

Foods Project for 4-H Clubs

BREAKFAST



Circular 396

UNIVERSITY OF KENTUCKY
COLLEGE OF AGRICULTURE AND HOME ECONOMICS
AGRICULTURAL EXTENSION SERVICE

Thomas P. Cooper, *Dean and Director*

FOODS PROJECTS FOR 4-H GIRLS

The following six foods projects are available to 4-H Club girls:

- Breakfast
- Supper or Luncheon
- Dinner
- School Lunch
- The 4-H Club Member Entertains
- 4-H Bake Book

Only one project should be undertaken within any one year of 4-H club work. A girl beginning 4-H club foods work should start with "Breakfast" and the following year take "Supper or Luncheon." After having finished these two units she may choose the following three projects in the order desired. "Dinner," "School Lunch," and "The 4-H Club Member Entertains." The "4-H Bake Book" should be the last food project taken.

All girls should keep complete records of foods work, including the project requirements and the "extras" done at home. At the completion of a series of food projects the records may prove of great value in competing for county, state and national awards.

The work of the 4-H Foods Projects is planned to do at least five things:

- Give knowledge of wholesome foods, their preparation and combination
- To interest girls in sharing the responsibility of preparing foods for themselves and their families
- Improve health habits
- Promote a varied, well-balanced diet
- Teach correct table service and table manners

ABBREVIATIONS ——— AND THEIR ——— EQUIVALENTS

| | | |
|-----------|------------------|--------|
| T | tablespoon | 3 t |
| t | teaspoon | |
| c | cup | 16 T |
| oz | ounce | 2 T |
| lb | pound | 16 oz. |
| g | gill | 1/2 c |
| pt | pint | 2 c |
| qt | quart | 2 pt |
| gal | gallon | 4 qt |

BREAKFAST

Foods Project for 4-H Clubs

By EDITH LACY, RUTH LATIMER, and ANITA BURNAM DAVIS

WHAT TO DO IN THIS PROJECT

Complete the work on the following subjects:

- Selection of foods
- Preparing and serving fruits
- Cereals
- Beverages
- Eggs
- Quick breads
- Table service and etiquette
- Planning demonstration breakfast
- Preparing and serving demonstration breakfast

Keep a record of work done at club meetings and at home.

Meeting I. SELECTION OF FOODS

Study and discussion

1. Foods for good health
2. Normal weight for age and height
3. Kitchen etiquette

Demonstrations

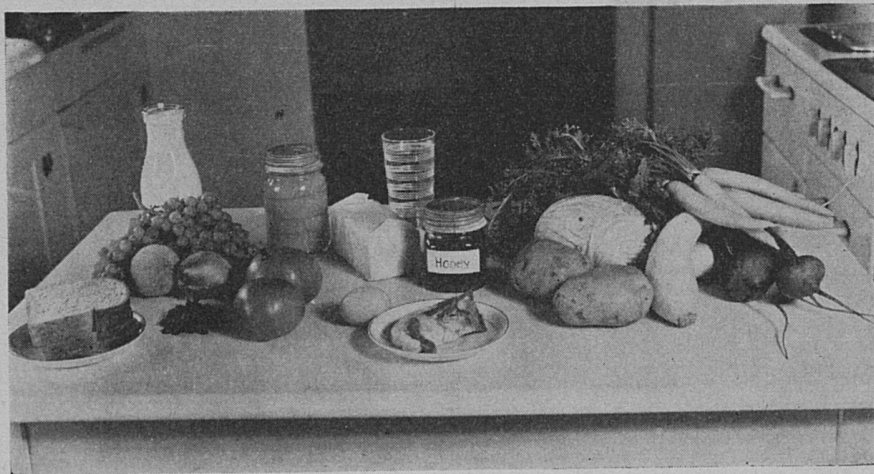
1. Make a poster showing a group of foods that contain the nourishment needed by the body every day.
2. Check your height and weight against the standard height and weight chart.

Home work

1. Start a recipe file or scrap-book.
2. Plan a breakfast menu for the family. Bring it to the next meeting.

What to Eat and Why

Eat for fitness.— Do you eat for fitness or do you just eat? What you eat does make a difference in the kind of person you are and the kind you grow into. Eating the food the body needs may make the difference between a straight, strong, vigorous body and a crooked, scrawny, lifeless one; it may make the difference between a happy, courteous person and a discontented, rude one. Don't you want to know what to eat? The rules for wise eating are easy to learn. Will you not put this knowledge into practice every day?



These foods, eaten in the right amounts, will provide the nourishment needed by the body every day.

Eat each day

One quart of milk because it gives:

- Calcium for bone and teeth
- Protein for muscle growth and repair of body
- Vitamins for health

Two vegetables (one green or yellow) because they give:

- Minerals for healthy blood and for bone
- Vitamins necessary for health

Two fruits (tomatoes, oranges or grapefruit should be one) because they give vitamins and minerals for health.

Eggs (at least one a day), meat, cheese, dried peas and beans because they give:

- Proteins for growth
- Iron for healthy blood
- Vitamins for health

Butter (1 to 3 servings) because it gives:

- Fat for energy, work and play
- Vitamin A

Cream, peanut butter or other fats containing vitamins.

Breads and cereals (1 to 2 servings of whole-grain bread, or cereal, or enriched white bread) because they give:

- Vitamins for health
- Iron for healthy blood
- Protein for muscle growth and repair
- Starch for energy to work and play

Liquids (2 quarts or more, as water, milk, and fruit juices) because they are:

- Needed by body tissues
- An aid to digestion and prevent constipation

Sweets because they give energy

Composition of Foods

Foods are composed of carbohydrates, fats, proteins, minerals, vitamins, water, and cellulose. The functions which a food performs depend upon its composition.

Carbohydrates and fats furnish heat for the body and energy for play and work. The carbohydrates are the starches and sugars. Some fats also contain vitamins. Active boys and girls need much energy foods.

Protein chiefly makes muscle and flesh. It builds and helps to keep in repair muscles, glands, nerves, blood, in fact all body tissues. Since building and growing is the most important business of youth up to twenty years of age, protein foods should not be crowded out by sweets. Eat a variety of foods because the protein differs one from another. Milk, cheese, eggs, lean meat, fish, fowl, nuts, soybeans, dried peas and beans contain much protein.

Minerals.—Minerals help build the muscle, flesh, teeth, bone, and fluids of the body; they help to regulate or to keep the body in good working order; they aid in the processes of digestion, heart action, and secretion. Hemoglobin, a compound containing iron, makes the blood red and gives it its power to carry oxygen throughout the body. Many mineral substances are used by the body, but calcium, phosphorus, iron, and copper are the most important ones. Calcium is required in building bone, teeth, and body fluids. Phosphorus is needed for every body tissue. Fruits and vegetables, milk, lean meat, fish, eggs, cereals, peas, and beans are sources of mineral substances.

Vitamins.—Certain substances called vitamins stimulate growth and help build up resistance to disease. They are present in most foods as they exist in nature but are absent in highly refined foods.

Water aids digestion and prevents constipation. It is important also as a regulating substance. Body tissues are about three-fourths water. Each person needs 6 or 8 glasses of water a day.

Cellulose.—Indigestible fiber in vegetable foods gives bulk to the material in the alimentary tract and thus helps prevent constipation. This fiber is not classed as a separate food but it is found in most vegetable foods.

Kitchen Etiquette

Working procedure.—When working with foods observe the following suggestions:

- Wear hair back or held in place with a ribbon or pins.
- Wear a clean wash dress or an apron.

Wash hands thoroughly and clean finger nails. Wear no rings.
 Keep a hand towel and a kitchen holder near.
 Read recipe *thoroughly*, plan work, and assemble necessary utensils and materials.

Have fire ready at right time.

Keep the kitchen, stove, and table neat and in order.

Avoid wasting materials.

Never taste food from the spoon used in cooking. Use an extra spoon for tasting and put the food into it from the stirring spoon.

Clean up as the work is done.

Put dishes to soak and wash them as there is time.

Do not waste food.

Washing dishes.—Scrape food from all dishes and stack them in piles according to kind. Rinse, in cold water, dishes which have been used for milk, eggs, or starchy foods. Soak sticky dishes in hot water and wipe greasy dishes out well with paper before washing. Partially fill a dishpan with hot, soapy water and a rinsing pan with hot, clear water. Wash glassware first, next silver, and then other dishes according to their cleanliness, washing the cooking utensils last. After drying all the dishes, wash the dish towels and cloths, rinse well, hang straight and then dry in the sun, if possible.

Meeting II. PREPARING AND SERVING FRUITS

Study and discussion

1. Menu planned at home
2. Foods for regulating the functions of the body
3. Fruits
 - Importance of eating fruit
 - Fruits most needed and why
 - Fruits for breakfast

Demonstrations

1. Make attractive servings of fresh fruits.
2. Cook dried and fresh fruits in season.
3. Serve cooked or canned fruits in a variety of ways.
4. Report by each club member on home work.

Home work

1. Collect and place in file recipes for cooking and serving fruit.
2. Prepare fruits for at least 3 breakfasts.

Value of Fruits in the Diet

Fruits supply minerals and vitamins necessary for growth and good health. They contain cellulose which aids digestion and elimination. The acid fruit juices are mildly laxative. Include two fruits in the daily diet, fresh preferably, or, if fresh fruit is not available, canned or dried fruit.

Fresh Fruits

Wash all fresh ripe fruits well just before serving. Place soft fruits, such as berries, in a sieve and run water gently over them.

When fresh fruits as *apples and pears* are served whole arrange them attractively in one large bowl. Provide each person served with a knife for quartering. When peeled or cut, and exposed to air for any length of time, apples and pears darken. Therefore, when not serving them whole, cut them just a short while before serving. Lemon juice, used on fruits for salad, is effective both for preventing discoloration and for adding flavor.

Berries of almost any kind may be used for breakfast. Add the sugar just before serving.

Oranges may be cut in halves crosswise to be eaten with a spoon, or they may be served in sections or sliced. Serve chilled orange juice in glasses. To avoid loss of vitamin C from oranges or orange juice, cut and prepare them just before serving.

Serve grapefruit in halves cut crosswise. With a sharp knife, inserted between the pulp and rind, cut around each half. Remove seeds and tough center. Sugar or salt may be sprinkled on the prepared fruit. Cut just before serving.

Serve *grapes* on the stem. Cut in bunches of convenient size if they are served from a central dish.

Cut small *melons* in halves, large ones in sections. Remove seeds and serve cold.

Both *tomatoes* and tomato juice are excellent for breakfast.

Cooked Fresh Fruits

Cooking softens the skin and fiber of fruits, develops new and pleasant flavors, and makes the fruit keep longer. Apples, peaches, and pears should be washed, cut in pieces, pared, and cored or stoned before being stewed. Berries need only to be sorted and washed.

Put enough water in the vessel in which the fruit is to be cooked to keep it from scorching; cook gently until tender. Sweeten to taste. By this method the natural flavor but not the shape of the fruit is retained. To retain the shape of the fruit, cook in a sirup. The proportion of sugar and water used in the sirup depends on the acidity of the fruit. For most well-ripened fruits, 2 parts water to 1 part sugar gives a mildly sweetened product.

Dried Fruits

Serve dried fruits in winter when fresh fruits cannot be had. Wash a pound of dried fruit, cover with cold water, soak 3 or 4

hours, and cook in this water. Cook slowly in a covered vessel until soft. Take out the fruit, boil down the juice until thick and sirupy, and pour it over the fruit. Sugar may be added, but most dried fruits contain enough sugar. Lemon juice improves the flavor of some fruits.

Apple Sauce

Wash 1 pound of apples, cut into quarters and core. Cover the pieces with water and cook until they begin to break. Put through sieve to remove skins. Add $\frac{1}{4}$ cup sugar and boil 1 minute longer.

A slice of lemon, 2 or 3 cloves, or $\frac{1}{4}$ teaspoon of cinnamon or ginger may be cooked with the apples to give variation to their taste.

Baked Apples

Select apples of uniform size. Wash, core, and place in a baking pan. Fill the centers of the apples with sugar and butter, pour enough water around them to cover the bottom of the pan, and bake in an oven of moderate temperature 20 to 30 minutes or until soft. Baste every 10 minutes with the sirup that has formed in the pan. Serve hot or cold, with or without sugar and cream.

Brown sugar may be used; spice may be added to the sugar; the centers of the apples may be filled with raisins, prunes, figs, or chopped nuts to give variety.

Meeting III. CEREALS

Study and discussion

1. Breakfast cereals

What they are

Value in the diet of whole-grain and other cereals

Kinds and methods of preparation

Relative cost of bulk and package cereals

Cereals that are available at home such as wheat and corn.

2. Dish washing

Demonstrations

1. Show samples of various cereals, raw and prepared.

2. Cook a cereal: oatmeal, cornmeal, grits, rice or whole wheat

3. Show ways of getting variety by:

Adding fruits, raisins, prunes, or apples

Cooking in milk

Serving with brown sugar or honey

Home work.—Cook cereals for 2 breakfasts.

Breakfast cereals.—Cereals are the grains that are ordinarily eaten, such as wheat, corn, rice, oats, rye, and barley. Raw cereals, such as rolled oats and corn meal, are much cheaper than "ready-to-eat" kinds, such as puffed wheat and cornflakes.

Cereals supply energy and build muscles. Whole cereals which contain outer coats of the grain help to regulate the process of digestion and elimination. They are richer also in mineral and vitamin B content than refined cereals. Whole cereals are therefore better foods than more highly refined cereals.

Much depends upon the proper cooking of cereals. To make them palatable and digestible most cereals should be cooked long and slowly. For this reason the use of a double boiler or a pan set in another over hot water is advisable.

COOKED WHEAT

1 c wheat
4 c water

1 t salt

Wash grains of wheat through several waters until clean. Add 4 cups of water and soak overnight. Boil for 30 minutes. Add salt. Put into a double boiler and cook 7 to 8 hours or until grains are popped and starch is cooked. Serve with whole milk or thin cream.

Proportions, Time, and Method of Cooking Cereals
(Allow $\frac{1}{4}$ - $\frac{1}{2}$ t salt for each cup of water used)

| Cereal | Double boiler | | | Direct heat | | |
|----------------------------------------|---------------------------------|------------------|-------------|---------------------------------|--------------|-------------|
| | Water for 1 cup of cereal | Cooking time | | Water for 1 cup of cereal | Cooking time | |
| | <i>cups</i> | <i>hr.</i> | <i>min.</i> | <i>cups</i> | <i>hr.</i> | <i>min.</i> |
| Rice | 8 | 0 | 30 | 2-3 | 0 | 30 |
| Cracked wheat | 4 | 2 | 0 | 4 | 0 | 45 |
| Hominy grits (not quick cooking) .. | 4 | 2-3 | 0 | 4 | 2 | 0 |
| Rolled oats (not quick cooking) ... | $1\frac{3}{4}$ | $\frac{3}{4}$ -1 | 0 | 2 | 0 | 20 |
| Cornmeal | 6 | 1-2 | 0 | 6 | 0 | 45 |
| Cream of wheat | 5 | 0 | 45 | 5 | 0 | 20-30 |

Meeting IV. BEVERAGES

Study and discussion

1. Water, the most important beverage
2. Milk, a food used as a beverage
 - Value in the diet
 - Amount needed daily
3. Coffee and tea
 - History
 - Effect of stimulants
4. Cocoa and chocolate
 - History
 - Manufacture

Demonstrations

Make and serve cocoa and cinnamon toast.

Reports by club members

Home work

1. Prepare beverages for 3 family breakfasts.
2. Plan 2 breakfasts for the family.

Water

Water is the most important of all beverages. It is needed by the body every day and in large amounts for the following purposes:

- To aid in the digestion of food
- To help carry digested food into the blood
- To regulate the amount of fluid in the blood
- To keep the body at the right temperature by evaporation
- To carry off waste matter from the body
- To be a part of the body tissues

Some water is furnished to the body from the foods eaten. In addition, we should each of us drink 6 to 8 glasses of water every day.

Milk

Milk is one of our most important foods. It supplies calcium and phosphorus to build bones and teeth. It has vitamins A and B, which are necessary for growth and health. It gives us protein for building muscle, and sugar and fat for energy. Every child should have plenty of milk; from age of 2 years onward every growing person needs a quart of milk a day. Some of this milk may be in soups, puddings, cereals, and cocoa. Buttermilk may be used in place of sweet milk if butter is served with the bread or vegetables. To be at its best milk should be from *clean, healthy cows* (udders and flanks washed before each milking), the milker's hands must be clean, milk pails and other utensils cleaned and scalded before each use, and the milk cooled quickly and kept cool until used.

Cocoa and Chocolate

Cocoa and chocolate are made from the cacao bean, a product of the cacao tree that grows in tropical or subtropical lands. In cocoa about half the fat of the cacao bean has been removed; in chocolate none of the fat has been removed, in fact more fat and often sugar and condensed milk or starch has been added. Beverages made from cocoa or chocolate therefore have food value in themselves, and as milk usually is used in making the drinks they have the added food value of the milk.

Coffee and Tea

Most food specialists advise that growing children let the grown-ups drink the coffee and tea, and that the children drink milk. The main reason for this, of course, is that coffee and tea have no food value (except the food value of such cream and sugar as may be used in them), but that milk, as pointed out in a foregoing paragraph, is an essential food. Both coffee and tea contain a stimulant, caffeine. Tea also contains tannin, which tends to make the foods in the stomach harder to digest. Naturally, as these materials are in the ground coffee or the tea leaves, the longer the coffee or tea is boiled, or the longer the boiled grounds or leaves stand in the liquid after it is made, the more of the stimulants will be in the beverage.

COCOA (for 4 persons)

4 T cocoa
2 T sugar
Dash of salt

$\frac{1}{2}$ c cold water
 $3\frac{1}{2}$ c milk

Mix cocoa, sugar, salt and water in saucepan and place over direct heat. Stir until smooth; boil 2 minutes. Add scalded milk. Keep hot by placing pan over hot water. Beat well using dover egg beater. Serve at once.

Meeting V. EGGS

Study and discussion

1. Value of eggs in the diet; ways of serving them
2. Discussion of menus planned for family—kinds of breakfasts needed by different members of the family.

Demonstration.—Cook and serve eggs in 3 ways; for example, omelet, and soft boiled.

Home work.—Cook eggs for the family in new ways for 3 days.

Value of Eggs in the Diet

Eggs contain building material for blood, muscle, and bone as well as energy-producing material. The yolk contains iron, phosphorus, copper, vitamins, protein, and considerable fat. The white of the egg is largely protein. Eggs are called meat savers because the body does not require both meat and eggs in the same meal.

In cooking eggs remember that a high temperature toughens the protein and makes it less digestible. Eggs cooked in water not quite boiling are tender and jelly-like. Fried eggs should be cooked in fat that is not smoking hot.

Scrambled Eggs

Beat the eggs lightly. Add to the eggs 1 T of cream or top milk for each egg. Season with salt and pepper. Pour the mixture into a pan containing 1 T of melted butter. Cook over hot water, stirring constantly until thickened. Remove and serve at once.

Eggs Cooked in the Shell

Place eggs in enough boiling water to cover them. Cover, set pan where water will keep hot but not boil. Leave eggs in water 4 to 6 minutes for soft-cooked eggs; 6 to 8 minutes for medium-cooked eggs; 30 to 45 minutes for hard-cooked eggs.

Poached Eggs

Have a shallow saucepan about $\frac{2}{3}$ full of boiling salted water. Break fresh eggs into a small dish and slip them into the gently boiling water. Cover the pan and place it where the water will stay hot but not boil. When the white is firm, remove eggs carefully, with a perforated spoon, putting them on pieces of buttered toast arranged on a hot platter. Season with butter and salt. A sprig of parsley makes an attractive garnish.

Shirred Eggs

Butter individual baking dishes. Break 1 egg into each. Cover with buttered crumbs. Place dishes in pan of water and bake in an oven of moderate temperature (350° F) until the desired consistency appears.

Baked Eggs and Cheese

Break the desired number of eggs into a shallow, greased baking dish; add a few tablespoons of cream; salt enough to season; and sprinkle with a mixture of grated cheese and fine, dry bread crumbs. Set this dish in a pan containing hot water and bake in an oven of moderate temperature (350° F) until the eggs are set and the crumbs are brown. Just before serving, add a dash of paprika.

Creamed Eggs (for 6 persons)

| | |
|--------------------|----------------------|
| 4 hard-cooked eggs | $\frac{3}{4}$ t salt |
| 3 T flour | 3 T butter |
| Pepper | 1½ c milk |

Make a white sauce of the butter, flour, seasonings, and milk. Add the sliced eggs to this sauce. Serve on hot, buttered toast or toasted biscuit.

Goldenrod Eggs

Use recipe given for creamed eggs but serve in the following way: Separate the yolks from the whites. Chop the whites and press the yolks through a sieve or crush them with a fork. Add the chopped whites to the white sauce and pour over toast. Sprinkle the yolks over it. Garnish with parsley and serve at once.

Omelet

For each egg use 2 T milk or water. To make a puffy omelet, beat the yolk and white separately. Mix the yolk, seasoning, and liquid together, and fold into the stiffly beaten white. To make a plain omelet, beat the whole egg and mix it with the liquid and seasoning. Put 1 t of fat for each egg used into a frying pan, and when it is hot turn in the omelet, spreading it over evenly. Cook it slowly until the bottom is evenly browned. When the omelet is set and delicately browned underneath, place in a hot oven for a few minutes to dry the top. Fold and serve at once.

For variation, sprinkle grated cheese over a puffy omelet before placing it in the oven, or spread with soft jelly before it is folded. Chopped ham or flaked fish may also be used.

Meeting VI. QUICK BREADS (Toast, Muffins, Waffles)

Study and discussion

1. Proportion of materials and methods of mixing
2. Leavening agents
3. Accurate measurements
4. Report on home work.

Demonstrations

1. Make muffins.
2. Serve muffins.
3. Judge muffins.

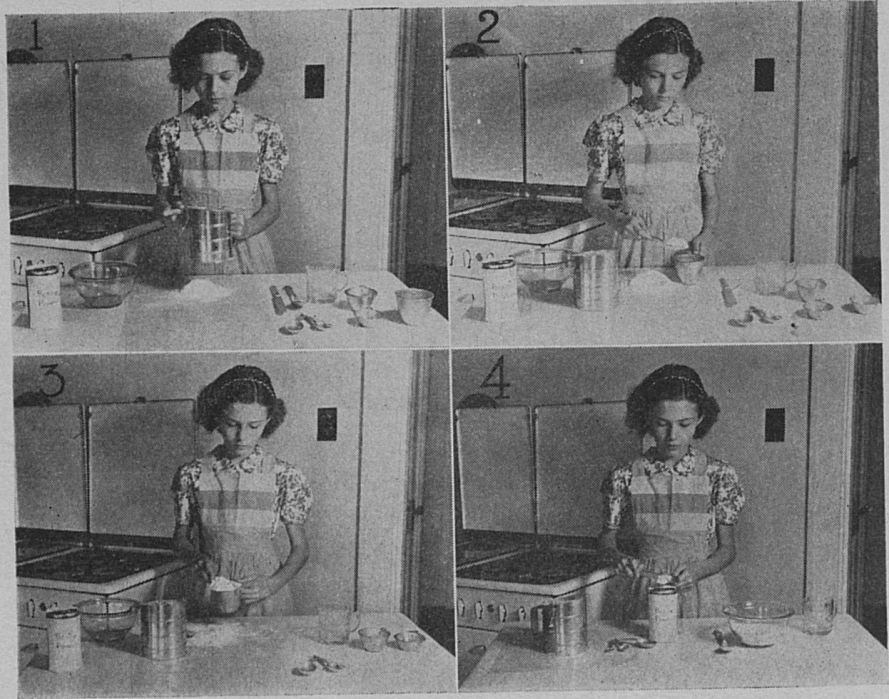
Reports on home work.— Judge muffins.

Home work

1. Practice accurate measurements.
2. Make muffins 3 times.
3. Prepare a home breakfast.

How to Measure the Ingredients

All measurements given are level. The straight edge of a knife or a spatula is used to smooth the surface of dry ingredients. Dry materials, such as flour and sugar, should be sifted, measured lightly, and never shaken or pressed down. A spoonful of dry material is measured by filling to over-flowing and then leveling. Fats are packed solidly into the measure. Half a spoonful is a spoonful divided



1. Sift dry ingredients before mixing. 2. Put flour into cup with a spoon. Do not pack. 3. Flour is leveled off with a spatula or the back of knife. 4. Measure baking powder with a measuring spoon. Level off with knife or spatula.

lengthwise with one-half taken away. One-fourth spoonful is a half-spoonful crosswise with the division line a little nearer the handle end of the bowl. Graduated measuring spoons and measuring cups ensure more satisfactory results.

Mixtures which are thin enough to be beaten with a spoon are called batters, such as griddle cakes and muffins; those thick enough to be handled on the board are doughs, such as biscuit and pie crust.

Leavening Agents

Quick breads are made with a leavening agent which acts quickly, enabling them to be baked at once. Baking powder, soda, or eggs are used in making quick breads. They may be used in combination or separately.

MUFFINS

2 c flour
3 t baking powder
1 T sugar
1 t salt

1 well-beaten egg
 $1\frac{1}{4}$ c milk
2-4 T melted fat

Sift the
the mix
makes
batter i
modera

1
 $\frac{1}{2}$
 $\frac{1}{2}$

Sift dry
the mi
may no
is full
side. S
added.

Toast
namon
in war

1
2

Toast
is serv

Study
and

Demo

1. M
2. M
3. M
4. M

Home

1.
2.

Sift fl
again.
using

Sift the dry ingredients together. Add the milk to the egg. Combine the mixtures. Add the fat. Beat only enough to mix; longer beating makes muffins more compact and inclined to form tunnels. Put the batter into oiled muffin pans, filling them about $\frac{2}{3}$ full. Bake in a moderate oven for 25 minutes. Remove from the pans at once.

SOUR MILK GRIDDLECAKES

| | |
|------------------------------------------------------------------|-------------------------------------|
| 1 c flour | $\frac{3}{4}$ c freshly soured milk |
| $\frac{1}{2}$ t salt | 1 well-beaten egg |
| $\frac{1}{2}$ t soda (more or less according to acidity of milk) | 1 T melted fat |

Sift dry ingredients together. Mix sour milk, egg, and fat. Combine the mixtures. Drop by spoonfuls on a hot griddle (which may or may not be oiled depending on the kind). When the batter has risen, is full of bubbles, and cooked on edges, turn it and cook the other side. Serve at once. The cakes will brown better if 1 T of sugar is added.

CINNAMON TOAST

Toast bread, spread with butter and sprinkle with a mixture of cinnamon and sugar, using 3 parts sugar to 1 part cinnamon. Let stand in warm oven until sugar has melted.

MILK TOAST

| | |
|-------------------|----------------------|
| 1 pt scalded milk | $\frac{1}{2}$ t salt |
| 2 T butter | 6 slices dry bread |

Toast bread; butter and pour the scalded milk over the toast as it is served.

Meeting VII. QUICK BREADS (Biscuits)

Study and discussion.—Biscuits: Proportion of materials in doughs and methods of mixing them; variations

Demonstrations

1. Make biscuits.
2. Make one variation of plain biscuit recipe.
3. Serve tea biscuit and cocoa.
4. Judge biscuits.

Home work

1. Make plain biscuits 3 times.
2. Make variations once.

BISCUITS

| | |
|--------------------------------|----------------------|
| 2 c soft-wheat flour | 3 T fat |
| 1 t salt | 1 scant c sour milk |
| $1\frac{1}{2}$ t baking powder | $\frac{1}{2}$ t soda |

Sift flour before measuring. Add dry ingredients to flour and sift again. Cut fat into dry ingredients, with 2 knives or a pastry blender, using about 60 cuts. Pour in milk and mix for about 1 minute, using

a knife. Turn onto slightly floured board, roll to a thickness of about $\frac{1}{2}$ inch, and cut with a medium-sized cutter. A standard biscuit should be about 2 to $2\frac{1}{4}$ inches in diameter. Place biscuits in baking pan, leaving space between them. Put pan into a hot oven (450° F) and bake 10 to 12 minutes, or until golden brown.

CINNAMON BISCUIT

Follow recipe for biscuits to the point of rolling. Roll dough to $\frac{1}{4}$ inch thickness. Spread lightly with soft or melted butter, sprinkle with mixture of 4 T sugar and 1 T cinnamon. Roll as for jelly roll and slice in $\frac{1}{2}$ -inch slices. Place in pan with cut side down. Bake the same as for biscuits. Serve hot.

RAISIN-NUT BISCUIT

Roll as for cinnamon biscuit. Spread with butter; sprinkle lightly with sugar, raisins, and nuts. Roll as for jelly roll; slice in $\frac{1}{2}$ -inch slices. Place in pan with cut side down. Bake the same as plain biscuits. Serve hot.

Meeting VIII. TABLE SERVICE AND ETIQUETTE

Study and discussion

1. Setting the table—linen, silver, china, centerpiece
2. Serving of the meal
3. Table etiquette

Demonstrations

1. Set table for a family breakfast, and seat group at table
2. Practice serving various foods to be eaten at breakfast.
3. Practice holding silverware.

Home work

1. Set the breakfast table for a week.
2. Assist in serving breakfast for a week.
3. Prepare a menu for the demonstration breakfast.

Table Setting

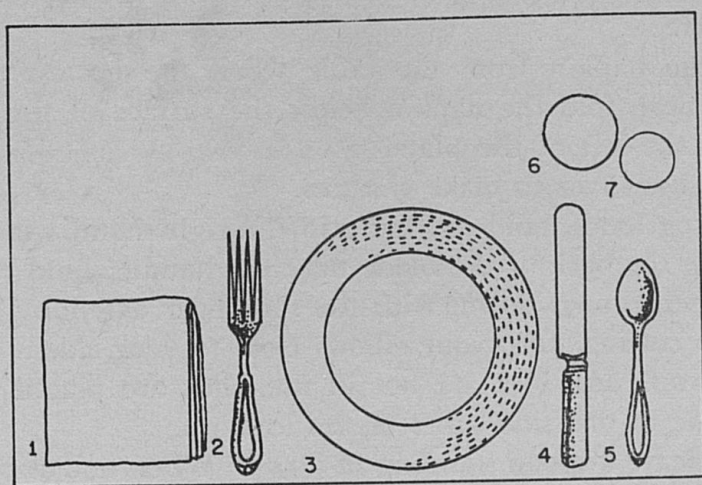
Linens.—A table cloth, or place-doilies, may be used for the breakfast table. Material for these may be linen, cotton, or oilcloth. Brightly colored cloths add cheer and gaiety to the morning meal. The table covering should suit the dishes used. Rough-textured materials fit pottery dishes, and finer weaves look best with lighter china. Feed sacks can be made into attractive place mats and napkins, and corn-shuck mats which the club girls have learned to make are very practical and decorative with pottery or heavy dishes.

Covers.—The dishes, silver, glassware, and linen used at the table by one person are known as a cover. Arrange the covers so that the table looks well and the persons will be comfortable.

The knife is placed at the right with cutting edge toward the plate. The spoon, bowl up, is placed at the right of the knife. The fork is placed at the left of the plate, tines up. Place these 3 pieces so that the handles are about 1 inch from the edge of the table.

The water glass is placed at the right just above the tip of the knife. The milk glass is placed at the right of the water glass. The cup and saucer, when used, are placed at the right of the teaspoon with the handle of the cup convenient for picking up.

The plate is placed in the center of the cover. Where there is a design on the china it should be arranged facing the individual.



Arrangement of a Cover

1. Napkin
2. Fork

3. Plate
4. Knife

5. Spoon
6. Water glass
7. Milk glass

Serving and other dishes.—Silver is placed on the table convenient to the dish for which it is used, or at the right of the person who is to serve. Arrange serving dishes, salt and pepper, and cream and sugar for the convenience of the person serving. Always arrange these dishes in an orderly way.

Chairs should be placed in front of each cover with the front edges on a line with the edge of the table cloth.

Decorations.—Simple arrangements of fresh fruits, gourds, small plants or fresh flowers make attractive breakfast-table decorations.

Serving the Breakfast

The simplest, most convenient service possible is best for the informal family breakfast. The food may be placed in dishes on the table and the plates served by the father or mother, or the dishes

may be passed with each member serving himself. Or the plates may be served in the kitchen and placed at each cover. No matter which service is used, see that necessary things are on the table and make as few trips as possible to the kitchen for hot bread or other foods. Here, as waitress, is where you can make your contribution! Thus saving steps for others.

Table Manners

It is correct to be seated and to rise from the left of the chair.

Sit up straight, leaning slightly forward.

Keep your feet flat on floor; don't twist them around the legs of the chair.

Take the napkin from the table when the hostess takes hers. After the meal, fold the napkin below the surface of the table and place it at the left of the plate.

Do not use silver to make gestures.

In cutting foods, hold the knife in the right hand with the forefinger along the back of the blade near the handle; hold the fork in the left hand, prongs down, with the forefinger extending along the handle. In cutting, keep your elbows close to your sides.

When knife and fork are not in use, they are placed across the plate a little to one side, tines of the fork up.

Do not leave a spoon standing in a cup. When not using it, place it on the saucer beside the cup.

When eating with a spoon the side, not the tip of the spoon, should be used.

Keep the mouth closed while chewing.

Do not butter a whole slice of bread at a time, nor take a bite from a whole slice.

Do not comment on food that is not to your liking. Learn to eat all foods and to dislike few or none.

Carry on a cheerful conversation at the table.

Simplicity and naturalness are to be stressed in table manners as well as in table service.

Meeting IX. PLANNING DEMONSTRATION BREAKFAST

Study and discussion

1. Submit planned menus and discuss the one you have selected to be used.
2. Determine guests to be invited.
3. Assign duties for demonstration breakfast to cooks, waitresses, hostesses, dish washers, and any others.
4. Discuss laundering table linens.

Demonstration.— Launder table linen.

Home work.— Complete record to be turned over to leader at next meeting.

Meeting X. PREPARING AND SERVING A BREAKFAST

Collect record books.

Demonstration.— Cook and serve a breakfast according to plans made at previous meeting. If possible, more than one breakfast should be served in order to gain experience in the various duties. Make a report on the value gained from this project.

Home work

1. Plan, cook, and serve a Sunday morning breakfast for the family.
2. Launder napkins at least once.
3. Remove fruit and coffee stains from a tablecloth or napkins.

4-H FOOD RECORD — BREAKFAST

| | |
|----------------------------|-----------------|
| _____ | |
| <i>Name of club member</i> | <i>Age</i> |
| _____ | |
| <i>County</i> | <i>Date</i> |
| _____ | |
| <i>Post Office</i> | <i>R. F. D.</i> |

I have been in 4-H Club work _____ years, in Food projects _____ years.

Number project meetings attended _____

Number times took part in program _____

Number dishes prepared at project meetings _____

Number dishes prepared at home _____

Number meals prepared at project meetings _____

Number meals prepared at home _____

Write about your breakfast project:

Name of leader

Name of parent

Approved: _____

County Extension Agent

Lexington, Kentucky

November, 1943

Cooperative Extension Work in Agriculture and Home Economics: College of Agriculture and Home Economics, University of Kentucky, and the United States Department of Agriculture, cooperating. Thomas P. Cooper, *Director*. Issued in furtherance of the Acts of May 8 and June 30, 1914.

25M—11-43