

Food Project for 4-H Clubs

UNIT I—BREAKFAST

CIRCULAR NO. 321

(Revised)



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FOOD PROJECT FOR 4-H CLUBS

Unit I—Breakfast

By **DOROTHY THRELKELD** and **EDITH LACY**

OBJECTS OF THE PROJECT

The work of the 4-H Food Project is planned to:

1. Give knowledge of wholesome foods, their preparation and combination, in order that the girls may know how to select an adequate diet.
2. Teach correct table setting and service.
3. Improve health habits.
4. Promote a varied, well-balanced diet.

REQUIREMENTS

1. Complete lessons on the following subjects:

Selection of foods.

Fruits, their preparation and service.

Working procedure.

Cereals.

Beverages.

Eggs.

Quick breads.

Table service and etiquette.

Planning demonstration breakfast.

Preparing and serving demonstration breakfast.

2. Keep a record of work done at project meetings and at home.

SUGGESTIONS FOR MEETINGS

MEETING 1. Selection of Foods.

A. Study and Discussion.

1. Selection of foods for good nutrition.
2. Normal weight for age and height.
3. General directions for work.

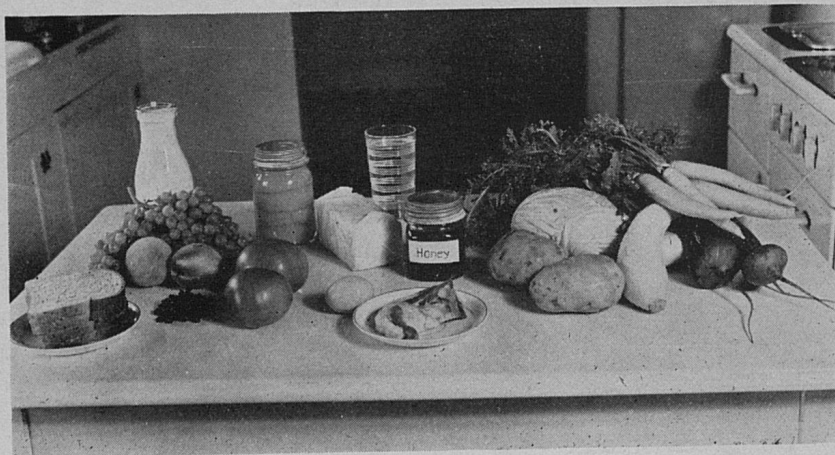
B. Demonstrations.

1. Show groups of foods needed in a day's diet. Poster may be used.
2. Make a chart showing height and weight of each club member of the group.

C. Home Work.

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

The order of the meetings may be changed occasionally for the convenience of the leader and members and other meetings may be added to those suggested here.



DAILY FOOD REQUIREMENTS

Each day's food supply for one person should contain 1 quart of milk, two or more servings of vegetables, two or more servings of fruit, one serving of meat or cheese, one serving of eggs, one or more servings of whole-grain cereal, and six glasses of water.

SELECTION OF FOODS

The human body is a wonderful living machine that can grow and repair itself. It keeps repairing itself as long as life lasts, and even when actual work and play cease, breathing, digestion and circulation continue. What supplies the human body with this

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power to build tissue, produce energy and keep every part in working order? The answer is food. All the functions of the body must be maintained by food. Those substances which furnish energy, build tissue and regulate body processes must be provided by the diet as a whole, to keep the body in health. Most foods are a mixture of a number of different substances and can fulfill more than one of the needs of the body. The substances found in foods, which are necessary to the body, may be grouped under six headings. They are carbohydrates, fats, proteins, mineral substances, vitamins and water.

Carbohydrates and fats are energy foods. Energy foods furnish warmth, the power to work, play, and carry on the body processes such as breathing and circulation of the blood. Energy foods also produce the needed fat paddings over nerves, muscles and bones. If enough energy food is not supplied, the fat already stored in the body is burned. When the fat is consumed, the body then draws for its needs on the muscle tissue and this weakens the body as a whole. Eating too much carbohydrate and fat produces fatness and overweight. A person can tell whether the right amount of energy food is taken by checking with the standard table for height and weight. Bread, butter, milk, yolk of egg, and cereals are among the best energy producers. Since boys and girls usually are very active, they can use much energy food.

Protein is the chief material from which muscles and flesh are made. It builds and helps to keep in repair muscles, glands, nerves, blood, in fact all body tissues. Building and growing is the most important business of the young up to twenty years of age, so the protein foods should not be crowded out with desserts, candies, and ice cream. There are several proteins and they are not all alike so a variety is needed. Milk, cheese, egg, lean meat, fish, fowl, nuts, peas and beans contain much protein.

Mineral substances. Many mineral substances are used in the body but salt, calcium, phosphorus and iron are the ones that are most needed. Minerals are needed in growth because they must form a part of the muscle, flesh, teeth, bone and fluids of the body. They are also needed because 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 thruout the body. Calcium is required in building bone and teeth and body fluids. Phosphorus is needed for every body tissue. Fruits and vegetables are sources of mineral substances, as well as milk, lean meat, fish, eggs, cereals, peas and beans.

Vitamins. Certain substances called vitamins are present in foods. They have the power to stimulate growth and to 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 forms a part of all body tissue and is important as a regulating substance. Body tissues are about three-fourths water. Water also aids digestion and prevents constipation. Six or eight glasses of water a day are needed by the individual.

Cellulose. The 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.

IMPORTANT CONSTITUENTS OF FOODS, AND THEIR FUNCTIONS

The following table gives the important constituents of foods and the part which each plays in the body processes of children and adults.

Classification and chief sources		General functions
CARBOHYDRATES		Produce energy for work and warmth, and for carrying on the general body processes.
Sugar	Macaroni	
Jellies	Potatoes	
Jams	Sweetpotatoes	
Syrups	Dates	
Molasses	Bananas	
Candy	Cereals	
Breads	Dried beans	
Rice		
FATS		
	Butter	
	Lard	
	Vegetable oils	
	Pork	
	Bacon	
	Cream	
	Nuts	
PROTEINS		Build new body tissue of children and convalescents and keep body tissues of children and adults in repair.
Lean meat	Cheese	
Beef	American	
Mutton	Cottage	
Lamb	Eggs	
Chicken	Milk	
Pork	Beans (dried)	
Fish	Mature and dried peas	

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Classification and chief sources		General functions		
CELLULOSE		Aid digestion. Help in preventing or overcoming constipation.		
Coarse cereals Coarse fruits and vegetables				
MINERALS				
Calcium	Iron	Help to build and repair bony and muscular tissues and build new red blood corpuscles. Help to keep body in good condition. Aid in body processes such as digestion, heart action, secretions, etc.		
Milk	Liver			
Cheese	Oysters			
Phosphorus	Dried beans			
Lean meat	Beef (lean)			
Egg yolk	Heart			
Cheese	Greens			
Whole-grain cereals*	Molasses			
Milk	Egg yolk			
	Blackberries			
	Prunes			
	Whole-grain cereals			
	String beans			
	Peas			
VITAMINS				
Vitamin A	Vitamin B₁	Vitamin C	Vitamin D	Promote growth and optimum health.
Butter	Fresh green peas	Oranges	Egg yolk	
Cream	String beans	Grapefruit	Fish liver oil	
Carrots	Whole milk	Tomatoes		
Eggs	Whole-grain cereals & breads	Cabbage (raw)	Antipellagric factor	
Liver	Peas	Bananas	Liver	
Milk (whole)		Apples	Beef	
Spinach		Lettuce	Milk	
Fish liver oil		Potatoes	Eggs	
Cheese		Greens		
Greens		Lemons		
		Turnips		

* Made from whole grain.

GENERAL DIRECTIONS FOR WORK

When working with foods the following suggestions should be observed:

Wear hair back or held in place with a band or hairnet.

Wear a clean wash dress or cover dress with an apron.

Wash hands thoroly and clean finger nails. Wear no jewelry.

Keep a hand towel and a kitchen holder near.

Read recipe thru, 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.

Wash hands after using handkerchief.

Keep handkerchief out of sight.

MEETING 2. Fruits—Their Preparation and Serving.

A. Study and Discussion.

1. Discuss menu planned.
2. Foods for regulating the functions of the body.
3. Fruits.

Importance of eating fruit.

Fruits most needed and why.

How much fruit should we eat each day?

Fruits for breakfast.

B. Demonstrations.

1. Show attractive ways of serving fresh fruits.
2. Cook dried and fresh fruits (peaches, pears, apples or fruits in season). Prepare a fresh fruit for serving.
3. Serve cooked or canned fruits in a variety of ways.
4. Report by each club member on home work assigned at previous meeting.

C. Home Work.

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

FRUITS

Fruits contain cellulose which aids digestion and elimination. They supply minerals and vitamins which are necessary for growth and the maintenance of good health. The acid fruit juices are mildly laxative and tend to prevent constipation. At least one fruit should be included in the daily diet, fresh preferably, or, if fresh fruit is not available, canned or dried fruit.

FRESH FRUITS

Ripe fruits only should be eaten raw. All fresh fruits should be washed well before serving. Such soft fruits as berries are best washed by being placed in a sieve and running water gently over them.

Apples and pears are usually served whole and each person is provided with a knife for quartering. When served whole they may be arranged attractively in one large bowl. Apples and pears,

when peeled or cut, darken when exposed to air for any length of time. This can be prevented to a great extent by dipping the pieces in cold water; addition of lemon juice or salt to the water is still more effective. Lemon juice, used on fruits for salad is both effective for preventing discoloration and for the addition of flavor.

Berries of almost any kind may be used for breakfast. Unless the berries are rather hard the sugar should be added just before serving or they will become soft.

Oranges may be cut in halves crosswise to be eaten with a spoon. They may also be served in sections or sliced. Chilled orange juice may be served in glasses.

Grapefruit may be served in halves cut crosswise and each section cut around with a sharp knife. The seeds should be removed and the tough center cut out. If they are to be eaten with sugar, this is usually added before serving, so that it may dissolve in the juice. Many prefer to eat grapefruit with salt instead of sugar or without either.

Grapes are served on the stem. If they are served in a central dish, they should be cut in bunches of convenient size for serving.

Melons, if small, may be cut in halves and seeds removed. Larger melons may be served in sections. They should be cold.

COOKED FRESH FRUITS

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

To cook fruits, add enough water to keep them from scorching, cook gently until tender and 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 syrup. The proportion of sugar and water used in the syrup depends on the acidity of the fruit. For most well-ripened fruits two parts water to one part sugar gives a mildly sweetened product.

DRIED FRUITS

Dried fruits are valuable especially in winter when fresh fruits cannot be had or are too expensive. Wash a pound of dried fruit and cover with cold water. The fruit may be cooked at once but will take longer than if soaked. The fruit may be soaked three or

four hours or overnight and then should be cooked in the water in which it has been allowed to stand. Cook slowly in a covered vessel until soft. Take out the fruit and boil down the juice until thick and syrupy and pour it over the fruit. Sugar may be added but most dried fruits contain sufficient sugar. Lemon juice improves the flavor of some fruits.

APPLE SAUCE

One pound apples, one-half cup sugar. Wash apples, core and cut into quarters. Cover the pieces with water and cook until they begin to break. Put thru sieve to remove skins. Add the sugar and boil one minute longer.

Variations. A slice of lemon, two or three cloves, or a quarter of a teaspoon of cinnamon or ginger, may be cooked with the apples.

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 a moderate oven 20 to 30 minutes or until soft. Baste every 10 minutes with the syrup. Serve hot or cold, with or without sugar and cream.

Variations. 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.

BAKED BANANAS

4 bananas
½ T butter

1½ T sugar
Lemon juice

Peel the bananas and scrape off the "strings". Cut in halves lengthwise and place in a pan with the cut surface up. Put dots of butter over the bananas, sprinkle with sugar and pour lemon juice over them. Bake in a moderate oven until the sugar has browned slightly.

MEETING 3. Cereals.

A. Study and Discussion.

1. Breakfast cereals.

- (a) What they are.
- (b) Comparative value in the diet. Whole cereals, other cereals.
- (c) Kinds and methods of preparation.

- (d) Relative cost of bulk and package cereals.
- (e) Cereals that are available at home. Wheat and corn products.
- 2. Dish washing.
- B. Demonstrations.
 - 1. Show samples of various cereals, uncooked and prepared.
 - 2. Cook cereals (oatmeal, cornmeal, grits, rice or whole wheat).
 - 3. Show ways of adding variety.
 - (a) Adding fruits (raisins, prunes or apples).
 - (b) Cooking in milk.
- C. Home Work.
 - 1. Cook cereals for two breakfasts.

BREAKFAST CEREALS

Cereals are all 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 bodily energy and build muscles. Whole cereals which contain outer coats of the grain help to regulate the process of digestion and to throw off waste matter of the body. They are richer also in mineral and vitamin content than refined cereals. Whole cereals are preferable to 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 is advisable. However, many of the cereals now on the market have been pre-cooked, therefore need little cooking before they are served.

COOKED WHEAT

1 cup wheat
4 cups water

1 teaspoon salt

Wash grains of wheat thru several waters until clean. Add four cups of water and soak overnight. In the morning bring water to boiling and boil for 30 minutes. Add salt. Put into a double boiler and cook seven to eight hours or until grains are popped and starch is cooked. Serve with whole milk or thin cream.

Note: If a double boiler is not available wheat may be put into an ordinary pan and after boiling 30 minutes put on back of the stove or over a very slow fire and kept at simmering point until thoroly cooked. More water, which should be boiling, will have to be added when wheat is cooked in an open kettle. Stir wheat very gently and often enough to prevent sticking.

PROPORTIONS, TIME AND METHOD OF COOKING CEREALS

Cereal	Double boiler			Direct heat		
	Water for 1 cup of cereal	Time of cooking		Water for 1 cup of cereal	Time of cooking	
	cups	hrs.	min.	cups	hrs.	min.
Rice	4	1	0	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 $\frac{3}{4}$	45 min. to 1 hr.		2	0	20
Corn meal	6	1-2	0	6	0	45
Cream of wheat	5	0	45	5	0	20-30

Allow $\frac{1}{4}$ - $\frac{1}{2}$ t. salt for each cup of water used.

WASHING DISHES

Scrape food from all dishes and pile them 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 4. Beverages.**A. Study and Discussion.**

1. Water, the most important beverage.
2. Milk, a food used as a beverage.
 - (a) Value in the diet.
 - (b) Amount required daily.
3. Coffee and tea.
 - (a) History.
 - (b) Harmful effects.
4. Cocoa and chocolate.
 - (a) History.
 - (b) Manufacture.
 - (c) Price, brands, etc.

B. Demonstrations.

1. Make coffee and tea and show how properly made and poorly made beverages differ.
2. Make and serve cocoa and cinnamon toast.

C. Reports by club members.

D. Home Work.

1. Prepare beverages for family for three breakfasts.
2. Plan two breakfasts for the family.

BEVERAGES

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

As an aid in the digestion of food.

To help carry digested food into the blood.

To regulate the consistency of the blood.

To keep the body the right temperature by evaporation.

As a means of carrying off waste matter.

To form part of the composition of the body tissues.

Some water is furnished to the body from the foods eaten. In addition to this every person should drink five to eight glasses of water a day.

Milk is one of our most important foods. It supplies calcium and phosphorus to build bones and teeth; vitamins A, B, and D necessary for growth and health; protein for muscle building, and sugar and fat for energy. Every child over two should have a quart of milk a day to provide for growth and for building bones and muscles. Some of this milk may be in soups, puddings, cereals, and in cocoa. Buttermilk may be used in place of sweet milk if butter is served with the bread or vegetables.

Cocoa and chocolate. Cocoa is manufactured from the ground cocoa bean after about half the fat is removed. Chocolate is made from the ground cocoa bean but does not have the fat removed; indeed it usually contains added fat and often sugar and condensed milk or starch. Both chocolate and cocoa contain a harmful stimulant, like that found in tea and coffee, but in a smaller amount. Since milk is used in making cocoa and chocolate drinks they have more food value than coffee or tea. However, cocoa or chocolate should not be served regularly to children.

Coffee is a beverage which has no food value except that of the sugar and cream or milk which are added to it when served. It contains a harmful stimulant called caffeine which is particularly stimulating to the sensitive nervous system of a growing child. Children should drink milk instead of tea and coffee. However, it is well for us to know how to make coffee, since it is used frequently by adults.

Tea. There are two kinds of tea, black and green. The chief

difference is that black tea leaves are fermented after picking while green leaves are not. Tea leaves contain the harmful stimulant, caffeine, and a substance called tannin which retards digestion. Freshly boiled water should be used for making tea. Boiling the leaves or allowing them to remain in the water for more than five minutes results in a bitter product containing much of the harmful substances.

BOILED COFFEE (FOR 4 PERSONS)

8 T coffee	1 egg shell or 1 t slightly
Cold water	beaten egg
Few grains salt	4 c boiling water

Stir the ground coffee with the crushed egg shell or the egg, and enough cold water to wet the mixture, add salt. Pour the boiling water over the mixture and boil the coffee three minutes. To clear the grounds out of the spout, pour a little coffee and put it back into the pot. Next, pour 3 T cold water into the pot and put it in a warm place for five minutes to settle. Long boiling brings out a bitter flavor and more of the harmful stimulant.

PERCOLATED COFFEE

8 T medium-ground coffee	4 c water
Few grains salt	

Place coffee and salt in the strainer of the coffee pot with the water below. Place over fire and let water percolate slowly and gently thru coffee until of desired strength.

COCOA

4 T cocoa	1 c cold water
2 to 4 T sugar	3 c milk
Dash of salt	

Mix cocoa, sugar, salt and water in upper part of double boiler and place over direct heat. Stir until smooth; boil 2 minutes. Place over hot water, add milk, and heat. Beat well using dover egg beater, and serve at once. Serves 4.

MEETING 5. Eggs.

A. Study and Discussion.

1. Eggs.
 - (a) Value of eggs in the diet.
 - (b) Ways of serving eggs.
2. Discussion of menus planned for family.

Kind of breakfast needed by different members of the family.

B. Demonstrations.

Cook and serve eggs in three ways (poached, omelet and soft boiled).

C. Home Work.

Cook eggs for the family in a new way.

EGGS

Eggs contain building material for blood, muscle and bone as well as energy-producing material. The yolk contains iron, phosphorus, vitamins, protein and considerable fat. The white of the egg is largely protein. Eggs are called meat savers as one 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 hot enough to boil are tender and jelly-like. Fried eggs should be cooked in fat that is not smoking hot.

SCRAMBLED EGGS AND BACON

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

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:

- 4-6 minutes for soft-cooked eggs
- 6-8 minutes for medium-cooked eggs
- 30-45 minutes for hard-cooked eggs

POACHED EGGS

Have a shallow saucepan about two-thirds 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. The steam helps to form a white film over the eggs. When the white is firm, remove eggs carefully with a perforated skimmer, to 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 one egg into each. Cover with buttered crumbs. Place dishes in pan of water and bake in a moderate oven until of the desired consistency.

BAKED EGGS AND CHEESE

Break the desired number of eggs into a shallow, greased baking dish, add a few tablespoons of cream and 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 a moderate oven (350° F.) until the eggs are set and the crumbs are brown. Just before serving add a few dashes of paprika.

CREAMED EGGS

4 hard-cooked eggs
3 T flour
Pepper

$\frac{3}{4}$ t salt
3 T butter
 $1\frac{1}{2}$ c milk

Make a white sauce of the butter, flour, seasonings and milk. Add the sliced eggs to this sauce. This may be served on hot, buttered toast or toasted biscuit. This recipe serves six persons.

GOLDENROD EGGS

Use recipe given for creamed eggs but serve in following way: Separate the yolks from the whites of the hard-cooked eggs. Chop the whites and press the yolks thru a sieve or crush them with a fork. Add the chopped whites to the white sauce and pour over toast. Sprinkle the yolks over the top of this. 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 the 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 a teaspoon 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.

Variations. Grated cheese may be sprinkled over a puffy omelet before placing it in the oven. Jelly omelet may be made by spreading with soft jelly a puffy omelet before it is folded. Chopped ham or flaked fish may be added to the puffy omelet before cooking.

MEETING 6. Quick Breads, Muffins.

A. Study and Discussion.

1. Quick breads.

- (a) Hot breads and the question of digestion.
- (b) Batter. Proportion of materials and methods of mixing.
- (c) Leavening agents.

B. Demonstrations.

1. Make muffins.
2. Judge muffins (reference: Kentucky Extension Circular 280, Home Economics Judging).
3. Serve muffins, jelly and milk.

C. Reports on home work.

D. Home Work.

1. Make muffins three times.
2. Prepare breakfast at home.

MEASUREMENTS

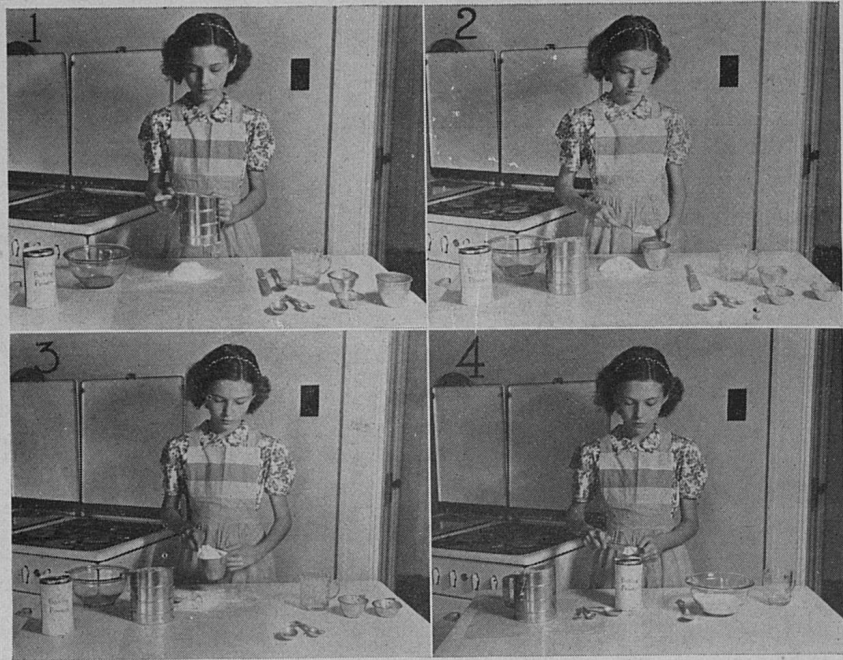
All measurements given are meant to be level. The straight edge of a knife or a spatula is used to smooth the surface of dry ingredients. Dry materials, as flour and sugar, should be sifted, measured lightly and never shaken or pressed down. Fats are packed solidly into the measure. A spoonful of dry material is measured by filling to overflowing and then leveling. Half a spoonful is a spoonful divided lengthwise with one-half taken away. One-fourth spoonful is a half-spoonful divided crosswise with the division line a little nearer the handle end of the bowl. Graduated measuring spoons and measuring cups give more satisfactory results.

Abbreviations

T	.....	tablespoon
t	.....	teaspoon
c	.....	cup
spk.	.....	speck
oz.	.....	ounce
lb.	.....	pound
g	.....	gill
pt.	.....	pint
qt.	.....	quart
gal.	.....	gallon
pk.	.....	peck
bu.	.....	bushel

Equivalents

3 t	.....	1 T
16 T	.....	1 c
½ c	.....	1 g
2 c	.....	1 pt.
2 pt.	.....	1 qt.
4 qt.	.....	1 gal.
2 gal.	.....	1 pk.
4 pk.	.....	1 bu.
16 oz.	.....	1 lb.
2 T	.....	1 oz.



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.

QUICK BREADS

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.

Proportions of liquid and flour in quick breads. 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.

CORN-MEAL MUFFINS

1 c corn meal
 ½ t salt
 ¼ to ½ t soda

1 T melted shortening
 1 c fresh buttermilk
 1 egg

Beat egg with a dover egg beater. Add milk to beaten egg, then dry ingredients and last melted shortening. Pour batter into hot,

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greased muffin rings. Fill to one-half their depth, being careful not to overfill. Bake in a hot oven. The muffins should be thoroly browned and crusty. They should be removed from rings as soon as taken from the oven.

WAFFLES

2 c flour	1½ c milk
3 t baking powder	2 eggs
¾ t salt	3-5 T melted fat
1 T sugar	

Sift dry ingredients together. Beat egg yolks, add milk, combine with dry ingredients. Add fat. Fold in the stiffly beaten egg whites carefully. Cook on a hot waffle iron. A non-electric iron will need to be oiled thoroly.

SOUR-MILK GRIDDLE CAKES

1 c flour	¾ c freshly, soured milk or clabber
½ t salt	
⅓ t soda (more or less according to acidity of milk)	1 well-beaten egg
	1 T melted fat

Sift dry ingredients together. Mix sour milk, egg and fat. Combine the dry ingredients and the egg mixture. Drop by spoonfuls on a hot griddle which may or may not be oiled according to kind. When risen, full of bubbles and cooked on edges, turn 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 cinnamon and sugar, using three parts sugar to one part cinnamon. Let stand in warm oven until sugar has melted.

MILK TOAST

1 pt. scalded milk	½ 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 7. Quick Breads, Biscuits.

A. Study and Discussion.

1. Biscuits.

(a) Doughs. Proportion of materials and methods of mixing.

(b) Variations.

B. Demonstrations.

1. Make biscuits.

2. Make one variation of plain recipe.

3. Judge biscuits.
 4. Serve tea biscuit and cocoa.
- C. Reports on home work.
- D. Home Work.
1. Make plain biscuits three times.
 2. Make variations once.

BISCUITS

2 c soft-wheat flour	4 T fat
1 t salt	$\frac{2}{8}$ to $\frac{3}{4}$ c sour milk
1 t baking powder	$\frac{1}{8}$ t soda

Sift flour before measuring. Add dry ingredients to flour and sift again. Cut fat into dry ingredients, using about sixty cuts. Pour in milk and mix for about one minute, using a knife. Turn on to slightly floured board and roll to a thickness of about one-half inch and cut with a medium-size cutter. A standard biscuit should be about two to two and one-quarter inches in diameter. Place biscuits in baking pan, leaving space between them. Put pan into a hot oven (450 degrees) and bake ten to twelve minutes, or until golden brown. For characteristics of a good biscuit see Kentucky Extension Circular 280, page 15.

CINNAMON BISCUIT

Follow recipe for either baking powder or soda biscuits to the point of rolling. Roll dough to $\frac{1}{4}$ " 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 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 as for plain biscuits. Serve hot.

MEETING 8. Table Service and Etiquette.

- A. Study and discussion.
1. Setting the table—linen, silver, china, centerpiece.
 2. Serving.
 3. Table etiquette.
- B. Demonstrations.
1. Set table for family breakfast, and seat group at table.
 2. Practice serving various foods to be eaten at breakfast.
 3. Practice holding silverware.

C. Home Work.

1. Set table for breakfast at home for a week.
2. Assist mother in serving breakfast for a week.
3. Prepare three menus for demonstration breakfast and submit at the next meeting.

TABLE SERVICE

Simple rules for table setting. Before setting the table see that the dining room is clean and a comfortable temperature. A pad of heavy cloth, very little larger than the table, placed under the tablecloth lessens noise and gives a better appearance to the table. Spread the tablecloth smoothly and evenly, with the central crease at the center of the table. A centerpiece of fresh flowers, arranged in a low vase or bowl so as not to obstruct the view across the table, adds much to the attractiveness. Place all silver with lower edge one inch from the edge of the table. Knives should be on the right of the plate, with sharp edge turned toward it. Spoons are put on the right of the knives. Forks are placed at the left of the plate with the tines up. The napkin may be placed at the left of the forks, with the open corner toward the lower end of the fork or it may be in the center of the place, if plates are stacked before the one who serves. The water glass should be at the tip of the knife. If bread-and-butter plates are used, they should be put at the left of the plate, beyond the end of the fork.

Cups and saucers may be piled in twos if space is limited. Arrange all dishes and platters so as to make the table look orderly and to avoid crowding.

Before announcing the meal the glasses should be filled three-fourths full of fresh water, and the bread, butter, cream, etc., placed on the table. Never announce the meal before everything which is to be served is in readiness.

Serving the family meal. Simplicity, neatness and order should be the keynote of table service. The menu should be planned so that the hostess may be seated with the rest of the family, and so that she will not have to rise from the table for unnecessary trips to the kitchen. Everybody enjoys a meal when it is served with seemingly little effort. The family meal may be served in two simple ways. If only a few foods are to be served it is well to put a plate at each cover and place the food on the table. In this case the service should be started by the person for whom it is most convenient.

The food is offered to the person at one's right and continued in that direction. If hot foods in heavy dishes are served it is best to have the serving done at the table by the host. It quickens the service if the host is assisted by the person at his left.

When the host serves the food alone he should pass the plates to his right, the first plate being kept by the hostess. The second plate is kept by the person seated at the right of the hostess. When the persons seated on the right side of the table have been served the host should then pass the plates to his left until all have been served. He should keep the last plate.

When the plates are served by a waitress. When waiting on the table, pass to the left any dish from which each helps himself, holding it low so that it can be reached easily. Plates and other dishes may be placed by the waitress from the left with the left hand.

Before dessert is served remove all dishes. Remove the large platters and dishes containing food, then the plates and smaller dishes. Crumb the table with a folded napkin; then serve the dessert.

TABLE ETIQUETTE

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

Sit up straight, leaning slightly forward.

Keep feet flat on floor rather than twisting them around the legs of chair.

Remove napkin from the table when hostess removes hers. After the meal, fold the napkin below the surface of the table and place 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 elbows close to 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 or sherbet dish. When not in use place on saucer beside cup.

When tasting with a spoon the side, not the tip of the spoon should be used. When using a spoon for dipping soup, there is less danger of spilling if the spoon is moved away from, rather than toward, one.

A fork is used for salads and desserts such as cake with a soft icing.

Keep the mouth closed while chewing.

Do not butter a whole slice of bread at a time or take a bite from a whole slice.

Food that is not to one's liking should not be commented upon. It is well to learn to eat all foods and have few food dislikes.

Carry on a cheerful conversation at the table.

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

For further reference see Kentucky Extension Circular 239. The Family Meal Hour.

MEETING 9. Planning Demonstration Breakfast.

A. Study and Discussion.

1. Submit planned menus. Discuss and select one to be used.
2. Determine guests to be invited.
3. Assign duties for demonstration breakfast—cooks, waitresses, hostesses, dish washers, etc.
4. Discuss laundering table linens.

B. Demonstration.

Launder table linen.

C. Home Work.

Complete record book to be turned over to leader at next meeting.

MEETING 10. Preparing and Serving a Breakfast.

A. Collect record books.

B. Demonstration.

Cook and serve a breakfast. (Plans made at previous meeting). If possible, more than one breakfast should be served in order to gain experience in performing the various duties.

C. Unit II explained by leader. Report of members on value gained from this project.

D. Home Work.

1. Plan, cook and serve a Sunday morning breakfast for the family.
2. Launder table linens at home at least once.
3. Remove fruit and coffee stains from table linen.



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