

1933

Eat for Seventeen Cents a Day...

Lucille Oak
Iowa State College

Follow this and additional works at: <http://lib.dr.iastate.edu/homemaker>



Part of the [Home Economics Commons](#)

Recommended Citation

Oak, Lucille (1933) "Eat for Seventeen Cents a Day..." *The Iowa Homemaker*: Vol. 13 : No. 2 , Article 7.
Available at: <http://lib.dr.iastate.edu/homemaker/vol13/iss2/7>

This Article is brought to you for free and open access by the Student Publications at Iowa State University Digital Repository. It has been accepted for inclusion in The Iowa Homemaker by an authorized editor of Iowa State University Digital Repository. For more information, please contact digirep@iastate.edu.

Eat for Seventeen Cents a Day...

By Lucille Oak

DID you ever try to plan a 5-cent breakfast, figure out a 14-cent dinner, or plan a hot dish for a school lunch that would cost only a penny?

These are some of the problems which high school home economics classes are trying to solve under the direction of the student teachers from the Vocational Education Department at Iowa State College.

In one school the girls planned a five-cent breakfast. In this problem they considered the cost and food value of various foods as well as the essentials of a good menu. When the food value is approximately the same they learn to choose the cheaper alternative.

In another high school class the girls planned adequate menus for their families for a week at an average cost of 17 cents per person per day. Food prices from the local stores were used, so that all the girls in the class would be figuring menus on the same basis. Foods available at home were used as much as possible in order to make the menus more practical.

THIS project was carried out as a contest with the following rules:

The menus must be attractive in flavor and color, must be of low cost, and must include the daily food requirements of the family.

The foods to be included in each person's daily diet were: one quart of milk, one egg, one serving of whole wheat bread or cereal, one serving of meat, two servings of fruit (one raw), two servings of vegetables (one raw), three tablespoons of fat.

Here is a sample day's menu from the winning menus:

BREAKFAST: Orange, fried egg, whole wheat bread, butter and milk.

DINNER: Escalloped salmon, baked potato, buttered turnips, tapioca pudding, milk.

SUPPER: Tomato soup, carrot sandwiches, baked apples.

Cost: 17 cents per person.

The school lunch was the main project in another high school class. The girls planned the menus, figured the large quantity recipes, made the market orders, prepared the food, served it attractively, and took charge of the proceeds and bills. They rotated the duties so that each girl had a chance at every job. In this way the girls learned really to plan and carry out a luncheon problem rather than merely to follow the directions of the instructor. This project helped the girls to develop self confidence and managerial ability.

STILL another high school class met the present economic situation by serving penny dishes at the school lunch. A school garden and canning problem helped make this project possible.

Nearly every school has a small plot of ground which can be used as a school garden. In this school the home economics classes planned the garden and helped



plant it. The agriculture classes and the janitor, with the cooperation of the parents, tended the garden and harvested the vegetables.

The canning or storing of this large quantity of vegetables made a fine problem for home economics classes, as the amounts with which they worked were very similar to those they would handle at home. The girls canned over 100

quarts of tomatoes, beans, corn, carrots and beets to be used in the school lunches.

In addition to the school garden, a system of barter and exchange made it possible for the class to serve one-cent dishes to children. Milk, eggs, fresh vegetables, canned vegetables, creamery butter and other produce were exchanged for school lunch credit. Through the system over 100 children, 75 percent of the enrollment, received the benefit of penny dishes for hot lunches. The regular hot dishes of cocoa, soup, hot vegetable dishes and hot desserts were served.

OTHER interesting projects which make the work very real to the girls are carried out in some of these home economics classes. One class planned a demonstration on the uses of home-made hominy and gave it at the county fair.

Another class of freshman girls canned 72 quarts of tomatoes and 12 quarts of apples for the social service, which supplied the jars.

Did you ever eat an exam? One class of high school girls prepared a luncheon of tomato soup, apple salad, and egg sandwiches as a part of the semester exam. Each girl drew a slip which told her the dish she was to prepare or the part of the service she was to supervise. After the dishes were prepared the girls served and ate the luncheon, which cost 13 cents a plate.

How About a Bird's Nest? . . .

By Gerald Seaman

FEW students at Iowa State have seriously considered eating birds' nests, as we have been told our Oriental neighbors do.

It is common knowledge that some classes of people in the Orient eat birds' nests. Practically all persons in the Western Hemisphere think this practice is quite beyond their intestinal fortitude. However, ignorance is the only excuse for this line of thought, and it is the purpose of this little story to enlighten the general public on the subject of eating birds' nests.

People of the Orient are a resourceful and clever bunch. Perhaps the custom of eating birds' nests originated during a famine, but today all Orientals and a few Occidentals consider the dish a delicacy. At any rate, the true facts of the case are now known.

The salivary glands of the bird are quite important in the digestion of its food as it has no teeth. The glands secrete a large quantity of fluid. It is also used to cement together the various materials used in building the nest. The saliva soon

hardens, and the nest is almost indestructible when so made.

The secret of eating the nests lies in the fact that this gland secretion is used in the construction of them. When a bird's nest is being prepared for a meal, it is placed in a pot of boiling water. The heat softens the saliva and it goes into solution in the water. The water is then evaporated, and the oozy material remaining is the part of the nest that is used as food.

In modern times the practice has waned. At present only the most wealthy people can afford to have it on their tables, for the cost of obtaining the fluid is high, and it is a difficult process. Only a few of the Oriental cafes in this country serve it and then as a thickening for soups and gravies.

So, whenever you hear someone giving the "bronx cheer" to the idea of eating birds' nests, just ignore his theories on the subject and remember that the extract from the nests is really an expensive delicacy. Everyone who has tried the dish says it is really good.

Believe it or not!