Learning to Cook: Extension Circular 9-31-2

Jessie Greene

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Learning to Cook
Prepared for 4-H Cooking Clubs

WHAT DOES THE FOOD CLOCK SAY?

The University of Nebraska Agricultural College Extension Service and United States Department of Agriculture Cooperating
W. H. Brokaw, Director, Lincoln
Learning to Cook

By JESSIE G. GREENE

Our Learning to Cook problems will help us to do two things that nearly every girl wants to do. The first one is to have fun while we are learning how to cook, and the other is to help mother.

From the opposite page you have seen what the four “H’s” stand for on our club pledge. Some club members say a fifth “H” belongs with the other four “H’s”. This fifth “H” is closely related to the health “H” and it is one we will frequently find in our Learning to Cook problems.

The food we eat and the way it is prepared makes a difference in our health, so while we are learning to cook we will also learn what foods are best for our health. The food clock has an interesting story to tell about foods for health. Good health helps us to be cheerful and happy, so let us add an “H” for Happiness.

REQUIREMENTS

<table>
<thead>
<tr>
<th>Problem</th>
<th>No. of Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Prepare chocolate cream pudding</td>
<td>1</td>
</tr>
<tr>
<td>Cookies</td>
<td>1</td>
</tr>
<tr>
<td>Muffins</td>
<td>2</td>
</tr>
<tr>
<td>Read pages 8 to 11. Record date of reading</td>
<td>3</td>
</tr>
<tr>
<td>II</td>
<td></td>
</tr>
<tr>
<td>Prepare cream soup</td>
<td>2</td>
</tr>
<tr>
<td>Other vegetables dishes</td>
<td>3</td>
</tr>
<tr>
<td>III</td>
<td></td>
</tr>
<tr>
<td>Lay the table and help serve meals</td>
<td>5</td>
</tr>
<tr>
<td>Prepare eggs</td>
<td>2</td>
</tr>
<tr>
<td>Meat</td>
<td>2</td>
</tr>
<tr>
<td>Cheese</td>
<td>1</td>
</tr>
<tr>
<td>Play “Go Shopping Game”—record menus for breakfast, dinner and supper</td>
<td>1</td>
</tr>
<tr>
<td>IV</td>
<td></td>
</tr>
<tr>
<td>Make cup cakes or cake</td>
<td>1</td>
</tr>
<tr>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Plan breakfast, dinner and picnic supper menus by food clock, and record</td>
<td>1</td>
</tr>
</tbody>
</table>

Problem I—DESSERTS—JUDGING

Ask mother if you may make the dessert for supper some day when it is convenient for her. The kind of dessert which mother wants you to make will depend upon the other foods she has planned for the day. It takes a great deal of study and thought to plan meals which meet the needs of the whole family and which will help us to live our best. We hope that club girls will learn enough about selecting foods that they may help mother plan as well as prepare the home meals.
It is important to get the right start if you are to be a good cook, so throughout these problems directions are given which will help you to start correctly. First read the entire recipe carefully, then read pages 8, 9, 10, and 11 so that you will know how to measure, know the meaning of abbreviations, and how to use the double boiler. Ask mother to read the recipe with you and explain the parts which are not clear to you.

DESSERTS

CHOCOLATE CREAM PUDDING

This recipe serves about 6 people.

- ¾ c. sugar
- 2 c. milk
- 3 ½ T. cornstarch
- ½ T. cocoa
- ½ t. salt
- ½ t. flavoring

Save out ¼ c. of milk and put the rest in the top of the double boiler to heat.

Mix the sugar, salt, cornstarch, and cocoa thoroly in a bowl to separate the particles of starch and help to prevent it from forming lumps. Add the ¼ c. of cold milk (which you saved out) to this dry mixture, stirring until a smooth paste is formed.

When the milk in the double boiler is heated, add the sugar mixture, stirring as you pour it in. Cover and cook 15 minutes, stirring occasionally.

Remove from the heat, stir in the flavoring and beat until the pudding is smooth. It is attractive when molded in individual molds and served with cream.

For a softer pudding, use only 3 T. of cornstarch.

COOKIES

Fruit sauce and cookies make a nice simple dessert. If you have made the cookies and helped to prepare or have helped to can the fruit sauce you will especially enjoy this dessert. Ask mother what kind of cookies she would like to have you make. It is interesting to be able to make variations from the plain cookie recipe.

PLAIN DROP COOKIES

2 c. bread flour
2 ½ t. of S. A. S. baking powder or 3 t. of tartrate or phosphate
½ t. salt
2 t. vanilla

½ c. butter or lard
1 c. sugar
1 egg
½ c. milk

LEARNING TO COOK

Sift the flour before measuring. Then sift together the flour, baking powder, and salt so the flour mixture will be ready to add later. Place the softened fat in mixing bowl, add sugar, stir until creamy. Instead of using an extra dish for the egg, pack the fat-sugar mixture on one side of the mixing bowl and beat the egg on the other side with a fork. It is easier to beat the egg if you tip the bowl. Mix together thoroly and add about half of the flour mixture, then the milk and flavoring, then the other half of the flour mixture. Stir until smooth after each addition.

This should make a stiff batter which spreads but little when dropped from the spoon. Use a teaspoon for dropping the batter. If it is too thin, add a little more flour; if too stiff, a little more milk.

Bake 10 to 15 minutes in a moderate oven, 350° F. or until they are a golden brown color. Ask mother to tell you when the oven is hot enough. Watch the oven closely so that you do not burn a single cookie. A card or paper hung on the oven door is a reminder. Have two holders ready for use when removing the pan to protect the hands. Burned fingers are often the result of thoughtlessness.

Variations. Each variation is enough for the full recipe. If you should want to make two different kinds with this recipe, divide the dough in two parts and take one-half of the amount called for in each of the two variations chosen.

VARIATIONS

1. ½ c. raisins
2. ½ c. dates
3. ½ c. nuts
4. ½ c. cocoanut
5. 1 t. cinnamon
6. 2 sq. chocolate or 6 T. cocoa
7. 2 t. lemon instead of 2 t. vanilla or 1 t. of each

ROLLED OR CUT COOKIES

1 ½ c. flour
2 t. of S. A. S. baking powder or 2 ½ t. of tartrate or phosphate
Few grains salt
2 T. milk

½ c. sugar
1 egg
1 t. butter or lard

Sift together the flour, baking powder, and salt so the flour mixture will be ready to add later.

Stir the fat and sugar until it is soft and creamy. Add the beaten egg and mix with the fat-sugar mixture.

Add about half of the flour mixture, then the milk and flavoring, then the other half of the flour mixture. Stir after each addition until the flour is worked into the dough.

Rolled Cookies. Add a little more flour if needed to make the dough stiff enough to handle on the board. Ask mother to tell you how much more to use, then write the amount on your recipe. Various things such as the size of egg and temperature of ingredients make a difference in the amount of flour, so you may not need exactly the same amount each time, but it will be about the same if you always measure carefully. By experience you will learn how the dough should look and feel when it is stiff enough. If the dough is chilled, less flour will be needed for rolling. Can you explain why?
Sprinkle the board lightly with flour. Divide the dough into four parts and handle only one part at a time. Shape the dough into a ball with lightly floured hands and roll to about \( \frac{1}{8} \) inch thickness with a lightly floured rolling pin. Press lightly with the rolling pin so the dough will not stick to it or to the board. Cut the dough with a cookie cutter or knife blade dipped in flour to prevent sticking. This recipe makes about two dozen medium sized cookies, so if you divide the dough equally, each portion will make six.

Place cookies on a lightly greased cookie sheet and bake until a golden brown. This takes about 10 to 15 minutes in a moderate oven.

**Cut Cookies.** Add enough flour to make the cookie dough hold its shape. Roll on the molding board so the end of the roll is the size of a cookie. Chill the dough thoroly. It may be left over night in a cold place. Make the slices about \( \frac{3}{8} \) inch in thickness and bake the same as rolled cookies.

**RECORDS**

Keep records up to date in record book. If you do not understand how to make a record of your baking ask mother or your club leader to show you.

**MUFFINS**

Muffins with honey, preserves, fruit butter, jelly, jam, or marmalade, are often used for a supper dessert.

**PLAIN MUFFINS**

<table>
<thead>
<tr>
<th>2 c. bread flour</th>
<th>2 T. sugar</th>
</tr>
</thead>
<tbody>
<tr>
<td>2½ t. of S. A. S. baking powders</td>
<td>1 egg</td>
</tr>
<tr>
<td>or 3 t. of tartrate or phospate</td>
<td>1 c. milk</td>
</tr>
<tr>
<td>½ t. salt</td>
<td>3 T. lard (melt before measuring)</td>
</tr>
</tbody>
</table>

Grease muffin pans. Sift flour before measuring. Measure the flour, baking powder, salt, and sugar. Mix and sift them into the mixing bowl. Beat the egg in a smaller bowl until foamy, and add the milk. Add melted fat to the egg-milk mixture and immediately turn it into the flour mixture. Stir until all the dry ingredients are dampened but not enough to remove all of the lumps. Over-stirring causes long holes or tunnels on the inside of the muffins and peaks on the crust. Dip the batter immediately into the pans with as little stirring as possible. Fill muffin pans about two-thirds full and bake in a hot oven about twenty-five minutes or until they are a golden brown color. Ask mother to tell you when the oven is hot enough.

**Variation.** Use 1 cup graham and 1 cup white flour instead of 2 cups white flour. Do not sift the graham flour.

**JUDGING**

One club girl said to another, “Bring three drop cookies to our next club meeting.”

“I will if they are good,” was the answer.

“How do you tell when they are good?”

“By the looks and the taste.”

This girl was right, but she did not tell all of the story. When she compared cookies at the club meeting, she noticed that some were a nice golden brown, some were scorched and some were a light tan color. Some were large, some small, some thick, and others thin. Some were almost as regular in shape as rolled cookies and some quite irregular. After breaking a cookie from each plate into two parts, she could tell whether the crust was thick or thin, tender or crisp. These things she found were included under “looks” or “general appearance” as her leader called it.

She lifted a cookie from each plate. Some seemed light for their size and others seemed heavy. The crumb or inside part between the crust was coarse in some and fine in others. There was a difference also in the color of the crumb. She was surprised to find that even the flavor was different when all the girls had used the same recipe.

After discussing all of these points in the meeting, the club girls decided that the best cookies could be described as follows: Medium size, regular shape, even golden brown crust, light for their size, tender crust, fine texture, and pleasing flavor.

The reason for low scoring cookies was also discussed and the club girls realized that they were more likely to have good results if they measured accurately and were careful with mixing and baking.

The score card below gives the points that were discussed in judging cookies. It is also used for judging muffins and other quick breads.
SCORE CARD FOR QUICK BREADS AND COOKIES

<table>
<thead>
<tr>
<th>Feature</th>
<th>Perfect Score</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General appearance</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Size and shape—uniform</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Color—an even golden brown, varies with kind</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tender—drop cookies, muffins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crisp—rolled cookies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Lightness—suitable relation of weight to size</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>3. Crumb—suitable relation of weight to size</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Color—uniform, varies with kind</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texture—porous—muffins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine—rolled cookies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Flavor—suitable relation of weight to size</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

GETTING READY TO COOK

Have your hair well combed and pinned back before you begin so you will not need to touch it.

Wear a clean apron while cooking.

Begin work with clean hands and clean finger nails. Wash hands carefully with soap and warm water, then wash them again if you handle a handkerchief, fuel, or any dusty or soiled object.

Read the recipe over until you are familiar with it, then follow it carefully.

Collect the utensils and materials, then arrange them conveniently on the work table.

HOW TO MEASURE

All measurements in the "Learning to Cook" problems are level. When measuring dry ingredients such as sugar and flour, fill the spoon or cup (which holds one cup to the top) a little more than full, then level the product off with the dull edge of a knife, being careful not to press it down. See Figure 3. These cups each hold one level cupful. Always sift flour before measuring. Stir baking powder and soda in the can to make them lighter before measuring. Pack butter or lard solidly.

In a cup. Because china cups are different sizes, we can measure much more accurately in a measuring cup. A standard measuring cup is divided into fourths on one side and into thirds on the other side. It holds one-half pint. See Figure 4. When measuring a cup of flour, dip the sifted flour into the cup with a large spoon, and if the cup holds only one cupful it may be leveled with a knife as shown in Figure 3. Cups that hold a little more than one cup, as shown in Figure 4, are more suitable for measuring liquids. Dipping the cup into the flour packs it, so when we do this there is more flour in the cup than there should be. Shaking the cup also packs the flour.

When measuring liquids place the cup on the table so you can tell when the edge of the liquid reaches the proper mark on the cup.

In a spoon. Spoons also vary in size so we can be more accurate if we have a set of measuring spoons. A set is composed of three or four spoons. One holds one teaspoonful, another one-half teaspoonful and a third one-fourth teaspoonful. Some sets also contain a tablespoon. The accompanying pictures show how to measure something dry like flour with an ordinary spoon.

1. For one-teaspoonful, level it with a knife. Place the sharp edge of knife at right angles to the bowl of the spoon and run it along from the handle to the tip of the spoon.

2. For one-half teaspoonful divide one-teaspoonful lengthwise thru the middle.

3. For one-fourth teaspoonful, divide one-half teaspoonful crosswise a little closer to the handle than the tip of the spoon.

4. For one-eighth teaspoonful, divide one-fourth spoonful from the center of the spoon to the center of the outer rim.

5. For one-third spoonful, divide the spoon into thirds crosswise.

6. For one-sixth spoonful, divide one-third spoonful in the center crosswise.
ABBREVIATIONS

Instead of writing out every word in the recipes, we will use these abbreviations:

- t. — teaspoonful
- c. — cup
- T. — tablespoon
- pt. — pint (2 c. = 1 pt.)

ARITHMETIC PROBLEMS

Here are some arithmetic problems for you to work. The answers to these problems will help you many times. Write the answers in the spaces left for them, then if you forget you can refer to this page.

1 c. = 16 T.
\( \frac{1}{2} \) c. = \( \frac{1}{2} \) T.
\( \frac{1}{4} \) c. = \( \frac{1}{4} \) T.
\( \frac{1}{8} \) c. = \( \frac{1}{8} \) T.

BAKING POWDERS

You have probably noticed that there are different kinds of baking powders. Some time when you are in a grocery store ask the grocer to show you the different ones he handles and write down the names of them. The next thing to do is to find out what is in the baking powders because that is the way we tell how much to use. You will find the ingredients, that is, what the baking powder contains, printed on the label around the can.

All baking powders contain bicarbonate of soda (which we call soda) and cornstarch, some also contain dried egg white. You will also find an acid ingredient on the label. When liquid is added, the acid ingredient in baking powder unites with the soda and bubbles of gas are given off which make the batter or dough light. If the baking powder which mother uses is not listed in the table below find out the name of the acid ingredient which it contains and write the name of the baking powder in its proper place.

There are three types or kinds of baking powders on the market. They are called S. A. S. phosphate, tartrate and phosphate. A smaller amount is required of the S. A. S. phosphate powders. The following table will tell you how much of each to use.

<table>
<thead>
<tr>
<th>Type of Powder</th>
<th>Acid Ingredient</th>
<th>Name</th>
<th>Amount to use</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. A. S. Phosphate</td>
<td>Calcium acid phosphate and Sodium aluminum sulphate</td>
<td>K. C., Calumet, Clabber Girl</td>
<td>1 1/4 t. to 1 c. flour</td>
</tr>
<tr>
<td>Tartrate</td>
<td>Cream of Tartar Tartaric Acid</td>
<td>Royal</td>
<td>1 1/2 t. to 1 c. flour</td>
</tr>
<tr>
<td>Phosphate</td>
<td>Calcium acid phosphate</td>
<td>Rumford, Dr. Prices</td>
<td>1 1/2 t. to 1 c. flour</td>
</tr>
</tbody>
</table>

USING A DOUBLE BOILER

A double boiler is made of two sauce pans; the smaller one fits into the larger one and goes down about two-thirds of the depth of the lower part. Water is placed in the lower part so that it nearly touches the bottom of the inner part. We must add to the water in this part when it is low so that it will not boil dry. The product cooking on the inside of the double boiler cooks a little below boiling temperature, but when the outer part boils dry, food may boil in the inner part. The double boiler saves food often otherwise burned or stuck to the pan. It saves steps back and forth to the stove and also time in watching the cooking of foods.

THINGS TO REMEMBER WHEN COOKING

Plan to have the fire or oven ready for use when needed.
Save dishes by measuring dry ingredients first, then liquids and fats.
Keep the work table, stove and kitchen orderly and clean.
Use a utensil pan, that is, a pan in which to lay spoons, forks, egg beaters, etc. This will protect the table.

Work carefully, see that food is not spilled on the table or floor.
Do not put the spoon from which you have tasted back into the food you are preparing. Do not use the stirring or mixing spoon for a tasting spoon.

Never taste from a spoon which has been used by another person.
Scrape food carefully from mixing bowls and all cooking utensils. It may seem only a small amount, but in time a great deal of food is saved in this way. This will help you to form good habits.

Watch food carefully so that it does not burn or boil over on the stove.
Measure accurately. Club girls will have better results if they measure carefully.

A holder protects the fingers.
Wash dishes and leave the kitchen clean and orderly so that mother will be glad to have you cook again.

Be Cheerful—It's Catching
Problem II—CREAM SOUPS—VEGETABLES—SERVING

THE FOOD CLOCK

What does the food clock which is found on the cover page say about vegetables? Three servings each day do not mean they are served three times a day but it may mean that. Perhaps the most common practice is to have potatoes and some other vegetable for dinner and at least one vegetable for supper. The supper vegetable may be one left over from dinner. This makes three servings for the day.

The food clock is not a complete list of foods, but “around the clock each day” means that if we include in our daily meals the foods given on the food clock we will have healthful meals which supply the needs of the body.

Foods serve three important purposes in the body so we speak of body-building, energy-supplying, and body-regulating foods. You will enjoy studying about food and its value to the body if you are privileged to take Home Economics in high school and college. Have you tried to go around the food clock in one day? In these menus the foods which are in black type help make the hand move. Let use see how the following day’s menu goes around the clock.

BREAKFAST

Tomato Juice
Cracked Wheat Bacon Muffins
Soft Cooked Eggs
Milk

DINNER

Roast Beef with Potatoes and Carrots
Beet Pickles Bread Butter
Chocolate Cream Pudding
Milk

SUPPER

Macaroni and Cheese
Graham Bread Butter
Cabbage Salad
Peach Sauce Nut Cookies

MILK

Milk—Drink one cup each meal and use 1 cup on breakfast food and in the pudding. This makes a total of four cups for the day.

Vegetables—Potatoes, carrots, and beet pickles for dinner, and cabbage salad for supper. This is three servings of vegetables besides the beet pickles.

Fruit—Tomato juice takes the place of a fruit for breakfast so it counts as a fruit in this menu. Peach sauce for supper. This makes two servings of fruit.

Meat, Cheese, Eggs, Dried Beans or Peas.—Meat for dinner and cheese for supper makes two servings from this group.

CREAM SOUPS

Cream of Potato Soup

1 c. mashed potato
1/2 T. flour
1 c. potato water
1/4 T. butter
2 c. milk
1 slice onion finely chopped

Cold mashed potato is rather solid, so it should be mashed again before using. Make a thin sauce of the butter, flour and liquid and add it gradually to the potatoes so there will be no large lumps.

White sauce with onion may be made this way. Melt the butter in a sauce pan over a gentle heat. Then add the chopped onion and simmer two or three minutes. Stir while heating and be careful to avoid browning. Remove from heat and stir flour in to make a smooth paste. Add the hot potato water and cook until thickened, stirring constantly. Add the milk, mix thoroly, and heat. The milk may be added to the fat-flour mixture, but if one uses potato water add it first, to avoid cooking the milk the whole time. We cook white sauce or milk gravy just enough to thicken it and remove the raw taste of the flour.

Variations—Omit the flour if you do not care for a thickened soup. Sliced or diced potatoes may be used instead of mashed potatoes.

OTHER CREAM SOUPS

Almost any vegetable or combination of vegetables may be used in making cream soups. They may be cut in small pieces or ground. Vegetables like peas and corn are often left whole. Be sure to save the water when any vegetable is boiled. It adds both food value and flavor to cream soups. It may also be used in place of all or part of the milk in preparing sauce for vegetables. Chopped parsley or celery leaves may be used for flavoring soups.

VEGETABLES

Preparing Vegetables

Club girls can save mother a great deal of time and strength by helping to prepare as well as to cook vegetables. It is difficult to wash and prepare some vegetables without soiling the floor and table. Perhaps you can find a good place out of doors to do it. Remember to protect your dress with an apron.

It saves time to have a small scrub brush for washing vegetables like potatoes, beets, carrots, turnips, and parsnips. Wash and rinse all vegetables thoroly. The wash water may need to be changed several times. Ask mother how she wants you to prepare the vegetables for cooking. The following suggestions may be helpful:
String beans. Wash, remove ends and strings. Cook whole or in two-inch pieces.
Lima beans and peas. Wash and shell. Pick over to remove any imperfect ones.
Beets. Leave the skin, root and two inches of the top to prevent loss of color. Then wash.
Cabbage. Trim as necessary, carefully removing the outer leaves. Wash and inspect for insects. If it is wilted let it stand in cold water until crisp. Slice or shred.
Cauliflower. Remove leaves, wash and separate into small sections.
Carrots. Wash and cook whole or cut lengthwise. Scrape old carrots.
Corn. Remove the husk and silk. Remove the silk with the point of a sharp knife.
Greens. Wash by dipping up and down in five or six fresh waters, or cleanse each leaf under running water. Lift the leaves from one pan to the other, rather than attempt to pour off the dirty water thru the mass of leaves.
Parsnips. Wash, scrape or pare, cut in halves or quarters lengthwise.
Turnips. Wash, pare or slice or dice.
Potatoes. Scrub the skin thoroly if they are to be baked or boiled in the skin. Wash and pare as thinly as possible if they are cooked without the skin.
Tomatoes. To peel, first dip them in boiling water and then in cold water; or rub all over with the back of a knife to loosen skin if boiling water is not used.

THINGS TO REMEMBER ABOUT BOILING VEGETABLES

1. Cook vegetables only long enough to make them tender but leave them firm in texture. The longer vegetables are cooked the greater loss of food. Cabbage becomes dark and has a strong flavor when it is over-cooked. Onions lack flavor when over-cooked.

VARIATIONS OF BOILED VEGETABLES

FIVE-MINUTE CABBAGE
2 c. milk 3 T. melted butter 1/2 t. salt
1 qt. finely shredded 2 T. flour Few grains pepper
cabbage

Heat the milk and cook the cabbage in it for 2 minutes. Mix the butter and flour thoroly then add it to the cabbage. Season. Cook rapidly 3 minutes and stir constantly. The cabbage retains the crispness and is delicate in flavor and color.

LEARNING TO COOK

2. We cut vegetables in order to shorten the time of cooking. Less food materials are lost if we cut vegetables such as carrots and parsnips lengthwise rather than crosswise.
3. Save the cooking liquid or water in which the vegetables are cooked. It contains valuable minerals and vitamins which our bodies need. We make an exception to this rule if the vegetable is very strong, as it may be when grown in dry weather. There is a greater loss of food in boiling vegetables than in steaming or baking them, but we can make up for this loss by using the cooking liquid. Use it in any meat, egg, or vegetable dish where water or milk is used, such as meat loaf, hash, meat pie, stews, omelets, scrambled eggs, mashed or scalloped vegetables, soups and gravies.
4. Cook strong flavored vegetables such as onions, uncovered.
5. To preserve the color of green vegetables, drop them into rapidly boiling water and cook uncovered for the shortest possible time.
LAYING THE TABLE

There are so many things to do the last half hour before a meal is served I am sure mother will be glad to have you prepare the table if you do it nicely. This picture will help you remember how each place at the table (called cover) looks.

DIAGRAM OF COVER

1. Water glass.
2. Bread and butter or salad plate.
3. Napkin.
4. Dinner fork.
5. Dinner plate.
6. Dinner knife.
7. Teaspoon.
8. Edge of table.

1. Be sure that the center fold of the table cloth is in the center of the table, and that opposite edges are the same distance from the floor.

2. A dish of fruit, a small plant or vase of flowers is attractive for the center of the table.

3. Each cover includes the silver, china, glassware and napkin used by one person. At least 24 inches of space should be allowed for each cover. The edge of the dinner plate, napkin and ends of the silver are all placed one inch from the edge of the table. Place the silver straight so the table will look orderly. The dinner plate may or may not be left on the table but it is a good plan to use one when laying the table in order to have the proper distance between the knife and fork.

The knife is placed at the right of the plate with the cutting edge toward the plate.

Spoons are placed at the right of the knife with bowls up.

Forks are placed at the left of the plate with tines up.

The napkin is placed at the left of the fork, with hemmed and open edges turned toward the fork and edge of table.

The glass is placed at the tip of the knife.

The individual bread and butter or salad plate is placed at the tip of the fork.

Salt and pepper shakers should be placed where they can be easily reached. Individual sets may be placed in front of each cover or between two covers on a line with the water glasses.

Relishes and jellies are placed so they can be easily reached. Serving silver for these is placed to the side of the dish parallel to the edge of the table with the handle to the right.

Serving silver should be conveniently placed for the host and the hostess on a line with the silver at the cover or in front of the cover near the food to be served.

Chairs—are placed with edges even with the edge of the table.

SERVING

After you have learned to lay the table nicely, ask mother if you may help with the serving. Watch carefully that you do not drop dishes or spill food because it is wasteful and makes more work. Remember about clean hands and a clean apron, because food is more healthful and people enjoy it much more if it is clean.

Girls can save mother many steps by refilling water and milk glasses, the bread plate, and vegetable dishes. After you have helped in this way, perhaps mother will let you take her place at the table occasionally so you can learn to do the serving which she usually does.

With family service where food is placed on the table and served by the father or mother, the father usually serves the meat and vegetables and the mother the drink and dessert. Either one may serve a salad. Every boy or girl who is old enough may help in some way. It saves time and helps father if the one sitting next to him serves the vegetable.

For family service, place plates in a pile in front of father, arrange cups and saucers, unstacked, in a half-circle near mother's place.

Fill water glasses three-fourths full and place food on the table just before the family is seated. The food may not all be placed on the table at first. For example: if soup is served, the meat and vegetables may be kept hot and served after the soup has been eaten.

The hostess or mother is always served first, then other members of the family in the order in which they are seated. Plates are passed by the people at the table unless the group is too large, in which case one member of the family may pass the plates as the host serves. Try this plan some time so you will learn how to do it in a pleasing way.

Plates may be placed either to the right or left side of a person but we will use the left hand service. Place the plate from the left with the left hand.

Food such as bread, jelly, and relish is passed to the mother first and then around the table.

The water pitcher may be placed on the table if the family is small. Glasses may then be passed to be filled. One member of the family may pour the water.

A service cart is a great help because dishes on which food was served may be passed to the end of the table and placed on the cart.

The dessert plates and dessert may be on the service cart at the left of the hostess. When the plates from the main course have been placed on the service cart the hostess passes the dessert to the persons sitting at her right and at her left who in turn pass it to the other members of the family.

"Anything worth doing is worth doing well."
PROBLEM III—EGGS—MEAT—CHEESE

People who are doing hard work often need as heavy a meal for supper as for dinner. The supper menu given in Problem II is considered light but with the addition of a cooked vegetable and either meat or eggs, it would be a hearty meal. In this problem we will discuss recipes for some body-building foods which mother will want you to help her prepare for dinner or for a hearty supper.

EGGS

Eggs and other protein foods such as milk, cheese, meat, and fish are more easily digested if they are cooked at a low temperature. Have you noticed how tough a hard-fried egg becomes? A boiled egg may also become tough if cooked with excessive heat, because the protein which it contains will cook at a temperature below the boiling point of water. When eggs are hard cooked in water below the boiling point, the white becomes firm but not tough and the yolk becomes mealy.

When they are left in the water a shorter time, the white is soft and jelly-like and we call them soft-cooked. Follow the directions carefully so you will have good results the first time you cook eggs.

SOFT-COOKED EGGS

Place eggs in a sauce pan and add enough boiling water to cover them. Use one pint of boiling water for the first egg and one cup for each additional egg. The size of the sauce pan depends upon the number of eggs cooked. It should be small enough so that the amount of water suggested will cover the eggs. Cover the pan, remove from the stove and let stand from 5 to 8 minutes depending upon the softness desired. In case a number of eggs are cooked at one time and they are very cold, a longer time is necessary.

HARD-COOKED EGGS

Follow the directions for soft-cooked eggs and let the eggs remain in the water 45 minutes. For a firmer egg place the sauce pan where the water will keep hot but not boil.

SCRAMBLED EGGS

4 eggs 1/4 c. milk
1/4 t. salt 2 T. butter

Break the eggs into a bowl watching for pieces of shell. If a bit of shell gets in, remove it with a spoon. Add salt and milk to the eggs and beat slightly. Melt the butter in the inner part of the double boiler, add the eggs and stir occasionally until the mass sets. Keep the water in the lower part of the double boiler below boiling point. Scrambled eggs may be cooked in a sauce pan or skillet if the stove is not too hot. After frying bacon, cook eggs in the same pan, substituting bacon fat for butter. Remember that eggs are better for us if they are cooked slowly. Scrape from the bottom of pan as the mixture cooks. Cook only until creamy because the eggs continue cooking after they are taken from the stove.

BAKED CUSTARD

Custards are mixtures of milk and egg sweetened and flavored. They are used as dessert for either dinner or supper.

2 c. milk 3/4 c. sugar
2 large, or 3 small eggs 1/4 t. salt
1/2 t. vanilla

Scald the milk, which means to heat it until a scum forms over the top and small bead-like bubbles form at the edge of the milk. Milk is easily scorched and boils over quickly so it is best to heat it in a double boiler. Beat the eggs slightly, add salt, sugar, and vanilla and mix with the egg. Add the hot milk slowly to the egg mixture, stirring constantly until mixed. Pour the mixture into cups or a baking dish and place them in a pan of hot water. Why? Have the hot water about one-half inch deep. With more water in the pan there is danger of its getting into the custard when the pan is moved.

Bake in a slow oven, 45 minutes to one hour, or until the custard is no longer milky. If mother has a thermometer, the oven should register about 300° F. To test a custard, insert the tip of a knife blade. If the oven is too hot or if the custard bakes too long it separates and becomes watery. This means that the egg and solid part of the milk separates from the water in the milk and egg.

MEAT

Left-over roasted or stewed meat is often used for suppers. Meat pie is an attractive way of serving left-over meat and mashed potato.

4-H MEAT PIE

Place left-over meat stew in a baking dish. There should be enough well-seasoned gravy to moisten the meat and vegetables. Roast meat diced and mixed with gravy may be used in this way. Heat the meat and gravy to make the time of baking shorter. Spread mashed potato over the top for a crust and place in the oven until it is lightly browned on top. One egg white or one whole egg may be beaten into the mashed potato to make a lighter crust and help it brown.

BROWN STEW

1 lb. beef, lamb or veal 2 c. diced carrots
3 T. flour 1 c. diced potatoes
11/2 qts. hot water 1/2 c. diced onion
1 t. salt

Wipe meat with a damp cloth, cut into cubes. Roll cubes in flour and brown lightly in bacon fat or suet. Stir so it will be browned on all sides. Add the hot water cautiously and stir in, that is, cook slowly, until the meat is nearly tender. Add the salt and vegetables and cook about 1/2 hour more or until the vegetables are tender. If mature vegetables are used which do not cook as quickly as potatoes, they may be put in a little earlier than the potatoes. More water may be added to cook the vegetables if needed.

Brown stew is sometimes called a one-dish meal because it contains meat, vegetables, and gravy in one dish. It requires considerable time for preparation and mother will be glad to have you help make it. It is well to watch the meat closely when you are browning it because if it burns the flavor of the stew is spoiled.

Variations.—The vegetables may be varied according to those available. Chopped parsley, or celery leaves add a nice flavor. Searing and browning, which means cooking the meat on the outside, develops a flavor and gives color to the meat. If you want more of the meat flavor in the stew, do not brown the meat cubes. If the meat is not browned we may have the brown color by browning the flour and
adding it about 5 minutes before the stew is taken from the stove. Rub the flour into a thin paste with a little water before adding so it will not be lumpy.

**MEAT LOAF**

1 egg 1 t. salt

1/2 c. water or tomatoes 1/4 t. pepper

11/2 lbs. chopped beef 1 c. bread crumbs or oatmeal

or 1 lb. beef and 1/4 lb. pork 4 slices bacon

Beat the egg in a mixing bowl, add the water and mix. Add the other ingredients and mix well. Shape into a loaf. Grease baking pan with bacon fat and place the loaf in pan. Put slices of bacon on top and bake slowly uncovered for about 11/2 hours.

**Variation.** Add 2 to 3 cups of ground or chopped vegetables such as carrots, potatoes, and onions. Use less of a strong flavored vegetable like onions. Add only about half as much liquid for this variation because the ground vegetables add moisture.

**BAKON**

Bacon fat smokes easily, so to obtain the best flavor it should be cooked below the smoking temperature. If this is done, the room will not be filled with smoke.

Place thin slices of bacon in a frying pan and place over a low heat. Watch closely and turn often. Pour off some of the fat as the bacon cooks so there is only a small amount in the pan. When the bacon is a light golden brown and evenly crisp, place on a hot platter.

**CHEESE**

Cheese is like eggs in the respect that it is easily over-cooked either by long cooking or high heat. Over-cooked cheese is lumpy, stringy and tough.

**CHEESE TOAST**

Toast slices of bread until they are lightly browned. Watch them closely so that one is not scorched. Butter them, then sprinkle grated cheese over them. Dry cheese grates more easily than soft cheese.

Make a medium thick white sauce and pour it over the toast and serve.

**WHITE SAUCE**

3 T. butter 2 c. milk

3 T. flour 1/2 t. salt

Heat milk in the inner part of the double boiler. Cream the fat in a small bowl, add the flour and cream the fat and flour to a smooth paste. Add this to the heated milk and stir until the mixture is smooth and thickened. Cook until the taste of raw flour disappears, or about 15 minutes.

**MACARONI AND CHEESE**

2 c. boiled macaroni 1/2 t. salt

1/2 c. finely chopped cheese 1/4 c. milk

Few grains pepper 1 c. buttered crumbs

Butter a baking dish. Place a layer of macaroni in it, then a thin layer of cheese. Sprinkle with part of the salt and pepper. Add another layer of each, then the remaining salt and pepper. Add the milk and cover with buttered crumbs. Bake 20 to 25 minutes in a moderate oven. The crumbs protect the cheese from the oven heat. The cheese should be melted but not toughened.

**BOILED MACARONI**

1 c. macaroni broken into inch pieces

1 qt. or more boiling water

1 t. salt to each quart of water

Cook macaroni in the boiling, salted, water about 20 minutes or until tender. Drain in a strainer and pour cold water over it to separate the pieces.

**SUPPER MENUS**

1. Bacon Scrambled Eggs Meat Pie

2. Boiled Potatoes Cold Slaw Tomato Relish Buttered Carrots

3. Brown Stew Toast Sticks Apple Salad

4. Baked Apples Strawberry Preserves Milk

5. Ginger Bread with Whipped Cream Milk

These supper menus make use of some of the recipes in this problem. It is a fine thing to know how to cook well, but it is also important to know what foods are best to serve together in one meal.

**“GO SHOPPING” GAME**

How would you like to play the “go shopping” game? It is an interesting game because one can find so many attractive food pictures in papers and magazines. Remember it is more economical to shop at home as much as possible, that is, make use of all foods grown or produced at home.

Ask mother if you may have some magazines that she has finished reading from which to select your pictures. If you have a younger brother or sister old enough to cut out pictures, he will enjoy playing the game with you.

Cut out food pictures until you have a good supply of the different foods mentioned on the food clock. The game consists of working out a day’s menu, that is, a breakfast, dinner, and supper with these pictures. You will need plenty of space to spread out the pictures. If there is not room on the table, play this game on the floor. Have a certain place for each meal and as you find a food which you want to serve for the meal, put it in its proper place.

Have the food clock handy as you select the pictures and when all three meals are ready it is time to check up and see how well you have played the game. The checking is not an easy matter and you may want your club leader or mother to help with it at first. It is a good plan to write on a sheet of paper the foods you have selected for each meal, then if mother is too busy to look at the picture meals she can help you some time after by reading them from the paper.

These suggestions and questions will help you check the menus. Study the explanation of the food clock in Problem II until you understand why the day’s menu explained there goes around the food
When you ask these questions about your menus, what is the answer? Do you have milk for the boys and girls to drink each meal? Have you used milk on cereal or in some food such as gravy or pudding? If so, the children could have about four cups each during the day and the hand of the clock may be turned on to vegetables.

Do you have three servings of vegetables and two servings of fruit? Have you served either a raw fruit or vegetable or cooked tomato? If you can answer yes to these three questions, the hand of the clock may be turned to protein foods.

Do you have one serving of any of the following protein foods: meat, cheese, eggs, fish, dried beans or peas? If so, the hand may be turned on to whole grain products.

Do you have two servings of whole grain products either as cereal or bread? If so, the hand may be turned again and now points to water. Your pictures may not show the daily amount of liquid, but if the boys and girls drink a cup of milk each meal and remember to drink water in the morning, between meals, and at night, they will drink at least six glasses of liquid and then the clock’s hand completes the circle. This clock is for growing boys and girls. A clock for our parents would say two cups of milk instead of four cups, and six to eight total cups of liquid instead of six cups.

You perhaps have noticed that the food clock does not give a complete list of foods. At the top of the clock it says, “Include these protective foods in your daily diet,” so of course it means that we are to use such foods as butter, cream, sugar, and honey even tho they do not appear on the food clock.

If your picture menu goes around the food clock, you have won a balanced day’s menu. If it does not, you have lost whatever prevented the hand from completing its circle. Perhaps you lost a vegetable, a fruit, or a glass of milk, so try again.

**WHAT WOULD YOU DO?**

Ruth’s mother and father had gone to the city and were late getting home. Before leaving, mother told Ruth what she planned for supper. Ruth had started to prepare supper when she saw her parents drive into the yard. She ran out to help mother bring in her bundles, then joined the neighbor children who were playing in the next yard. Mother was tired and needed help but Ruth did not come in until supper was ready.

“If at first you don’t succeed, try, try again.”

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**PROBLEM IV—CAKES—COURTESIES—**

**DISHWASHING**

Did you ever make a cake for your mother’s birthday or for Mother’s Day? Our mothers do so many things for us, isn’t it a pleasure to do something extra for them whenever we can? Do you always remember to wash the dishes and leave the kitchen in good order when you are cooking? If not, you may hinder instead of help.

Review pages 9, 10, in Problem I, because they contain suggestions that will help you to have nicer cakes.

**CAKES**

**SPICE CUP CAKES**

1½ c. bread flour
2¼ t. of S. A. S. baking powder 4 T. butter or lard
1½ t. of S. A. S. baking powder or 2½ t. tartrate or phosphate 1 c. sugar
1½ t. cinnamon 1 egg, well beaten
1½ t. each nutmeg and cloves ¾ c. milk
1/3 t. each nutmeg and cloves Sift flour, then measure.

Add baking powder and spices and sift again.

Add one-half of the sugar to the fat in several portions, beating after each addition until thoroly mixed and creamed.

Combine the egg with the other half of the sugar in a smaller bowl and beat thoroly.

Add the flour mixture and milk to the fat-sugar mixture as follows; stirring after each addition until smooth. Add about 1/3 of the flour mixture, then 1/3 of the milk, then another 1/3 of the flour, then the other 1/3 of the milk, then the last 1/3 of the flour.

Add the sugar-egg mixture and stir until thoroly combined.

Pour into greased muffin pans, filling them about 2/3 full.

Bake in a moderate oven about 25 minutes. How does the length of time for baking cup cakes compare with the time for baking cookies? If mother has an oven thermometer keep it at about 350° F. during the baking.

**Variations.** This may be baked as a loaf or as a two-layer cake. If baked in a pan about eight inches square it will need to bake about 50 minutes. When baked in two layers they should bake about 30 minutes.

To make a plain cake, omit the spices and add 1 t. vanilla.

To make a chocolate cake, omit the spices, add 1 t. vanilla, use 2 T. less of flour and add 3 T. cocoa. Sift the cocoa with the flour and baking powder.
POWDERED SUGAR FROSTING

1 c. powdered sugar 1 egg white, unbeaten
1/2 t. vanilla

Sift the powdered sugar to remove the lumps.

Add the sugar to the egg white in several portions, stirring after each addition.

Add the vanilla, add more sugar is necessary, to make the frosting stiff enough to hold its shape when spread on the cake.

A very little milk moistens a good deal of powdered sugar, so if the frosting becomes too stiff, add milk or cream a few drops at a time until it is just right to spread.

**Variation**—Mix 1 T. of cocoa with the powdered sugar before adding it to the egg white.

HOT WATER SPONGE CAKE

(Made with a strong, double dover egg beater.)

1 c. flour 2 eggs
1 1/4 t. of S. A. S. baking powder 3/4 t. sugar
or 1 1/2 t. of tartrate or phosphate 1/4 c. boiling water
1/4 t. salt 1/2 t. lemon extract

Sift flour before measuring, then mix and sift flour, baking powder and salt.

Beat eggs until light.

Add sugar in about four portions, beating after each addition.

Add water and lemon extract then beat until it is mixed.

Add the flour mixture in about four portions, beating after each addition.

Pour into a greased pan and bake in a slow oven 325° F. for about 25 minutes.

UPSIDE DOWN CAKE

Grease the cake pan and sprinkle the bottom with brown sugar.

Add a layer of diced or sliced fruit from which the juice has been drained.

Add the sponge cake batter and bake.

Remove from pan as soon as taken from the oven.

Run a knife around the edge of the cake to loosen it. Invert the cake over a plate and it should come out with the layer of fruit on top.

COURTESIES

A little girl said to her mother, "Mother, you know I never mind helping you with the dishes or housework because I know when I get thru I am going to be thanked for what I have done." How good a cheerful "thank you" makes one feel. Do we always remember to say it when mother or some other member of the family does something for us?

If we form the habit of politeness at home we need not worry about what we may say or do away from home.

Make a list of simple courtesies for the home table. It will be interesting for club girls to compare lists and see how many different table courtesies they can add to the list.

1. Be polite—try to make yourself agreeable to other people.
2. Eat slowly. Rapid eating is harmful to health, and often causes over-eating.
3. Sit up straight at the table with feet flat on the floor. It gives one poise.
4. Lay the teaspoon in the saucer when not in use. If left in the cup it may cause an accident. This also applies to the soup bowl and dessert dish.
5. Keep the lips closed while chewing. Avoid loud or unpleasant noises. One should not try to talk with food in the mouth.
6. Take small bites. Chew food well so it will digest more easily.
7. Train yourself to eat all foods that agree with you. One may learn to like a food by taking only a small amount at first and eating some each time it is served.
8. Keep the elbows close to the body. They should also be kept off the table. Reaching for food or reaching in front of anyone should be avoided.
9. If necessary to leave the table before the others, ask mother if you may be excused.
10. Keep everything about your plate as neat as possible. When buttering bread, do not lay it on the tablecloth. Keep crumbs from falling on the floor.
11. Accept the food that is offered you. When asked for your preference, and you have one, it is courteous to state it at once. If a plate has been filled especially for you, keep it rather than pass it to someone else. Acknowledge any service by a quiet "thank you", or by an inclination of the head.
12. Food is accepted with, "Yes, thank you," or "If you please," and refused with, "No, thank you."
13. Set a good example without talking about it. Do not correct others.
14. Use a fork for vegetables whenever possible.
15. The fork is used for cutting and carrying foods to the mouth. When it is difficult to cut head lettuce with a fork, the knife may be used.
16. The knife is used to cut food, but never to carry food to the mouth. When the knife is not in use, lay it on the edge of the plate. The handle should not rest on the table cloth. The fork and spoon should be held with the hand under the handle when carrying food to the mouth.
17. The knife and fork are placed across the plate, a little to one side, when the plate is passed for another helping. When the course...
is finished they are placed close together across the center of the plate with handles toward the right and projecting an inch or two beyond the rim of the plate.

18. A sugar spoon should always be used for the sugar bowl and a butter knife for the butter plate. It is not sanitary for each person to use his or her own spoon or knife when helping himself to sugar or butter.

19. The napkin is removed from the table immediately following grace, if said; otherwise it may be removed as soon as all are comfortably seated. When the meal is finished fold the napkin and place at the left of the plate at home, or when you are a guest for more than one meal.

20. Never bite from a large piece of bread. Break it into two or three parts and spread only one part at a time.

21. Be careful in passing any dish that the fingers do not touch the inside of the dish or the food.

22. Bread and crackers should not be soaked in soup or in a beverage.

23. Practice the “Golden Rule”, never criticize the food.

24. Cough or sneeze to one side when at the table, always using a handkerchief.

25. Toothpicks should never be used in the presence of other persons.

26. The soup spoon is dipped away from one and the soup sipped quietly from the side of the spoon.

27. Be on time so that everyone may sit down to the table together.

**DISHWASHING**

A 4-H club girl stated in her story that since she had joined the club she had learned to like to wash dishes. It has been said there is joy in doing anything perfectly. This may be the secret. She had learned to do her dishes so well that it was a real pleasure.

The following suggestions will not only help us to do this job well, but they will give us ideas for discussing dishwashing in a demonstration.

Arrange dish pans so they are convenient and work at a comfortable height. Which side of the dish pan should the draining pan be placed in order to save unnecessary motions? When we wash dishes we hold the dish cloth in the right hand and the dish we are washing in the left. If the draining pan is placed at the left the dish can be placed into it with an easier, easier motion than if it is placed at the right.

The sink or table should be high enough so that one may stand erect while working. If yours at home is not the proper height, what can be done to make it so? Think of other people who work at the same table. Perhaps mother has placed blocks of wood under the legs of the table to make it the right height. Many sinks are too low. When this is the case, a pan or wooden rack may be placed underneath the dish pan.

Be sure the dish cloth is clean when you start washing because a greasy cloth will soil the water. We do not like to think of eating from dishes which have been washed with a dirty cloth. Rinse well after using, wring and spread out to dry, preferably in the sun. Scald the dish cloth often or have a good supply so that you can exchange for a clean one. Some people have two sets of dish cloths, one for table dishes and one for kitchen ware. The dish cloth should not be used for other purposes. Have another cloth handy to use in case of an accident when food is spilled on the floor or stove.

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**LEARNING TO COOK**

Dover egg beaters, meat grinders, and some other equipment should not be allowed to lie in the dishwater because there is an oil on certain parts of them which should not be removed. They may be held in the hand so that only the soiled parts are washed. Wooden handles of knives and forks gradually soak loose if they lie in water.

1. **Scrape** the dishes well; stack them in neat piles to the right of the dish pan. Dishes may be scraped with a plate scraper or soft paper. Tissue paper may be kept in a convenient place for this purpose.

2. **Soak** dishes which are hard to wash. Use cold water for dishes which have held uncooked eggs, uncooked flour or starch, milk or cream. Use hot water for dishes which have held sugar or syrup, greasy food or most cooked foods.

3. **Wash** the dishes in hot, soapy water until they are clean. The water should be as hot as the hands can bear. Dissolve soap chips in a small amount of boiling water, then add cold water until it is the proper temperature. A soap shaker is a convenience for using small pieces of soap. Do not leave the cake of soap in the water. Change the water often. Save later work by keeping the water from dripping on the floor.

The general order for washing dishes is as follows: glassware, silverware, china, and kitchen utensils.

4. **Rinse** the dishes in boiling water.

5. **Drain** dishes in order to dry them quickly. A wire rack may be lifted out of the water or placed in a sink makes draining easier.

6. **Dry** glassware and silver with a dish towel. China need not be dried with a towel if it is rinsed in scalding water and well drained. It is surprising how much time can be saved in this way.

If possible, arrange so that the clean dishes may be placed in the cupboard without extra steps or extra handling.

Make a game out of dishwashing by noting the time it takes to wash the dishes, then try to beat your own time record. Reduce the time it takes, but improve the kind of work done.

**WHICH GIRL DO YOU LIKE BETTER?**

Martha started to wash the dinner dishes but dinner had been delayed. She was expecting her playmate to come any time. She finally put water in the potato kettle and left it on the table. There was a greasy ring around the dish pan which she placed over the kettle and then hurried away. Soon Mother came into the kitchen and wanted to use both of these utensils. As Martha rushed into the room, Mother said, "Martha, you left some dishes. Come and finish them." Martha frowned and said, "Well, Mother, it seems like you're never satisfied with my work and anyway, I have company now."

Mary swept a part of the kitchen then hurried to the porch swing and started reading her new story book. Later she saw Mother get the broom and dust pan and sweep under the stove and kitchen table. She thought to herself, "My, how clean Mother likes to see the floor." She went into the kitchen and said, "Mother, I'm sorry I did such a poor job; next time I'll do it better."

"Politness is to do or say

*The kindest thing in the kindest way.*"
PROBLEM V—PICNIC SUPPER—SALADS—SANDWICHES

Isn't it fun to pack a lunch and eat out under the trees on hot days? How good everything tastes?

Remember the food clock when you are planning what to prepare for the picnic or you may have too many rich foods. Have you ever gone to a picnic and eaten fried chicken, ham sandwiches, stuffed eggs, baked beans, cake, pie, and ice cream? These are all good foods and foods that we enjoy eating out of doors, but do you think it is best to serve all of them in one meal? This is a good question to discuss in club meeting.

FIG. 12.—Let's have a picnic.

PICNIC SUPPER

To meet the requirements this month, you will be asked to plan a breakfast, dinner, and picnic supper which go around the food clock. It will be interesting to play the “Go shopping” game again. This time just go shopping for the picnic by placing the food pictures for your picnic supper in a small box or basket. First decide what you would like to have for your picnic, then plan the other meals for the day so all three will help make the hand go around the food clock.

If you were going to help mother prepare and serve these meals then you would consult her about them. Whenever there are leftovers, it is economy to make use of them. However, this time you may play there are no leftovers and may include in your day’s menus anything that is available this time of the year.

The following menus have the foods indicated by an x which make the hands move around the food clock.

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<th>MENUS</th>
<th>Milk</th>
<th>Vegetables</th>
<th>Fruits</th>
<th>Meat, Eggs, etc.</th>
<th>Whole Grain Products</th>
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Number of Checks

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REMARKS

The chicken was fried at dinner time and the best pieces were saved for the picnic. Extra potatoes were boiled in their skins so there would be enough left from dinner to make the picnic salad. Potatoes have more flavor as well as food value when cooked in the skin. Some chopped sweet pickle was added to the potato salad. A simple way to prepare peach ice cream is to add sliced, either raw or canned peaches to each serving of plain ice cream.

SALADS

Salads offer a good opportunity to serve the raw fruits or vegetables which are on our food clock. They add freshness, color, and a pleasant acid flavor as well as food value to our meals. Salads are economical because we may use left-over foods in making them. Perhaps mother has some salad dressing which you may use in making a salad or she may show you how to make the dressing.

These suggestions will help us to make attractive salads.

1. The lettuce or other green should be clean, crisp, tender and fresh. Lettuce will stay crisp for some time if it is washed, wrapped in a damp cloth and placed in the ice box.

2. Stainless steel knives are best for preparing fruits or vegetables for salad.
3. Cut pieces small enough to be beaten without further cutting. Cooked vegetables are usually cut in small cubes of uniform size. Raw vegetables such as cabbage or lettuce may be shredded. Raw carrots are grated. Gristle and extra fat are removed from meat.

4. Prepare salad materials in advance and keep them cold. Diced apples or bananas may be moistened with lemon or orange juice to keep them from turning dark.

5. Combine ingredients immediately before serving. When a salad is allowed to stand the dressing often becomes too thin and a crisp vegetable may wilt.

6. Avoid a mussy appearance by careful preparation and combining. Diced foods do not break up as easily as sliced ones. Mix by lifting lightly with a fork rather than by stirring with a spoon.

7. Before combining a salad, moist materials should be drained. Lettuce leaves may be placed between towels and pressed lightly to remove drops of water. Juicy fruits and vegetables make the salad dressing too thin.

8. Salad is attractive served on lettuce but the lettuce should not cover the plate or hang over the edge.

**Potato Salad**

Boil potatoes with skins on. When cold, peel and cut in ½ inch cubes. Moisten with dressing and serve on lettuce.

**Variations**—Any of the following may be used for variety: A few drops of onion juice, a little chopped sweet pickle, chopped celery, diced cucumber, and cooked diced carrots or beets. Potato salad is often garnished with slices of hard cooked eggs. Shredded cabbage may be used instead of lettuce.

**Cabbage Salad**

Shred crisp cabbage, moisten with dressing and serve on lettuce.

**Variations**—Various fruits and vegetables combine nicely with cabbage. Those which add color are especially attractive.

1. Add a small amount of sweet green pepper or pimento and chopped celery.
2. Add chopped raw carrots and peanuts or cocoanut.
3. Add diced apple, pineapple or pears.

**Apple Salad**

Combine equal amounts of diced apples and celery. The peeling may be left on the apple to add color. Moisten with salad dressing. Place on lettuce and sprinkle broken nut meats on top.

**Sandwiches**

We seldom think of school or picnic lunches without thinking of sandwiches. These suggestions will help us make them attractive.

The bread used for sandwiches is easier to cut if it is at least a day old. Use a sharp knife so the slices will be thin and the same thickness. A variety of breads may be used as well as a variety of fillings. Whole wheat, graham, nut, rye, and brown bread all make delicious sandwiches.

Cream the butter by working it with a spoon until it is soft. This makes it easier to spread and also saves butter. A little salad dressing is added to some fillings. Add only enough so the filling is moist enough to spread; it should not soak into the bread. Spread filling on one slice of the buttered bread and place the other slice on it. Cut in convenient size and shape for packing in lunch box and for handling. Sandwiches that are prepared ahead of time may be wrapped in a damp napkin or oiled paper and kept in a cool place.

**Sandwich Fillings**

Let us keep in mind our younger brothers and sisters when we are making sandwiches. They enjoy eating them and it is an attractive way to serve raw vegetables for at least one meal a day. Mix the finely chopped vegetables such as cabbage, carrots, lettuce or celery with creamed butter and make into small sandwiches. Chopped nuts are a nice addition to vegetable sandwiches. Try grated carrots and ground peanuts moistened with salad dressing.

What we use for sandwich filling often depends upon the left-overs we have and it is interesting to try different combinations. Ask mother about the amount of filling to make because a little filling makes a good many sandwiches. Here are a few other suggestions for fillings:

- Sliced tomatoes and crisp bacon
- Cottage cheese and chopped nuts
- Hard cooked eggs chopped and seasoned
- Ground meat and pickle
- Salmon with chopped celery
- Ground dates and raisins
- Ground nuts moistened with honey
- Peanut butter moistened with honey

“Start up, keep up, finish up.”

**Common Things**

God’s greatest things are common things; The warmth of sun; the hush of rain; The thrill of winds that come from far To tumble in a field of grain. All simple things, His greatest gifts; A fern-clad rock, a poplar tree, A fleet of yellow butterflies That sail on seas of chicory. How infinitely kind He is, Who gave me love and work to do, And songs to sing, and hills to roam, And candle light to share with you! —Dorothy W. Boice
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(6-33-5M)