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When the Box Was Opened...

By Cora B. Miller
Head and Professor, Home Economics Education

A FEW days ago a man who has a large apple orchard, which did not yield the usual crop this year, said to me: "I do not know what our children will do for apples to carry to school in their lunches this year. Heretofore they have been sure of the apple a day."

This remark started me to thinking in regard to what school children really do bring in their lunch pails. Observations made recently in some rural schools of Iowa indicate that many children take to school only white bread sandwiches of meat and cheese, and a piece of cake or a cookie. These are in themselves good foods, but do they furnish the child the things he needs most? If an apple were added to this, would the lunch then be more adequate? Nutritionists tell us that it would.

There are in the apple vitamins and minerals which are necessary for proper growth, and these vitamins and minerals are not found in sandwiches or cake. Of course, an apple every day is not necessary. If the orchard has not produced sufficient apples to supply the dinner pails, other fruits may be substituted. In fact, a variety of fruit might be preferable because different fruits yield different minerals and differ in the amount and number of vitamins present. Too, the child's appetite might be better stimulated by a variety of fruits. Both oranges and ripe bananas are excellent and are easily carried.

Raw fruits and vegetables are an essential part of the daily diet, and an effort should be made to include them in the child's lunch every day. I happen to know a small boy about eight years old who is very fond of chopped raw cabbage sandwiches. I believe he likes them better than lettuce sandwiches. This suggests a good way of getting a cheap raw food for the lunch pail.

Raw carrots may be used in the same way, and either vegetable may make a simple salad which most children like.

If it is absolutely impossible financially to provide the child with raw fruits and vegetables every day, cooked fruits may be substituted a part of the time. Some fruits have been very cheap this fall and much canning has been done. The cooked fruits are a little more difficult to carry, but tight jars can easily be secured for the purpose.

Nutritionists tell us that not only should the child have a plentiful supply of fruit and vegetables each day, but that he should also have milk, preferably a whole quart of it. Most of us find that if a quart is to be consumed each day there must be some of it in each meal. How to provide milk for the school lunch, which is to be carried to school, is a problem. Again, the tight jar may be used, and the child can have milk to drink. Milk can also be provided in other ways; a baked custard or a cornstarch pudding may be the means, or the patrons of the school may plan to have milk delivered at the school and served at noon with the lunch. In fact, I believe that every school, in which there are children who carry a lunch, should have a noon lunch served for those children who wish it.

I know that many children object and often balk entirely at carrying a pail or box or container of any kind that must be taken home at night. It is practically impossible to include in a package lunch any cooked fruits or custards or milk in any form. The lunch served at school, then, is about the only way of including such foods. (The package may, of course, include fresh fruit and raw vegetable sandwiches.)

The foods prepared at school can so easily include milk and vegetables. Cream of vegetable soups are, of course, a combination of these two valuable foods. In warm weather, cold milk will be appreciated. In cold weather, milk may be relished better in the form of hot soup or cocoa, and the hot food may also stimulate the appetite. Cold lunches, especially those that lack variety, soon become monotonous, and children who carry them daily often do not eat as much as they should.

Fruit sauces and baked or creamed vegetables may also be served often in the lunch prepared at school. Many schools now serve enough food to make a complete lunch at a surprisingly low cost. Other schools serve only one food, which is used to supplement the lunch brought from home.

I am sure that most Iowa farm homes will be able to provide some fresh fruit and vegetable and milk for the school child's lunch each day even in this period of hard times. Protecting the health of the growing child is surely one of our (Continued on page 8)

Just Serve Yourself...

By Ida M. Shilling
Assistant Professor, Foods and Nutrition Department

PARTY meals may be as formal or informal as the hostess desires. The type of menu desired, and the kind of party given will determine its method of serving. The informal service, however, is very popular because of the friendly atmosphere. The informal service is best put into use through serving the meal in a buffet luncheon or supper. This form of service is especially appropriate for a large number of guests or when the number of people to be served is more than can be accommodated by the dining room table.

In all buffet service, the dining table is the center of attraction. It is set with a large bouquet, with silver, linen, candles and dishes. The linen should be the most attractive kind one owns that is the proper size. A handsome damask table cloth may be used, or a beautiful luncheon cloth, or an attractive runner with doilies to match. Colored linens are in style, but these must be used with very careful planning, for colored table linen increases the danger of overdressing or of making an artistic failure.

A meal served buffet style is an opportunity for the hostess to use her most elaborate and decorative linen. Regular luncheon napkins of the same color, or contrasting ones, if such is the plan, should be used. A hostess who plans everything in detail will be very careful to choose just the right color or combination of colors in the flowers used. Arranging cut flowers in vases, baskets or bowls on a table is really a form of picture-making. We want to use flowers on our table because of their wonderful colors, graceful forms and attractive fragrances. Color and form combinations are of great importance when flowers are chosen.

Wherever the table is placed—in the dining room, in the living room or on the porch—flowers and their containers should be selected to harmonize with the surroundings. Study the flowers as they draw in the plant and try to imitate this. If the use of a single color is very effective, such as a basket of golden-gloves or a low bowl of calendulas. When more than one color is used, the problem of good arrangement is more difficult. White and green are blending colors and help to prevent a color clash. Complementary colors with some of the greens used make very attractive center pieces.

The container used should be of the size, shape and color that will best suit the table and flowers themselves. Simple lines and soft (Continued on page 7)
Gladys Hinson, ’27, is Head of Home Economics at West Central Agricultural School, Minneapolis, Minn.

Niehane Hanson, ’28, is with the Home Service Department of the Washburn Crosby Company at Minneapolis, Minn.

Susan Miller, M. S. ’28, teaches Home Architecture and Interior House Design at Oklahoma University.

Blanche Nechanicky, ’29, is with the Brooklyn Edison Company. She has charge of the clothing classes and demonstrates electric sewing machines.

Gertrude Currin, a student at Iowa State College during the year 1929-1930, was killed by an automobile when she was crossing a street in Maywood, New Jersey. She had been teaching there since the beginning of the term last year, and was very deeply loved by all her associates and co-workers.

Esther Cation, ’30, was married during the holidays to Edward Syndergaard.

Ruth Harris, ’30, is connected with Mills Restaurant Company at Columbus, Ohio.

Mildred Turin, ’31, is teaching at Rodman, Iowa. Her subjects are English, Home Economics, and Physical Education.

Ila Anthony, ’31, is a member of the Applied Art Department in the State Agricultural College at Fargo, N. D. Ila was president of Delta Phi Delta when she was in school.

Blythe Hummer, ’31, is at Albion, Iowa, this year. She is teaching Home Economics, Science, and Physical Education.

Catherine Pfeiffer, ’30, was married August 4, to John Ruth of Chariton. Mrs. Ruth was a Theta Sigma Phi while at Iowa State and she writes that she is finding practical application for her home economies training.

Pearl Lenhart, ’31, is teaching Home Economics and History at McCallburg, Iowa.

At the graduation exercises in Catherine MacKay Auditorium December 19, fifteen new Home Economics Alums were acquired. They are: Dorothy A. Thomas, Course in Home Economics; Marie Garber Naflziger, Major in Child Development and Home Economics Education; Dorothy Pagehart, Major in Dietetics; Bessie Hammer, Majors in Foods and Nutrition and Chemistry; Alice Haney, Violet Schmidt Turner, Ethelwyn Wilcox, Kathryn Zelle, Majors in Home Economics Education; Ruth Freeman, Major in Household Equipment; Madelyn Klee­spie, Majors in Household Equipment and Home Economics Education; Blanche Forrester, Major in Technical Journalism. Several girls received their Master’s Degrees. They are: Mary Louisa Burns, Inez Kaufman and Lillian Thomson, Majors in Textiles and Clothing.

Kathryn Zelle, Dec. ’31, was married Dec. 20, to Robert Byrum, manager of the United Food Store at Chariton, Iowa.

Mary Ryan, ’31, teaches in the Junior High School at Duluth, Minn.

Virginia Romberg, ’31, teaches English and Home Economics in the Lanesboro, Iowa, schools.

Christine Phelps, ’28, is with the “Pantry Shelf” in St. Paul, Minn.

Home Management Mothers . . .

(Continued from page 2)

make any vast change in girls whose training and natural tendencies make them selfish, self-centered, arrogant or self-effacing, timid, or suffering from a feeling of inferiority or superiority to their fellows. But the opportunity to see how the presence or absence of various helpful and destructive characteristics can affect the general tone, is not hard to find. As the girls approach the end of their term of residence, they gain an appreciation of what has helped to make some things a success and some a failure. Perhaps the very shortness of the association helps to emphasize the importance of right attitudes and the unfortunate- ness of an association in which thought of self is always uppermost.

While we know that our houses are imperfect in their set-up and conduct, we feel that they give us much, nevertheless. The opportunity is afforded to gain an appreciation of some of the qualities and characteristics as well as skills which make homes run more smoothly and happily. Some of the ill-adjusted girls profit by the experience, others find excuses and self- satisfying reasons or justification for their inability to cope with the situation.

In the main, the girls are a sincere, fun loving, energetic and capable group of young women. We send them out with confidence that as future homemakers they will do their part in the world and make it better for the part they have taken in it.

When the Box Was Opened

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biggest concerns. Let us remember then, that an ideal lunch for a child would contain:

First, one full cup of milk (one-half pint) or foods containing this amount, as milk soup, ice cream, cocoa, etc.

Second, a vegetable besides potato, or a fruit, or both, a big serving, not just a taste.

Third, two servings of some other substantial food as bread and butter, potatoes, beans, meat, etc.

In cold weather one of these foods should be warm. In addition, there may be a dessert, although it is not essential, and it is often the most expensive part of the meal.

The milk and fruit or vegetable should be provided first.