EQUIPMENT TO SERVE LUNCHES AT RURAL SCHOOLS COSTS $18

Professors of Economics at University of Idaho Agricultural Experiment Department Prepare Plans to Improve Health and Scholarship of Pupils.

As the public consciousness of the need for lunches for school children at very moderate cost, or if necessary, without any cost at all, became general, plans for preparing meals materialized from end to end of the country.

So rapid was the movement, that it seemed but a few weeks before every city of importance had an admirable working plan of school lunches, from New York to Portland.

But, oddly enough, none seemed to realize that the provision of lunches for children attending rural schools was just as vital. Indeed, when it is considered that the child attending such a school may have to walk or ride many miles, as is often the case in many counties of Oregon, both to and from school, it can be seen easily how necessary some form of mid-day refreshment becomes.

Investigation by voluntary committees into this situation brought forth the information that in a tremendous percentage of the total, a little "cold truck" was all that the child had to sustain him during the afternoon sessions of school; in a small percentage of cases, the child took no food, and in a comparatively large number of cases, the food, while sufficient, was indigestible and actually harmful in character to the growing child.

Lunkees Improve Health.

And as the investigators continued their studies, they seemed to find instances of healthy children who had become far less robust, and of delicate children who were in a fair way to become weaklings.

That this situation could be attributed to the absence of adequate lunches seemed unquestioned and plans began to be prepared for simple alleviatory measures suitable to the rural school.

But while voluntary committees all over the country were writing their conclusions, two women at the University of Idaho, agricultural extension department, had for long given the subject thought.

Jessie M. Hoover, professor of home economics, and Amy Kelly, home economics lecturer, decided that conditions demanded slightly different treatment from those in city schools.

They found that whereas in the city the average child—particularly in schools in poorer neighborhoods—took no lunch at all to school, in rural districts a meager lunch was carried and the problem was how to augment this in the best way without adding too much to the duties of the teacher.

Naturally, one of the first questions was that of cost. The two women went shopping. They established in their laboratory a complete outfit for use in a rural school. They found that with all essentials and some luxuries the cost need not exceed $18.

This is exclusive of the individual equipment of each child, which it was felt should be brought from home, and which should consist of a soup bowl, one cup, one plate, one spoon, one knife and one fork. The use of paper napkins at 10 cents a hundred was advised.

Here, for instance, is complete equipment at a cost of $17.81:

1 kettle	$ .70
1 saucepan	.20
2 muffin pans	.20
1 bowl strainer	.25
1 egg beater	.35
1 pot scraper	.10
1 iron basting spoon	.10
1 tin measuring cup	.10
2 dredge boxes	.10
1 No. 2 frying pan	.35
1 rinsing pan	.25
1 10x15 drip pan	.25
1 butcher knife	.60
1 kitchen knife	.35
1 iron handle knife and fork	.15
2 teaspoons	.06
1 quart measure	.15
1 potato masher	.10
1 oil stove and oven	11.00
1 kitchen table	1.95
Total	$17.81

Professor Hoover declares it is possible greatly to reduce the cost of this equipment, but she feels that with the expenditure of the sum mentioned the school is prepared for emergencies.

Kitchen Table Needed.

The table to be used is an ordinary kitchen one, and the boys of the school would be expected to make it. It should be enclosed, and for this purpose cracker boxes will be found suitable, painted white inside, preferably. A drawer serves to hold cutlery, etc., while cooking utensils and food supplies may be kept in the cracker-box cupboards. If these are supplied with doors, rodents will not become a nuisance.

Suggestions for increasing the size of the top of the regulation table are offered by Professor Hoover. Table leaves with holes bored in which a regulation sawed-off broomstick is used as a support is one idea advanced.

Some teachers suggested to the university economics department that regulation kitchen ranges be employed in place of the oil stove. This, of course, would give an opportunity for the preparation of all kinds of hot foods.

Where such hot foods have been provided it has been found that the retarded child has begun immediately to improve in his studies and that the sickly child has taken on a lease of health.

"Cook" and "Assistants" Needed.

In many country schools, with but one teacher in charge, school hours last from 9 in the morning to 4 o'clock in the afternoon. Usually but one hour is allowed for lunch and relaxation. It can easily be seen that if the teacher is to obtain any rest she should not directly prepare the meal.

One plan advised is for an older girl to be placed in charge—an honor position, something on the line of a cooking monitor. The "cook" selects, with the aid of the teacher, "assistants."

By making the positions of "cook" and "assistants" distinctly important it is possible for the teacher to insist that only those children with their lessons prepared in the morning may take part in the "cooking exercises." It must not be forgotten also that the work provides an admirable light domestic science course.

Before 9 o'clock in the morning the older girl sees that the potatoes have been pared and water provided. At the proper time she sets the food on the stove. A few minutes before 12 o'clock, with the aid of her assistants, she makes the final preparations.

Clean-Up Not Onerous.

At noon each child brings up his own lunch. His soup bowl is filled and he carries it to a desk or table, where it is eaten.

To clear away the meal is not so onerous as it would seem. A second group may be appointed for this duty, each child serving on the committee in turn.

Each child scrapes off the remnants of food into the garbage pail and piles his dishes ready for the dish washers. Naturally, the work of providing water and clearing away the garbage, burying it or burning it, falls to the boys.

Before putting the school lunch plan into effect, Professor Hoover advises that the teacher hold a meeting with the mothers, organizing something on the line of the Parent-Teacher Associations.

Thus the mothers can be left to devise a plan for the regular supply of potatoes, milk, cream, butter and vegetables, all of which are available among the families interested.

Poor Child Not Problem.

There may be families who will not care to donate supplies, but will desire their children to obtain the advantages of the lunch. Such children might make a small payment, say 5 or 10 cents, to cover their part of the cost, weekly, suggests Professor Hoover.

The problem in the city is to take care of the poor child. In the country, the indigent child is a rarity. But where there are such, it is felt that each individual teacher can devise some plan by which such a child could perform some slight service in return for the meal.

One of the advantages Professor Hoover lays particular stress upon in discussing the question of school lunches before her classes is that health is obtained by the children not being permitted to "bolt" their food.

Conversation on all sorts of topics should be encouraged. The result will be apparent quickly in school work.

Hints on table manners, the washing of hands and so forth will come naturally from the teachers and at lunch time will not hurt the feelings of the youngsters, while older girls will receive ideas readily on the better preparation of the lunch brought from home. Ideas on the value of paraffin paper as wrappers and so forth will be found helpful.

Lunch Suggestions Given.

Professor Hoover gives the following suggestions for the preparation of the home lunch basket:

"In packing the lunch basket it is necessary to plan ahead in order that suitable food is provided each day. One of the most desirable things is the sandwich. Sandwiches are numerous in variety and only a very limited list need be given.

"Under meat sandwiches we can use ham, cold beef, veal, mutton or chicken, either sliced or ground. When ground the meat can be mixed with thick cream. This mixture is spread on one slice, while the other slice is spread with butter. A second sandwich might be introduced for the same meal. For example, three or four dates, ground and mixed with cream, make a delicious sandwich and is inexpensive. Preserves or marmalade can be used more effectively if put in a small covered jar or glass and spread at noon. This prevents the bread from getting soaked. Children are usually fond of brown sugar sandwiches and honey sandwiches. Cottage cheese made by heating clabber milk, straining and seasoning the curd, makes excellent sandwiches. The common American cream cheese can be sliced thin and be used for cheese sandwiches or it can be grated and mixed with cream and sperad on the bread. Nuts, such as peanuts, walnuts, pecans, almonds, haxlenuts, may be ground and mixed with a little salad dressing or cream and spread on the bread. Nut sandwiches are very nutritious. For egg sandwiches take hard-boiled eggs, chop the white and mash the yolks, mixing yolk with a little vinegar or salad dressing or cream. Spread one slice of bread with this mixture, cover with the chopped white, butter the other slice and cover the egg. Fish, shredded and mixed with a little vinegar, chopped pickles or salad dressing makes a good filling for sandwiches.

"The quantity or number of sandwiches will depend upon the age and appetite of the child. The bread should be sliced very thin. It is easier to spread the butter if it has first been creamed, that is, worked up with a fork or knife blade. Plain white bread may be used or brown bread or graham bread or fresh rolls. It is usually more desirable to leave the crust on the bread for the school lunch. Sandwiches should be wrapped in paraffin paper, which can be had at reasonable figures. This keeps the sandwich moist and prevents its absorbing odors.

"Meats may be sliced and added to the lunch. Boiled eggs furnish a desirable change. If the hot lunch is used it is possible to prepare the eggs at school and have them hot. If this is done the egg should be dropped into a bowl of boiling water and set back on a cool part of the stove for three to five minutes. This will give it a delicate jellylike consistency. Plain cake or cookies are better than the rich cakes. Ginger bread makes a pleasing variety. Fancy rolls, as Parkerhouse, Swedish rolls, coffee cake, etc., can be prepared by adding an egg to a little of the bread dough, also sugar and cinnamon and raisins or currants if desired. This will be much more wholesome than pie or rich cake. Prunes or apples or any fruit will give variety.

"In every lunch a small jar or screw-top bottle containing milk should be added, as milk contains all the food principles and furnishes an especially desirable source of material for the building of bone; that is, milk contains more lime than any other human food. All the articles should be wrapped separately so as not to distribute odors. A dish of plain salad is often appetizing.

"Pickles should be used sparingly. One or two pieces of candy would be gratifying to the child if used occasionally, but should not be used in quantities, as the child will then lose his appetite for the more wholesome food. Baked custards furnish a fine substitute for pie; also fruit whips are more wholesome than pie and just as satisfying. To prepare, use hot apple pulp or prune pulp or any fruit which is available. Use the beaten white of one egg, fold in the hot fruit pulp, and put into a small glass or cup.

In a bulletin recently distributed to Idaho rural schools by Professor Hoover and issued by the economics department, the following ideas on school recipes are given. Almost as a whole the supplies called for are available on the farm and to the farmer's child:

Measurement Table Given.

Measurements in the recipes given in this bulletin are as follows:

3 teaspoons (t), equal 1 tablespoon.
16 tablespoons (T), equal 1 cup.
2 cups (C), equal 1 pint.
2 pints (pt.), equal 1 quart.
4 quarts (qt.), equal 1 gallon (gal.).

All of these measurements mean that the measure is level full, but not heaped. To measure one t of flour, fill the spoon heaping full and then with the flat back of the knife scrape off the excess so that it is level full. In order to measure one-half t first take a level measure and then with a knife blade divide the contents half in two, cutting the long way of the bowl from handle to tip. Scrape off half. To get one-fourth t, cut the half as directed and then divide into two equal parts.

White Sauce.

White sauce is the foundation of all the cream soups, creamed vegetables, escalloped dishes and of many fruit sauces. It is composed of liquid, fat, thickening and seasoning.

Thickening—flour, corn starch, bread crumbs, cracker crumbs, starchy vegetables, rice, tapioca, etc.

Liquid—Milk, vegetable or meat stock, fruit juice, water.

Fat—Butter, lard, drippings, vegetables, oils, etc.

Accessories—Seasoning salt, pepper, sugar, paprika, parsley, vanilla, etc.

Proportions are:

1 C liquid, ¼, to 1 T thickening, ¼, to 1 T fat—thin white sauce.

1 C liquid, 2 T thickening, 2 T fat—medium white sauce.

1 C liquid, 3 T thickening, 3 T fat—thick white sauce.

1 C liquid, 4, to 6 T thickening, 2 to 4 T fat—very thick white sauce.

Thin white sauce may be used in cream soups and deserts.

Medium white sauce may be used in creamed vegetables and gravies and escalloped dishes.

Thick white sauce may be used same as medium.

Very thick white sauce may be used for croquettes.

Methods—I, melt butter, add flour, cook thoroughly, add hot milk gradually, stir constantly; II, melt butter, add flour, cook thoroughly, add cold milk gradually, stir constantly; III, heat milk, saving out one-fourth C, mix flour and cold milk and add the hot milk, being careful not to lump the mixture, add butter last. This is the most economical way as less butter is required. It is also the most hygienic method, as the flour is not surrounded by an impervious layer of fat. Cream soups may be either vegetable, meat or fish. In Germany fruits are very commonly used.

Allow one C of soup for each child. This means that a pint is sufficient for two.

Use potatoes, carrots, lettuce, celery (dried leaves or seeds may be used when the fresh celery is not at hand), onions, spinach, corn, peas, beans, cabbage, lentils, etc. Pare or clean vegetables, cut in small pieces if necessary and cook in plain water till done. Mash and rub through sieve. Add this pulp to the white sauce which has been prepared. The proportions of vegetable pulp varies according to the strength of the flavor and also to its thickness. For instance, it is not necessary to use onions in as large proportion as less strongly flavored vegetables. A bit of onion and a few celery seeds or dried celery leaves improve potato soup. From the above it will be seen that we may have cream of potato soup, cream of corn soup, cream of lettuce soup, cream of celery soup, cream of carrot soup, etc.

Meats or fish may also be used in cream soups. In this case ground meat or fish are substitute for vegetables.

A few recipes will be given.

Cream of Potato Soup.
(For 20 children.)

Use one gallon thin white sauce, one quart mashed potatoes and the water they were boiled in, one or two celery seeds, two slices of onion, salt to taste.

Cream of Celery Soup.
(For 20 children.)

Use one gallon medium white sauce, one quart of water in which celery has been cooked and the strained celery or one and one-fourth gallons thin white sauce with celery seed or dried celery leaves sufficient to flavor. Salt to taste.

Creamed Potatoes.

Pare and dice potatoes. Add water sufficient to cook; when tender cover with white sauce of medium consistency. Season with salt and a little pepper if desired.

Panned Potatoes.

Chop raw potatoes fine, put butter in the frying pan and when hot add the potatoes. Let brown slightly, add milk or cream to cover. Set in oven with lid on the pan and let cook until the liquid is absorbed and potatoes are tender. Season to taste. This is especially good.

Baked Potatoes.

Twenty medium size potatoes. Wash, put in oven without removing peelings. The heat should be moderate for the first 20 minutes. Then finish with higher temperature. When the potato is removed from oven break the skin at once in order to allow the steam to escape. When the steam remains it causes the potato to become soggy.

Potato Chowder.

One cup milk, one-half small sliced onion, one pint boiling water, 1 cup cream, three-fourths pint sliced potatoes, one-half teaspoon salt. Put two-thirds of the potatoes to cook in the boiling water. When tender put them through a colander and add the remaining sliced potatoes, onions and salt. Cook till all are tender; heat the milk and cream in a double boiler and add to the cooked potatoes. Add water to make one quart. (This recipe is enough for six or eight.)

Meat Soups.

Cut the meat from a five-pound soup bone in small pieces. Soak bone and meat over night and at 9 o'clock set over the fire in the water in which it has been soaked. Cook slowly till noon. Remove bone, skim off surface fat and season to taste. If desired diced vegetables may be added, as carrots, celery, onions, potatoes, etc.

Hot Milk.

Heat one and one-fourth gallons milk until a scum forms. Do not let it boil. This furnishes a warming drink and may be seasoned to taste. It will be enough for 20 pupils—one-half pint each.

Cocoa.
(For 20.)

Use one-half measuring cup of cocoa. Add to this 1 cup granulated sugar. Mix the two thoroughly. Add one pint boiling water, stir and cook until the mixture has become shiny and thick. Add one gallon of hot milk. Stir until the cocoa is thoroughly mixed. Serve at once.

In the above recipes it will be necessary to have the following supplies: Salt, pepper, sugar, milk, butter, flour, cocoa, vegetables, etc. If it is deemed advisable to serve mush a supply of corn meal should be kept, but unless the mush is thoroughly cooked it is much better not to attempt it.

Many other recipes might be offered, such as biscuits, muffins and apple recipes, but these can be added to suit the local needs. The preparation of but one article a daay is advisable. In other words, it is merely to supplement the lunch that the child brings from home by the use of a hot beverage one day, a bowl of hot soup the next, etc. In many farming communities where eggs are plentiful they can be used.

WOMAN JOURNALIST OF 70 QUITS ACTIVE WORK

Mrs. Nellie R. Grace, of Malheur County, Will Retire to Old Home at Cove and Complete Book at Leisure.

VALE, Or., May 30.—(Special.)—Malheur County is about to lose one of its most interesting women, one little known to the general public, but a woman whose life history has been most remarkable. A country journalist for 44 years, editor and manager during her newspaper career of half a dozen strong papers, a writer of many short stories and some serials, Mrs. Nellie R. Grace, formerly a resident of Vale, now residing at Star, retires from active newspaper work at the age of 70 to complete a book in the quiet of her old home in Cove, Or.

Last week, when Miss F. I. Roberts, of Star, sold the Star-Courier, the foreman of her plant and (nominal) associate editor, Mrs. Nellie R. Grace, equally at home with pen, stick or rule, news or job press, retired after 44 years of nearly continuous service in her father's, her own, her husband's and, within the past eight years, her sister's newspaper plants, respectively. In 1875 she completed four years on her father's weekly, the Crawford County Mirror, Steeleville, Mo., finishing with a six months' "under instruction" on Stilson A. Hutchins' St. Louis Morning Times and Evening Post-Dispatch.

In 1880 she edited the Eureka Springs Morning Herald in Arkansas, owned and published by her husband. Meantime, her husband bought and published the Girard Herald, Girard, Kan., a weekly paper. Mrs. Grace issuing a magazine in connection. In 1884 they founded the Knoxville Herald, Knoxville, Tenn., and Mrs. Grace edited the Prohibitio Herald. In 1887, when on a visit to his children on the Coast, Mr. Grace founded the Weekly East Oregon Herald, sold to Byrd Bros., put in a job printery, founded the Weekly Harney County News in 1892, now the official paper of Harney County, and Mrs. Grace issued a Masonic journal, A Sprig of Acacia.

Mrs. Nellie R. Grace, Who Retires From Newspaper Work at Age of 70.

LOST HEIR IS DEFENDANT

Mrs. H. H. Rogers' Bequest of $10,000 to H. E. Baremore Levied On.

NEW YORK, May 26.—A bequest of $10,000 made by Mrs. Emelie Augusta Randel Rogers, widow of Henry H. Rogers, to her second cousin, James E. Baremore, was attached in a proceeding begun in the Supreme Court by Terence S. O'Brien against Baremore for $10,000, said to have been loaned him in 1906 by Mary L. Gray.

Mrs. Rogers, who died on August 30, 1912, was the daughter of the senior member of the diamond firm of Randel, Baremore & Billings. She was on intimate terms with the Baremore family and she was especially fond of her cousin, the defendant in the present suit.

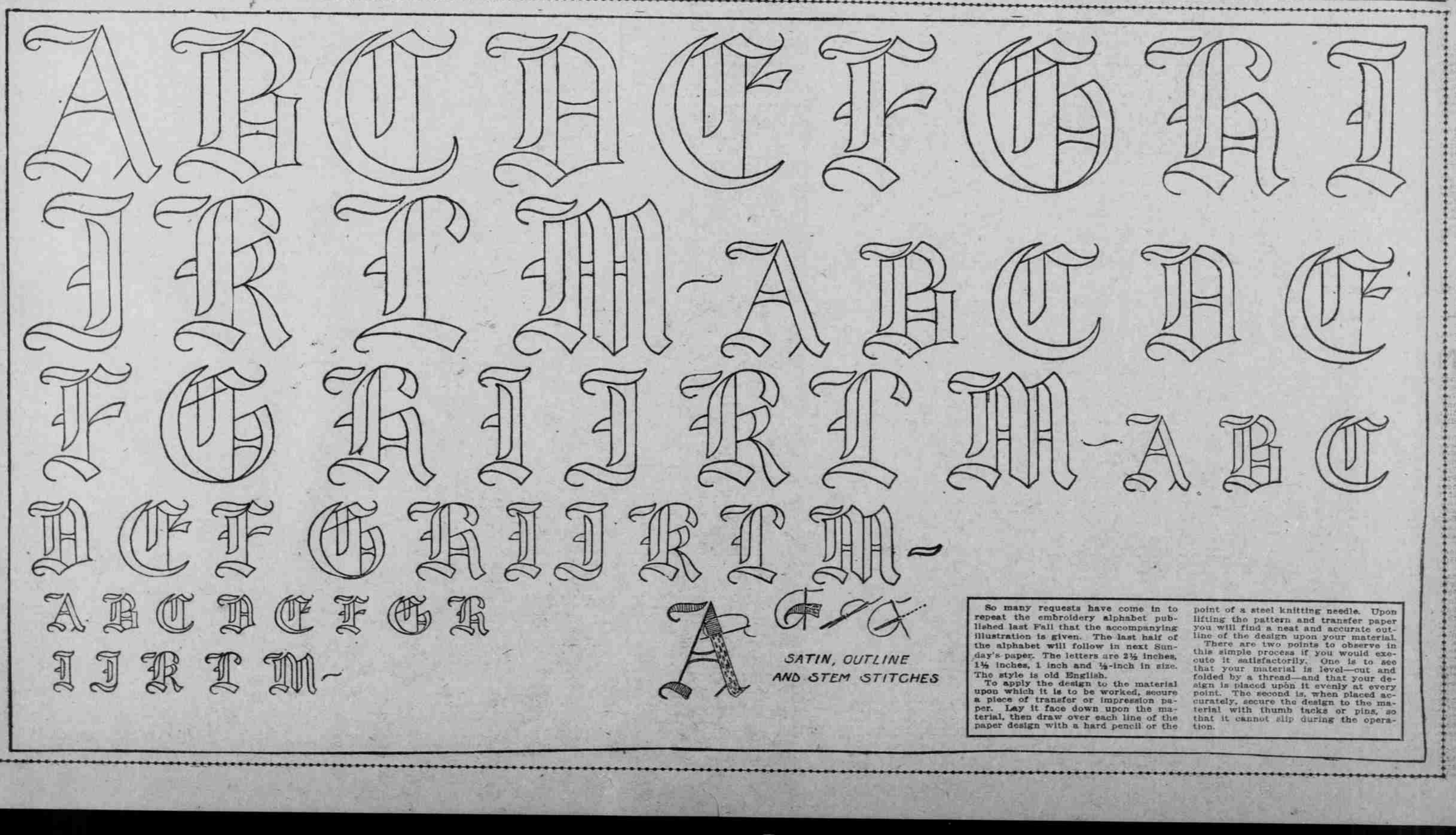
When the will of Mrs. Rogers was read Baremore was sent for. It was learned that on January 5, 1907, he left the home of an aunt in Newark, N. J., saying he would return the next day. From that time all trace of him was lost.

A man in Kansas, who had seen an advertisement asking for Baremore, wrote that he was the man sought and would soon be home. Word that a man representing himself as Baremore was on his way here agitated the creditors of Baremore to the point of beginning legal proceedings to attach the legacy left him. Meantime Baremore's heirs began proceedings to show that he was really dead and that his estate should be divided up.

Baremore's wife died about the time of his disappearance. He was a manufacturer of leather goods and was considered to be fairly well off.

If he hopes to be re-elected, an official has to be public spirited, which being interpreted, means he must stand a touch for everything.

PRETTY EMBROIDERY ALPHABET IN OLD ENGLISH IS SHOWN



So many requests have come in to repeat the embroidery alphabet published last Fall that the accompanying illustration is given. The last half of the alphabet will follow in next Sunday's paper. The letters are 2½ inches, 1½ inches, 1 inch and ½-inch in size. The style is old English.

To apply the design to the material upon which it is to be worked, secure a piece of transfer or impression paper. Lay it face down upon the material, then draw over each line of the paper design with a hard pencil or the point of a steel knitting needle. Upon lifting the pattern and transfer paper you will find a neat and accurate outline of the design upon your material.

There are two points to observe in this simple process if you would execute it satisfactorily. One is to see that your material is level—cut and folded by a thread—and that your design is placed upon it evenly at every point. The second is, when placed accurately, secure the design to the material with thumb tacks or pins, so that it cannot slip during the operation.