the dishes
Straighten up anything that needs it.

Bookkeepers:
Keep account in book provided for that purpose
Keep record of material brought by members.
Keep record of cost of food prepared.
Keep record of number served.
Figure out cost of serving.
Make summary at end of week showing recipes used, number served, and cost.

HOW LINKED UP WITH REST OF SCHOOL PROGRAM

To show how the work is connected with the rest of the school program can best be done by describing what one would see upon visiting a school where the hot lunch has been established.

SCHOOL VISITED IN CLARK COUNTY

Toward the end of the third recitation before noon, Frank Jones left his desk and went to light the stove, placed an asbestos mat over the burner, and placed on it the kettle of milk needed for the preparation which happened to be cream of corn soup and spinach. After having done this which took but a minute or two, he went to his seat and went with the rest of his arithmetic class when called. When he returned from this class, he went back to the "kitchen" and found the milk hot. He then mixed a little thickening and stirred it into the hot milk. He then opened a can of corn and spinach and added it to the hot milk, also adding the seasoning. The spinach was cut up fine. Seasoning, containers, etc., are put away and table wiped off. Frank returned to his desk and worked there until the teacher was getting ready to dismiss the school for noon. Frank and Charles, his team mate, went to the "kitchen", placed the paper napkins at one end of the table, the bowls were taken down and soup served. When the children were dismissed they marched orderly round to the back of the room, picked up their pails which were neatly arranged, took a bowl of soup, and a paper napkin, and went back to their seats. The napkins were spread on the desks and the contents of the pails placed on them. The children ate their meal orderly and with no haste. They seemed to enjoy the atmosphere of the lunch period and the soup.

When the cooks had served the soup, water was put on to heat and they joined the rest at their desks.

After eating, each child brushed up his desk, took the dinner pail back to its place and the bowl back to the table.

All the children went out to play with the exception of the two serving as housekeepers. They stayed and washed the dishes. The water they needed was hot, all the dishes stacked and it was a matter of about ten minutes to wash and dry the bowls and soup kettle. After washing the dishes they also went out on the playground.

The book-keepers made a record of the supplies brought, dishes served, etc., sometime during the day. They made a summary of this on Friday.

On Friday a few minutes is taken at which time the dishes for the next week are decided on, and the teams reminded that it is their turn to serve, and who is to bring the materials. If materials are brought in turn by the pupils, their accounts will be found to balance about all the time.

The explaining of how to keep the accounts can be done in connection with the arithmetic and after one good explanation the children can do it practically alone with checking over and supervision, of course.

The food side of it can be correlated with the health or physiology and language work.

After a system has been developed and the work well started, it does not mean much extra work for the teacher. A good many teachers say the returns obtained more than pay for the extra work.

"What shall it profit a child if he gain the whole curriculum and lost his health?"

Recipes and record books can be obtained by addressing the Food Specialist, Extension Service, State College.