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*The*

# BREAKFAST

## CLUB

*By Helen Cowgill*

**DISCARD**

HOME  
COOKERY  
PROJECT

DIVISION I

Oregon State System of Higher Education  
Federal Cooperative Extension Service  
Oregon State College  
Corvallis

Club Series M-42

4-H Club Cookery Project

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# The Breakfast Club

By

HELEN COWGILL

Your enrollment for Division I of the Home Cookery Club Project has been received. Enclosed you will find all of the instructions required for completing the work of the project, your record book, and ten progress report cards.

**Rules.** When you have completed a group of the required work, record the work in your record book, then fill in a report card, giving all the information required and if you are a member of a standard club, take the card to your next club meeting and have your club leader sign it. Should you be working individually, have Mother sign the card, then you mail it to the State Club Leader.

**There are ten progress report cards** for you to fill out and send in, so that we may keep in touch with your progress. Be sure to keep the same information in your record book so that your records will be complete when you have finished your work.

**When you have completed all your work**, and have your record book neatly and accurately filled in, write a little story about your work in the space provided for it in your record book. See that you have reported on at least two dishes in each group, and on two breakfasts or school lunches. Then either give your record book to your leader to send to your county club agent or send it in yourself. If you have no county leader, send your record book to Mr. H. C. Seymour, State Club Leader, Extension Service, Oregon State College, Corvallis, Oregon.

## What are the requirements?

(1) You are to prepare two foods in each of nine groups and each food twice. For example, in Group One, perhaps you will make buttered toast and milk toast, each one twice. Of course, each time you will make enough for your family, won't you?

(2) Prepare two breakfasts or two school lunches or one breakfast and one school lunch. Record the meals prepared on the page headed "Meals Prepared." Since you will probably serve foods that you have previously prepared as separate dishes to be served as part of the meals prepared by Mother, it will not be difficult to turn back

to the record of the cost of separate dishes for the cost of each food used in the menu and fill in all the spaces in the second column.

(3) After completing the requirements for each group and recording the work in your record book, fill in a progress report card and either give it to your leader or if you are doing individual work, have Mother sign your card and mail it to the State Club Leader.

(4) When you have completed all the requirements, write a story of your work in the back of your record book and see that your county club agent receives it.

(5) Make an exhibit at a local, county, or state fair.

**What do we make in this club project?** In this division you will learn how to prepare dishes suitable for breakfast and school lunches.

Group One	Toast
Group Two	Cereals
Group Three	Milk
Group Four	Quick breads
Group Five	Eggs
Group Six	Fruits
Group Seven	Breakfast meats
Group Eight	Sandwiches
Group Nine	Cookies and small cakes
Group Ten	Breakfast or school lunch

**How is the work to be done?** Here are some suggestions:

- (a) Carefully study your instructions.
- (b) Work out Group One *first* and Group Ten *last*. The other eight groups may be done when they are seasonable and fit in best with Mother's and your plans and what is in season.
- (c) Consult Mother as to what will be best for you to try each time so that you will be a help to her.
- (d) Be sure to clean up after yourself each time so that you may learn habits of neatness as well as save work for others.
- (e) Plan your work carefully so that you may save yourself all the work possible.

**Exhibit.** The exhibit shall consist of four cookies made from either the drop cooky, cup cake, or the ice-box cooky recipe in this bulletin. It is desirable that every Cookery Club member exhibit at either a local, county, or state fair. She may exhibit at all three.

**What is the basis of awards?** The basis of awards in Home Cookery, Division I, will be as follows:

(a) Exhibit—	
Four ice-box cookies, drop, or cup cakes .....	75
(b) Report—	
Completeness and accuracy of report .....	25
	100
Possible score .....	100

**How can we use this bulletin best?**

(a) You will notice that suggestions are made for your meetings, and that at the beginning of each group you are told under "Home Work" just what is expected of you.

(b) *Topics for discussion and roll call* are merely suggestive. Probably in many instances club members and leaders will think of some others that to them are of greater importance than those found here, but at any rate these can be used when desired.

(c) No extra credit is offered for extra work, but the more times one prepares toast, or cooks eggs, or makes muffins, or cooks any other food, the more skillful one becomes, the better the results should be, and the more quickly the work can be done. Skill in producing high-quality products must always increase the possibility of excelling. Then, too, the habit of doing more than is required in any line is a good one to form because everywhere the person who does more and better work than another is always sought after. Your record book gives space for reporting more than the minimum requirements and if even more space is needed, it is permissible to insert a piece of paper.

(d) How the Cookery project can help in developing a club member in the four H's:

HEAD—Plan your work intelligently.

HEART—Help at home with the preparation of meals.

HANDS—Learn to prepare food skillfully.

HEALTH—Learn to prepare and eat simple wholesome food that will help you to grow a strong active body.

**Are demonstrations a requirement?** A demonstration is a requirement of a standard club. In every group a demonstration is suggested. We want you to learn the value of demonstrations so we want the president of every Cookery Club to appoint for each meeting two members to prepare and present a demonstration. At first these demonstrations will not be very finished products but as each girl has a chance to try a second and third time possibly, all are

going to improve. A demonstration is an effective way to teach a new lesson.

*Preparation for the demonstration.* The two appointed to give the demonstration should read over the instructions for the group to which they have been assigned and then pick out the dish they wish to prepare in their demonstration. They will need to prepare it a time or two to be sure they can get the desired results. As they do their work, they should explain everything.

#### PLAN OF A DEMONSTRATION

Girl No. 1	Girl No. 2
Talks— 1. Tells what they are going to demonstrate. 2. Gives recipe.	Works— 1. Stands quietly. 2. Measures ingredients.
Works— Combines ingredients.	Talks— Tells how to combine ingredients. If there is any time left vacant, other facts about the particular thing being demonstrated may be explained.

In giving a demonstration remember that the demonstrators are showing how to *make* or *do* something they have learned about and that they are teaching others.

#### *Some demonstration suggestions—*

- |                          |                              |
|--------------------------|------------------------------|
| 1. Toast                 | 10. Baked custard            |
| 2. Cereals for breakfast | 11. Sandwiches               |
| 3. Deviled eggs          | 12. Packing the school lunch |
| 4. Goldenrod eggs        | 13. Setting the table        |
| 5. Ice-box cookies       | 14. Breakfast fruit          |
| 6. Drop cakes            | 15. A simple breakfast       |
| 7. Muffins               | 16. French omelet            |
| 8. Biscuits              | 17. Puffy omelet             |
| 9. Cocoa                 | 18. Milk desserts            |

Demonstrate *one thing* at a time. Be neat in appearance. Speak distinctly. Take your time (fifteen to twenty minutes). Explain each step as it is being done. Try to have something to serve. Serve only small portions (about one teaspoonful, for example). Arrange your equipment and supplies where they will be convenient but not obstruct the view of what you are doing.

**Reports.** If a few minutes are taken at each meeting for checking up and turning in reports on work done since the last meeting, you will be ready to hand in a complete report as soon as all work is finished.

**Club meetings.** Suggestions for meetings are given in each of the ten groups. Other suitable topics may be substituted.

### What is a program of work?

A program of work is a plan to follow for each meeting. The program should tell where and when the meetings are to be held and then follow the outline given here. A program of work covering ten meetings is one of the requirements before a charter can be sent to a club.

It is desirable to divide the meeting into three parts: A—business meeting; B—subject matter instruction; C—recreation.

### Plan for first meeting

- |                                     |   |  |
|-------------------------------------|---|--|
| A. Business Meeting<br>(10 minutes) | { | <ol style="list-style-type: none"> <li>1. Meeting called to order by the President</li> <li>2. Club pledge</li> <li>3. Roll call</li> <li>4. Song or yell</li> <li>5. Minutes of last meeting</li> <li>6. Old business</li> <li>7. New business</li> </ol> |
| B. Subject Matter<br>(40 minutes)   | { | <p>Supervised by leader</p> <ol style="list-style-type: none"> <li>1. Let's see what we are to do<br/>(Read instructions for the Project)</li> <li>2. How to measure ingredients accurately</li> <li>3. What are we to do next time?</li> </ol>            |
| C. Recreation                       | { | <p>Recreation Chairman</p> <p>Play a game</p> <p>Start learning a new club song</p>  |
| D. Cleanup                          | { | <p>Many hands make light work so let's clean up and put everything away so our hostess will invite us to come again.</p>   |

By changing the subject for study and by varying the method of instruction to include demonstrations and judging, this outline may be used for all meetings.

#### How to make reports.

(a) *Report books.* Figure the cost of the materials used. Put these in your record book, using the list in the front of your record book to help you do this.

Each time you prepare the same dish, you are to use these same figures. In reporting the cost of the two meals, add the figures for the separate dishes. No doubt you have prepared these dishes as separate dishes earlier in the work so you can refer to your record book for their cost, can't you?

(b) *Report cards.* Fill in all spaces on your card, being sure to give your *name, address, and club number.* Give the group number, name of the dish or dishes prepared, and cost. Have your leader sign the card. It is then ready to be sent either to the county club agent or to Mr. H. C. Seymour, State Club Leader, Corvallis, Oregon.

*Scoring.* How do you know whether your toast is excellent or poor? Daddy would praise it no doubt even if it were burnt and cold just because you made it. But surely you want to know more about it than that! In order to tell just how nearly perfect your dishes are, you will need to have a standard or score card by which to judge. There are many score cards that have been prepared by many different people, all of which are good. We have prepared a very simple one for your use, and we hope you will use it often and then if you like, you may put your score in your record book in the column made for it.

SCORE CARD	
General appearance .....	20
Texture .....	35
Flavor .....	45
Total .....	100

Under general appearance, we consider whether the dish looks appetizing and is of good color. Under texture, we consider whether the mixture is free from lumps, of the right consistency, even in texture, fine grained. For example, if a bread, whether it is light and tender, not too large holes, etc. Under flavor, whether palatable, neither too sweet, too salty, no "off" flavor such as rancid fat or too-old eggs would give.



**Would you like some suggestions that will make your work a pleasure?** Here are a few that we believe will prove helpful.

The preparation of food for the family is one of the most important duties of women and girls, since the health and well-being of all is so largely dependent on the food eaten.

A knowledge of what food is and its use in the body should be the possession of every girl and woman who prepares or assists in the preparation of meals.

In this year's work you are to be given opportunity to learn several things about food and how to prepare a number of dishes so they will be wholesome and pleasing. Study your recipes carefully. Pay attention to the directions given. Measure accurately. Cook as directed and serve attractively.

**What are some things we should try to do?** That is an excellent question and here are several answers.

Wear a clean apron. Wash your hands and clean your fingernails before commencing to cook. See that your hair is neat. Keep a hand towel in the kitchen to use when your hands need wiping.

Be sure to have the kitchen in order and clean before commencing your work, then keep it so by washing up your utensils as you finish with them or by neatly stacking them to be washed later. Do not set a vessel directly over the fire. This only blackens the vessel and does not hasten cooking. Learn to use skillfully what you have. Special equipment is unnecessary.

**What goals should we have?** Here are a few—you may think of others:

1. To learn how to prepare simple breakfast dishes.
2. To learn how to measure food materials accurately.
3. To learn how to compute the cost of a dish.
4. To learn how to conduct a business meeting.
5. To learn how to keep records of work accurately.
6. To relieve Mother of part of her work.
7. To bake delicious cookies and quick breads.

**How can we do our work most easily?** Read over the recipe carefully to see what utensils and materials you will require. Make your head save your heels. Make one trip to the cupboard, ice box, or pantry do. Get all your utensils and materials ready before commencing to work.

**What utensils are needed for accurate and efficient measuring and cooking?**

1. *Measuring cup.* A measuring cup should hold one-half pint. It should be marked to measure quarters on one side and thirds on the other. It may be of glass, aluminum, or tin. If only one can be afforded, it is best to get either an aluminum or tin cup as a metal one will not break when hot foods are put into it. Glass cups are especially desirable for dry ingredients.

2. *Spoons.* Standard-sized teaspoons and tablespoons should be used. Sets of spoons with half and quarter spoons as well as teaspoon and tablespoon are obtainable and very useful although not essential.

3. *Cooking utensils* are made of granite, enamel, aluminum, copper, glass, steel, or tin. Care in handling will assure long life to any of them. Whatever kind Mother has will be just right for you to use. Never knock a spoon on the rim of a pan; with a granite or enamel pan such knocking will in time chip the composition and spoil the pan, while metal pans will be made rough on the rim.

**How should ingredients be measured?** It is very important to know how to measure accurately if we want dependable results.

When measuring dry ingredients such as flour, sugar, and baking powder by the spoonful, dip the spoon into the substance to be measured, bringing it out heaping full. Then take a knife or spatula and scrape off all that is above the edge of the spoon. Should you require only a half spoonful, divide the contents of the spoon in half lengthwise and scrape out the unwanted portion. For one-fourth spoonful scrape away one-half of the remaining half after cutting across the spoon.

**Why should we always sift flour before measuring?** Flour has a tendency to pack, so if measured without sifting more flour will be used than the recipe calls for.

Solid fats may be easily measured in the following way: Butter, if in one- or two-pound packages, may be measured by cutting off a slice of the desired size. A one-pound roll measures two cups. For one cup then, divide the roll exactly in half. For one-half cup take  $\frac{1}{4}$  of a pound brick— $\frac{1}{4}$  pound equals  $\frac{1}{2}$  cup. Sometimes a pound brick of butter has been cut and wrapped in quarter-pound pieces. One piece will measure  $\frac{1}{2}$  cup.

To measure less than one cup of solid fat where measuring in the foregoing way is not possible, the following method is good: To measure  $\frac{1}{2}$  cup of fat fill the measuring cup one-half full of cold water, then put in enough fat so that the fat and water just come to the top

of the cup. No packing will be required and after the water is poured out, it is very easy to get the fat out. For  $\frac{1}{4}$  cup of fat, fill the cup  $\frac{3}{4}$  full of water, etc.

Before we can combine two or more food materials and get a pleasing finished product, we must know how to measure accurately and often how to double or divide a recipe. The following table of weights and measures will make it possible for you to decide quickly whether you need to use a teaspoon, tablespoon, or cup to measure. Learn it well so that you will not need constantly to refer to it.

#### Table of weights and measures—

- 3 teaspoons equal 1 tablespoon.
- 16 tablespoons equal 1 cup.
- 2 cups equal 1 pint.
- 2 pints equal 1 quart.
- See record book for more.

#### Table of abbreviations—

In order to make recipe writing take less space the following abbreviations are used:

- t stands for teaspoon.
- T stands for tablespoon.
- c stands for cup.
- lb. stands for pound.
- oz. stands for ounce.
- pt. stands for pint.
- qt. stands for quart.

**How can I find the cost of a recipe?** Here are a few problems to help you find the cost of any recipe:

1. If there are 3 t's in 1 T, how many t's in 8 T's?
2. I have 8 T's of sugar, what part of a cup of sugar have I?
3. If sugar costs 10 cents a lb., how much will 1 c of sugar cost?  
 $\frac{1}{2}$  c? 5 c?
4. How many t's of flour are there in  $\frac{1}{4}$  c?
5. How many T's of butter are there in  $\frac{3}{4}$  c?
6. If butter is 60 cents a lb., how much will  $\frac{3}{4}$  c of it cost?
7. If 2 T of flour will thicken 1 c of milk sufficiently for creaming vegetables, how much flour will be required to make 2 c of milk equally thick?  $1\frac{1}{2}$  c?  $\frac{1}{2}$  c?
8. How much will the white sauce made by the following recipe cost at the prices given?

#### WHITE SAUCE—

- |            |           |
|------------|-----------|
| 1 c milk   | 2 T flour |
| 2 T butter | 1 t salt  |

(You need not figure the cost of the flour or salt for the small quantities.)

Find the cost if—

- Butter costs 64 cents a pound.
- Milk is 12 cents a quart.

**How can I avoid waste?** While waste is always to be avoided at this time of world turmoil and war, it is of national importance not only to prevent waste but to be less lavish with our food stuffs. It is becoming increasingly important to understand and practice the planning and preparing of meals that will give the optimum in health at the minimum cost in money and foodstuffs.

You as a food club member have it in your power to assist in the national nutrition program in a very vital manner.

Try to prepare just enough food so that none need be wasted. Scraps from the table are expensive hog and chicken feed. When cooking, scrape out all of the food in the mixing bowl. When dishing up the food, take care not to leave any of it in the cooking utensil. Burning food is another source of great waste.

### GROUP ONE: TOAST

#### BODY BUILDER—FUEL FOOD

**Objects:** To learn how to prepare toast in various ways.  
To learn why toast is good for us.

**How many dishes are we to prepare?** Prepare toast in two ways, and each way twice.

**Will you give us some suggestions for club meetings?**

1. Learn how to measure dry ingredients accurately.
2. Learn how to keep records and fill in report cards.
3. Demonstration: making toast.

*Topics for discussion* (select one).

1. Kinds of bread that may be toasted.
2. What toasting does to bread.
3. What food does for us.
4. Ways of serving toast.

*Roll call.*

1. Some ways of using toast.
2. Give the table of measures. (Each girl give one; for example, "3 t = 1 T.")
3. Give a rule for measuring. (Heap spoon, level off, etc.)

**What is toast?** Toast is bread, sliced, and browned on both sides. You have probably noticed that toast tastes a little sweet. This is because the browning has changed some of the starch into what is known as dextrin, which is something like sugar and is easier

to digest than starch. That is why dry, crisp toast is given to babies before they are old enough to eat bread. Toast is one of the simplest dishes to prepare, yet it is frequently spoiled by carelessness.

Toast may be made from whole wheat, graham, rye, or white bread, or any of the fancy breads—either home-made or from the bakery. It is best made of bread that is at least twenty-four hours old.

Cut the slices neatly, from  $\frac{1}{4}$  to  $\frac{1}{2}$  inch in thickness.

If you have a wood or a coal stove, be sure to have good clear coals; a smoky fire will soon spoil your toast. If you use a gas or electric toaster, remember that it browns very quickly. Brown the bread evenly on one side, then turn and brown on the opposite side. Butter while hot and serve immediately. Be very careful not to burn your toast, as even the most careful scraping cannot completely remove the scorched taste. Buttered toast is a favorite breakfast bread. Serve on a hot plate.

Toast may also be served as a foundation for various creamed dishes, such as chipped beef, codfish, peas, or asparagus.

Bread cut in half-inch cubes or strips and toasted in the oven until a golden brown and crisp all through may be served with cream soups. The cubes are called croutons. Zweibach is sliced bread toasted like croutons and is often given to little children to munch on even before they have any teeth. The word zweibach means twice baked.

**Are there any variations of plain toast?** Yes, here are a few.

**Milk toast.** Pour steaming hot milk over slices of buttered toast and serve in a hot bowl. Seasoned with a little salt, and a dash of pepper, this is an excellent breakfast dish.

**Cream toast.** If you live in the country, and have plenty of cream, you may use thin cream in place of the milk for this dish, or you may prepare cream toast in the following way.

*Use:*

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

*Method.* Heat the milk in the double boiler until bubbles appear on the surface. Cream the butter and flour together. Gather the flour and butter mixture on to the tablespoon and stir into the hot milk. Cook, stirring constantly until the mixture coats the spoon. Add the salt. Cook 20 minutes and serve over crisp, hot, buttered toast.

Another method of combining the milk and flour and butter mixture is to pour a little of the hot milk into the cup containing the flour and butter mixture, stirring carefully to blend well and to prevent the forming of lumps. When the resulting mixture is smooth, return it to the double boiler stirring all until well blended, then cover and cook twenty minutes.

Be sure to try either of these recipes more than once because it is practice that helps us become good cooks.

Enter in your record book the cost of each of the four dishes prepared. Fill in a progress report and give it to your leader to send in to your county leader.

## GROUP TWO: CEREALS

BODY BUILDERS—BODY REGULATORS—FUEL FOODS

**Objects.** To learn how to cook cereals.  
To study the value of cereals.

**How many dishes shall we prepare?** Prepare for the family two kinds of cereal, each kind twice.

**What to do at your club meeting.**

*Topics for discussion.*

1. Kinds of cereals.
2. Reasons for using cereals.
3. How to prepare cereals and why.

*Roll call topics.*

1. Ways of serving cereal.
2. Proportions of different cereals to water.
3. Time required to cook different cereals.

Report from each member on work done since last meeting. Make out report cards for first group and also be sure that record books are filled in. Record in the place for that purpose any extra work done.

*Demonstration.* Preparation of a cereal.

**What are cereals?** Cereals are the seeds of grasses and include wheat, corn, barley, rice, oats, and rye. Cereals are valuable because they contain starch and are therefore energy-giving foods. Whole grain cereals also supply some of the proteins and minerals required by the body and the germ of the grain supplies vitamin B. Vitamins are necessary in the diet to maintain life and to help the body grow as it should. All growing boys and girls should eat cereals.

In order to supply the food elements lacking in the cereals, they should be served with milk. Some time during the day leafy vegetables and fruits should be served to provide roughage and the other vitamins and minerals.

Cereals require long, slow cooking to prepare them for use as human food because they are surrounded by a woody substance called cellulose, which must be softened by cooking. If one has a pressure cooker, cereals can be cooked very satisfactorily in much less time.

Cereals may be purchased in bulk or in packages. Wheat is marketed in several forms, such as whole, cracked, rolled, and granulated. Oats are used in steel cut, rolled, and granulated form. Corn is usually sold as cornstarch, cornmeal, or hominy. If cereals are purchased in packages, directions for cooking will be found on the package. If the product is precooked, very little time will be required for preparing the product for the table. Uncooked whole cereals such as cornmeal and cracked wheat require from forty-five minutes to three hours for thorough cooking. Even where the time of cooking is given, a longer period will often improve the flavor and should be used when possible.

**Is there a time table for cooking cereals?** The following time table and table of proportions will be a help.

Cereal	Amount	Water	Salt	Time
Corn meal .....	1 c	4 c	2 t	$\frac{1}{2}$ to 1 or more hours
Cream of wheat and similar finely ground cereals	1 c	4 c	2 t	20 minutes to $\frac{3}{4}$ hr.
Oatmeal .....	1 c	2 c	1 t	20 min. to 1 hr.
Cracked wheat .....	1 c	2 c	1 t	2 to 3 hours (more if needed to make soft)
Steel cut oats .....	1 c	2 c	1 t	2 to 3 hours (more if needed to make soft)
Rice .....	1 c	4 c	2 t	$\frac{1}{2}$ hour

*Method.* Have water salted and boiling, then stir in gradually the dry cereal, taking care to prevent lumping. Cook over direct heat for five minutes, then for the time required over boiling water. Serve with cream and either with or without sugar. Use sugar sparingly.

Any cereal may be made more nutritious if milk is used instead of water in cooking it. Milk is particularly good for oatmeal, rolled oats, cream of wheat, wheat flakes—in fact, any of the wheat and

oats cereal breakfast foods that are prepared to cook in a fairly short time. Serve the cereal with thin cream or top milk and with or without sugar. Toast or muffins, a cooked fruit such as stewed prunes or apple sauce, and a beverage will add just the right elements to make a satisfying and economical breakfast.

Do you sometimes tire of "mush"? Then vary the dish by adding raisins, sliced bananas, or cut dates.

Rice served as a cereal makes a pleasing variety. Try using light brown sugar instead of white on it. You will like it. Brown rice may be purchased in some stores. Brown rice is rice that has not been husked and polished and is richer in vitamins than polished rice.

**Hasty pudding** is a dish that was greatly relished by your great-grandparents. It is corn meal mush served with a little butter and brown sugar sirup. Try it for supper some day and see how fast it disappears!

Enter in your record book the cost of each of the four dishes prepared. Fill in a progress report and give it to your leader to send in to your county leader.

### GROUP THREE: MILK

FUEL FOOD—BODY BUILDER—BODY REGULATOR

**Objects.** To learn the use of milk in the diet.

To learn how to prepare milk dishes.

**How many dishes are we to prepare?** Prepare two milk dishes, each one twice.

**What to do at club meetings.**

Report on success of work done since last meeting.

Either hand in cards for last group or fill them in at this meeting. It saves time to have them ready.

Record any extra work done.

*Topics for discussion.*

1. Why we should use milk.
2. Ways to use milk.
3. How to keep milk clean.

*Roll call.*

1. Milk dishes.
2. Milk composition. (Lime, protein, sugar, etc.)

*Demonstration.* Show how to prepare one of the dishes in this group.



**Why is milk an important food?** Milk is such an important food that no matter how small the amount of money spent for food, some milk must be provided.

Why we should use milk—

(1) Milk contains lime (calcium)

Lime is essential to the body because:

It is needed to make bones and teeth.

It is needed in the blood and muscles.

It is needed to make the heart beat normally.

Milk is a cheap source of lime. Milk contains more lime than any other common food.

One quart of milk contains as much lime as

28 pounds of lean beef

23 pounds of potatoes

9 pounds of white bread

and costs less.

—Courtesy of U. S. Department of Agriculture.

(2) Besides supplying the much-needed lime (calcium), milk furnishes satisfactory amounts of several other minerals, protein, and vitamins.

(3) Steady growth requires a sufficient amount of calcium. Nursing babies get just about enough calcium with none to spare. When a baby is weaned and put on to other forms of food, calcium is likely to be lacking.

One quart of milk contains enough calcium for growth, therefore it is advisable for children during their period of growth to include this much in each day's food allowance.

(4) While certain vegetables contain calcium, vegetables should not be used in place of milk but in addition to it.

(5) Should milk seem to disagree, try using skim milk in place of whole milk since often an excess of fat is what causes the trouble.

**Clean milk.** Not only is milk good food for people and animals, but it is also good food for bacteria, many of which are harmful to us. In order to prevent these bacteria from getting into the milk we must be sure that the milk is kept clean, both at the time of milking and afterward until it is consumed. Always keep milk in a cool place, and keep it covered. We shall not go into the subject further here, but if you are interested you may obtain Farmers' Bulletin No. 1359, *Milk and Its Uses in the Home*, by sending to the Extension Service, Oregon State College, Corvallis, Oregon. It will be sent you free of charge.

Under Group One you have already learned that milk may be served hot with toast. There are many other ways in which you may learn to use it.

Sometimes the addition of fruit juices makes a pleasing variation to milk served as a beverage.



*Method.* Put milk, sugar, salt, egg yolks, and tapioca in the top of a double boiler. Stir to combine. Have boiling water in the lower part of the double boiler, keep stirring until scalding hot. Cook five minutes or until the tapioca is clear. Remove from over boiling water. Have egg whites stiffly beaten. Fold in a small portion of the custard, then combine the custard and egg whites. As the mixture cools it will thicken. Serve with whipped or plain cream. This makes a delicious dessert to put in the lunch box. It can be carried in a covered jelly glass.

You have already learned to make milk toast and to use milk in cooking cereals. Later you will learn how to prepare creamed and goldenrod eggs.

**How much milk should we use daily?** All boys and girls should use, in some form, from one pint to one quart of milk daily. Do you? If not, it would be well for you to start in now training yourself to use more milk. No family should spend money for meat until at least one pint of milk per person has been purchased, especially where there are children.

Enter in your record book the cost of each of the four dishes prepared. Fill in a progress report and give it to your leader to send in to your county leader.

## GROUP FOUR: QUICK BREADS

### FUEL FOODS—BODY BUILDERS (Vitamins and minerals)

As all breads are made from grain that contains a great deal of carbohydrate in the form of starch, they are excellent fuel foods.

As grains also contain some of the vitamins and minerals needed to build bone and tissue and to keep the body in a healthy state, these breads are classed among the body builders.

**Objects.** To learn the principles of dough and batter cookery.  
To learn how to make quick breads.

**Number of dishes to prepare.** Prepare two kinds of quick breads, each kind twice.

### Suggestions for club meetings.

#### *Topics for discussion.*

1. Ways to make dough light.
2. How popovers are different from biscuits.

#### *Roll call.*

1. Name a kind of quick bread.
2. Give a breakfast menu using a quick bread.

*Demonstration.* The preparation of one of the dishes in this group.

Turn in your cards for work done since the last meeting and be sure that your record book is complete for the same work.

Record extra work on any of the groups in the place provided for it.

All breads come under the two heads of quick breads and yeast breads. *Quick breads* are so called because they are baked as soon as they are mixed. They are raised by the action of baking powder, or sour milk and soda. *Yeast breads* are made light by the growth of yeast plants, and much more time is required in the making.

**How are doughs made light?** In our first paragraph we have said that quick breads are made light by baking powder or sour milk and soda, but besides these two leavening agents, as we call them, we depend on two others. In the case of popovers, where we use one cup of milk to one cup of flour, the dough is made light by the steam formed from the great amount of liquid expanding and pushing the dough up as it rises. In some batters the air beaten into egg whites is the leavening agent. This is what makes sponge cakes light.

Quick breads are especially good for breakfast. Although griddle cakes are included in the following recipes, the "Dough-and-batter series," it is assumed that you will not make your breakfast on them alone and that you will not make them often.

In popovers the amounts of flour and liquid are the same and we depend upon steam to make them light. In biscuits we use from two-and-one-half to three times as much flour as liquid and make the dough light with baking powder.

#### Dough-and-batter series.

Materials	Popovers	Griddle cakes	Muffins	Biscuits
Liquid (milk or water).....	1 c	1 c	1 c	1 c
Flour.....	1 c	1½ c	2 c	2½-3 c
Shortening.....	.....	1 T	2 T	2 T
Eggs.....	1-2	1	1-2	.....
*Baking powder				
Single action.....	.....	3 t	3 t	4 t
Double action.....	.....	2 t	2 t	3 t
Sugar.....	.....	2 T	1-3 T	.....
Salt.....	½ t	½ t	½ t	½ t

\* Always look on the baking powder can to find out whether you are using a single- or double-action baking powder. Single-action baking powder gives off carbon dioxide gas when liquid is added and little further action occurs during baking. Double-action baking powder has part of its carbon dioxide formed when liquid is added and more is given off when the batter or dough is baked. Less double-action baking powder is required than single action. Too much baking powder gives a soapy, sometimes a slightly bitter taste.

*Method for batters.* Mix and sift together all dry ingredients. Beat eggs; add milk. Then combine dry and liquid mixtures. Melt fat and add last or combine with milk-and-egg mixture.

Muffins will have a finer texture and be free from "tunnels" if all the dry ingredients are sifted together, then the milk, egg, and melted shortening combined and added to the dry ingredients and the two stirred only just enough to moisten all the flour. Do not try to get out all the lumps and do not beat. Pour immediately into the greased muffin rings and bake.

*Method for doughs.* Mix and sift dry ingredients; cut in the shortening; add liquid, stirring enough to mix thoroughly. Put on a slightly floured board, roll, and cut.

Popovers and griddle cakes are pour batters. Muffins are a drop batter. Biscuits are a soft dough. Popovers are best when baked in iron muffin rings but can be baked in any kind of muffin or gem pan. Be sure to have the rings well greased and very hot. Popovers require baking in a moderate oven for 30 to 40 minutes. If the batter for griddle cakes is put into a pitcher and poured onto the griddle much dropping and spilling will be avoided. Muffin batter should drop from the spoon in lumps and not pour. Biscuit dough should be as soft as it can be handled on the board without sticking.

**Twin mountain muffins.** Add 2 tablespoons shortening and 4 tablespoons sugar to muffin recipe. Leave out  $\frac{1}{4}$  cup milk. When more sugar and shortening are used less liquid is required.

#### **Bran muffins using sour milk—**

##### *Use:*

2 c milk (sour or buttermilk)	3 T sugar
2 eggs	1 t soda
2 c bran	2 t baking powder
2 t salt	3 T melted shortening
$1\frac{1}{2}$ c flour	

*Method.* Beat eggs lightly, add milk. Sift together dry ingredients, except bran; add to liquid. Add bran; then last, the melted shortening. Bake in muffin pans in a moderate oven.

These muffins are delicious and very healthful. We hope you will try them and then make them often. If they are a little heavy the first time you make them, use a very little more flour. If they are too stiff, leave out a bit of flour.

**Bran muffins using sweet milk—***Use:*

2 c bran	}	combine and let stand 15 minutes
½ c molasses		
1½ c milk		
Add 1 egg slightly beaten.	{	1 c flour
Sift together		
		1 t soda

*Method.* Add dry ingredients to milk and bran mixture. Put into greased muffin pans and bake in a moderate oven.

**Corn bread.** Use 1 cup of corn meal in place of one cup white flour in muffin recipe. Use sour milk for the liquid and ½ teaspoon soda and 1 to 2 eggs. Omit the baking powder. If eggs are scarce, they may be omitted; if they are omitted, add 1 teaspoon baking powder. Bake in a shallow pan for 20 to 25 minutes.

Enter in your record book the cost of each of the four dishes prepared. Fill in a progress report and give it to your leader to send in to your county leader.

**GROUP FIVE: EGGS**

## BODY BUILDERS

**Objects.** To learn the value of eggs in the diet.  
To learn how to prepare eggs.

**Number of dishes to prepare.** Prepare eggs in two ways, each way twice.

**Suggestions for club meetings—**

*Topics for discussion.*

Discuss the value of eggs in the diet.

How to know a fresh egg.

Ways to use eggs.

*Roll call.*

Ways to serve eggs.

*Demonstration.* The preparation of an egg dish.

Report on work done since last meeting and turn in cards.

Be sure the work is recorded in your record book.

Record any extra dishes prepared in any of the groups in the place provided for it.

**What do eggs contain?** Eggs are an excellent source of protein, calcium, phosphorus, iron, and vitamins. They should be served frequently and children should have an egg at least three times a week.

**How to preserve.** Eggs may be preserved by packing in sawdust, or in water-glass and will then keep for many months. Water-glass is the better material to use. Be sure that the eggs are fresh and infertile. Do not wash them. Pack in a stone jar, cover with water-glass, using one part of water-glass to 10 parts of water that has first been boiled and then cooled. Put a lid or board on the jar. When the eggs are needed, take them out and wash. Do not take out more than you require. These eggs can not be cooked in the shell unless the shell is pierced, as the water-glass has filled up all of the pores in the shell; when the egg is heated, therefore, the steam cannot escape unless the shell is pierced. Eggs so preserved may be scrambled, fried, baked, or used in cakes, custards, and puddings.

**How to cook.** Because eggs contain protein, it is best to cook them at a temperature just below boiling. At the lower temperature they are much more evenly cooked throughout than when boiled and therefore are more tender.

**Soft-cooked eggs.** Place eggs in enough boiling water to cover. Remove the pan to the back of the stove, cover, and allow to stand for from five to eight minutes. The length of time required will vary, depending upon the temperature of the eggs, the proportion of water to eggs, and the place on the stove. A little practice will enable you to cook them exactly as the family prefers them. Soft-cooked eggs may be served on toast or in a cup with a bit of butter and salt.

**Hard-cooked eggs.** If hard-cooked eggs are desired, proceed as for soft-cooked eggs, but leave them in the water for forty minutes or a little longer. They may also be put in boiling water in the top of a double boiler, putting boiling water in the lower part also, and setting the vessel where the water in the lower part will boil. Cook for forty minutes.

**Deviled eggs.** If you like, you may prepare deviled eggs from these hard-cooked eggs. When the eggs are cooked, put them into cold water for a few minutes. Shell, cut in half either lengthwise or across. Remove the yolks; mash the yolks and add either a little salad dressing or enough vinegar or lemon juice to bind the mass together and add a little butter for flavor. Season to taste with salt, pepper, paprika, and, if desired, a little bit of chopped sweet cucumber pickle or a dash of mustard. Refill the whites and put the two halves together again. Wrap in paraffin paper. Any of the left-over mixture may be used as a sandwich spread.

**Poached eggs.** Have a skillet half filled with boiling salted water (1 t salt, 1 qt. water). Break the eggs, one at a time, into a small dish and slip carefully into the hot water. Keep the water just below the boiling point. It is best to throw the hot water up over the top of the egg with a spoon in order to cook the top too, or you may cover the pan. When as well cooked as desired, remove to a hot dish with a skimmer, or a spoon with perforated bowl, in order to drain off the water.

**Shirred eggs.** Butter individual baking dishes and drop one egg in each. Sprinkle with salt and set all the dishes in a large flat pan containing hot water to the depth of one-half inch. Bake until sufficiently cooked to please those for whom the eggs are prepared. The dishes are set in water to insure even cooking.

**Eggs shirred in cream.** A pleasing variation of shirred eggs is prepared in this manner. Put about 2 tablespoons of cream in each ramekin, or baking dish, before breaking in the egg and bake as for plain shirred eggs.

**Scrambled eggs.** Break the required number of eggs into a bowl, add 1 tablespoon of milk for each egg, and 2 tablespoons cracker crumbs. Put one or two tablespoons of butter in a skillet. Heat until hot but not smoking. Pour in the eggs. Stir with a spatula to keep the eggs from sticking. Cook until the whites are set. Add salt and a little pepper. Serve immediately in a hot dish.

#### Goldenrod eggs—

*Use:*

1 c milk	2 T flour
2 T butter	$\frac{1}{2}$ t salt
f.g. of pepper (if desired)	4 hard-cooked eggs
6 slices of toast	

Serve on buttered toast.

*Method.* Shell the eggs and separate the yolks and whites. Chop the whites. Make a white sauce of the flour, milk, butter, salt, and pepper. Add the chopped whites. While the white sauce is cooking, rub the yolks through a sieve. Pour the white sauce over the toast. Sprinkle the egg yolks over the top. Garnish with a sprig of parsley. This recipe makes enough for six persons. It is a good way to serve eggs when they are somewhat expensive.

#### French omelet—

*Use for each person:*

1 egg	1 T milk or water (hot)
1 t butter	$\frac{1}{8}$ t salt



*Method.* Beat the eggs slightly. Add the liquid. Mix the butter in a frying pan or omelet pan. Pour in the egg mixture. As the egg thickens, lift it from the pan with a fork until the whole is of a creamy consistency. Place the pan on a warmer part of the stove and let the omelet brown on the bottom. Roll out on a hot platter.

**Puffy omelet.** The same proportions of the same ingredients are used as for French omelet, but the eggs are separated. The yolks are beaten until thick and lighter in color and the whites are beaten with a fork, egg whip, or rotary beater until stiff. Add the seasoning and liquid to the yolks; then carefully fold this mixture into the egg whites, taking care not to break down the air cells in the whites. Pour into the pan, which has been heated and which contains the butter. Cook slowly until the omelet is set. Put the pan into the oven and continue cooking until the top when touched does not feel sticky. Fold onto a hot platter and serve immediately.

Enter in your record book the cost of each of the four dishes prepared. Fill in a progress report and give it to your leader to send in to your county leader.

## GROUP SIX: FRUITS

### BODY REGULATORS—BODY BUILDERS

**Objects.** To learn the value of fruit in the diet.  
To learn several ways to prepare fruit.

**Number of dishes to prepare.** Prepare fruits in two ways,  
each way twice.

**What to do at the club meeting.**

*Topics for discussion.*

1. Why fruits are good for us.
2. Ways to serve fruit.
3. Some good breakfast combinations.

*Roll call.*

1. Name a fruit grown in Oregon.
2. Name a fruit that does not grow in Oregon.
3. Name a fruit dish.

*A game.*

Fruit basket.

*Demonstration.* The preparation of a dish described in this group.

*Records.* Be sure to hand in reports of all work done since the last meeting. See that your record book is up to date.

**Fruit.** In the bulletin called "A Guide to Good Meals for the Junior Homemaker," the following is said about fruits: "Fruits are rich in mineral matter, which the body must have to build and repair bones, teeth, and other tissues, and to keep it in good running order. They also contain vitamins necessary for the health and normal growth and development of the body, while the bulky material helps to prevent constipation."

Fruits may be eaten raw or cooked. An *orange*, either cut in half and served like grapefruit or peeled and sliced or the juice squeezed out and served in a small glass, makes a good start for a breakfast. A whole orange is just right in the school lunch box. Either an orange or tomato served in some way should be eaten by all growing children at least four times a week. More often is better still. Oranges may be expensive but they are a better purchase than candy.

**Apples.** Apples are good either raw or cooked. They may be cooked in several ways, but for breakfast they are best either in sauce or baked.

**Apple sauce.** Select good, tart cooking apples. Wash, pare, cut in quarters, and core. Add enough boiling water partly to cover the apples. Cook until tender. Add sugar to taste. One cupful is enough usually for about two quarts of sauce. Serve either hot or cold.

**Baked apple.** Wash good cooking apples. Take out the core, cut through the skin around the apple through the center and in quarters lengthwise. This will keep the apple from bursting its skin. Put the apples in a baking pan; sprinkle sugar over them and put a little in the hole where the core was. A little cinnamon may be added also if liked. Pour water to the depth of one-half inch in the pan. Bake in a moderate oven until tender. Serve either hot or cold. They are good served with cream.

A baked apple, whole grain cereal, toast or bran muffins, and a glass of milk would make a satisfying breakfast.

**Dried fruit.** Peaches, apricots, prunes, and apples may be purchased dried. Wash them carefully. To one cupful of the dried fruit add from two to three cups of cold water. Let soak over night

in the top of the double boiler. In the morning put them over boiling water in the lower part of the double boiler and allow to cook slowly until tender. Add sugar to taste when nearly done.

**Canned fruit.** Fruits canned in summer, such as pears, peaches, berries, and cherries may be served as sauce at breakfast and may be carried in a glass container having a tight top, for the school lunch.

Peaches in season are delicious when sliced and served with a little sugar and, if desired, cream. All berries are served fresh when in season for any meal of the day.

Combinations of several fruits such as peaches, pears, grapefruit, cherries, grapes, oranges, and bananas are delicious in any grouping desired and served in their own juices as a first course. Served in this way they are called fruit cocktails.

Enter in your record book the cost of each of the four dishes prepared. Fill in a progress report and give it to your leader to send in to your county leader.

## GROUP SEVEN: BREAKFAST MEATS

### BODY BUILDERS—FUEL FOODS

**Objects.** To learn value of meat in the diet.

To learn how to prepare meat for breakfast.

**Number of dishes to prepare.** Prepare two kinds of meat for breakfast.

**Suggestions for club meetings.**

*Topics for discussion.*

1. What meat does for us.
2. Kinds of meat.
3. How to care for meat before cooking.

*Roll call.*

1. Kinds of meat.
2. Ways to prepare meat for breakfast.

*Demonstration.* The preparation of one of the dishes in this group.

Be sure to hand in all reports for the work done since the last meeting.

**Meat.** We get much of the protein our bodies require for their building and repair from lean meat. In this bulletin we are going to consider only those kinds of meat most generally associated with breakfast. These meats are: bacon, ham, dried and salted fish.

**Bacon.** Cut bacon in thin slices and remove the rind. Have the frying pan cold at the start and brown the bacon well on both sides. Be careful not to burn it, and remember that it cooks very quickly, so do not start cooking it until breakfast is nearly ready. Bacon is used chiefly for its delicious flavor, hence is seldom eaten in large portions. It is good served in such a breakfast as the following: stewed prunes, cream of wheat and cream, bacon, whole wheat toast and butter, milk.

**Ham.** Ham is a very concentrated kind of meat and if a full-sized serving is eaten for breakfast it should be the only meat eaten during the day.

Prepare ham for broiling by slicing it from  $\frac{1}{4}$  to  $\frac{1}{2}$  inch thick. Trim off the surplus fat and rind. Cook quickly in a hot frying pan. Well-cooked ham should be delicately browned, tender and juicy; *never* dry and hard as such ham is much harder to digest. Baked apple or apple sauce, whole grain cereal, ham, popovers, milk, would make a good, hearty breakfast.

**Codfish balls.** Soak one pound of dried codfish to soften and remove part of the salt. Pick from the bones and shred. To each cup of shredded fish add three cups of mashed potatoes, one egg, and two tablespoons of flour. Mix well. Form into small flat cakes about one-half inch thick. Brown in a little hot fat in a frying pan. Serve hot.

Codfish balls are good in a breakfast like the following: sliced orange, graham toast and butter, codfish balls, milk.

Enter in your record book the cost of each of the four dishes prepared. Fill in a progress report and give it to your leader to send in to your county leader.

## GROUP EIGHT: SANDWICHES

BODY BUILDING—BODY REGULATING—FUEL FOODS

Depending on kind of sandwich.

**Objects.** To learn the value of sandwiches in a school lunch.

To learn how to make several kinds of sandwiches.

**Number of dishes to prepare.** Make four kinds of sandwiches.

**Suggestions for club meetings.**

*Topics for discussion.*

1. What constitutes a "good" sandwich.
2. Types of sandwiches.
3. Time suitable for serving sandwiches.

*Roll call.*

1. Name a kind of sandwich filling.
2. Name a vegetable suitable for sandwich making.

*Demonstration.* Show how to make some sandwiches.  
Check over reports of work done since last meeting.

**Sandwiches** have long been used as the main part of a lunch that has to be carried to work, school, or a picnic because of the convenience of carrying and the compact space into which sufficient food can be packed.

Sandwiches are made by putting a filling between two slices of bread. The bread may be graham, whole wheat, white, rye, nut, raisin, or prune. The filling may be of meat, egg, cheese, vegetable, nut, fruit, jelly or conserve, peanut butter, or various combinations of these. Meat, egg, vegetable, cheese, and peanut butter are used as main-course sandwich fillings, while fruits and sweets make more of a dessert sandwich.

**General directions for sandwich making.**

1. Bread for sandwiches should be twenty-four hours old.
2. Cut bread into  $\frac{1}{4}$ -inch slices. Keep neat.
3. Cream butter so that it will spread easily.
4. Spread both slices of bread evenly with butter.
5. Have the filling well seasoned, and not moist enough to run out.
6. Wrap each sandwich in paraffin paper to keep it fresh.

**Some good sandwich combinations.**

1. Graham bread, butter, hard-cooked egg, chopped, a bit of finely cut bacon left from breakfast, salt to taste. Mix all ingredients with a little salad dressing. Spread filling on one slice of bread. Put in a crisp lettuce leaf and press down the other piece of buttered bread. Cut in half diagonally. Wrap in paraffin paper.

2. Nut bread, butter, orange marmalade, lettuce.

3. Whole wheat bread, butter, cottage cheese, a bit of finely cut or scraped onion, a little minced sweet pickle.

4. Raisin bread, butter, chopped celery and nuts, mayonnaise, lettuce or cress.

5. Graham bread, butter, grated raw carrot, a very little onion cut fine. Season to taste with salt.

6. Whole wheat bread, butter, finely cut cold roast beef or veal or mutton. Season with a little chopped sweet pickle, a bit of

chopped celery, celery salt, or a little onion and, if desired, moisten with salad dressing.

7. Nut bread, butter, chopped raisins, prunes or dates; moisten with sweet cream.

8. White bread, butter on one slice, peanut butter on the other, salad dressing, lettuce.

9. Bread, butter, lettuce, salad dressing.

10. Whole grain bread, butter, chopped raw cabbage, green peppers, a bit of celery salt.

11. Bread, butter, minced hard-cooked egg, a bit of onion, salad dressing, lettuce, cress, or chopped cabbage.

12. Bread, butter, thin slice of meat on one piece of bread, salad dressing and grated raw carrot on second slice.

13. Whole wheat bread, grated raw carrot, finely chopped walnuts, moistened with salad dressing, lettuce.

14. White or whole wheat or raisin bread, spread with peanut butter. Note: Peanut butter, if mixed with an equal quantity of cold water or milk or honey will spread more easily and will be more delicious.

15. Whole wheat bread, spread with butter, dried prunes, and nuts ground and moistened with cream.

16. Any of the commercially prepared sandwich spreads may be used but are somewhat more expensive.

You will doubtless be able to think of many other excellent combinations.

Enter in your record book the cost of each of the four dishes prepared. Fill in a progress report and give it to your leader to send in to your county leader.

## GROUP NINE: COOKIES AND SMALL CAKES

### FUEL FOODS

**Objects.** To learn the use of cookies and cup cakes.

To learn how to make cookies and cup cakes.

**Number of bakings of cookies and cup cakes.** Make cookies twice (any of those listed) and cup cakes twice.

**Suggestions for club meetings.**

*Topics for discussion.*

1. Kinds of cookies.
2. Uses of cookies.
3. School lunch menus using cookies.

*Roll call.*

1. Name an ingredient used in making cookies or cup cakes.
2. Name a utensil used in cooky and cup cake making.
3. Tell where cookies and cup cakes may be served.

*Demonstration.* Show how to make cookies. This demonstration might be given by the local leader, the girls helping in the baking.

**Cookies.** Simple cookies are delicious and wholesome and are especially good for the school lunch box. They may be classified under three general heads: ice-box cookies, rolled cookies, and small or dropped cakes. Because the cold dough is more easily manipulated than rolled dough, we have included the refrigerator cookies in this bulletin.

**Cup cakes—**

Cup cakes are butter cakes baked in muffin pans.

*Pans.* The recipe will make about 4 dozen small cup cakes or 16 regular muffin-sized cakes, so plan accordingly. The little paper cups that can be purchased for a few cents may be used if desired. If paper cups are used, they should be set in muffin pans to prevent tipping over.

*Use:*

$\frac{1}{2}$ c butter or other shortening	1 c sugar
2 eggs	$\frac{3}{4}$ c milk or $\frac{3}{4}$ c water
2 c flour	2 t double-action baking powder or 3 t single-action baking powder
$\frac{1}{4}$ t salt	1 t vanilla

*Method 1.* It is desirable to have the eggs, milk, and butter in the kitchen for a time before commencing to work so that they may be about room temperature when they are to be used.

Assemble all the ingredients and utensils before beginning to mix the batter.

Prepare the pans before mixing the batter, by first greasing well with an unsalted fat, then flouring the pans lightly by sifting in a little flour, shaking it around until the entire surface is coated. Shake out all surplus flour.

Next sift some cake flour on to a piece of waxed paper, lift it with a spoon into the measuring cup, heap the cup lightly. Cut through the flour a couple of times with a knife or spatula, and with the straight edge of the knife scrape off all extra flour. Put this

flour into the sifter, which should be placed on a second piece of waxed paper. Measure the second cup of flour in the same manner and put it also in the sifter. *Note.* Cake flour gives somewhat better results than bread flour.

Measure 2 teaspoons (level) of double-action or 3 teaspoons of single-action baking powder and add to the flour. Sift twice and return to the sifter.

Measure the sugar and leave it in the measuring cup. Best results are obtained when fine cane or beet sugar is used.

Measure  $\frac{1}{2}$  cup of butter or shortening, following instructions for measuring on pages 9-11. Cream the butter with the wooden spoon. Ask Mother or your leader to show you just how to do this. Well creamed butter will be somewhat light and fluffy.

Put about  $\frac{1}{3}$  of the sugar in with the butter and mix the two together until light and very smooth. Do the same with another third of the sugar and then with the last third. *The mixture must be light and fluffy*, and as the success of your cakes will depend a great deal on the texture of this mixture be sure it is very light.

Break one egg into a small dish to make certain that it is fresh. A fresh egg yolk will be round like a marble and not flatten out. The white will look thick and not watery. Put this egg into the butter and sugar mixture and beat it in thoroughly. Add the second egg and beat again. If preferred you may put both eggs into a bowl and beat until foamy before adding to the butter and sugar. This will shorten the time for combining the mixture.

Now add about  $\frac{1}{2}$  cup of the flour and baking powder mixture and stir in well, then put in about a third of the milk or water and then alternate the flour and liquid until all are in. The vanilla may be added with the last of the liquid, and it is best to end the mixing with the flour. After all the flour is in, beat only enough to mix well.

Fill the muffin pans only half full and bake in an oven 350° F. until a golden brown. The cake shrinks slightly from the sides of the pan, and an inserted toothpick comes out clean.

Chocolate cup cakes may be made from this same mixture by adding 2 level tablespoons of ground chocolate or one square of baking chocolate melted. Two tablespoons of the flour should be omitted as the chocolate will help to thicken the batter.

Spice cakes may be made by adding  $\frac{1}{4}$  teaspoon each of cloves, cinnamon, and ginger and  $\frac{1}{8}$  teaspoon each of allspice and nutmeg.

There are several other methods that can be successfully used in putting this cake together.



We are telling you about these different methods but recommend the first method as the one that will probably give the best results for most Cookery I members.

*Method 2.* Cream butter and sugar as in the first method. Add egg yolks, beat well. Add flour and liquid and *last* add stiffly beaten egg whites. Fold these in lightly and only until no lumps of white are to be seen.

*Method 3.* Sift together twice *all* dry ingredients. Melt the shortening, add it to the slightly beaten eggs and liquid. Combine dry and liquid mixtures. Beat for a short time (about 30 strokes). Best when eaten warm.

*Method 4.* Have butter very soft but not melted. Have all ingredients at room temperature. Put all ingredients into the mixing bowl in any order. Beat with a dover beater for 50 to 80 strokes. Then clean the sides of the bowl with a rubber scraper. Continue to beat for about 300 strokes more. The entire beating time should be about 3 to 4 minutes. Also best when eaten warm.

**Small cakes** may be baked as drop cakes, such as vanilla drop cakes and Scottish fancies, in a sheet to be cut, such as gingerbread or brownies; or they may be baked in muffin pans, patty pans, or paper cases. In these small-cake recipes, more liquid is used because the sides of the pans will hold the batter in place while it is baking and the cakes will be more tender.

The secret of success with all butter cookies and cakes lies in the thorough mixing of the shortening and sugar. The quick method, using melted shortening, is satisfactory when the cake is to be eaten warm.

### Vanilla drop cakes—

*Use:*

$\frac{1}{2}$ c butter	1 c sugar
2 eggs	* $\frac{1}{4}$ c milk
2 c flour	2 $\frac{1}{2}$ t baking powder (single action)
$\frac{1}{2}$ t flavoring extract	1 $\frac{1}{2}$ t baking powder (double action)

*Method.* Follow the method given for cup cakes. Drop by teaspoonfuls on greased baking pan. Bake at 375° F. for about 10 minutes.

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\* These cookies spread out quite thin. If you like them a little thicker decrease the amount of liquid to 2 or 3 T.

These cakes may be varied by using different flavorings. For example, lemon instead of vanilla extract, or 1 t cinnamon instead of vanilla. Two or three tablespoons of cocoa may be added.

One-half cup of chopped walnuts makes this a good nut cooky, or you may put a half or quarter of a nutmeat on each little cake before baking.

Raisins, currants, or prunes are also good in these cakes.

*Note.* Cookies seem to brown most evenly when the cooky sheet is bright and shiny. If you are using a new cooky sheet, after washing and drying it, grease ready to use and put it in the oven to get warm. Be careful not to get it really hot or it will become dull and scorched.

### Scottish fancies—

*Use:*

1 egg	$\frac{1}{2}$ c sugar
$\frac{1}{4}$ t salt	1 c rolled oats
$\frac{1}{4}$ t vanilla	1 T melted butter

*Method.* Break egg into mixing bowl. Beat egg until light. Add sugar, salt, and vanilla. Add rolled oats and then melted butter. Mix lightly. Drop on greased baking sheet or pan and bake in a moderate oven. These little cookies are crisp and dainty.

### Gingerbread—

*Use:*

2 eggs	$\frac{3}{4}$ c brown sugar
$\frac{1}{4}$ c molasses	$\frac{1}{4}$ c melted shortening
$2\frac{1}{2}$ c flour	2 t soda
2 t ginger	$1\frac{1}{2}$ t cinnamon
$\frac{1}{2}$ t cloves	$\frac{1}{2}$ t baking powder
1 c boiling water	

*Method.* Add beaten eggs to sugar, molasses, and melted shortening. Then add the dry ingredients which have been mixed and sifted, and lastly, the hot water. Bake in small individual pans or a shallow pan in a moderate oven, 350° F., 30 to 40 minutes. This recipe makes a light, fluffy gingerbread that becomes a party dessert when topped with whipped cream.

### Brownies—

*Use:*

1 c sugar	$\frac{1}{4}$ c melted butter
1 egg (unbeaten)	$\frac{1}{2}$ c flour
2 squares chocolate (melted)	$\frac{1}{2}$ c walnuts (cut in pieces)
$\frac{1}{4}$ t vanilla	

*Method.* Mix ingredients in the order given. Bake in a sheet in a pan 9" x 12" x 2". Bake in a medium hot oven until the cake is a delicate brown, but not hard. Cut before removing from the pan while still hot.

### Ice-box cookies—

#### Use:

2 c brown sugar	1 c butter or other shortening
2 eggs well beaten	4 c flour
1 t soda dissolved in 1 T water	$\frac{1}{2}$ t salt
	1 t vanilla

*Method.* Cream butter, add the sugar gradually, mixing thoroughly to keep it creamy. Add the eggs, mix again until smooth, add vanilla. Sift flour and salt together. Add to first mixture gradually. Add soda dissolved in water. It is necessary to knead the dough to get all the flour in. This can be done easily in the bowl. Make into a roll; or better, divide it into three pieces and make into three rolls about two inches in diameter. Wrap in paraffin paper and put in a cool place or in the refrigerator for at least two hours. Slice about  $\frac{1}{8}$  inch thick and bake on greased sheets in a hot oven. This dough may be kept in the refrigerator for several days and be baked when needed.

*Variations.* (1) One cup of finely cut walnut meats may be kneaded into this dough.

(2) One-half cup of shredded coconut may be added.

(3) Two squares of unsweetened chocolate may be melted and added before the flour is put in.

(4) One-half cup of currants or raisins or finely cut dates may be added.

Enter in your record book the cost of each of the four dishes prepared. Fill in a progress report and give it to your leader to send in to your county leader.

## GROUP TEN: BREAKFAST OR SCHOOL LUNCH

### BODY BUILDERS—BODY REGULATORS—FUEL FOODS

**Objects.** To learn how to plan well-balanced meals.

To learn how to prepare well-balanced meals.

**Number of meals to prepare.** Prepare two breakfasts or two school lunches or one of each.

### Suggestions for club meetings.

#### *Topics for discussion.*

1. Kinds of foods needed by our bodies.
2. Some good breakfasts.
3. Some good school lunches.
4. How to plan our work.

#### *Roll call.*

1. Good fruits to serve for breakfast.
2. Good fruits to put into the lunch box.
3. Cereals.
4. Good combinations of foods.

*Game:* "Do You Like It?" This game can be played by any even number of players, two playing together independent of other couples. Two stand several steps from each other with a line marked half way between them. One asks her opponent whether she likes a certain food. If she does, she steps toward the questioner one step. If not, she must step back. The one reaching the center first wins. This is a good game to play to find out if you like the foods you should.

### MEAL PLANNING

Cut pictures of good breakfast dishes out of magazines and bring them to this meeting. Put all brought by all the girls together. Then let every one select pictures to make a good breakfast, arranging either on a tray or a large piece of paper. Study each other's meals to see whether they are well balanced, simple to prepare, not expensive, pleasing in combination.

In planning a meal these are the points to consider:

1. Be sure to have (a) some food that will build the body; (b) some food that will keep the body running smoothly (well regulated); (c) some food that will supply fuel; (d) plenty of water.
2. Be sure to have the meal easy to prepare.
3. Plan to keep the meal moderate in cost.
4. Plan to have it attractive in appearance and appetizing in taste. Let us take up these points in order.

1. **Selection.** The following table will be a simple guide to planning balanced meals.

*For Breakfast.*

Body builders	Body regulators	Fuel foods	Water
Milk Eggs Cereals Cocoa Meat	Cereals Baked apple Orange Apple sauce Prunes Any fruit	Cereals Breads Butter Cream Sugar	Needed to replace body water lost, to carry nutriment to different parts of body.

*For School Lunches.*

Body builders	Body regulators	Fuel foods
Milk Cocoa Eggs Custards Meat in sandwiches Cheese	Oranges Apples Grapes Pears Bananas Cabbage Carrots Lettuce Celery	Bread Crackers Cookies Raisins and other dried fruits Jelly Jam Butter Peanut butter Cream Sugar Chocolate

Choose something from each column. For example, a fruit or juice, a whole grain cereal, a bread, a beverage (milk for children, coffee perhaps for grown-ups), and if desired bacon or ham or eggs. In some cases you will have more than one food from a column; for example, bread and butter are both in the fuel column.

2. **Easy to prepare.** In planning a meal we must think of the amount of work it will take to prepare the various dishes. Very fussy preparation is not only needless but a real waste of time and energy. To make the meal attractive depend on simple foods well seasoned and neatly served.

3. **Moderate in cost.** To keep the meals moderate in cost: (1) Use foods that are in season. (2) Use foods that are home grown when possible. (3) Use the less expensive cuts of meat. (4) Avoid waste. (5) Can the garden and orchard surplus.

4. **To make the meals attractive:** (1) Have the table neatly set. (2) Serve *hot* things *hot*, and *cold* things *cold*. (3) Season carefully. (4) Serve food in suitably sized dishes. (5) Take care not to scorch food.

### THE SCHOOL LUNCH

**The container.** A lunch box or pail may be used. The container must be kept clean and should be scalded and aired thoroughly at night. One that has holes in the sides or lid to provide for a circulation of air is desirable.

**What to take.** Select foods that carry well and that will supply the necessary food materials. Tomatoes, either fresh or canned, or oranges should be eaten at least four times a week, and may be taken quite satisfactorily in the lunch box. Vary with other fruits. At noon, vegetables, such as celery, lettuce, and cabbage, may be a part of the menu. See the various groups for suggestions as to what to take in your lunch. Sandwiches, milk, a sweet, and fruit are about all that can be carried. Do not take pickles or highly seasoned foods often; better not at all.

**Packing.** Wrap each sandwich, piece of cake, or cookie, etc., in a piece of paraffin paper. Put liquids in a screw-top glass or bottle. Put in one or two paper napkins.

**Hot dish.** Where hot cocoa, soup, or other suitable dish can be prepared and served at school, the lunch brought from home is planned to fit around the dish to be served. Every school where most of the pupils must carry a lunch should provide a hot dish. Any one interested in obtaining help along this line should write to the Nutrition Specialist, Extension Service, Oregon State College, Corvallis, Oregon.

### COMPLETING THE PROJECT

Let's check on the record book. Have you recorded not less than eighteen dishes you have prepared? This includes every time you prepare a dish as well as all the different kinds. Have you given the menus and cost for at least two breakfasts or school lunches? Have you totaled the columns on the page of Dishes Prepared? Have you filled in the spaces on the cover page? We hope you will hold some meetings during the summer, practice on demonstrations, and help mother with the cooking.

When you have finished the work required in Group Ten, and have sent in your record book, you have completed the first year's work in Cookery. We hope you have enjoyed your work and that you feel repaid for all you have done.

The following material is taken from a publication of the New Mexico Agricultural Extension Service:

**MAINTAIN HEALTH BY EATING  
PROTECTIVE FOODS**

Eat foods from each group daily to prevent "hidden hunger"

1. Whole grain cereals.....1 to 2 servings daily.  
 Oatmeal  
 Whole wheat  
 Brown rice
2. Milk.....1 pint to 1 quart daily  
 Butter .....1 to 3 servings daily  
 Cheese.....3 servings a week
3. Eggs.....5 servings a week
4. Leafy green and yellow vegetables.....1 serving daily  
 Carrots            Green peas  
 Greens            Okra  
 Green beans      Lettuce
5. Citrus fruits and/or tomatoes..... 1 serving daily
6. Other fruits .....1 serving daily  
 Yellow fruits (peaches, apricots)      Apples
7. Potatoes .....1 serving daily
8. Lean meat or fish.....5 servings a week
9. Drink at least 8 glasses of water a day

**Health is Undermined by Eating a Diet Consisting Mainly of**

- |                |                  |
|----------------|------------------|
| Coffee and tea | Prepared cereals |
| White bread    | Candy            |
| White rice     | Other sweets     |
| Cured fat meat | Soda pop         |
| Gravy          | Pickles          |

These foods are not suited to small children nor growing boys and girls. They contain little if any of the vitamins and minerals necessary to health and growth. Young people can build health and efficiency by avoiding these foods and eating the protective foods.

These foods cause "hidden hunger"—the termite of the human body.

Ask your county agent or home demonstration agent more about "hidden hunger," how it is caused, how to prevent it, and how to cure it.

Check your diet with the suggestions above and see how it scores. Protective foods are the foods that give people strong, healthy bodies, alert minds, and a happy outlook on life.

If your list doesn't measure up to standard, there are things you can do about it.

1. Enlarge the family garden plot and orchard so there will be more fruits and vegetables for eating fresh and for canning.
2. Start or increase a poultry flock.
3. If possible, secure two dairy cows instead of one in order to insure a continuous milk supply.
4. Give time and thought to family meal planning so that the daily diet will be sure to include the right assortment of food. Remember that a balanced ration is just as important in human as in animal *nutrition*.
5. Cook foods properly in order to conserve all food value.

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**TWELVE THINGS  
TO  
REMEMBER**

The Value of Time  
The Success of Perseverance  
The Pleasure of Working  
The Dignity of Simplicity  
The Worth of Character  
The Power of Kindness  
The Influence of Example  
The Obligation of Duty  
The Wisdom of Economy  
The Virtue of Patience  
The Joy of Originating  
The Profit of Experience