A Square Deal for Boys and Girls

By Grace O. Stewart

A county superintendent of schools recently voiced a growing sentiment when he said, "If farmers find it worth while to heat water for their cows, to cook feed for their hogs, and to make coffee for themselves when lunching in the fields or in the woods, why is it not just as much worth while to provide something warm for the boys' and girls' school lunch? In the schools of our county where hot lunches have been served, the children have benefited both physically and mentally. They are also learning something of food principles, cooking, serving and table etiquette where the right teacher is on the job."

The hot lunch has come to be recognized in many rural schools, as well as in the high schools of the cities and towns, as an essential part of the school program. The preparing and serving of the one hot dish supplementary to the cold lunch brought from home will easily simplify the problem of providing school children with adequate food.

First of all, let us make an analysis of the meals consumed by many children during the school year.

1. The breakfast is eaten hastily in order to catch the school wagon or to have sufficient time for the long walk with a few minutes to spare for play before school begins.

2. After a long morning of exercise and study, a growing child is ready for a good, nourishing meal. Instead, he sits down to a cold lunch that frequently consists of inadequate and partly frozen foods, while the family at home is enjoying a good, hot meal. Such food is not conducive to mental activity—it is, to a great degree, the cause of many cases of malnutrition, which leads to backwardness in work among school children. Upon proper food depends the development of a sound body and healthy mind.

3. What is the situation in the evening? This tired, hungry child returns, repeating the journey of the morning, and often helps with the chores before supper time. Though he is hungry he should not eat before meal time. The supper was planned for the men folks and the family and in accordance with the food served to them for dinner. The one who should be considered the most has been forgotten in this plan. Seemingly he eats a big meal but is it the right kind of food to make up for the lack in his cold school lunch, and is it in suitable form to be readily digested so that it will not interfere with his necessary rest at night? When this is repeated day after day, the effect upon the child's health is apparent, though it is often unknowingly attributed to some other cause.

Are the other members of the family equal sufferers with the child? Decidedly not! After they have hustled the little folks off, they go back and eat their breakfast in peace and quiet. At noon the family enjoys the biggest and best meal of the day while the younger members at school are having a cold lunch. Usually the family dinner includes the fruits and vegetables of the day's dietary. These foods that are so necessary for bodily growth and health the child misses. The evening meal is almost universally made up of the "left-overs," which means many fried foods.

Considering some of these things and that the child eats more than one-fourth of his meals at school, is it worth while and effort to establish the custom of serving one hot dish in the school lunch?

Ways and Means.

In some city high schools it requires a paid supervisor to direct the work. Lunches, or the warm portions of lunches, are served, not only to those pupils who live at long distances from the school, but to all other students who wish to take advantage of a warm meal at minimum cost.

The purpose of this article is to help and assist teachers, parents and school boards to successfully plan the hot lunch club in the high schools of smaller communities, and in rural schools where paid supervision is not practicable.

The hot lunch club, to be successful, should have the co-operation and support of the entire community. The school board and the parents are most intimately concerned with this project, but such organizations as the Parent-Teachers' Associations, the Farmers' Clubs, and the various Women's Institutes should be made to feel a vital interest in the undertaking.

How to Provide a Hot Lunch.

The equipment for providing hot lunches may be obtained in any of these ways: The Parent-Teachers' Association or Women's Institute may donate it; the school board may finance it, a part at least; interested patrons may donate it; the school may give an entertainment or box supper, the proceeds to be used for purchasing the necessary equipment; a shower may be given and many of the utensils supplied. If a table and cupboards are needed, the larger boys can make them out of dry goods boxes or old leaks. The fireless cooker should be made as a part of the equipment.

The daily lunch supplies may be obtained by the method best suited to the community. Food materials may be contributed by the different pupils, credit being given at market prices for the foodstuffs furnished. Should the club wish to make outright purchases of food materials, a blanket charge of ten to fifteen cents per week may be made to each child. In the latter case, purchases may be made from the club members. For example, a bushel of potatoes may be secured from some boy or girl who drives to school and has extra products to dispose of.

Only Simple Equipment Needed.

A good plan is to have each member of the club furnish his own cup, plate, spoon and fork. These are kept in a cupboard at the school. Dish towels are brought from home by the pupils or are purchased by the club. There should be:

1. A two or three-burner oil stove. Stoves may be rented if necessary for the winter season. They will also be useful in community affairs.

2. A small table or its equivalent. If space does not permit the placing of a stationery table, one can be made which may be hooked against the wall when not in use. This is made possible by attaching the table to the wall by meant of hinges. The legs are also placed on hinges, thus allowing them to lie back against the table when it is folded against the wall.

3. Dishes for work in preparing food: Large kettle and cover, long-handled spoon, measuring cup, measuring spoons, quart measure, tablespoon, fork, paring knives, can opener, vegetable brush and potato masher.

A teakettle, an oven and a few baking pans are useful, but not necessary at first.

4. Cleaning equipment: Dish pans, dish towels, dish cloths, soap and cleanser.

5. Staple supplies.

The school cupboard should be stocked with a small supply of staples which may be secured from proceeds of a social, such as: Flour, rice, cornstarch, cocoa, sugar, salt, spice, soda, soap and scouring powder.

An "emergency shelf" is a wise precaution against the mishaps that may sometimes occur. Upon this shelf may be kept some home-canned vegetables, soup mixtures, baked beans and other foods that may be prepared quickly.

Suggested Plan for Conducting the Work.

The success of the school lunch depends on a well worked out plan. The daily round of duties must be reduced to a system. The teacher and children should work out the plan together but when the machinery is once set in motion it should require but little of the teacher's time and effort. She should not attempt to do the work herself. If she did, the real educational value would be lost. The benefits derived by the club members from the serving of the hot lunch will depend upon its management. It is best to allow all pupils to share in the duties, privileges and the good times, making it a big "family affair."

There are three types of work carried on by the club. These are cooking, housekeeping and book-keeping. The club should be divided into two groups, A and B. The work will rotate for a period of two weeks. During this time each group has an opportunity to perform each type of work. This rotation continues through the season.

First week—Group A, cooking and book-keeping. Group B, housekeeping.

Second week—Group A, housekeeping. Group B, Cooking, book-keeping.

The duties of groups and names of pupils in each group should be posted in a conspicuous place. The older children should be chosen as leaders of groups during the first few weeks. The work should be so divided that the other school work of pupils will be interrupted as little as possible.

Duties of Cooks.

1. Plan the lunches, with aid of the teacher.
2. Prepare the food.
3. Serve the luncheon dish.
4. Apportion the supplies to be furnished by the members. Members should be notified well in advance and care should be taken that the materials assigned are convenient for the member to bring. As far as possible, let the amount of material brought per week equal the cost of lunches for the week.
5. Keep a careful account of the food furnished by the children.
6. Balance the weekly account of each club member.
7. Keep an accurate record of the cost of the recipes prepared.

Some clubs find that the secretary-treasurer acting as auditor for the entire year works very satisfactorily. She must necessarily secure all data from the group acting as cooks.

Duties of Housekeepers.

1. Keep the school room clean and orderly.
2. Place the dishes on the serving table ready for the noon meal.
3. Have the dishwater hot.
4. Wash and replace the dishes on the shelves.
5. Assist in the serving if the club members are seated at tables.

Lunches should be planned in advance. (1) to simplify the work; (2) to save time; (3) to help the mothers in packing the lunch brought from home. A lunch plan for two weeks is suggested below. Add to this each week the plan for a new week and by that means keep your menu in advance. Pupils should take home a list of the lunches for the coming week so that their mothers will know what to put in the lunch basket to combine well with the lunch served at school. Note that only hot foods are suggested. Milk and vegetables are always included where possible. Here is a suggestive menu for two weeks:

First Week.

Monday.—Cocoa.
Tuesday.—Hash.
Wednesday.—Baked potatoes.
Thursday.—Bean soup.
Friday.—Creamed eggs.

Second Week.

Monday.—Tomato soup.
Tuesday.—Creamed potatoes.
Wednesday.—Potato loaf.
Thursday.—Cocoa.
Friday.—Apple tapioca.

Preparing a Typical Hot Dish.

Potato soup requires twelve potatoes, one onion, four quarts of milk, half cup of butter, half cup of flour, two tablespoons of salt, one tablespoon of celery salt, half a teaspoon of white pepper, one teaspoon chopped parsley.

Before School.—Wash potatoes with a vegetable brush, peed, wash again and place in cold water. Peel onion and slice. Put peelings in garbage can. Place a kettle of water on stove.

Before Recess.—Place the potatoes and onion in the kettle of boiling water and boil until soft (twenty to thirty minutes), planning the time so that the potatoes will be cooked by recess. Drain off water immediately.

During Recess.—Place milk in double boiler to scald. Drain potatoes, if not already done. Press the hot potatoes through a ricer or mash. Pour some of the milk slowly over the mashed potatoes and stir until smooth. Measure butter and melt in saucepan; add flour and seasonings. Stir constantly and cook until blended together. Add some of the hot milk slowly and cook until it thickens. Pour into potato mixture in double boiler; stir well. Warm cups and provide water for dishes.

After Recess—Cook soup, thirty minutes and keep warm for serving.

At Noon.—Serve soup. Rinse all cooking dishes and pile up neatly for washing. Wash as many cooking dishes as possible before lunching hour.

Method of Making Calculations.

Recipe for potato soup:

Twelve potatoes (3 qts.) at 40c a peck	$ .15
Four qts. milk at 10c qt.	.40
Half cup butter at 70c lb.	.19
Half cup flour at 4c lb.	.005
Onion and seasonings	.005
Total cost	$0.75
Number of servings	20
Cost per serving	$0.0375

The successful carrying through of the school lunch project depends upon the interest and co-operation of the school directors, parents, teachers, county school superintendents and the children. The community must have the right attitude toward the work.

Right now is the time to start your school lunch club. Start it now as your community winter project.

How to Do Your Own Soldering.

A soldering outfit will soon pay for itself on the repair jobs which would otherwise have to be made by the tinsmith or machinist.

The necessary soldering tools consist of a soldering-iron, which is made of copper, because copper retains a coating of tin nicely and is such a good conductor of heat; a stick of solder or hank of soldering wire; some flux; a pair of tinsmith's snips; a heater for the iron.

A gasoline blow-torch is the most convenient implement for heating the iron; the blow-torch will come in handy for other work, such as burning off old paint. Be sure to buy one that has lugs over the burner to hold a soldering-iron while heating, and get a torch of ample size, or it may fail to develop enough heat when working outdoors.

The kind of flux needed depends upon the materials which are to be soldered. Resin is used on bright tin, hydrochloric acid is for galvanized iron, while zinc chloride, made by dissolving bits of zinc in hydrochloric acid, will be useful for practically all other materials likely to be united, except aluminumware.

Soldering paste comes ready mixed in cans or tubes; it is zinc chloride mixed with petrolatum or other grease. Solder known as "half-and-half solder" is best suited to all-round work.

The first step in any soldering job is to have the soldering-iron smooth and clean and well tinned with solder; otherwise the work will not be neatly done. To tin the iron, heat it to a temperature that will melt the solder as soon as it is touched; place some bits of solder and a little resin or sal-ammoniac in an old dish or similar receptacle; then rub the surfaces of the iron back and forth in the resin and solder until each face of the iron is covered with a smooth film of solder, like burnished silver.

To insure a good job of soldering the parts to be united or soldered should be scraped bright and clean. Do this with an old knife or piece of emery-cloth. After this scraping, and while the iron is heating, apply the necessary flux.

Zinc chloride flux, being a liquid, is best applied with a small brush. Resin is convenient to handle if pulverized and sprinkled on the parts to be soldered. Another method is to dissolve the resin in alcohol and to apply it with a small brush.

Remember that the metal to be soldered must be brought to the same temperature as the soldering-iron before a good job can be secured. To accomplish this the point of the hot iron is held against the metal. When everything is working well the molten solder will then follow the point of the iron in a thin film. When solder ceases to flow freely, reheat the iron.

The inexperienced person invariably uses too much solder, which results in unsightly work. It is not the quantity of solder that makes a good job, but the secure manner in which it is amalgamated with the metal.

The Death of Summer.

Lavender flowers and roses' breath.
And my heart breathes a sigh for you.
Asters have heralded Summer's death
And the kind sky shrouded her all in blue—
Draped a cloud on her, fold on fold,
Goldenrod showered her with his gold.
And the breeze so sweet,
In the strange still heat,
Dropped a kiss at his dead love's feet.

Murmur of bees and rustle of grass,
As it stoops to bend its head,
Letting the ghost of the Summer pass
To the land of the unseen dead.
Her eyes were blue as your eyes are blue,
And, oh, how my heart has longed for you,
While earth and sky
So silently
Were waiting, waiting as even I.

Whisper of wings in the waning dusk,
And my heart still burns for you.
A breath comes laden with meadow musk
And drenched in the meadow dew.
A cold wind touches the darkening air,
My years are empty, my days are bare,
Winter is nigh,
With its shivers and sigh,
And the year is sad as well as I.

The Welfare of the Home

Teaching Through Play—By Mrs. C. W. Savage.

Is there a kindergarten in your community?

No? Then why not practice kindergarten principles in your own home? I do not mean by this that you must sit down and devote every second for three hours to your children. But teach your child while you are about your work. Teach him through play.

To-day play is considered a great factor in education. "Play is the expression of awakening instincts." Watch your little girl with her doll. The doll is her baby and she is its mother. Through this play she is developing the instinct of mother love. Watch your little boy playing store or fireman. He, too, is preparing for future manhood. Let us then teach through play.

It is an acknowledged fact that the kindergarten gives a child certain advantages, by cultivating self-confidence, the power of observation, originality of thought and other qualities.

Let us see if it is not possible for the mother to develop similar characteristics at home.

First, Self-confidence: If the child asks to help with the dishes, make the bed, or perform other little tasks, do not be too busy to listen to the request. Accept the offer of assistance with thanks, even if the work takes longer or needs to be done over. Remember this is one of the ways of developing self-confidence and helpfulness. Discouragement will not cultivate self-confidence.

Second, ability to memorize and think: Children love anything rhythmic, whether the words are understood or not. Repeat or sing nursery rhymes and jingles to the children. Soon they will be repeating and singing them after you. Find the time during the day to read or tell them stories. Every child loves a story, especially if acted out.

Third, Love of Nature: When out for walks teach the children about the trees, flowers, and birds. Nature can be known and loved in the parks of the city, as well as in the woods and fields of the country. And reading nature stories supplements the first-hand knowledge the children are gaining, thus adding to their interest and appreciation.

Fourth, Observation: This can be cultivated by giving a child magazines, calling his attention to the different pictures and pointing out every detail. Then as he studies for himself, not one thing in a picture, no matter how small, will escape his eye. And he will become observant not only of pictures, but of everything else about him.

Fifth, Originality: With blocks, the sandpile or plasticine (the latter can be purchased at stores carrying school supplies), a child can be instructed in the making of various objects. Soon he will branch out for himself, doing really creative work.

Sixth, Cleanliness and Orderliness: A child should be commended for picking up his toys when he has finished his play, having it impressed upon him that these toys are his responsibility. If notice is taken of his clean face and hands before and after meals, then constant reminding will not be necessary. Kind and gentle appreciation is an inspiration. Fretful criticism disheartens.

With my little two and a half year old daughter, I have followed the kindergarten thought, including the above suggestions, and the results have been most successful.

THE SUNDAY SCHOOL

SEPTEMBER 25

Review. Golden Text—Galacians 6: 10.

Review Paragraphs.

The character of Paul is full of interest and full of surprise. A young man highly educated and trained for a dignified and honorable profession in which he might have lived a life of comparative ease he becomes the strenuous advocate of a weak and struggling cause to which at first he had been violently opposed. Though of a narrow and exclusive Jewish sect, jealous and proud to excess, he becomes the champion of a broad humanity which, he believes will triumph over all prejudices and barriers of nation and race and creed and make all men one in brotherhood and goodwill. Though intellectually of the highest rank, and able to stand upon an equality with statesmen and scholars, yet he chooses to consort with the humblest, going from place to place maintaining himself by the labor of his hands and becoming, as he says, all things to all men that by all means he may gain some of the faith and following of Jesus Christ.

The story of Paul's life as far as we have followed it will be a fascinating subject for review. We see him first as the carefully educated child of a good Jewish home, in the schools and university of his native city of Tarsus, learning the mathematics and the philosophy of his time, the Hebrew and Greek languages and literature, and acquiring skill in rhetoric and debate. We see him again in the wonderful city of his dreams, Jerusalem, renowned and glorious both in its history and its prophetic hope, studying the ancient law, with the great Gamaliel as his teacher. And again he is the zealous officer of the Jewish council actively engaged in trying to stamp out a mischievous sect of people who profess to be the followers of a crucified Nazarene. Then by the wayside, as he proceeds with authoritative letters to the Jewish magistrates of Damascus, he is suddenly stricken as with a thunderbolt from heaven and in vision he hears the voice of the One whose people he has been persecuting. He goes on to Damascus not to persecute but to join himself to them.

We may follow him there to some quiet retreat in the Arabian wilderness where he goes back in thought over all his studies, where he reviews and considers deeply what he has learned about Jesus Christ, and finds in that the crowning wisdom, the law which is henceforth to govern his life. He goes back at length to Damascus and to Jerusalem to preach Christ. But he meets hostility, is in peril of his life and is persuaded to return to his home in Tarsus. Here and in the neighboring regions of Syria and Cilicia he bears his testimony and carries on his work, until Barnabas who had been his friend in Jerusalem comes to invite him to Antioch, to share in the work of the mixed Jew and Gentile church of that city.

A year passes and the city missionary work in Antioch leads to the inauguration of an enterprise which is to carry the gospel to distant lands. Jewish communities in the islands of the Mediterranean sea, and all about its coasts, seem to invite them to come. Their knowledge both of Hebrew and Greek makes it possible for Barnabas and Paul to preach and to teach wherever they go. For the Hebrew will admit them to the synagogues, and the Greek is the universal language of intercourse between men of different nations. Moreover, the Romans had made the seas safe from pirates and have made roads overland, and established peace and firm rule throughout all those lands, so that the travellers may go safely upon their journey.

We may follow Paul and his companions through two long journeys—to Cyprus and Asia Minor, Macedonia and Greece. We enter with him into city after city, into Jewish synagogues and marketplaces, and workshops, and quiet hospitable homes. We see assembled throngs, eager listeners, and some open and willing ears glad to receive so great a message. But we see also jealous and hostile faces, Jews that cannot endure to hear that the future age of salvation of which they dream is to be for the Gentile as well as for the Jew, and Gentiles who are offended when told of the folly of their idol worship. We follow Paul and his companions through scenes of riot and confusion, amid the fierce clamor of the mob, before Roman magistrates, who usually tried to do what was just, into prisons, and then in flight to farther cities and new places of toil.

Paul's life becomes to us a great example of unselfish toil, a living sacrifice. He gives himself wholly to his task. He has become, he confesses, the bond slave of Jesus Christ. He lives only to proclaim the love and saving grace of Jesus Christ. Or, as he himself wrote, "For me to live is Christ." And he believed that, in all his toil and sacrifice, Christ was with him. "Never forget," writes Paterson Smyth, "that inner secret of Paul's life, the constant realizing of the close presence of his Lord. The whole value of this biography is lost if we forget Christ in thinking of His servant; if in admiring his faith and courage and endurance we lose sight for a moment of the secret of it all. He lived in Christ's presence. Behind, over the heads of priests and governors and howling mobs, he could always see Jesus. He sought only his approval. He knew Him for his friend in life or in death."

Application.

Paul's own experiences give point to the exhortation with which the lesson for to-day begins. He knew what it was to be overtaken in a fault. Right in the midst of a career of persecution he had been smitten to the ground and convicted of his sin. It was when humbled and chagrined, blind and confused, that a messenger of Jesus came to him, calling him "Brother Saul," and leading him out into liberty. Again, when he went to Jerusalem, filled with remorse for his past actions and seeking to atone by redoubled zeal on behalf of the church, he was met with suspicion and disbelief by "all" but one man, Barnabas, who had faith to believe that Saul had been converted and not only took his part then, but afterward, having a special piece of work to be done, sent for him to be his partner in it. Paul knew the sweetness and strength of brotherly helpfulness, and what others did for him, we may do for others.

Corn Borer Quarantine.

Scouting work for the European Corn Borer in southern Ontario by the Dominion Department of Agriculture is still being continued. It has been found that this insect has spread over a much larger area than was anticipated at the beginning of the season. Up to August 27 a total of fifty-three townships had been scouted and thirty-six of these were found infested by the pest; as thirty-six townships were found infested last year, it brings the total number of townships quarantined up to seventy-two.

On September 7 a Ministerial Order was passed prohibiting the removal of all portions of the corn plant, other than clean shelled corn from the following townships recently found infested by the borer: Pelham, Thorold, Stamford, Crowland and Willoughby in Welland County; Canboro, Seneca, Oneida and Cayuga south in Haldimand County; Oakland, Brantford, Burford, Onondaga in Brant County; Blenheim, Blandford, Zorra east, Zorra west and Oxford east in Oxford County; Louth, Grantham and Niagara in Lincoln County.

The total area quarantined for the pest includes all Welland County, all Haldimand County, all Oxford County, all Norfolk County, all Middlesex County, the townships mentioned above in Lincoln and Brant counties, Raleigh and Romney in Kent County and Usbourne and the Village of Exeter in Huron County.

As one of the most dangerous ways of spreading this insect is by the shipment of infested corn stalks, table sweet corn, seed corn on the cob, it is the intention of the Department of Agriculture to see that the quarantine is maintained. Inspectors are stationed at different times on the main highways leading out of the quarantined area and a close watch is also kept on all markets and fall fairs.

Joke No. 2,678,513.

Hay—Say, what's the matter with your pigs, they're getting thin?

Straw.—Well, you see, when I feed them I carry the feed in a tin pan, and after I empty the pan I rap on it and the pigs come for their food. But now, since so many autos are going by, the darn pigs are running all the time.

Scrub stock multiplies just as fast as pure-bred, but it never gets the right answer.

REVIVING SINGING SCHOOLS

Public singing is a strong binding force in community work. In days gone by it was the one big thing which developed in neighborhoods a genuine community spirit. The old-fashioned singing school was often the only organization in agricultural regions which served to give expression to common feelings. Farmers and their families getting together to employ the services of a singing teacher may have been the forerunner of more pretentious co-operative undertakings. Anyhow every person who believes in working with his neighbor should see in this device of the ages, a tonic which will go far toward keeping local organizations in a healthy state. Furthermore, singing together brings to the rural community much direct enjoyment and needed inspiration.

Music is one of the good things of our present civilization which, in common with other blessings, is as readily available to those who live in the open country as to those who dwell in the cities.

In a few isolated sections township music teachers have been employed to serve the township. The school district is made the unit for instruction. Where the small district system prevails the singing master goes from one district to another, giving instruction to school children and adults alike. In places where consolidated schools obtain, the plan is simplified by calling those interested to the school building for the weekly sings.

If there is no other means available for developing the musical talent of the neighborhood, the local church, or Women's Institute, or other rural social organization ought to take advantage of this means of rendering to the community a real and worth-while service.

Truly Valorous.

"The world has crying need," said he,
"Of gifted men like me:
But the especial thing to do,
Requires reflection, deep and true—
I'm needed everywhere,
And so, to be quite fair,
And chance no pangs of sharp regret,
I've not done anything—as yet."

—Carolyn Shaw Rice.